

All About Me Programme Case Studies – Libraries and Communities Family Learning Team

Developed by the Family Learning Team, this six-session self-reflection programme offers activities for parents and carers to help build confidence, self-esteem and motivation, supporting positive behaviour change, enhancing overall well-being. The programme was recently delivered in 2 settings in partnership with the Family Learning Team.

1. Smithycroft Young Parents Unit

Background

The Unit supports parents under 26 years old. The programme was developed to support young the parents to build confidence, strengthen their sense of identity, and recognise their own skills, strengths and aspirations. Many participants entered the programme experiencing social isolation, low confidence, barriers to education or employment, and limited support networks.

Programme Aims

- Improve self-esteem, confidence and emotional wellbeing
- Help young parents identify their strengths, interests and future goals
- Reduce isolation by building peer relationships and social connections
- Develop parenting confidence through reflection and discussion
- Encourage progression into further learning, volunteering, training or employment
- Support participants to work towards a Community Achievement Award Level 4

Delivery

The programme was delivered through weekly sessions and included

- Identity and self-awareness activities
- Confidence-building workshops
- Goal-setting and vision-planning exercises
- Creative reflection through journals, crafts and personal storytelling
- Group discussion on wellbeing, parenting challenges and aspirations

Impact

By the end of the programme, young parents showed progress in both personal and practical outcomes. They felt more confident as individuals, as parents and as active members of their communities. Participants reported feeling more confident in group settings, more comfortable sharing their views, and better able to recognise their own strengths. Young parents built supportive peer relationships and said they felt less alone in their parenting journey, with 100% of participants reporting making new connections and friends and greater engagement with local services and family support. Participants were encouraged to think positively about their futures beyond parenthood and outcomes included progression into family learning programmes, volunteering opportunities exploring college and training pathways and a greater interest in employability and future qualifications. In terms of accreditation, participants gathered evidence throughout the programme towards the Community Achievement Award Level 4, recognising progress in personal development, participation and community engagement. Overall, the programme strengthened community connections by empowering young parents as active learners, role models and contributors in their communities. Parents made progress in confidence in engaging with schools, services and professionals, formed stronger parent-child interactions and experienced greater belief in the ability to achieve personal goals.

Participant feedback:

- “Before coming here, I didn’t really talk to anyone. Now I feel more confident and know I can do things for myself and my child.”

- “I like coming and talking about things that really matter. It helps me feel less stressed and more confident in dealing with things.”
- “Coming here is helping my English, and I know how to help my baby. I feel less alone.”
- “I like coming here and talking about the things that really matter. I had post-natal psychosis when my wee boy was a baby, and talking about it helps me understand it wasn’t my fault. You can get better in time and feel like yourself again.”
- “I like talking about future plans. I want to have a house, a career and more children.”

Conclusion

The All About Me Programme has had a strong impact in supporting young parents through a holistic approach to family learning, wellbeing and personal development. By combining accredited learning through the Community Achievement Award with nurturing relational support, the programme has helped young parents move from isolation and low confidence towards greater resilience, aspiration and positive community connections. Progression to the Young Parents Mentoring Programme offers a potential next step for training and volunteering, alongside future family learning opportunities within their child’s nursery and school.

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2. St. Ninian’s Primary School

Background

St. Ninian’s Primary School has built strong relationships with parents through a range of Family Learning programmes, supported by an effective partnership with the Family Learning Team. Following the recent successful delivery of the Solihull programme, Understanding Your Child’s Behaviour, a need was identified to engage parents in a personal development programme. Facilitators reviewed the All About Me programme and agreed that its content and activities would support parents’ personal development and goal setting. Before a launch, the programme was discussed with parents and received a positive response. The programme was promoted through the school newsletter, one-to-one support meetings and coffee mornings, which helped maintain engagement.

Delivery

The programme was delivered jointly by the school’s teacher with responsibility for family engagement and the Family Learning Officer. Weekly sessions were attended by an average of 6–10 parents. Each session built on the previous week’s learning and written and verbal feedback was collected regularly. This feedback directly shaped future sessions. A strong reflective approach underpinned delivery. Facilitators met after each session to review what worked well, identify areas for improvement, and adapt the content accordingly. This responsive model ensured sessions stayed relevant and meaningful to participants.

Impact

The Principal Teacher reflected that

‘Delivering this in partnership offered a thoughtful and practical approach to strengthening parental engagement. The course supports parents to reflect on their own intentions, skills and approaches to supporting their children. This reflective element is one of its strongest features, as it helps parents become more intentional and confident in their parenting.’ The collaborative approach between myself and our Family Learning Officer encourages shared support, drawing on a range of experiences, backgrounds and resources. The programme shows how meaningful

parental engagement can help improve educational outcomes, behaviour, confidence and overall achievement.'

Participant Feedback

- "The course is very helpful and shows how much we benefit from taking time for ourselves."
- "It allows open discussion, which helps my self-confidence."
- "Very nice sessions, with good time to chat and share experiences."
- "This helps you think about yourself, reflect, and do more positive things for yourself."

Conclusion

Overall, the programme demonstrated positive and sustained parent engagement. Strong school–family relationships, collaborative delivery and continuous feedback created a supportive environment that encouraged reflection, confidence and personal growth. Next steps: In response to parent consultations, a media literacy course will be introduced as the next phase of support to further develop parents' confidence, critical thinking and engagement with learning for themselves and their children.

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