ypi®
YOUTH AND PHILANTHROPY INITIATIVE SCOTLAND

Leading YPI in your School

2026/27 Edition





The Wood Foundation

Operational Manager
and Principal Funder
of YPI in Scotland

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The Wood Foundation

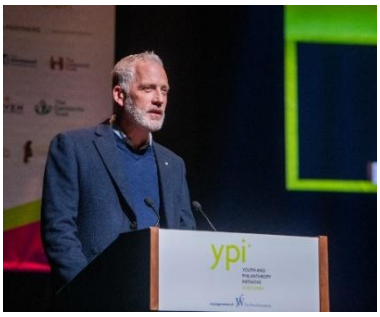
The Wood Foundation is a venture philanthropic organisation, a proactive investor, project manager, and partner in societal, education, and economic development in Sub Saharan Africa and Scotland.

It was established in 2007 by its Founder and President Sir Ian Wood KT GBE and his immediate family to empower communities, advance education, and foster enterprise to create long-term opportunities and brighter futures.

The Wood Foundation is a committed and connected partner in education, having engaged hundreds of schools in its innovative programmes and investments since 2008.

Identifying opportunities to optimise the potential of Curriculum for Excellence to empower the next generation of successful, active citizens has led to the development and delivery of programmes which address issues such as youth philanthropy, primary STEM, and transformational change to learning and teaching approaches.

The Youth and Philanthropy Initiative (YPI) is the biggest independent programme being delivered through Scottish education, empowering tens of thousands of young people each year to make a difference in their communities. Through teamwork, research, and competition, young people advocate for social issues in their communities in a bid to secure their school's £3,000 grant.



Thank you for your commitment to The Wood Foundation's Youth and Philanthropy Initiative (YPI).

As educators, you are at the heart of this programme's success. YPI would not be possible without your dedication, leadership, and support. Thank you for the vital role you play in making YPI such a powerful force for good.

With sincere appreciation,

Garreth Wood, MBE | Chairman, The Wood Foundation

With thanks to our Funding Partners

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This resource provides detailed guidance to enable you to lead and realise the full potential of YPI. It offers practical tools, resources and insight to help you provide a meaningful and high-quality experience for your students and wider school community.

Further programme materials and inspiration can be found at: www.ypiscotland.org.uk

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Introduction to YPI

Youth and Philanthropy Initiative Scotland

The Youth and Philanthropy Initiative (YPI) is a powerful active citizenship programme, empowering young people to make a difference in their communities. YPI engages a full year group of students, developing skills and confidence through a contextualised learning experience. The programme raises awareness of social issues and local charities and is a vital means of devolved, locally driven grant-making.



280

schools delivering YPI in 2026/27



£9.3M

has been granted to charities across Scotland since 2008



430,000

students engaged in YPI since 2008



32

local authorities delivering YPI in 2026/2

YPI Support and Facilitation Structure

YPI is managed and principally funded by The Wood Foundation. A dedicated team works in partnership with all participating schools to fully realise the opportunity for their settings. As a fully resourced programme with a facilitated support model, each school has its own dedicated Programme Officer.

Key fundamental features of the support structure provided by your Programme Officer are:

- **Programme Planning Meeting** – Dedicated time and space to plan for the current academic year with the support of your Programme Officer. This involves the school's YPI Lead Teacher, a representative from the Senior Leadership Team, and other delivery teachers.

- **YPI launch** – Your Programme Officer will work with you to explore the best structure and approach for an impactful YPI launch. This may include inputs from the Programme Officer, a member of the Senior Leadership Team, the previous winning group, previously engaged charities and YPI alumni.

- **Facilitation of YPI Final Showcase** – Your Programme Officer will support the YPI Final Showcase by delivering a judges' briefing and facilitating the judging process.

- **Reflection Session** – This session, facilitated by your Programme Officer is designed to provide space for reflection, learning, and goal setting for the next academic year. This typically happens shortly after the YPI Final Showcase, or alternatively at another time, but ideally by the end of that academic year. It is an opportunity to consider areas such as creativity, partnership working, and legacy.

Your Programme Officer can also offer further tailored support, guidance and opportunities to connect with other schools where possible. We aim to work in partnership with schools and teachers, empowering them to explore, develop, and communicate the strategic rationale that underpins their delivery of YPI. Schools with a clear vision, ambition, and buy-in undoubtedly provide the most effective and impactful experiences for their learners and, by extension, their wider school community.

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Setting up for Success – YPI Journey

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1 Initial Meeting

TWF initially meets with a member of the senior leadership team (SLT) to share more about YPI, discuss expectations, alignment, and curricular fit.

2 Explore Best Fit

YPI can be delivered to a singular year group from S1 to S6 through a variety of curricular areas. Consider which year group and subject/s are the best fit for YPI in your school and decide who is best placed to lead the programme with support from SLT. The YPI Strategic Guide details how YPI aligns with education priorities.

3 Curricular Planning & Mapping

Use or adapt the YPI resources to support planning and delivering an impactful programme.

4 Participating School Commitment

This important form outlines partnership expectations, allows schools to access support and resources and ringfences the grant. It should be completed in collaboration with the Head Teacher / SLT.

5 Planning Session

A core feature of the partnership, the planning session provides opportunity for the lead teacher, delivery team and SLT link to discuss place, fit and plans for delivery with your Programme Officer.

6 Deliver an Impactful Programme

Your Programme Officer will support discussions about delivering an impactful student launch. Utilise resources to support the delivery team to facilitate learning and empower students and explore case studies and creative inspiration to consider how other schools develop YPI.

7 YPI Showcase Final

Detailed guidance and checklists support lead teachers to organise an event that successfully provides space and time for students to creatively share their learning with others.

8 Reflection

Work together with your Programme Officer to develop your YPI programme to support development priorities. This will involve a chance for reflection and goal setting.

YPI Resources and Inspiration

The Wood Foundation ensures YPI resources are regularly reviewed and updated to ensure they are of a high quality. We aim for our resources to be engaging, supportive, adaptable, inclusive and relevant.

All supporting resources can be accessed via the YPI Scotland School Zone. For leading YPI, these include:

Planning for YPI

- **Programme planning session guidance note**: This resource is to be shared with the lead teacher, delivery teachers, and SLT link. It outlines questions to consider when planning for YPI.

Launching YPI

- **Launch resources**: These include a launch video, supporting practitioner guidance, and a PowerPoint resource to support schools to deliver an exciting and engaging launch to YPI. Your launch can be delivered by or attended by your Programme Officer unless otherwise agreed in advance.

Delivering YPI

- **Delivery resource**: This is the core delivery resource for the programme which includes clear learning intentions, success criteria, links to meta skills, and suggested content plans.
- **Student workbook** and **YPI delivery PowerPoint:** These are editable documents which provide an adaptive framework from which schools can develop their own YPI delivery materials, ensuring they are fit for purpose for each individual context.
- Digital versions of the Student Workbook are available in Microsoft, Google, and iPad Keynote formats, allowing teachers to assign, track, and support real-time collaboration through Teams or Google Classroom. For access to these get in touch with your Programme Officer.

YPI Final Showcase

- **YPI Final Showcase guidance**: This resource provides the lead teacher, delivery teachers and / or student mentors with detailed guidance and checklists for planning and organising a successful final.
- **YPI Final Showcase resources**: These include a judging pack, to be provided to the judging panel in advance of the Final, outlining the expectations and criteria against which student teams will be marked, a student certificate and a student feedback form for use at the judges deliberations.

Reflection, learning and next steps

- **Reflection session guidance note:** This resource provides examples and questions to support you to consider how to make the most of your YPI programme, maximising the impact for your students, school, and community.

Additional resources include:

- The Inspiration Zone on the YPI Scotland website and Vimeo Page share great examples of creativity for inspiration. Our Conquering Creativity presentation can help students generate their own ideas.
- A Guide to Charity Fairs is useful for organising an opportunity for students to meet many charities.
- A guide to working and volunteering in Scotland's voluntary sector was produced in partnership with SCVO and supports enhanced understanding of the third sector and part two of the YPI process.
- These YPI Skills Posters have been developed to support thinking and discussions about skills.
- For more inspiration, listen to our podcasts and / or read our case studies.

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Professional Learning and Partnerships

YPI has been endorsed by Education Scotland as a programme offering high-quality professional learning and leadership opportunities. The Wood Foundation is a GTCS-accredited provider of professional learning and is committed to promoting critical enquiry and innovation, acknowledging that informed and confident practitioners are essential for enabling young people to succeed in learning, life, and work.

Further information about the following opportunities can be found on the YPI website:

- **Development discussions:** Through the facilitated support structure, we will work in partnership to empower you and your delivery team to consider how teaching practice and pedagogy ensure the most impactful programme delivery for your students.
- **Online webinars:** With input from teachers, students, and partners, our webinars provide opportunities to be inspired by and connect with peers from across the country. You can watch previous webinars on Vimeo and visit Events on our website to register for future sessions.
- **Regional and national events, and networks:** These are aimed to support practitioner-led collaboration and development. Your Programme Officer will make you aware of any opportunities taking place within your area, including the chance to watch another school's final.

Questions to consider:

- What skills do you use throughout the leading and the delivery of YPI?
- What do you learn from leading and delivering YPI and how do you reflect and capture this?
- Has your school connected with other schools to share learning regarding the YPI programme? If yes, what did you learn from this experience?
- Has anyone from your school attended any YPI organised events? If yes, what did you/they learn at the events?

National Partnerships

We work with a range of likeminded partners including:

Young Scot

The national youth information and citizenship charity for 11 to 26-year-olds in Scotland, Young Scot provides young people with information, ideas and opportunities to help them make informed decisions. More than 800,000 young people in Scotland carry the Young Scot National Entitlement Card.

Young Scot has a national partnership with YPI which celebrates and recognises the contributions of young people taking part in the YPI process: **2000 points is awarded** to all those who have taken part. These points can be exchanged for some great rewards and experiences like work shadowing opportunities, tickets to events and other items to support their personal development.

The Young Scot Rewards points codes will be sent via email and QR code to the YPI Lead Teacher following their YPI Final Showcase. These can then be distributed to students. Young people can sign to Young Scot Membership by heading to https://membership.young.scot/home/. For more information including how to sign up, visit the Young Scot website.

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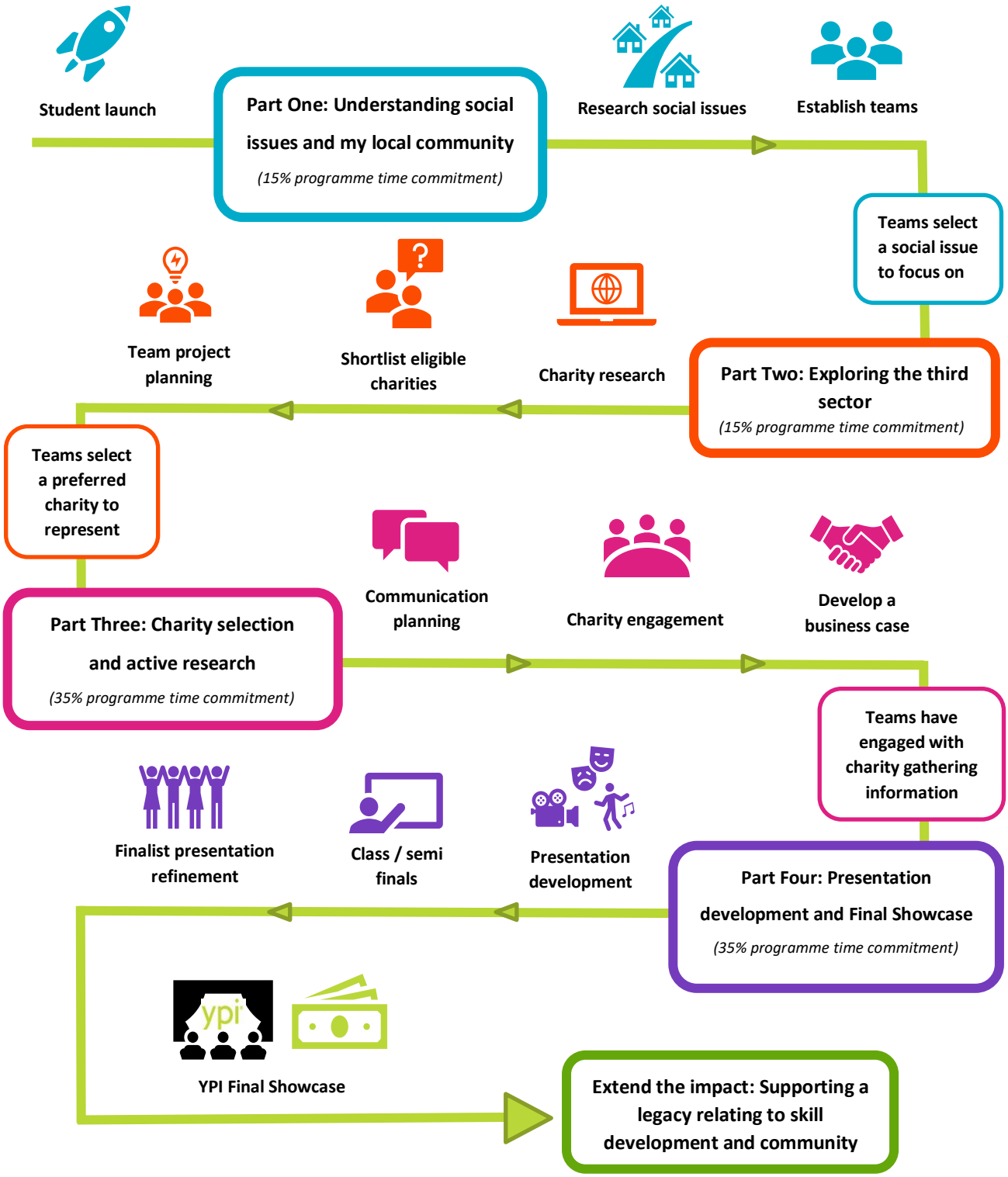
YPI Delivery

Programme Milestones

YPI is most successful when there are clear frameworks within which students can develop their autonomy and take responsibility for their learning. The YPI Lead Teacher is responsible for developing a clear programme timeline, which is to be agreed and shared across the delivery team and with your YPI Programme Officer. This will include the following programme milestones:



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YPI Delivery

The following template supports the planning process for each milestone.

Please discuss potential dates with your YPI Programme Officer to ensure their availability.

	Programme milestones	Curricular delivery	Cross-curricular links	Date/s
Planning session: with YPI Programme Officer and delivery team (and SLT if possible).				
Part One: Understanding social issues and my local community (15% programme time commitment)	Student launch			
	Understanding social issues	*e.g., Delivery in RMPS, links to values-based education*	*e.g., PSHE to deliver lessons focused on social issues and community.*	*e.g., To be completed by 20 September*
	Establishing teams			
	Teams to select social issue			
Part Two: Exploring the third sector (15% programme time commitment)	Charity research			
	Shortlisting eligible charities			
	Team project planning			
Part Three: Charity selection and active research (35% programme time commitment)	Communication planning			
	Charity engagement – initial charity contact			
	Charity engagement – interview via contact (email, online, in person meeting)			
	Development of a clear business case			
Part Four: Presentation development and YPI Final Showcase (35% programme time commitment)	Presentation development			
	Class / Semi finals			
	Presentation refinement and YPI showcase planning			
	YPI Final Showcase (with Programme Officer)			
Post-Programme	Plenary activity – focusing on skills development and legacy			
Reflection Session: with YPI Programme Officer, staff, and partners (and SLT if possible).				

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Launching YPI

Your Programme Officer will discuss the potential for an impactful launch at your planning session. A multi-stakeholder event enriches the introduction by demonstrating the wide-ranging potential value from YPI, outlining what students can expect from the programme, and challenging them to engage and participate fully. Typically, a launch takes place over 1 period, but you may wish to consider delivering an extended and more interactive session, your Programme Officer can support discussions relating to this.

Consider the following:

Planning and Input

Each school launch event should be creative, interactive, and enjoyable, aligning with the school culture, ethos, and values. Input from a variety of stakeholders, in-person or via case study examples, including your Programme Officer, YPI alumni, charities, and delivery staff, can result in an engaging session. An introduction from the Head Teacher or a member of SLT demonstrates the high regard and importance of the programme to both students and staff. Incorporating alumni and charities' experiences provides students with a deeper understanding of the programme.

Attendance

Delivery teachers should attend the launch to better understand core programme expectations and milestones. Attendance from throughout the school shares the purpose and value of YPI.

Inspire and Celebrate

The student launch event kickstarts the YPI journey. It should excite young people and encourage them to think about social issues they care about and the difference they could make in their local community.

Inspiration

School example:

The below images are taken from Alford Academy's YPI Launch. In this interactive session students completed the Diamond 9 exercise outside, providing an innovative platform to reflect and discuss social issues in an engaging way.

- Consider:
  What creative approaches and resources can be used to engage students in the launch and create a sense of excitement and celebration?





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YPI Delivery

Once launched, classroom delivery begins. This process is divided into four parts:

- Part One: Understanding social issues and my community
- Part Two: Exploring the third sector
- Part Three: Charity selection and active research
- Part Four: Presentation development and YPI Final Showcase

The core delivery resource includes clear learning intentions, success criteria and suggested content plans for each part, which when used alongside the delivery powerpoint and student workbook supports anyone delivering the programme. These are editable documents providing the Lead Teacher with an adaptive framework to edit and develop delivery materials. This includes digital options for the student workbook.

The following highlights key elements of YPI delivery to be mindful of when supporting others to deliver a consistent approach across a whole year group, especially within larger settings.



Social Issues

YPI focusses on social issues impacting communities. Social issues are "when **people** in your community face barriers to having everything they need for a healthy and independent life".

For YPI, we ask students to understand and evidence an impact upon people within their local society. This means that animal and environmental charities may not be suitable. However, there are exceptions, such as therapy pets or guide dogs or a foodbank which not only reduces food waste (environmental) but also addresses poverty (social). If you are unsure about charity eligibility, please contact the YPI team.

Sensitive and potentially triggering issues may be discussed; therefore, the lead teacher should ensure that warnings are provided, and support is available to students and delivery teachers.



Establish Teams

An important aspect of YPI is enabling young people the opportunity to work with others, thereby developing teamwork skills of empathy, compromise and communication. Students, therefore, should work in teams of approximately three to five people. If a young person has additional support needs and is unable to work within a team, they should be allowed to take part, given the appropriate support they require and thereby be eligible to win. If a young person does not want to work within a team for any other reason, they are more than welcome to take part in the YPI process, including representing a charity to raise awareness of the social issue up to the class semi-final, however they should not take part in a YPI final as they will not be eligible for a YPI grant. Should a student present on their own at a final due to absences in their team, they will still be eligible for the grant.

Lead teachers should ensure consistency or agreement (if this varies by class) across the year for how teams are formed, with the following potential options:

- Common interest in a particular social issue.
- Complementary student strengths, either based on an informal survey or existing knowledge.
- Asking students to identify 1 person they want to work with and pairing pairs to form a team of four.
- Own choice of team.

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Researching Charities

YPI provides a framework for young people to better understand their own community, the types of work charities do, and societal reliance on the third sector. That is why YPI places an emphasis on identifying community-based, local charities; charities that are developed as a reaction to the specific needs. While some small charities have a local profile, they can lack the resource and operational structure of larger charities.

Students can be supported to identify local charities by:

- Third Sector Interfaces (TSIs) are an excellent source of information on regional charitable activity. Each TSI is unique to its area and supports a network of charitable organisations from the very small to the very large. Engaging with TSIs gives students the opportunity to:
  - Access information about local charities through experienced staff and their local database.
  - Gain a better understanding of the charitable sector in your area.
  - Develop a meaningful partnership for subsequent work and ongoing volunteering.
- The Office of the Scottish Charity Regulator (OSCR) is the independent regulator and registrar for all Scottish charities. The OSCR website is an excellent and up-to-date database. It is a YPI requirement that every charity involved in the programme is OSCR-registered. Visit www.oscr.org.uk.
- Social media pages. Some smaller, locally based charities may not have websites or appear on search engines, but they may have social media accounts. Once your students have identified charities, they could be supported to view these in accordance with the school or local authority internet policies.
- Speaking with friends and family to draw upon their networks for knowledge of local charities.
- Organising a Charity Fair within your school – this is a great opportunity for students to speak with several different charities representing local social issues. **See Appendix 1: Charity Fair Letter** to invite charities along to the event. For further support, see Charity Fair: Advice for Schools.

Supporting Students' Charity Selection

Some well-known charities can receive more than 10 requests a term for visits. Although many are keen to engage with all students to raise awareness of their cause, some simply do not have the capacity. We recommend that students spend time considering a few charities and do not quickly settle on the most popular charity, or the first search engine result when researching the social issue. Have your students dig deeper and investigate back-up selections in case their chosen charity is unable to be engaged and support groups.

Should a charity not reply or engage with the process, encourage groups to move on to their second or even third choice quickly, as the more time that lapses waiting for a response the less time the students will have to meaningfully connect with the charity.

The lead teacher should be aware of charities selected across the year group. If more than one group has selected the same charity across the year group, consider trying to schedule meetings either within the school or visits to the charities premises to accommodate all groups at the same time to be mindful of the charities time.

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Charity Engagement

Engaging with the charity is a vital stage of the YPI process. Connection beyond the charity's website should enable collaboration; this might be through emails, phone calls, video calls or in person either at school or at the charity's premises. Students and charities have told us that this aspect of the programme is the most meaningful and enjoyable part of YPI for them, and many students have described transformative, eye-opening experiences.

Students can interact with their community independently and bring their learning into the 'real world'. Once students realise the tangible impact of their efforts, their motivation to advocate for the charity is strengthened and they will be more likely to see the importance of supporting their local community.

Supporting Students for Charity Engagement

- Research and preparation – The research process ignites the spark of interest and personal connection that will support engagement and, potentially, future volunteering. Good preparation sets them up for success and to make the most of the limited time they may have to conduct the visit or meeting.
- Empower students to be independent – TWF firmly believes in students leading their own learning and empowering independence. Encourage them to consider their capacity and capability to independently engage, drawing on support from peers, friends, and family. Students can consider making any visits out with school hours, independently, or with parents/guardians. Communicating with parents/guardians about YPI may generate additional support. **See Appendix 2: Sample letter to parents.**
- Supported or supervised charity visits – These have proven to be successful at many schools. This approach relies on an appropriate support structure. Therefore, when considering supported student charity visits it is important that plans are realistic and sustainable. Consider if senior students could support younger years as part of an existing peer support or mentor framework. Schools should follow their own safeguarding policy and carry out their own risk assessments accordingly. Often charities will have their own safeguarding policy for working with young people.
- Charity visits at alternative venues - If there is no way that students can visit their chosen charity, you may wish to support arrangements at an alternate venue (e.g. at school, the library, local offices etc).

Inspiration

School example:

This case study shares how Banff and Aboyne Academies supported an engaging start to the YPI process, through a community walk and charities fair.

- Consider:
  Could either of these approaches be adapted to your context to empower greater charity engagement throughout YPI?

Charities as Partners

Local charities are at the heart of YPI's mission to grow compassionate communities. We respect the time and effort of charity employees and volunteers to engage young people with their work, and we want to make sure they are recognised for the extent of the impact they help to create. If a charity contacts you with a concern, please email ypi@thewoodfoundation.org.uk.

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Presentation Development

To further support students in preparing a creative and engaging presentation you may decide to ask for help from others within and out with the school. Does your school have a member of the team or a department skilled in public speaking, storytelling or indeed an expert at digital literacy? Would an external business partner be interested in holding an assembly to encourage better presentation skills or engaging an audience? The lead teacher should ensure time is allowed for teams to develop and practice their presentation and, if possible or suitable organise for further support. The Inspiration Zone on the YPI Scotland website shares examples and the Conquering Creativity presentation can help students generate ideas.



Class / Semi Finals

Before the YPI Final Showcase, you need to select the finalist teams. It is recommended that 4 to 6, but no more than 8 teams present at the final, so depending on the number of students taking part, you will more than likely need to hold a class / semi-final to select these. Using the **YPI Presentation Judging Criteria** (available in the Student Workbook and YPI Judging Pack) is important for the class to give feedback and for the winning teams to be chosen. Finalists can be chosen by student vote; the teacher's marking scheme; a judge or panel of judges; or a combination. The lead teacher should ensure that this process remains consistent across the year group and checked that the team and charity chosen has met the eligibility criteria.



Presentation Refinement

Ensure to leave enough time for teams to refine and practice their presentation. It is important at this stage that the lead teacher has seen each team, not only to be able to give some useful feedback, but it can also support in the planning and organising of the final. This can include writing host scripts, organising required technology and providing suitable trigger warnings regarding any sensitive issues being raised. Also, at this stage, the lead teacher may seek help from other members of the school, senior mentors and / or external business partners to work together with individual teams, providing them with more focused feedback and support. For schools looking to involve business mentors or develop mentoring with senior students, get in touch with your Programme Officer.

Planning for your YPI Final Showcase

Your YPI Final Showcase is the culmination of the programme efforts for the academic year. It is an event that not only serves as a platform for the most passionate and engaged teams to present and secure a substantial grant for a deserving charity, but also a true celebration of all the contributions that your YPI students have made – and can continue to make – to help those in need in your community.

See YPI Final Showcase Guidance, for further support about how to plan for and run your successful YPI Final Showcase. This resource provides the lead teacher, delivery teachers and / or student mentors with detailed information and checklists for planning and organising, as well as any useful resources to support the running of the event on the day.

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Getting the most from your YPI Programme

Reflection Session

The reflection session is a core feature of the YPI support structure. The focus of this bespoke session can include areas such as partnerships, creativity, or legacy, and will be further discussed at your planning meeting the following year, supportive of continuous improvement.

We will work with you to explore the best time, fit, attendees, and structure for the session depending upon your delivery model and timeline. Guidance and further details regarding this session can be found in the School Zone.

Prior to the session, please consider the ambitions for programme development and how these align with wider school priorities.

The Maximising Impact Wheel to the right and over the page with further examples and case studies is a useful tool when considering different ideas for developing YPI within your own contexts.

Whether it is working together with community partners or introducing senior student mentors to support those taking part or perhaps linking to accreditation to add value to the programme, there are many ways to improve the YPI experience for everyone involved.



Questions to consider ahead of the Reflection Session:

- What are your aims and objectives for YPI?
- How does YPI align with your skills framework, improvement priorities, and curricular activity?
  Consider: IDL opportunities; faculty/school improvement plans; skills profiling/DYW, accreditation.
- What do you think are the key learning experiences that will benefit students?
- How can you support students to deliver creative and impactful presentations?
- How can you support students to engage meaningfully with their charities and establish robust, specific business cases for their presentations?

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Getting the most from your YPI Programme

Curricular embedding

The place and fit of YPI will be unique to your school context, priorities, and approach.

- How does the current delivery model align with curricular priorities both within the department and across the school?
- Could learning be enriched by collaborating with other departments? Could YPI be delivered through an interdisciplinary approach?

Added value opportunities

- YPI can be aligned with award and accreditation frameworks relating to leadership, skills, and values. See our **Strategic Guide** for ideas and inspiration.
- Students who don't make the YPI final can remain engaged in the following ways:
  - Event support for the final
  - Providing feedback to finalist teams
  - Capturing learning for display at the final (e.g., social issue or charity poster display)

CASE STUDY – CLICK HERE:
Hear how Beeslack Academy aligns YPI with the SQA Religion, Beliefs and Values Award.

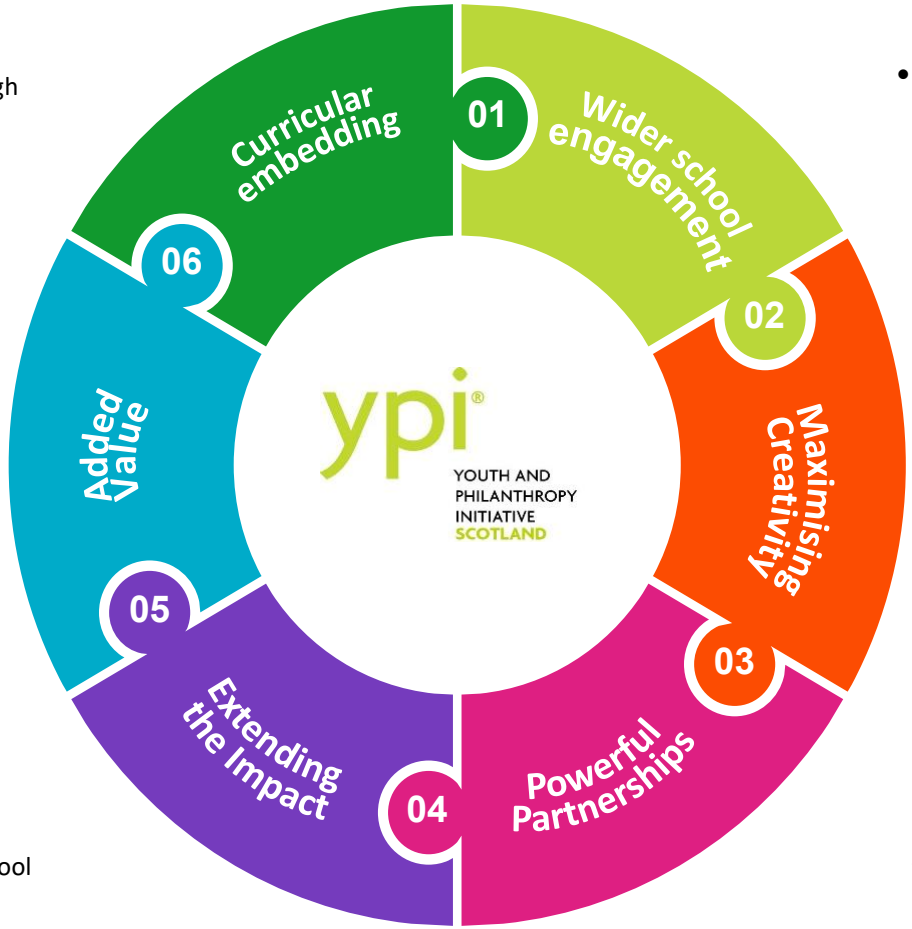
Extending the impact

What does success through YPI mean to you as a school and how is this measured? Consider the examples of lasting impact below. How might these be realised?

- Charity partnerships that begin within YPI and extend to wider school relationships.
- Leadership opportunities for YPI alumni.
- Volunteering opportunities.
- Exploration of third sector career opportunities.
- Enhancing student-led learning opportunities.

CASE STUDY – CLICK HERE:
Hear how Tain Royal Academy has embedded YPI within its curriculum.

CASE STUDY – CLICK HERE:
Hear how YPI is aligned to school values at Craigroyston High School.



CASE STUDY – CLICK HERE
St Andrew's & St Bride's Academy students share how YPI is supporting leadership opportunities.

CASE STUDY – CLICK HERE:
QTS and CalMac share the value of engaging with mentoring opportunities through YPI.

Wider school engagement

YPI offers an opportunity to come together as a whole-school community.

YPI can align with your skills pipeline, school values, and educational priorities. How could this be achieved, understood, and communicated?

- Wider school staff can contribute to the process and legacy of YPI. This may include mentoring and judging or supporting routes into volunteering.
- SLT involvement in planning, evaluation, and development is crucial to realise the strategic potential and maximise the positive impact on students and the community.

Maximising creativity

YPI is an opportunity for all students to excel in their own way, utilising creative skills.

- There has been an acceleration of digital skills development for students and teachers. How can these be further developed and showcased?
- Modelling a variety of creative approaches during the YPI process and empowering students to showcase their own creative platforms will enhance the outputs.
- Are there wider school staff, external partners, or resources that could support?

CLICK HERE to visit the YPI Vimeo Page for inspiration.

Powerful partnerships

- Partnerships that could add value to the YPI process include:
  - Business partners, external mentors
  - DYW co-ordinators
  - Careers Advisors
  - School support staff
- How can your third sector partnerships be developed to strengthen the YPI experience and legacy?

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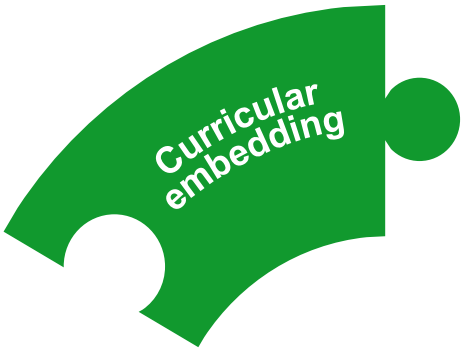
Getting the most from your YPI Programme

Curricular Embedding

Our **Strategic Guide** supports schools to fully realise the potential of the programme by clearly identifying where it aligns with the priorities that the Scottish curriculum is built upon, including HGIOS4, skills agenda and Developing the Young Workforce (DYW), as well as the four core capacities and contexts of Curriculum for Excellence (CfE). Within the Strategic Guide, YPI is mapped against relevant E&Os, enabling practitioners to use the respective benchmarks to assess student progress.



When exploring how YPI can be embedded within your school, consider the following:

Learning across the four contexts through

Opportunities for personal achievement

Every team will raise vital awareness for a cause and charity they have chosen within their local community, with one securing a £3000 grant. Work as an integral part of a team, developing key skills for learning, life, and work.

Interdisciplinary Learning

Contextualised learning experience which empowers practitioners and students to plan and apply learning across disciplines, supporting one coherent programme which culminates with a creative product/showcase.

The Curriculum

Empowered students are at the heart of advocacy, decision-making, and awareness raising. YPI aligns with many of the core values that will underpin school life including respect and inclusion.

Ethos and life of the school as a community

Students reflect on social issues, the community, and their ability to make a difference utilising the skills developed across a wide range of subjects including business studies, health and wellbeing, humanities, literacy, and numeracy.

Curriculum areas and subjects

Skills Framework

Throughout the core YPI delivery resources, links are made between YPI and meta-skills, as outlined within Skills 4.0: A skills model to drive Scotland's future and tools on My World of Work. By clearly identifying and defining how YPI is aligned to a skills framework, the resources enable learners to understand and articulate their development and how this feeds into their progressive skills journey.

Inspiration

Thought Paper

In this article, evidence linked to skills development are explored and aligned with YPI data to highlight the role of the programme in delivering upon the skills agenda.

- Consider:
  How YPI has, or could be, aligned with and mapped against schoolwide priorities focused on skills, citizenship education, literacy, and health and wellbeing?

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Getting the most from your YPI Programme

Wider School Engagement



YPI offers greatest impact across a whole learning community when widely embedded within a school. In recent years, YPI has regularly featured in HMIE reports as a vehicle for evidencing delivery of partnership activity and a wide variety of educational priorities.

Is the profile of YPI high enough across your school for your colleagues to see the potential of the programme to complement their remits?

"YPI is delivered as part of the curriculum. Research into charitable causes is increasing young people's understanding of wider community needs and national campaigns. Young people are developing their confidence in public speaking, presentation and team working skills. Presentations to whole school year groups on the identified charities is also raising awareness of the local and wider charitable causes."

Port Glasgow HMIE Report, February 2019

Senior Leadership Team (SLT) Support

SLT support and engagement is vital in ensuring a strategic overview of, and commitment to, the long-term embedding, supporting maximum added value and ensuring that the programme is delivering on curricular objectives and priorities. Additionally, this supports the programme to weather any periods of instability, staff changes, or other challenges.

Consider:

- Does SLT clearly understand and communicate the rationale behind participation in YPI and how this is linked to whole school objectives?
- Is there an SLT representative present at the planning session, launch, and YPI Final Showcase?
- How is change being planned for? Is there a clear succession plan for YPI delivery?
- How are staff beyond the delivery team kept informed of YPI delivery and its purpose and objectives? Are staff encouraged to look for opportunities for co-working across the curriculum?

Inspiration

School Testimonial

In this video Ian Porter from Craigroyston Community High School explains how YPI aligns with school values focused on compassion and community.

- Consider:
  Reflecting on your aims and objectives for the programme, how does YPI align with your school values and priorities?

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Getting the most from your YPI Programme

Maximising Creativity

The development of creativity is essential in preparing learners for the future. Creative learners and thinkers are inquisitive, open-minded, harness imagination, and can solve problems effectively. Students can be supported through YPI to develop such skills, the culmination of this being the delivery of a creative product to showcase.

We want students to use their creativity throughout the YPI process. We want practitioners to ask themselves: how can what we do and achieve through YPI have a lasting impact on our students, school, and community?



This example demonstrates how a real-world context for learning, combined with empowered students can be transformational in terms of learning, engagement, and the wider positive outcomes for both the school and community.

Inspiration

YPI Vimeo page

There is no single approach to successful YPI presentations. They should be unique, engaging, thought-provoking, and memorable. The YPI Vimeo page inspires students by showcasing a range of ways others have presented their learning and the Conquering Creativity presentation can help students generate their own ideas

- Consider:
  How can YPI be used as a platform for young people to explore and develop an output or product that will have a lasting impact on their charity or social issue?

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Getting the most from your YPI Programme

Powerful Partnerships

Business and community partners can add value to the YPI programme in a number of ways, including:

- Contributing to a mentoring programme which adds external value to the learning. This also provides a development opportunity for organisations' staff.
- Attend or sit on the judging panel at your YPI Final Showcase.
- Deliver workshops to support creativity or presentation skills.
- Sponsorship of the minority contribution of the YPI grant, which all schools in year four and beyond have responsibility for*.



Mentoring through YPI

Through YPI you can work with likeminded partners, wider school staff, or senior students to support the delivery and development of the YPI programme. YPI provides a framework to share expertise with young people in support of developing key employability skills, whilst acting as a development opportunity.

More information and resources to support this process are available in the YPI School Zone here.

See **Appendix 3: Business partnership letter template** which can be used to support communications with prospective partners. Please amend this template to suit your communication style and unique school context, while retaining the key facts and information about the YPI programme.

**From the fourth year of programme delivery, schools take responsibility for a minority portion of the YPI Grant. This contribution is an enhanced level of programme ownership and an opportunity to add value.*

Third Sector Partnerships

YPI provides an opportunity for young people to engage with and build relationships with third sector organisations. See the Guide to Working and Volunteering in Scotland's Voluntary Sector for more information.



Partner case study

In this video, QTS and CalMac explain how they have engaged with and supported students through YPI recognising the benefits for students, schools, employees, and partner organisations.

- Consider:
  How could partners support programme delivery? Has the value of internal mentors (students/other staff) or external mentors (business partners) been considered?

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Getting the most from your YPI Programme

Extending the Impact



YPI has greatest impact when it is embedded within the school as part of a progressive skills and citizenship curriculum. Critical to this is the planned and structured approach to how YPI is supporting students to meet relevant benchmarks in areas including teamwork, independent enquiry, creative thinking, and reflective learning.

Consider how students can:

- Reflect on their YPI experience in a structured way. See the plenary session within the Delivery Resource.
- Consolidate what has been learned over the course of the project including skills and experiences and, most importantly, support students to understand how these can be applied in future.
- Commit to future action and engagement in their community. Challenge students to consider how they can continue to develop essential skills for learning, life, and work. For example, by becoming a YPI Ambassador and / or supporting younger students taking part.

Alumni Engagement

YPI is designed to be the beginning of a journey in philanthropy for young people with the hope they will stay connected to their social issue and charity as an advocate and as an active citizen.

Here are some ideas for supporting alumni engagement:

- Continued charity engagement: Students could share their YPI presentation with staff members or the public, volunteer, help with fundraisers or other events, write blogs for the charity, etc. Follow up with your students about any commitments they made to stay involved.
- Create opportunities for YPI alumni to support current participants: Previous winners and finalists could prepare a short presentation with tips on how to be successful in the programme, or they could deliver their own YPI presentation as a source of inspiration. Maybe you could explore a peer support model and mentorship opportunities – is there a framework at your school that you could tap into? Are there courses older students are undertaking that could align with this opportunity?
- Give alumni leadership roles during the YPI Final Showcase: Having YPI alumni help plan or act as master of ceremonies at your YPI Final Showcase can free up a lot of your time and make the event really engaging for the audience. Previous finalists or winners can share their inspiring stories from the programme. Many schools also invite alumni to sit on the judging, which is a great additional reward for previous winners.



School Case Study

In this video, St Andrew and St Bride's students shared how they engaged with the YPI programme, including insight from S6 mentors who are mentoring the participating S2 year group.

- Consider:
  Reflecting on skills development, volunteering opportunities, mentoring and community engagement, how can the YPI experience be built on as students' progress through the school?

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Getting the most from your YPI Programme

Added Value

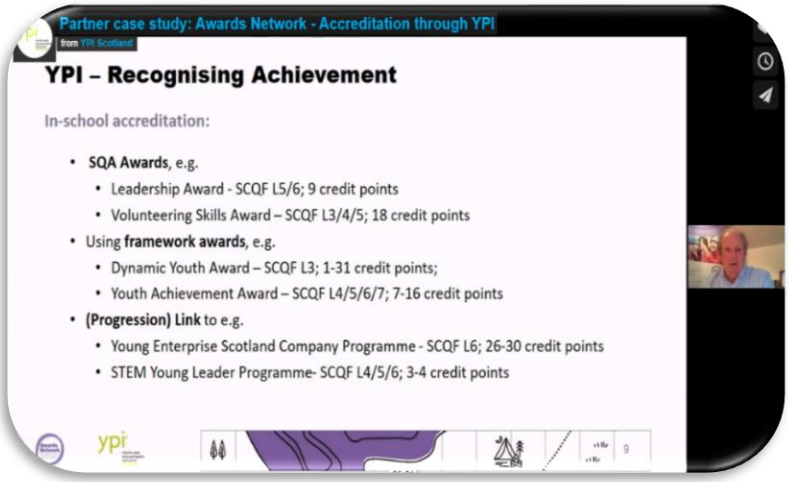


Although not a mandatory requirement, many schools use YPI to support students to achieve formal qualifications and/or awards. This can include SQA awards, as well as youth awards that are credit-rated under the Scottish Credit and Qualifications Framework (SCQF). YPI also aligns with nationally and internationally recognised awards including Saltire, Duke of Edinburgh, and Rights Respecting Schools.

Within the Strategic Guide you will find more information on possible links to accreditation and award frameworks.

Awards Network

Amazing Things, the flagship publication for the Awards Network, provides a wealth of information that helps young people, educators, and employers learn more about youth awards and how they contribute to skills development within and outside school. The guide is aimed at everyone who places a value on young people's voluntary efforts to develop their skills and improve the communities around them. Up to date listings of awards can also be access via the Awards Network website.



In this video, Jim Duffy from Awards Network, recognises that being aware of the range of youth awards and other wider achievement awards will enable more educators to ensure that all YPI participants get the recognition and accreditation their skills, endeavours, and achievements merit.

Inspiration

School Case Study

In this video, Beeslack High School share the practicalities and opportunities in aligning YPI with the Religion, Belief, and Values SQA award. More information is also available in this article.

- Consider:
  Is YPI currently aligned with awards and/or accreditation? Would this add value to your students'? To what extent are young people able to feed into programme monitoring and evaluation?

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YOUTH AND PHILANTHROPY INITIATIVE SCOTLAND

Appendices





The Wood Foundation

Operational Manager
and Principal Funder
of YPI in Scotland

1. Charity Fair Letter

School Name/Address
Parent/Guardian Name
Address/Email

Hello,

At **NAME OF SCHOOL**, our **YEAR GROUP** students will soon begin working on the Youth and Philanthropy Initiative (YPI) which allows them to research local charities dealing with social issues that they feel are important. This program aims to award a winning charity a £3,000 grant in **FINAL SHOWCASE MONTH**. Please see the link below for more information:

https://ypiscotland.org.uk/

We will host a Charity Fair in the school on **DATE** at **TIME** and would like to extend an invitation in the hope you will join us. The Charity Fair will allow the **YEAR GROUP** students a unique opportunity to engage with various charities face-to-face to decide who they would like to create a presentation about for the YPI Finals.

To clarify, the **YEAR GROUP** will be split into groups, and they will choose a charity to research and engage with. Over several months, groups will compete in class finals and then the chosen finalists present to a panel of judges at the whole school final in **FINAL SHOWCASE MONTH**. If your charity is represented in the final, we will invite you to join us at this event.

We believe that meeting with charities is such an important step for the students as this is often what makes it "real" for them. We have some wonderful students who are very excited to have the opportunity to potentially work with your charity.

Our students will spend some time beforehand researching social issues and thinking about appropriate questions to ask you at the Charity Fair. When working as a team toward their final presentations they must consider and demonstrate the following.

Knowledge & Understanding | Connection & Commitment
Business Case & Impact | Presentation & Creativity

It would be helpful if you could have information with you at the Charity Fair to support this E.g., some information on the local impact of your charity and perhaps an indication of the cost of providing the service that you do. We recommend thinking of an engaging display, an information leaflet, or something that they can take away as these things could influence which charity they decide to represent.

I would greatly appreciate it if you could reply to this email by **DATE** to confirm your attendance. If you are unable to attend but would like the **YEAR GROUP** to consider your charity, please let me know if we can arrange a virtual question and answer session or if you can email additional information and resources.

If you attend on **DATE**, you can arrive at **SCHOOL NAME** from **TIME** onwards for students' arrival at **TIME**. We expect the Charity Fair to finish at approximately **TIME.**

Yours sincerely

LEAD TEACHER NAME

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2. Sample letter to parents

School Name/Address
Parent/Guardian Name
Address/Email

Dear Parent/Guardian:

This academic year, your child will be taking part in the Youth and Philanthropy Initiative (YPI).

YPI is an active citizenship initiative which empowers young people to make a difference in our community. They will learn about the needs of **INSERT AREA NAME** and the role they can play, while developing key skills through a real-life learning experience.

Students will work in teams to research the needs of our community and identify a local social issue they care about, and a charity they believe is best placed to make a positive change. They then learn how to assess the charity's management, strategy, staffing arrangements, and services.

One of the most important aspects of YPI is when students engage with their chosen charity. By visiting a charity, your child will develop a real understanding of some of the challenges facing the community and will, we hope, be inspired to work to change society for the better.

Students will use their research to develop creative presentations on the reasons that their chosen charity is most deserving of support. The team judged to have made the most compelling and convincing presentation will be secure our school's £3000 YPI grant. The Wood Foundation is the operational manager and principal funder of YPI, *and in **REGION** it is supported by **FUNDING PARTNER.** [Please note that we do not have a funding partner in every region - see our website to find out if there is one in your region.]*

During this process, students develop skills in research, analysis, presentation, and communication, which all contribute to their growth and confidence.

We are excited to be one of more than 280 schools across Scotland to be participating in YPI and hope that you will fully support and encourage your child in researching and visiting a local charity. More information about YPI can be found on www.ypiscotland.org.uk.

Yours faithfully,

YPI Lead / Head Teacher / DHT

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3. Business partnership letter template

School Name/Address
Business or Partner Name/Address/Email

Dear **CONTACT,**

I am writing regarding an exciting opportunity to partner with us in **NAME OF SCHOOL's** Youth and Philanthropy Initiative (YPI). Managed in Scotland by The Wood Foundation, YPI is a unique active citizenship programme focused on empowering young people to make a difference in their local community while developing vital skills for learning, life, and work.

NAME OF SCHOOL has been involved in YPI for the past **NUMBER** years and has proudly awarded **£AMOUNT** to the local community through our participation in the programme. As part of our **DELIVERY SUBJECT(S)** curriculum, all **S?** students participate in YPI, taking responsibility for directing a £3000 YPI grant to a local charity through a structured programme of teamwork, research, and competition.

This year we are keen to work alongside like-minded local partners to enhance this project.

Opportunities include:

- Working with us to develop a mentoring programme which further supports young people participating in YPI, adding value to their learning experience. This is a great opportunity to enhance your community engagement while providing a personal and professional development opportunity for your team.
- Being a judge at our YPI Final Showcase.
- Supporting our school through sponsorship to fund our minority contribution of our annual YPI Grant (£500), which will be awarded to a local organisation helping our community.

Your role as a key partner of our YPI programme would be duly recognised and profiled and we would be keen to explore further opportunities to enhance our relationship with your organisation.

Across Scotland, The Wood Foundation's YPI programme will be delivered in more than 280 Scottish secondary schools during the 2026/27 academic year. More than 30,000 young people will take part, directing grants to local charities across Scotland. We would be delighted if you could play a role in these efforts in NAME OF REGION.

To discuss how you could support this fantastic initiative, please contact **LEAD NAME** / **SMT LINK NAME** and **CONTACT INFORMATION**.

Thank you in advance and I look forward to hearing from you.
YPI Lead / Head Teacher / DHT

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