TD1 YOUTH HUB

CREATING OPPORTUNITIES. SHAPING FUTURES

OUR YEAR OUR IMPACT 2026

1 October 2025 to 30 September 2026











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GET IN TOUCH

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Eildon West Youth Hub Ltd, trading as TD1 Youth Hub
Scottish charity SC022005 · Company SC207926
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Our values guide how we work. Our outcomes describe the difference we want to make. Trusted. Responsive. Inclusive. Empowering. Supportive







A YEAR OF YOUTH WORK AND CHANGE

There is a lot of work behind this report. Busy evenings in the Hub, conversations on the streets and time alongside young people in school. Sometimes the difference is easy to see: starting a job, completing a course or volunteering. Sometimes it is a young person coming through the door on their own, asking for help or feeling able to try again.

Last year we organised our report around our values. This year we have focused on our five outcomes:
Safe & Trusted
Right Support
Belonging
Voice & Choice
Coping & Confidence
They describe the difference we want our work to help make. Our values remain the way we go about it.

The projects overlap because young people's lives do too. Someone may first meet us in primary school, join a small group, spend evenings at drop-in and later ask for help with college or work. Knowing people across those settings helps us understand what is happening and offer support that fits.

Our drop-ins recorded 8,769 attendances across 259 sessions during the reporting year. School work, individual support, community clubs and creative opportunities gave young people other ways to get involved. Early Steps continued to bring families together. Cashback for Communities added a new three-year commitment, while our creative work reached further into the town through Gala Painted Spaces.

This report includes the everyday details as well as the numbers. Young people chose their own goals, challenged our plans and told us when something was not working for them. Progress was not always straightforward. Attendance could fall away, plans changed and some young people needed more time or different support.

I am proud of our staff and volunteers. They remember what someone said last week, notice when they have not been around and keep trying when things are difficult. Thank you to our trustees, partners and funders for making that work possible, and to young people and families for the trust they place in us.

Douglas Ormston
Chief Executive

OUR REACH AND OUR YEAR

478
individual young people
OCT 2025 TO SEP 2026

12,240
service attendances
OCT 2025 TO SEP 2026

217
attendances per week
OCT 2025 TO SEP 2026

Across October 2025 to September 2026, 478 individual young people attended at least one TD1 session. Together, they recorded 12,240 service attendances, averaging 217 attendances per week. The weekly figure includes repeat visits by the same young person.

They provide a wider picture of participation.

⌂ DROP-INS
259 sessions
8,769 attendances
Around 34 per session

↗ STREETWORK
46
recorded sessions

♡ 1-1 SUPPORT
101 young people
883 sessions

◎ GROUPWORK
339 sessions
1,806 attendances

✻ EARLY STEPS
133 sessions
for families

★ FAMILY FUN DAY
Around 500
attendees

OUR REACH AND OUR YEAR



How we understand change

We listen to young people, review their goals together and pay attention to changes in everyday life. Their feedback, our relationships and work with partners help us understand what is making a difference.

Progress looks different for each person. Coming independently, asking for help or trying again can be as significant as completing a course or starting work.

Figures for particular groups or shorter periods are identified alongside them. Attendances and contacts include repeat participation and cannot be added together to count individuals. We work alongside families, schools and other services.

A PLACE TO BE MYSELF

"Youth work means having a safe place where I am comfortable to be myself knowing there's people to talk to. It has helped me grow confidence, build good relationships and helped me understand how important it is to have someone to talk to. They are people that care about you and want to see you do well."

Young person, aged 14



SAFE & TRUSTED

Young people feel safe, are treated with respect and have adults they can turn to. They can ask for help and expect to be taken seriously.

Drop-ins and a familiar place to come

Drop-ins remained central to TD1. Across 259 sessions, young people came to meet friends, eat together, play pool, cook, make things and spend time with familiar workers. The 8,769 attendances show how often that space was used throughout the year.

Young people did not need a referral or a clearly defined problem. They could join an activity, sit back for a while or ask for a quieter conversation. Workers supported discussions about friendships, school, family life, relationships, substance use and emotional wellbeing as part of the session.

Food mattered too. Cooking gave young people something to do together and a chance to learn. On one evening for example, the group made soup using vegetables and bread already available. Young people said it “was banging”. Ordinary enjoyment belongs in an account of youth work too.

The familiar setting also helped workers notice when something had changed. A young person being quieter than usual, missing sessions or asking to speak privately could lead to further support. Food to take home and help with an immediate practical problem could be as important as a planned activity.

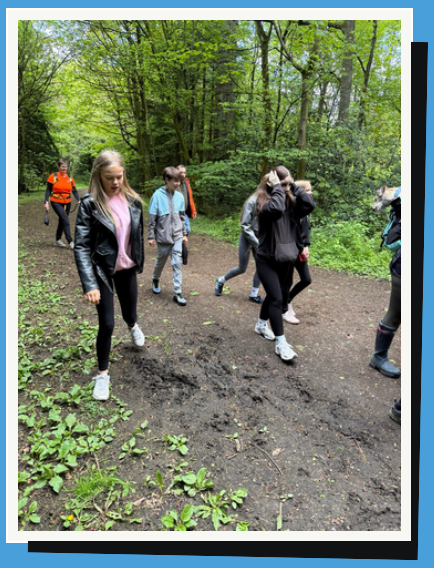
Young people told their workers that time at TD1 was an important part of their routine and somewhere they felt valued and accepted. They were finding education difficult and feeling isolated. Continuing to meet gave them time to explain their experience and consider other ways to learn.











SAFE & TRUSTED

Keeping the Hub welcoming takes work. Staff dealt with conflict, challenged behaviour and helped young people use shared spaces respectfully. We also balance competing needs. Some young people wanted a quiet place while others wanted karaoke and a busy group activity. Recognising that tension helps us think more carefully about how the building works for different people.

Youth work beyond the building

Detached streetwork gave young people another way to meet us, including those less likely to use the Hub. Workers spent time in the places young people gathered, building relationships through repeated conversations and offering help without requiring an appointment.

We delivered 46 streetwork sessions and made 1,146 contacts during the year, averaging around 25 contacts per session. This includes repeated contact with the same young people.

Conversations covered personal safety, alcohol and drugs, nuisance behaviour, housing, college and work. Knowing the workers made it easier to return to a conversation or ask about an opportunity. Streetwork connected with activity elsewhere in TD1, rather than ending when the evening's route was finished.

Friday diversionary work

Through the Corra Foundation Local Support Fund, small groups spent Friday evenings with workers through activities such as football, trampolining, bowling and trips to the beach. Transport and shared food helped make these opportunities accessible.

Young people helped choose the activities. One group asked to go out in a smaller group, then changed their plans from mini-golf to trampolining once they arrived. Workers adapted the evening with them.

Travelling and eating together created time to talk about choices, relationships and risks. The purpose was to offer an enjoyable alternative to situations where alcohol, drugs or peer pressure might be present, while keeping a relationship through which further support could happen.

SAFE & TRUSTED

Cashback for Communities

Cashback for Communities brought a new three-year project to TD1. Marley Arnold joined as Project Lead, supporting young people facing difficulties at home, in school and in the community. A referral route was shared with 11 cluster schools and with partners such as NHS and social work partners.

The project established a new Friday group at Langlee Community Centre for young people in Primary 6 and 7. By the end of September, 18 young people were regularly attending. Two young people had begun volunteering and were working towards Saltire Awards.

Individual support sat alongside the group work, allowing workers to respond to family pressures, relationships and other concerns at a pace the young person could manage. These were early foundations for a longer commitment. The next task is to sustain the relationships and understand what changes over time.

RISE, delivered with CrossFit Tweedbank, gave young people the chance to try new forms of exercise, set personal goals and work towards a Dynamic Youth Award. With encouragement from coaches and youth workers, they practised unfamiliar movements and challenged themselves at their own pace. One young person began by saying, “I can’t do this”, but became more willing to try each exercise as the session progressed. These early steps helped young people recognise their strengths and build confidence in what they could achieve.

As a new project within TD1, we are excited about the possibilities as this project grows over the next 3 years. We also look forward to developing our relationship with Inspiring Scotland.







RIGHT SUPPORT

Support that fits the young person

Young people can access support that fits their circumstances. Workers listen to what matters to them and help with practical next steps.

Working alongside Galashiels Academy

Our partnership with Galashiels Academy continued to combine individual support, small groups and practical help across the school day. Workers often knew pupils through the Hub and community as well, helping connect what was happening in school with the rest of their lives.

One-to-one work addressed attendance, motivation, bereavement, relationships and emotional wellbeing. Young people and workers discussed what was getting in the way, agreed manageable goals and involved other people when further help was needed.

Fuel Up and Bright Start provided food and a calmer beginning to the day. For some pupils, having breakfast and time with a familiar adult helped them prepare for learning. Senior phase support offered space to consider education, training and work, including when a conventional classroom setting was proving difficult.

Positive Masculinity, delivered with the school's Inclusion team, used YouthLink Scotland's What is a Man? programme to explore identity, expectations and healthy relationships. Discussions included the messages boys encounter through media and the pressures they can feel about how to behave or look.

Among the pupils we supported, we saw changes in attendance, engagement, behaviour, motivation and readiness to learn. Young people told us they felt listened to and accepted, and more confident speaking with adults they trusted.

The partnership was extended to July 2027. Moving into the new Academy building also required adjustments. Familiar workers, clear communication and opportunities to get to know the new space remained important during that change.

LEARNING THAT WORKS

86%

learned in ways that work for them

71%

felt more confident about learning

Galashiels Academy pupil feedback, 2025/26

RIGHT SUPPORT

Listening to what someone needs

A clearer route into individual support

During summer 2026, we introduced one request form for individual support across TD1. Partners could suggest a particular service or ask us to consider the best fit. This brought together Belong, Stepping Stones, school youth work and Cashback for Communities support.

The shared process helped gather the information and permissions needed before matching a young person with support. The work itself remained personal. Sessions could take place at the Hub, in school, on a walk or in another familiar community setting. Art, food and practical activities often made it easier to talk.

Young people brought concerns about friendships, anxiety, identity, bullying and family pressures. Others wanted help with appointments, housing, applications or their next step in education.

Individual support extended beyond planned meetings. We kept in touch, followed up concerns and rearranged appointments when young people found it difficult to attend.

Stepping Stones continued within the YouthBorders partnership, alongside the wider individual support offered through TD1. When a young person needed specialist help, workers supported access to it while continuing the youth work relationship where appropriate.

Pathways towards work and training

Pathways continued the work of Into Work for young people aged 16 and over. Chas Cowan supported applications, interviews and construction training alongside the practical help needed to take part. That could mean transport, encouragement after another unsuccessful application or keeping in touch after someone started work.

In October, we helped four learners get to their construction training, where all four passed the first stage. Further preparation and testing followed. In April, all five learners attending passed their test. We arranged another opportunity for a learner who was ill.

Young people progressed into care, hospitality, construction-related work and painting and decorating. Others entered training or education. We continued to offer support as they settled into these opportunities.

Continued contact matters because getting an opportunity is not always the end of the support needed. Anxiety, transport and setbacks can still affect whether a young person is able to keep going.





BELONGING

Young people feel accepted and connected. They have places where they can be themselves, build friendships and contribute.

Early Steps and family connections

Early Steps developed from our young parents' programme to welcome parents of different ages, grandparents and children under five. Three sessions each week gave families regular time together, with child-led play and space for adults to talk.

Families brought different languages, cultures and experiences. Activities included International Cultural Diversity Day, Ramadan, Burns Night and Diwali. Parents contributed food, clothing and traditions, with some saying they rarely had opportunities to dress up and share these parts of their lives.

Children chose toys and activities, practised sharing and turn-taking, and used the sensory room when they needed a quieter space. Parents helped prepare food, lead activities and welcome others. Their contribution shaped the group as well as supporting their own children.

Trips extended those relationships. A visit to Dalscone brought together 22 parents and 34 children, with transport and planning helping families take part. In August, ten children were celebrated at a small graduation before moving on to their next stage.

Parents also took steps towards work and education. Five parents were in employment and five had returned to college, alongside the friendships and support they found within the group.

Families returning for events after their children moved on showed that their connection with TD1 could continue. Early Steps offered somewhere to find company, share experience and feel part of the wider Hub.

BELONGING

Youth clubs close to home

Stow Youth Club gave young people a regular place to meet locally. Art, cooking, games, outdoor activities and holiday trips provided different ways to join in. Workers were available for conversations without young people having to travel into Galashiels.

Young people contributed to what happened. In November, one participant taught the group a new game which became part of later sessions. That is a small example of a young person bringing something of their own and seeing others take it up.

Tweedbank Youth Club continued at the community centre, with weekly attendance averaging just under 20. In September, young people asked for a movie evening with snacks. After watching Willy Wonka, they wanted to keep the relaxed atmosphere for the following week, so a games night was planned. Their preferences influenced the next session.

Volunteering also provided a way for older young people to contribute. A young person returned to volunteer at Tweedbank in September, working alongside staff with the younger group. Supported roles like this can provide experience and a route towards youth awards.

Different ways to take part

Our groupwork and other smaller sessions offered alternatives for young people who found busy drop-ins difficult. A quieter setting could make it easier to talk, try an activity or get to know someone. Having several ways into TD1 helped us respond to different needs and interests.

Our Family Fun Day on 8 April brought these parts of TD1 together. The team estimated around 500 people attended. Activities, creative work and food gave families a chance to spend time together locally. Early Steps families, including some who no longer attended regularly, returned to join in.











BELONGING

Chromonauts and a place to create

Chromonauts combined creativity with time to be alongside people who accepted one another. Across 45 sessions, young people could draw, paint, sew, make jewellery, customise clothes or work on their own ideas. Games and conversation were part of the group too.

The partnership with Little Art Hub provided other spaces, materials and artists to learn from. Work with LGBT Youth Scotland gave young people opportunities to explore healthy relationships and express ideas through exhibitions. Making something together often allowed conversations about identity or friendships to happen without a formal appointment.

Between January and June, 42 young people regularly took part in the wider creative programme. We saw improved social connection or reduced isolation for 31 participants and increased confidence for 21. Some young people experienced both changes.

We saw this in everyday sessions. Young people taught each other painting techniques, helped plan a Halloween session and shared skills with newer participants. During a June creative session, one young person who usually relied closely on a worker spent time at the table with other young people without that worker beside them. They also tried clay instead of their usual drawing. The worker recognised this as progress in social confidence.

One highlight was the summer Paint Jam. Rain left the first day quiet, with young people sheltering from the weather. On Sunday, the sun came out and the atmosphere changed. People chatted, rode their bikes and joined an artist making huge cardboard masks. There was a lot of laughter. The otter mural at the Focus Centre was nearly finished, and young people could see the work taking shape around them.

VOICE & CHOICE



Young people influence decisions about their support and opportunities. Their ideas lead to action, and they can tell us when something needs to change.

Young people making decisions

The TD1 Youth Ambassadors returned in September. Four young people joined and began discussing what mattered to them in their community. One of their first decisions was their name. They chose TD1 Youth Ambassadors and did not want to use "Youth Voice".

They then planned a fundraiser for the local school defibrillator appeal. Young people agreed the venue, timing and what they wanted to sell. They took responsibility for recording ideas, designing the poster and filming a promotional video. By the end of September, they had agreed the items they wanted to bake and were planning their roles for the event.

These were practical decisions with a purpose beyond the group. Workers helped with organisation while young people developed and shared the plans.

YOUR VOICE MATTERS

86%

of young people surveyed felt their voice was listened to in TD1 activities.

"I feel when I'm in a 1-1 with my worker that they actually listen and treat me like a person not a kid. They don't judge me like other adults, they give me a chance to say things how I want to say"

VOICE & CHOICE

Learning about youth work

Through Galashiels Academy and Scottish Borders Council Community Learning and Development, pupils worked towards the SCQF Level 6 qualification in Theory and Practical Approaches to Youth Work. The course combined learning with discussion, group tasks and volunteering opportunities.

Young people explored relationships, community, power and safety. They worked through scenarios, considered different views and explained their decisions. Planning an activity meant thinking about its purpose, resources and the people who would take part, as well as what would make it enjoyable.

The year included work with an earlier group and the start of a new cohort. By September, learners were developing trip and activity proposals and sharing responsibilities. This gave them practice in planning opportunities for others, alongside their own experience of taking part in youth work.





Making work for the community

Gala Painted Spaces connected Chromonauts with artists, local organisations and public spaces. Young people developed ideas, chose materials and worked alongside people practising professionally. Their work reached beyond the weekly group.

At the Focus Centre, they developed stencils and painted a shared space. Other projects included work with LGBT Youth Scotland for Pride and a healthy-relationships exhibition, a large fish puppet for Connecting Threads and wildlife-themed work for Borders Pet Rescue. The Paint Jam brought young artists together with experienced artists to share techniques and make work people could see locally.

Preparing surfaces, arranging access and working with partners took time. Workers handled that practical support so young people could take part in developing the artwork. More experienced participants also helped others, sharing techniques and taking responsibility within sessions.







VOICE & CHOICE

Being willing to change the plan

One Engage session in December did not follow the original plan. Young people lost interest in spray painting and decided to play "Offices" on the computers instead. Staff were doubtful at first, but went with their idea. It became a role-play about housing, rent and mortgages. Another young person chose to draw with a worker.

Some young people also politely told us they did not want to attend. We reminded them that the choice was theirs. Participation includes being able to say no, as well as choosing what happens in a session.

Hearing feedback about our own practice

A young volunteer told their worker they felt undervalued and were being asked to do frequent small jobs without enough consideration. The worker acknowledged this and agreed to address how the role was supported.

That feedback matters. Giving someone a volunteering role does not automatically mean they feel respected or are developing new skills. We need to listen, make room for concerns and check that the changes we agree make a difference.

A CONVERSATION OPENED THE DOOR
A young person shared a worrying experience with substance use. We listened and offered support, which they chose to take up. That conversation became a first step towards getting help.
This shows why trusted relationships matter. Having someone to turn to can make it easier to raise a difficult subject. Our role is to take concerns seriously and help young people consider their options, with their voice and choices central to the support they receive.

COPING & CONFIDENCE

Engage and the move to secondary school

Engage helped young people build relationships before moving from primary to secondary school. Smaller groups, visits to Galashiels Academy and time with teachers made the new setting more familiar.

We explored friendships, online safety, bullying, boundaries and choices. Ordering in a café, explaining an idea or asking for help gave young people practical ways to build confidence.

One boy who was finding school difficult came to a session on his own. He chose spray painting, listened carefully and took time over his work. Afterwards, the café owners commented on how polite and considerate he was. Away from school, we could see another side of his strengths.

Keeping a connection

Club Connect offered a social space alongside Engage. Games, baking and creative activities helped young people spend time together and become more comfortable coming independently.

CONFIDENCE TO ASK FOR HELP

"It was TD1 that helped me build my confidence and supported me to actually ask for help."

A young person supported through Pathways







COPING & CONFIDENCE

Goals that belonged to the young person

One young person used a personal bingo sheet to build everyday confidence. She tried something new, made new friends and returned to Irish dancing. Speaking to customers at work and spending time in town with a friend became part of her progress.

She then began considering a return to school for her Highers. We helped her prepare for busy corridors and become familiar with school again. By August, she felt ready to return and was encouraging a friend to do the same.

In another session, a young person chose the words “beautiful, worthy, good friend, kind, and important” for an affirmation canvas. Accepting positive descriptions of themselves had been difficult. Choosing those words independently was a meaningful step.

Learning about wellbeing

Through the Academy and CLD partnership, Thrive offered the SCQF Level 4 Mental Health and Wellbeing Award. Pupils explored practical ways to understand wellbeing and made anxiety-awareness posters for incoming P7 pupils. We worked with the school when pupils needed more support to take part.

BETTER WAYS TO COPE

81%

of pupils surveyed said they had better ways to cope with stress or difficult feelings.

Galashiels Academy pupil feedback, 2025/26

COPING & CONFIDENCE

Music and new experiences

Amplify offered free music tuition through the Youth Music Initiative. Young people could explore music in a familiar setting, with tutors shaping sessions around their interests.

Holiday opportunities

Trips across the school holidays gave young people experiences that could be difficult to organise or afford independently. Outdoor activities, museums, trampolining, fishing and family outings offered time together and a chance to try something new.

Ten young people completed both days of Fire Skills with the Galashiels Fire Station. First Aid, CPR and practical tasks combined learning with teamwork. Using blacked-out masks, they had to listen and communicate to navigate an obstacle course.

We also changed how we allocated summer places, reopening opportunities to young people who had not yet attended. Fair access matters as much as filling a trip. We also connected young people in the summer with other services with Police Scotland joining us on some activities building up positive relationships.





SUMMER PROGRAMME 2026

Over 100
children and young people attended a summer activity

300
trip attendances

31
trips

60%
said they tried something new

WHAT WE ARE LEARNING



Progress came alongside setbacks. Young people could become more confident in a group while still finding school difficult. They could gain a job and then need support when it ended. A missed appointment did not necessarily mean that support was no longer wanted.

We need to keep asking what is working for the young person, rather than assuming that attendance or a completed activity tells the whole story. Their own goals and reviews help us understand what matters to them. Feedback about volunteering, access to trips and the use of quiet spaces also gives us practical things to improve.

We want to understand how progress lasts beyond an activity or programme. Following up with young people will help us see what has changed, what still feels difficult and where further support would help.

The next stage is to build on the work already underway: sustain the new Cashback relationships, strengthen joint planning with the Academy, develop creative opportunities and keep young people involved in decisions. Those priorities support our wider aims of high-quality youth work, staff capacity and support, a sustainable organisation and stronger community participation.

PARTNERSHIPS

In a rural community, partnerships are vital to supporting children, young people and families. Over the past 12 months, we have been privileged to work with longstanding partners and build new relationships across the Scottish Borders. Each shares our ambition to create opportunities and improve lives. We are grateful for their support, expertise and commitment, and look forward to continuing our work together.

Tweedbank Community Centre

The Focus Centre

Langlee Early Years Centre

Birkhill House

Langlee Community Centre





THE PEOPLE WHO MAKE IT POSSIBLE

Staff and volunteers prepared sessions, kept in touch and responded when a young person needed something different. Trustees supported the organisation behind that work. Funders, donors and local supporters helped provide the staffing, food, transport, materials and spaces that made it possible.

Partnerships brought opportunities we could not offer alone. Galashiels Academy and CLD connected youth work with learning. YouthBorders supported shared practice and individual support. Community centres and local organisations helped keep provision close to home. Artists, Little Art Hub, LGBT Youth Scotland, Police Scotland and the Scottish Fire and Rescue Service contributed specialist skills and experiences.

Thank you to parents and carers for their trust and contribution. Most of all, thank you to the young people who shared their ideas, welcomed others, challenged us and kept trying. Their choices and efforts are at the centre of this report.

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Creating Opportunities
Shaping Futures

THANK YOU TO OUR FUNDERS & SUPPORTERS

Your support helps create opportunities, sustain relationships and respond to what matters to young people.

Scottish Borders Council

Cash Back For Communities

Bank of Scotland Foundation

BBC Children in Need

creative communities Scotland

The Robertson Trust

The Hugh Fraser Foundation

KFC Youth Foundation

youngstart Delivered by The National Lottery Community Fund

Foundation Scotland

Community Fund

Scottish Government Riaghaltas na h-Alba gov.scot

Souter Charitable Trust

Corra Foundation

The Hunter Foundation Charitable Trust

Funded by UK Government

youth music initiative

The Gannochy Trust

With thanks also to our local businesses, community groups and individual supporters.