ENLIVEN

Encouraging Lifelong Learning for an Inclusive & Vibrant Europe

European Commission

Education for Young People on the Margins

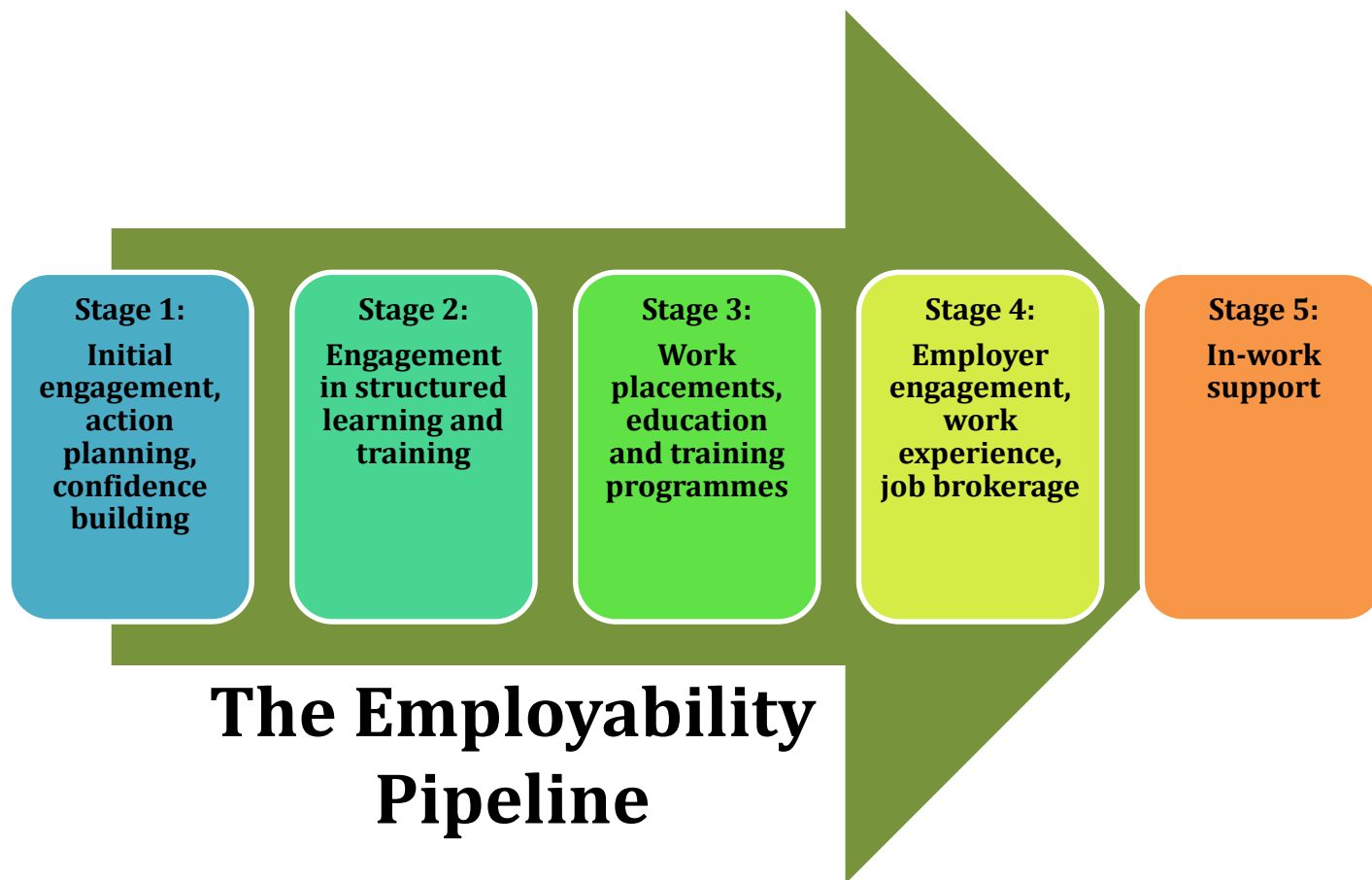## EVIDENCE FROM SCOTLAND

Plan Today

- **Policy context**
- **Introduce the two programmes**
- **Access and barriers for participants**
- **How do we measure success?**
- **What are the benefits of participation?**
- **What are the lessons we have learned?**

Policy Context in Scotland

- **Opportunities for All - Supporting all young people to participate in post-16 learning, training or work** (Scottish Government, 2012)

- **Developing the Young Workforce: Scotland's Youth Employment Strategy** (Scottish Government, 2014)

- **16+ Learning Choices: Policy and Practice Framework** (Scottish Government, 2010)

Stage 1: Initial engagement, action planning, confidence building

Stage 2: Engagement in structured learning and training

Stage 3: Work placements, education and training programmes

Stage 4: Employer engagement, work experience, job brokerage

Stage 5: In-work support
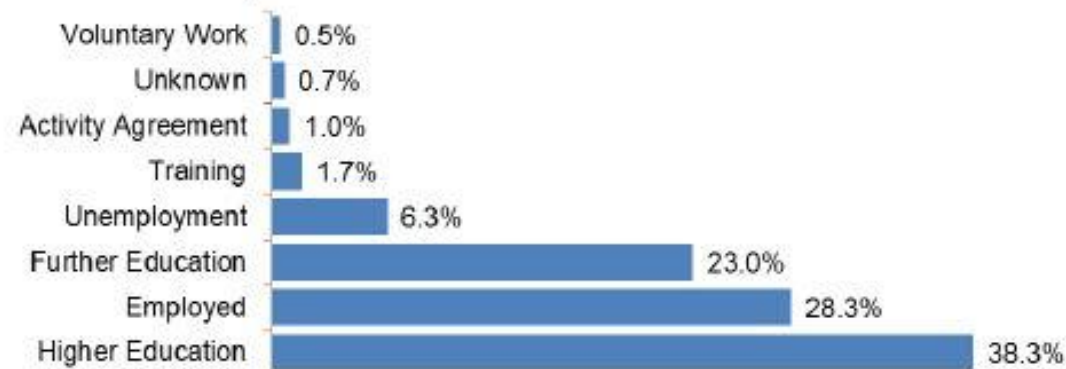
The Employability Pipeline

Evidence from previous research?

- **Post-school outcomes in Scotland**

- **Low unemployment, but...**

- **Rising precarity**

- **The 'secondary labour market' or 'churn'**

- **Long-term 'scarring' effects of early labour market marginalisation**

Chart 1: Follow-up destinations 2016/17

Destination	%
Voluntary Work	0.5%
Unknown	0.7%
Activity Agreement	1.0%
Training	1.7%
Unemployment	6.3%
Further Education	23.0%
Employed	28.3%
Higher Education	38.3%

'...it is less advantaged young people, especially those with low educational attainment, who are more likely to experience low paid, precarious work, and 'churn' between this and unemployment'
(Scottish Government, 2017a: 24).

The Two Programmes

College Programme – Employability

- **Full-time: (3 days per week)**
- **Formal and Informal learning**
- **Two aims: Employability & Progression**
- **Units in: Accounting, marketing, advertising, travel and tourism, preparing a business plan, web design, IT, administration and social media, animation, core skills (literacy and numeracy) as well as more general employability skills.**

Activity Agreement Programme - Empowerment

- **Flexible Timetable : Individualised**
- **Informal learning**
- **Aim: Either employment, further training or learning**
- **Tailored learning: Including core skills, music, travel training, coasteering, equine therapy, counselling, rock climbing, abseiling, scrambling, hillwalking, employability skills**

Results: Barriers

- **Poverty**

- **Mental health issues: Stress, Anxiety, Depression**

- **Poor school experience: Bullied, Sexual assault**

- **Poor qualifications**

- **Caring responsibilities**

- **Travelling barriers: Cost, Travel anxiety**

- **Challenging home life: Parental issues, family breakdown**

- **Limited job opportunities**

- **Criminal record**

- **Drug and alcohol abuse**

Theo, Participant, Male (College): I was mostly missing school because while I was staying at my Mum's, I was never going because I suffer from depression, anxiety. And it was hitting me bad. I would go to school about once a week, twice a month basically. And it was just shocking attendance…my whole high school career.

Amelia, Participant, Female (Act Agr): Well, it was…a sexual assault so, the person that had done it was a bit more popular and stuff, I'd already had people try to fight with me and then there was his family and everything at the school too, who were saying stuff, so I just, I wasn't really up for going back.

Hugo, Participant, Male (College): Up to about 10 years-old my mum died, I was always up for education. Then she died and I spiralled for a while…I'm socially awkward. I got bullied for that, because I, well in classrooms and that if I ever tried to talk I would mutter and I would stutter and that. On a one-to-one basis like this, you know, I'm okay. But in classrooms when it's people I don't know, I stutter, I mumble and then it just like sort of spirals.

Practitioner (Act Agr): I think the frustrating thing for us is watching people progress really well but ultimately leave without a job and then they're considered a negative. They came to us not being able to get on a bus and now they can get on a bus.

Policy-maker (Act Agr): I liken it a bit to a duck. Most people actually see what's going on above the water and that's all good, that's your positive destination stuff, that's your hard stats. It's the bit that's going underneath, that's going five million times at the rate of what's going on at top that's expending all the energy that is completely unrecognised. It's not documented.

Policy-maker (College): We have to hit the targets. And the staff are chasing up people that are behind, just so that we can try and hit the targets...success is measured in performance indicators

Practitioners: The tyranny of targets?

- *Oliver, Participant, Male (College)*: I don't see the actual qualification as important but I see the experience of the course as more important…I've just got a new job because of this course…it's a very simple job, just working in catering…I'm hoping that it's going to teach me things like dealing with customers and being more of an outgoing person which is important. I see it as part of going on in the world of work.

- *Kamila, Participant, Female (College)*: Yes I'm more, hmmm how to call it? I'm more brave with my English, more confident with that. I didn't feel like…a smart person, or can speak with someone who is Scottish because I just nod like [laughs] the dog in the car [nodding] aha aha aha [laughs].

- *Lexi, Participant, Female (Act Agr)*: Well, I'll have more qualifications on my…SQA sheet. They're just things on a bit of paper to me…just again my confidence, it's a more personal meaning for me. My confidence has went crazy since I started. I've made new friends. I don't know, that's really it.

Participants: Building confidence & overcoming anxiety

Lynn, participant, female (Act Agr): Like, I know I've just, like, met her over the last few weeks and stuff, but I feel like I'm able to just speak to her about anything...just with feeling like someone is actually there and is going to fight to help you as well. And, she was able to just turn around and say, 'you don't look happy.' My mum and stepdad couldn't even do that. And it was just that feeling you could feel like someone is there and you're not alone, and it's not just going to be you...someone is going to try and help find something right for you.

Practitioner (Act Agr): That relationship building is the key and then they'll come back. We split it into three phrases. So phase one's relationship building for us. And phase two's training...the final phase is that they're work ready and they're seeking opportunities. The most recent survey has brought out that 90% of young people cited the relationship with their trusted professional to be the motivating factor or the factor that got them to the next step.

Relationships with Practitioners

Results: Lessons Learned?

Practitioner (College): It's really challenging with the diverse range of students and we probably could do with some more support. We should have more support but the resourcing issues at the moment...we might need two or three extra support staff in the class to do it effectively. We had a chat about that in a meeting and I don't think there's the funding. There's not the resources for that kind of level.

Practitioner (Act Agr): I think it's about staffing. The one to one really works, the relationship building works. If we could use the funding for an extra member of staff then that allows us to accept that the young people we do see do take more time and that we could maybe see them more than once a week or we could maybe, you know, we are spread very thinly with the number of staff that we have.

Relationships: A Lack of Resources

Results: Lessons Learned?

- **Hard outcomes Vs soft outcomes**

- **Meeting the immediate needs of participants (short and long-term goals)**

- **Contextual factors – e.g. travel in more rural environments**

- **Small groups critical at the beginning**

- **Understanding of participant experience**

...Other Factors to Consider?

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