

REPORT TO: CITY GOVERNANCE COMMITTEE – 22 APRIL 2024

REPORT ON: A STEP CHANGE IN POSITIVE DESTINATIONS FOR YOUNG DUNDONIANS

REPORT BY: EXECUTIVE DIRECTOR OF CITY DEVELOPMENT

REPORT NO: 113-2024

1 PURPOSE OF REPORT

- 1.1 This report seeks approval of the draft “A Step Change in Positive Destinations for Young Dundonians” report, that sets out an ambitious improvement plan to inspire young people to pursue education, develop their employability skills, and realise their full potential. It summarises progress within the Task and Finish Group developed to take this work forward, including the engagement of key stakeholders. The report also seeks authority to develop new and existing funding streams to support achievement of these ambitious plans for our young Dundonians. The Council Leadership Team is committed to the implementation of the plan, which is being led by the Executive Director of City Development.

2 RECOMMENDATION

- 2.1 It is recommended that the Committee:
- a approves the draft “A Step Change in Positive Destinations for Young Dundonians report” and improvement plan at Appendix 1;
 - b notes the level of performance of Dundee in the Annual Participation measure for the period 2017–2024;
 - c delegates the Executive Director of City Development to identify new and existing funding streams that may be used to support improved levels of positive destinations for our young Dundonians; and
 - d remits the Executive Director of City Development to bring a further report to the City Governance Committee in spring 2025 on the outcome of the first year of implementation of the Proposed Improvement Plan.

3 FINANCIAL IMPLICATIONS

- 3.1 Development of the plan has been supported through the full-time secondment of a senior Project Manager from Dundee & Angus College. The plan will initially be delivered within existing budgets, and opportunities will be explored to secure additional resources required for full implementation of the Improvement Plan.

4 BACKGROUND

- 4.1 Reference is made to Article VII of the Minute of the City Development Committee on 26 June 2023. Report 170-2023, Discover Work Update, summarised progress with the Discover Work Strategy 2022-2027 through the implementation of the robust Action Plan and the establishment of Task and Finish Groups accountable for progress with agreed outputs, including improvements in Dundee’s performance in the Annual Participation Measure.

- 4.2 The key members of the Discover Work partnership are the driving force behind this ambitious Plan; however, it will require significant partnership working with the private sector to deliver the Plan’s vision and to secure long-term success.

5 NEXT STEPS

5.1 The Task and Finish Group identified six key themes to improve Dundee's performance. Each theme has a "young person's expectation" to focus the direction of the changes needed and subsequent actions.

a Theme 1: Early Identification and Positive Destination Framework

Young Person's Expectation: my needs are identified in primary school and all partner organisations must work together to support my progression and planning for my post school future.

b Theme 2: Responsibility for Tracking and Monitoring Young People Post School

Young Person's Expectation: my post school progress is monitored jointly by all partner organisations, until I enter and maintain a positive destination. I am supported throughout by a single person who is accountable for my ongoing development.

c Theme 3: Integrated Approach to DATA and Funding to Inform and Drive Co-ordination

Young Person's Expectation: all partner organisations will have a shared knowledge of my needs and find solutions to remove barriers through an integrated approach to data and funding.

d Theme 4: Post School Opportunities

Young Persons Expectation: I will choose the correct post school opportunity at the right time with guidance at key stages and will be supported to make the right decision throughout my post school journey.

e Theme 5: Engaging Communities and Families

Young Person's Expectation: Believe in me! We will create a culture within the city, its families and communities which expects that every young person can fulfil their true potential.

f Theme 6: Additional Support Needs – A Key Challenge

Young Person's Expectation: my Additional Support Needs will be met through improved opportunities and support, and by the development of new transition approaches.

5.2 The number of actions have been restricted to ensure that progress can be made at a suitable rate. The Plan sets out 30 actions with an agency being made responsible for each action as well as a named lead from each agency. The timeframe of actions has been broken down quarterly and will be monitored by the Project Manager. The Task and Finish Group will continue to meet on a quarterly basis with regular updates being given to ensure continued progress is made.

5.3 One of the most radical proposals is to nominate a senior leader within each Secondary School to lead a multi-agency group and be responsible for ensuring that all 16–19-year-old young people in the school's community achieve a positive destination. This group will be called the Positive Destinations Improvement Group (PDIG).

5.4 Our commitment as set out in the Mission Statement is clear – we will get better every year. By implementing this Improvement Plan, we will achieve that and deliver a step change in positive outcomes for young people.

6 POLICY IMPLICATIONS

- 6.1 The content of this report was previously considered in [Report No 206-2022](#) and remains valid. The original report was subject to an Integrated Impact Assessment. An appropriate Senior Manager has checked and agreed with this assessment. For follow-ups relating to initial reports agreed prior to 22 August 2022 a copy of the Integrated Impact Assessment is available (where applicable) on the Council's website at www.dundee.gov.uk/ija. For follow-ups relating to initial reports created after this date, a copy of the Integrated Impact Assessment is included as an Appendix to that initial report.

7 CONSULTATIONS

- 7.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

8 BACKGROUND PAPERS

- 8.1 None.

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26 March 2024



A Step Change in Positive Destinations for Young Dundonians

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1. Foreword

The Annual Participation Measure (APM) is the key tool used to assess Scotland's success in achieving positive post-school destinations for young people aged 16-19. It is both an important measure of performance in education and our local economy, as well as of the City's ambition relating to fairness, inclusion, poverty, and productivity set out in the [Council Plan 2022-2027](#) and [City Plan 2022-2032](#).

Dundee performs poorly in this measure. At any time, of a total cohort of around 6000 young Dundonians, there are typically 500-800 who are not participating in employment, education, or training. Additionally, at the time of this review, the members of the Dundee Partnership were unaware of the status of 164 of these young people.

We must ensure that all young Dundonians have the opportunity to fulfil their true potential. As well as detailing how the Partnership will improve the overall labour market to meet employer demand, improve participation and productivity, and support wider activity to address in-work poverty, Discover Work's Strategy, [Transforming Employability for a new Dundee](#), and [Action Plan](#) for 2022-2027 also includes improving Dundee's weak performance in the APM as one of its immediate priorities.

To address this, Discover Work and the Council's Leadership Team established a Task & Finish Group comprising of senior representatives from each key partner organisation to develop a Youth Participation Improvement Plan. By implementing this Improvement Plan, we aim to inspire young people to pursue education, develop their employability skills, and realise their full potential. Through strong partnerships and coordinated approaches, we believe we can make a significant and lasting impact on youth participation rates in Dundee.

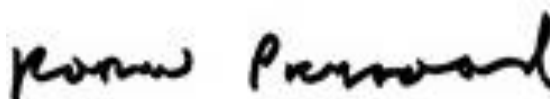
We are not setting an arbitrary target for improvement, but our commitment is clear – we will get better every year and implement this Youth Participation Improvement Plan.

Our Mission

Ensure that each year, the percentage of young people in Dundee who achieve and sustain a positive destination will improve in comparison to the rest of Scotland.



Simon Hewitt
Chairperson
Discover Work Partnership



Robin Presswood
Senior Responsible Officer / Project
Sponsor
Youth Participation Review

2. Introduction

Why is a new approach needed to improve the participation of 16–19-year-olds in education, employment, or training in Dundee?

The youth population constitutes a critical demographic for the future prosperity of any nation. It is essential to assess and support young individuals' engagement in employability, training, and education initiatives to enhance their employability, reduce unemployment rates, and foster sustainable development.

2023 Annual Participation Measure, by Local Authority, ranked by Participating Level (16-19)

| Local Authority | All 16-19 Year Olds | | | | | | | | |
|---------------------|----------------------|------------------------------|------------------------------------|-------------------------------------|---|----------------------------------|--|--|----------------------------|
| | Total Cohort (16-19) | Participating Status Grouped | | | | Not participating Status Grouped | | | Unconfirmed Status (16-19) |
| | | Participating (16-19) | Participating in Education (16-19) | Participating in Employment (16-19) | Participating in Other Training & Development (16-19) | Not Participating (16-19) | Not participating Unemployed Seeking (16-19) | Not participating Unemployed not Seeking (16-19) | |
| East Renfrewshire | 5,215 | 97.7 | 86.3 | 10.7 | 0.7 | 1.2 | 0.5 | 0.8 | 1.0 |
| Eilean Siar | 1,074 | 97.6 | 65.5 | 30.8 | 1.2 | 1.7 | 0.7 | 1.0 | 0.7 |
| East Dunbartonshire | 5,231 | 97.5 | 85.8 | 10.8 | 0.9 | 1.3 | 0.6 | 0.7 | 1.3 |
| Shetland Islands | 1,038 | 97.4 | 65.3 | 30.3 | 1.8 | 2.4 | 0.6 | 1.8 | 0.2 |
| South Ayrshire | 4,520 | 96.6 | 74.2 | 19.3 | 3.1 | 2.5 | 1.0 | 1.4 | 0.9 |
| Orkney Islands | 896 | 96.4 | 66.1 | 29.4 | 1.0 | 2.0 | 0.7 | 1.3 | 1.6 |
| East Lothian | 4,489 | 96.1 | 68.3 | 26.5 | 1.4 | 2.3 | 1.1 | 1.2 | 1.6 |
| Scottish Borders | 4,722 | 95.6 | 68.7 | 25.5 | 1.5 | 3.0 | 1.6 | 1.5 | 1.3 |
| Stirling | 4,256 | 95.6 | 74.0 | 20.3 | 1.3 | 2.9 | 1.2 | 1.7 | 1.5 |
| Argyll & Bute | 3,156 | 95.6 | 64.3 | 29.9 | 1.3 | 3.0 | 0.9 | 2.2 | 1.4 |
| Moray | 3,659 | 95.4 | 65.1 | 28.5 | 1.9 | 3.0 | 1.3 | 1.7 | 1.6 |
| Midlothian | 3,895 | 95.4 | 63.1 | 30.8 | 1.5 | 3.6 | 1.3 | 2.3 | 1.0 |
| Aberdeenshire | 10,988 | 95.3 | 72.2 | 21.8 | 1.2 | 2.5 | 1.1 | 1.4 | 2.3 |
| South Lanarkshire | 13,971 | 95.0 | 73.3 | 20.0 | 1.7 | 3.2 | 1.6 | 1.6 | 1.8 |
| Edinburgh City | 14,194 | 95.0 | 74.6 | 18.6 | 1.7 | 3.0 | 1.0 | 2.0 | 2.1 |
| Highland | 9,793 | 94.9 | 64.9 | 29.0 | 0.9 | 2.9 | 1.2 | 1.7 | 2.2 |
| Dumfries & Galloway | 6,146 | 94.9 | 66.9 | 26.7 | 1.2 | 4.1 | 1.5 | 2.5 | 1.1 |
| West Lothian | 8,509 | 94.8 | 69.5 | 23.7 | 1.6 | 4.1 | 1.6 | 2.5 | 1.1 |
| Perth & Kinross | 5,556 | 94.7 | 71.6 | 21.9 | 1.2 | 3.5 | 1.0 | 2.4 | 1.8 |
| Renfrewshire | 7,447 | 94.7 | 73.9 | 19.8 | 1.0 | 2.8 | 1.3 | 1.5 | 2.5 |
| Scotland | 215,479 | 94.3 | 71.3 | 21.4 | 1.6 | 3.6 | 1.6 | 2.1 | 2.1 |
| East Ayrshire | 5,070 | 94.0 | 71.3 | 20.6 | 2.1 | 4.3 | 2.3 | 2.1 | 1.6 |
| Inverclyde | 3,135 | 94.0 | 75.8 | 17.2 | 1.1 | 4.4 | 2.2 | 2.2 | 1.6 |
| North Ayrshire | 5,872 | 93.9 | 72.8 | 19.7 | 1.4 | 3.6 | 1.7 | 1.9 | 2.6 |
| Angus | 4,765 | 93.1 | 69.9 | 21.7 | 1.4 | 4.8 | 1.4 | 3.5 | 2.0 |
| Falkirk | 6,773 | 93.1 | 68.8 | 23.3 | 1.0 | 4.2 | 2.1 | 2.1 | 2.7 |
| West Dunbartonshire | 3,976 | 93.0 | 69.2 | 21.7 | 2.1 | 4.9 | 2.3 | 2.6 | 2.1 |
| Fife | 15,501 | 92.9 | 68.4 | 23.1 | 1.5 | 4.6 | 1.9 | 2.7 | 2.5 |
| North Lanarkshire | 15,811 | 92.8 | 69.6 | 22.1 | 1.1 | 4.3 | 1.9 | 2.4 | 2.9 |
| Aberdeen City | 6,880 | 92.8 | 72.6 | 18.5 | 1.7 | 4.0 | 2.0 | 2.0 | 3.2 |
| Glasgow City | 21,261 | 92.5 | 73.2 | 16.8 | 2.5 | 4.5 | 2.2 | 2.3 | 3.0 |
| Clackmannanshire | 1,955 | 91.6 | 62.3 | 25.7 | 3.6 | 6.6 | 3.0 | 3.6 | 1.8 |
| Dundee City | 5,725 | 91.2 | 69.3 | 20.0 | 1.9 | 6.2 | 2.1 | 4.1 | 2.6 |

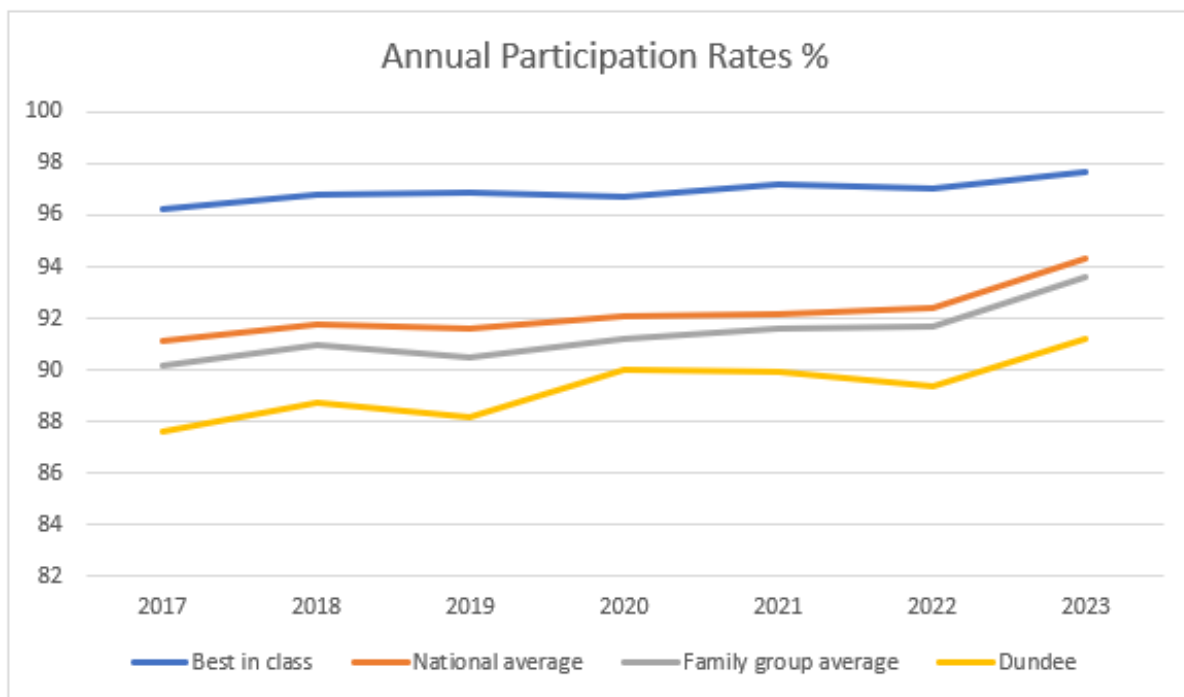
The key drivers for change are:

- We have the lowest positive destinations outcomes of any local authority area in Scotland.
- No-one should be allowed to begin a journey to long-term unemployment.
- Our participation measure will not improve without a radical response – transformational change is needed.
- Every young Dundonian – including Care Experienced young people - should be guided to education, training, sustainable employment, or further personal and social development opportunities.
- Non-financial benefits will improve health, wellbeing, social interaction, personal growth, and self-worth.

- To help alleviate increasing demand on public services such as health, community justice, housing, and welfare. The link between young people's non-participation and demands on public services is well known.
- To drive improvements in the City's labour market and productivity for major employers.
- Ensure social inclusion in our city's regeneration including the waterfront, reflecting the vision, aims, and commitments made in the City Plan.

Task & Finish Group

As per the Project Initiation Document (Appendix C), the Task & Finish Group was tasked with developing an ambitious Improvement Plan, which would address our challenges, after mapping our current approach and researching and identifying reasons for our poor performance.



The Task & Finish Group members were selected to include only key decision-makers within the landscape and those responsible for Dundee's 16–19-year-olds. The group was kept to a manageable size to ensure that timely and meaningful progress could be made. Any stakeholders not represented were consulted throughout the process and were often invited to present to the group. The group mapped out the current approaches, identified reasons for our poor performance to date and, crucially, consulted young people themselves before finalising the recommendations in the Action Plan.

Task & Finish Group Members:

- Robin Presswood, Dundee City Council, Executive Director of City Development (Project Lead)
- Robert Emmott, Dundee City Council, Executive Director of Corporate Services
- Paul Fleming, Dundee City Council, Head of Service for Education, Learning and Inclusion
- Marie Dailly, Dundee City Council, Service Manager for Community Learning & Development
- Glyn Lloyd, Dundee City Council, Head of Service for Children's Services and Community Justice

- Evonne Boyd, Skills Development Scotland, Head of Operations for North East
- Julie Grace, Dundee & Angus College, Vice Principal – Curriculum & Partnerships
- Lisa Laidlaw, Developing the Young Workforce, Regional Lead
- Laura McMahon, Department for Work and Pensions, Customer Service Leader, Angus, Dundee and Perthshire
- John Davidson, Dundee City Council, Principal Officer for Discover Work – Programme Management Office
- Craig Strachan, Partnership Development Officer, Discover Work – Programme Management Office (Project Manager)

Each partner organisation involved has contributed significant time and resources towards this work. This includes Dundee & Angus College seconding Craig Strachan as Project Manager.

Helpful national context was given by the James Withers Independent Review of the Skills Delivery Landscape which outlines recommendations to ensure the public sector can meet the level of economic transformation expected in the years ahead. At the time of writing this report, Scottish Government are yet to clarify exactly what will be implemented following the report and as such we have outlined our plans as things stand, with the flexibility to adapt as national developments emerge.

What is the Annual Participation Measure?

The Scottish Government's *Opportunities for All* commitment offers a place in learning or training to every 16–19-year-old who is not in employment, education, or training.

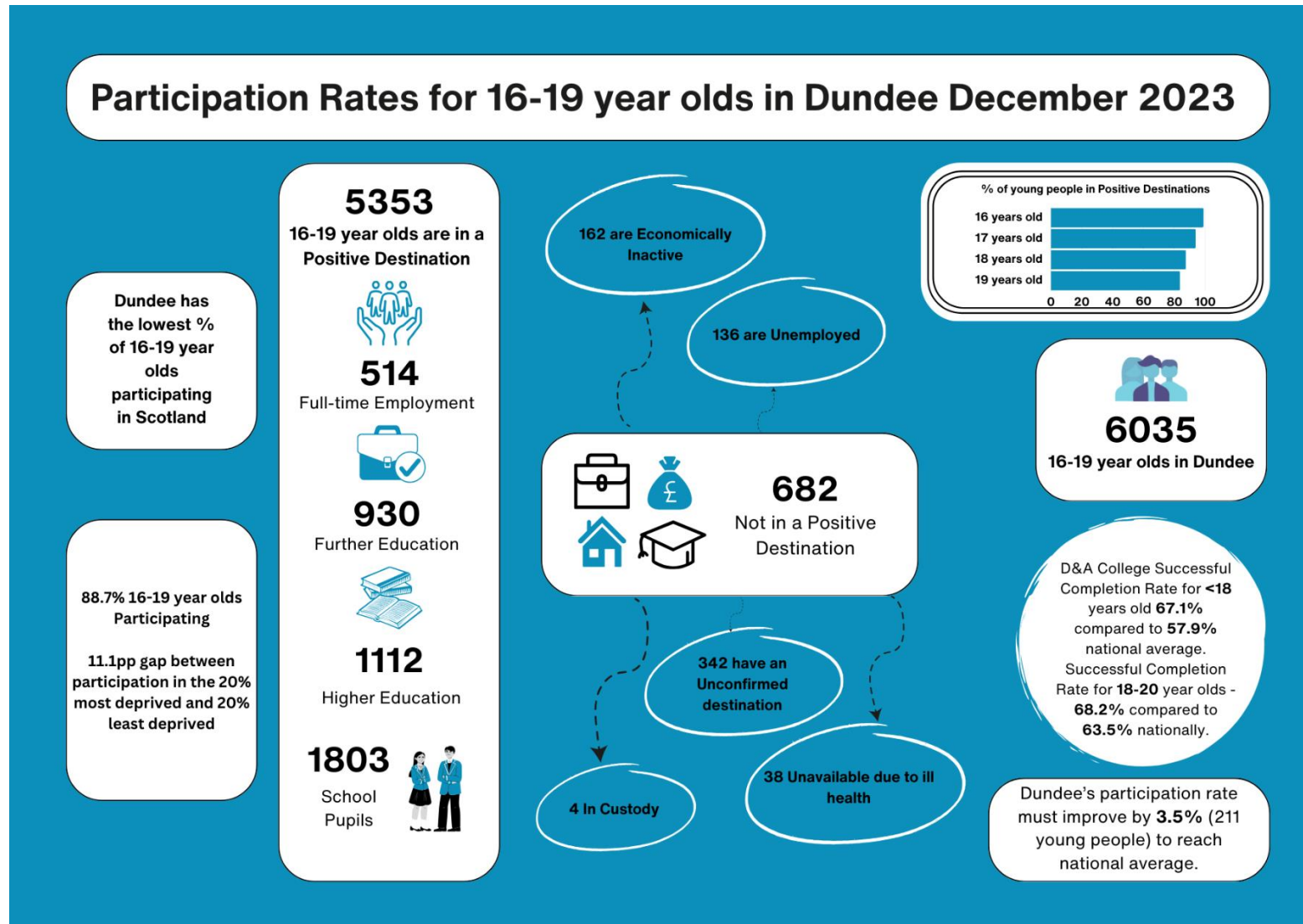
Skills Development Scotland worked with the Scottish Government to develop a measure of participation which allows us to identify the participation status of the wider 16-19 cohort.

As agreed by Scottish Ministers the Annual Participation Measure (APM) has been adopted in the Scottish Government's [National Performance Framework](#) as the measure of young people's participation. This has replaced the school leaver destination follow up as the source of the national indicator, "**Percentage of young adults (16–19-year-olds) participating in education, training or employment**".

In addition, there is a separate but related measure for Fair Work and Business which captures the Economic Participation of the full working age population including young people aged 16-19.

Who are STARS?

Throughout this report and Improvement Plan we refer to our young people who are at risk of not achieving a positive destination, or are currently not in a positive destination, as STARS. This term is not an acronym and is designed to be a positive and non-stigmatising way of referring to this cohort who we feel need additional support to participate then achieve a positive destination. This can refer to young people ranging from primary school age up to the age of 19 (and up to the age of 26 for care experienced young people).



Data from SDS 16+ Learning Choices Data Hub – December 2023

3. Understanding the Local Landscape

The Task and Finish Group has carried out research with a wide range of stakeholders across Dundee and with other Local Authorities across Scotland. We engaged with as many services and groups from across the city as possible, to learn about challenges and successes and to develop a multi-agency approach to improvement.

Key delivery partners have been consulted, and where relevant have presented to the group to highlight challenges, successes and opportunities for improved joint agency working. This has allowed for reflection on current processes and areas for improvement and growth. A range of relevant working groups have also been engaged with throughout this process which has contributed to the development of the Improvement Plan.

Three Service Design workshops were held with 22 organisations represented, which engaged 65 practitioners from across the sector. These sessions highlighted a clear desire for change, and common themes were raised which reflected those discussed by the Task & Finish Group, with key partners, and in benchmarking with other Local Authorities.



Multi-Agency Service Design Workshop

The activities carried out as part of the Service Design workshops included process mapping and customer journey analysis, including stimulating discussion by developing example 'personas' which highlighted some of the reasons that young people fail to achieve a positive destination.

These activities gave the opportunity for discussions across partner organisations and allowed partners to reflect on common challenges and appreciate how these may cause barriers for young people.

The Service Design workshops identified key areas for improvement:

- The impact on young people due to generational unemployment, inactivity, and poverty
- The need for whole family support to access suitable opportunities for increased disposable income and improved health & wellbeing
- Families should be involved in transition planning prior to leaving education
- Inconsistent approaches being used for supporting young people in transition and for signposting across schools
- Create communities to share experiences/support and reduce isolation
- Awareness training around mental health, alcohol & drug misuse, relationship breakdown, and financial issues
- Remove expectation of individual staff handling all issues personally and promote a multi-agency approach
- Clear sign-posting routes to access correct support and opportunities

Appendix B provides further insight.

Although clear themes have been raised as areas for improvement, it is important to recognise some of the excellent work that is ongoing across the city with examples provided below. There has been a strong sense of a person-centred approach with each service and individual clearly doing the best they can within the current processes and climate. The overarching theme was that change is needed and clear and consistent approaches are required within the landscape.

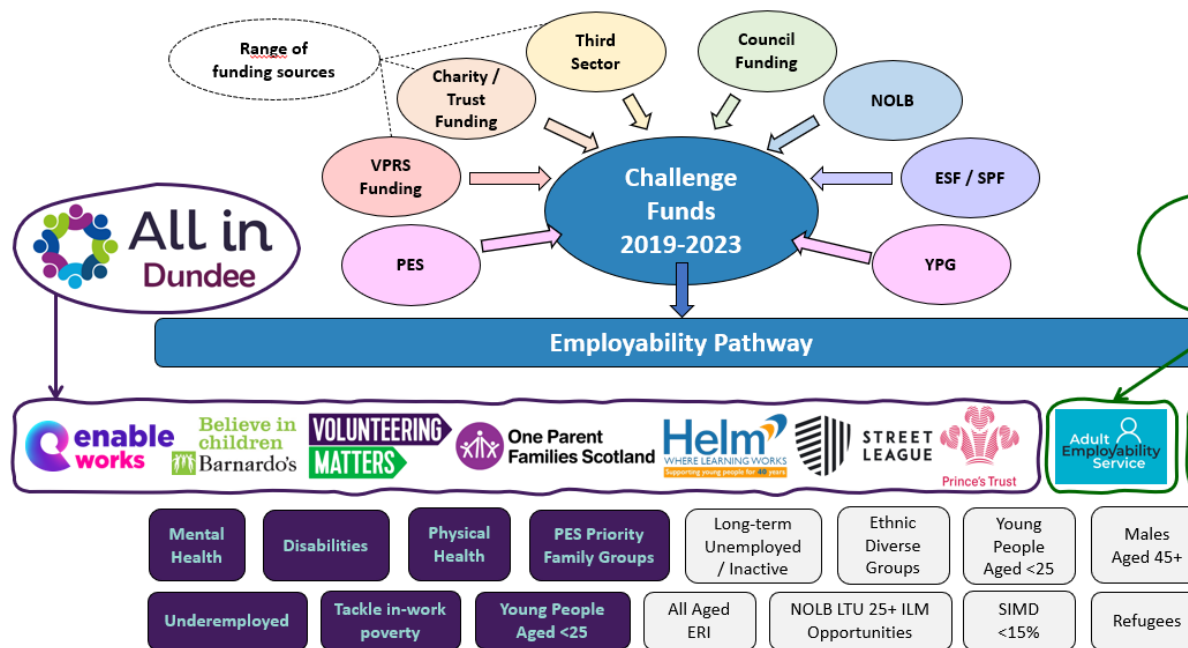
Transforming Outcomes for Care Experienced Young People – The Promise

The positive impact of a wide range of efforts to improve support to care experienced children, young people and care leavers and deliver on “The Dundee Promise” has been evident. Over the next two years, priorities include the development of a consistent offer of support to families where children or young people are on the edge of care, the implementation of more forms of specialist family support, and increasing the recruitment, support, and retention of Foster Carers.

The very broad range of activity described in this report is having a positive impact across the informal and formal care systems. This includes measures to build the capacity, confidence and competence of the workforce and a range of initiatives to enhance universal, targeted and specialist support to families at home, in schools and in the community. There is a growing focus on family voice and ensuring that children, young people, and parents/carers are at the centre of decision making. The number of care experienced children and young people is reducing, educational outcomes are improving, and following challenges in the balance of community versus residential care in 2022-23, the overall profile is shifting towards family-based support.

Transforming Employability – Discover Work’s Employability Pathway programme

The Employability Pathway, as part of the Discover Work Service, has been transformed over the last four years supporting customers to progress towards, enter, improve, and sustain their positive destination within the labour market. The new approach is led by a consortium of Third Sector Organisations, led by ENABLE Works ([All in Dundee](#)) and Dundee City Council’s [Adult Employability Team](#) and [Youth Employability Team](#).



In 2019, we implemented a level playing field approach for all Employability Providers adhering to the same governance and performance monitoring processes. Since then, there has been a significant and sustained improvement in performance compared to the previous programme.

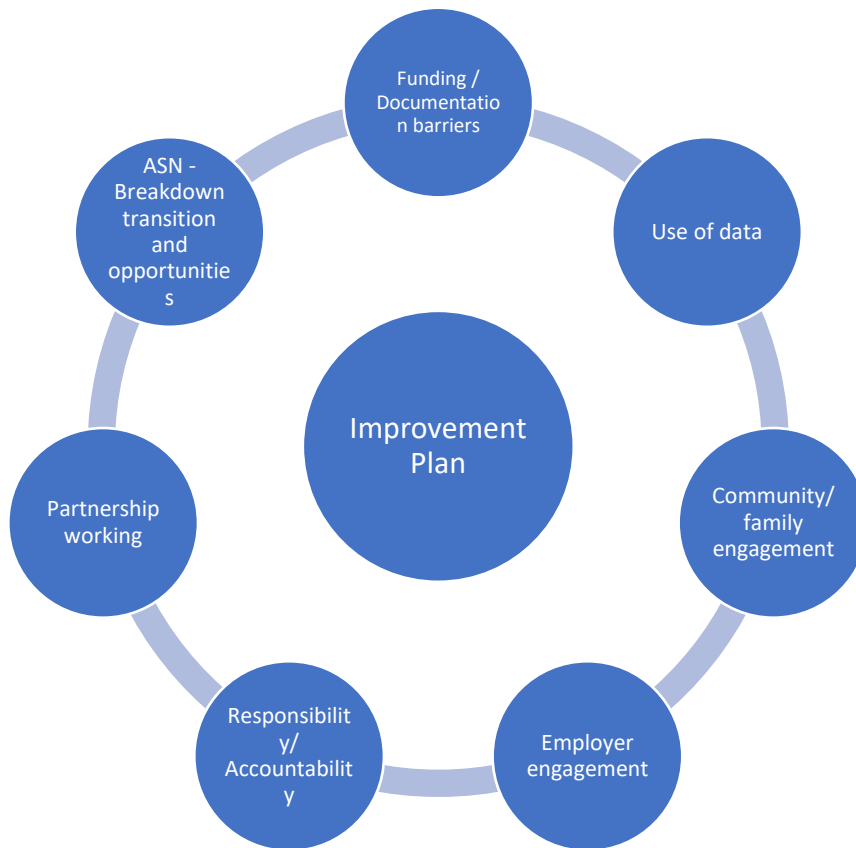
4. Benchmarking and Learning from Other Local Authorities

In depth discussions were held with a range of other Local Authorities in Dundee’s Local Government Benchmarking Framework ‘Family Group’ relating to urban deprivation: Falkirk, West Lothian, North Lanarkshire, Inverclyde, West Dunbartonshire, and Glasgow. We also spoke to East Dunbartonshire, which is one of the most affluent Local Authorities with lowest levels of deprivation, to understand whether their achievement has any lessons for this exercise, or simply relates to its relative prosperity. A range of common themes were found which aligned with the challenges we have been facing in Dundee.

- a) Making this a priority within schools is key – needs an ‘all-hands-on-deck’ approach and a mindset that encourages a community feel with everyone taking responsibility. Consistent language that uses positive reinforcement around how we can help young people achieve beyond school.

- b) Each local authority we spoke with emphasised the importance of getting buy-in and leadership at school level for the whole 16-19 cohort. Senior figures in these Councils emphasised that Schools in SIMD1 areas should be capable of achieving significantly higher rates of positive destinations.
- c) Coordinated approaches and regular meetings between SDS, DYW, and the Council's new Corporate Employability Service is key, and its importance was highlighted by each Local Authority.
- d) A joint Improvement team should be in place in each school, with clear senior leadership. A consistent approach which consists of a nominated person from each key partner – i.e. Guidance Teachers, SDS, DYW, the Council's Employability Service, a Community Learning & Development Youth Worker, meeting monthly throughout the year and weekly at key times of year. Flexibility in approach across schools likely needed, however, a level of consistency in approach is needed for monitoring and accountability.
- e) Every young person at risk of not achieving a positive destination, should have a lead person who is acting on their behalf appointed by one of the organisations – a real partnership working approach. This should happen as early as possible but key from S3 onwards.
- f) Clarity around SDS role is important. Case managing is key and SDS play a vital role and work in partnership to identify and target individuals who do not have a positive destination.
- g) Having a DYW coordinator in each school, with no teaching responsibilities, has a huge impact. This provides a general resource to support the school in building relationships with young people, communities, partner organisations, and employers.
- h) Ensuring that Department for Work and Pensions data regarding those who are unemployed is used effectively to monitor all young people through the 16+ Data Hub.
- i) Engagement in primary schools and community is crucial. Clarity around who is doing this is important. A consistent approach across the city, whilst targeting specific areas as necessary, can be invaluable.
- j) Given the changes in society following COVID-19, the CLD approach is likely to be more important than ever – this approach should be rolled out/implemented where possible.
- k) Family engagement activities for parents are run within schools to try and create a link/relationship with families and the schools/services.
- l) Ensuring that all staff working with young people approaching transition, are more knowledgeable of post school options is key. This should be centred around a realistic assessment of the young person's needs and developed to ensure next steps are sustained.
- m) Data – how we use it/share it is crucial. We must use the 16+ Data Hub to its full potential and share relevant data with key partners. A uniformed approach regarding how we use, interpret, and monitor the data is vital to minimise the level of young people with an unconfirmed status across Dundee and accurately, with integrity, report the statuses of all young people.

It was clear through these discussions that the key themes to be considered when developing an Improvement Plan were:



Some of these became stand-alone themes with others running across several areas.

The learning from other Local Authorities was helpful in challenging existing approaches in Dundee. Although there are pockets of very good work and a clear will to do what is right for the young people, it is time for this lack of consistency to be addressed with the creation of a Dundee based framework which will address the needs of our young people and the communities they live in.

5. Capturing the Young Person's Voice

Throughout the process of understanding the landscape and developing the Improvement Plan, we have been careful to keep the young person's thoughts and expectations front and centre. Whilst taking into consideration the thoughts and feedback from partners who work with young people every day, to help us fully understand the real challenges that prevent them from participating in and accessing positive destinations, we also needed to hear from young people directly.

Young people were involved in the Journey Mapping at the beginning of the process, following the Service Design Workshops, which gave them the opportunity to speak with partners about the journey through school and beyond and considered the services and support that was available to them.

Focus groups were also held with the City Pupil Council and students from Dundee & Angus College and a digital survey took place which asked questions about the young person's journey from P7 all the way through to post school destinations. This form was completed by a range of ages from across Dundee including those currently engaging with Community Learning Development, the Council's Employability Service, Dundee & Angus College, and HELM.

This gave us a good understanding of the level of input that the young person received with regards to understanding the options and support available to them.

Although some young people did feel the support they received (to understand their options) was adequate, it was much more common that the young people felt that they received none or very little support. Any support which was received came from Guidance Teachers and SDS Careers Advisors although it was often recognised that it felt hurried or was not enough support due to the amount of people who required support due to case load sizes.

The vast majority felt that they did not know enough about the options available to them when leaving school. It was also common for college to have been the only option discussed but little detail was given about the options available to them at college.

The theme which stood out most strongly was that all young people felt it was important for their families to be aware of, and understand, the options available post school. Some pointed out that their parents were able to provide support with decision making but most pointed out that as their parents were unaware of the options available, providing this support was not possible.

This feedback has been reflected within the Improvement Plan with a strong focus on support for our STARS and their families to understand the options available to them throughout school and beyond with a Youth Participation Framework being proposed to ensure those who are most in need of enhanced support will receive it at key stages. This will ensure a partnership approach which will lead to the young person being made aware of the various opportunities available to them. The Improvement Plan also aims to address the challenges with communicating with some families to ensure they are part of the planning process for a young person leaving school. This will be an ongoing process, but the Youth Participation Framework will consist of ongoing communication with the families of STARS on a regular basis.

6. Key Themes

The Task & Finish Group identified six key themes to improve Dundee's performance. Each theme has a series of 'changes needed', that have shaped a series of actions. These are summarised below and expanded upon in the Improvement Plan (Appendix A).

Theme 1: Early Identification and Positive Destination Framework

Young Person's Expectation: *My needs are identified in primary school and all partner organisations must work together to support my progression and planning for my post school future.*

Finding of Task & Finish Group:

Current 16+ activity is implemented inconsistently across the schools within Dundee meaning we cannot be sure that all young people are getting the best opportunities for them, when it comes to accessing positive post school destinations. It is clear that a 16+ policy & guidance document is required to be implemented across the partnership. Learning can be taken from the Perth & Kinross Framework which has recently been developed.

Particular focus will be placed on early intervention in Dundee. Any young person who is at risk of not achieving a positive post school destination will be supported through the new Youth Participation Framework. Input and support will start in S1 & S2 and will step up from S3 onwards. This will be measured on an individual basis by the key partners who are part of the Youth Participation Group.

The Youth Participation Framework will address some key points raised during the Service Design workshops in relation to advice, guidance, and support which may impact on a young person's ability to access a positive destination:

- Young people are often not able to access support when it is needed
- There is a lack of clarity around who should provide the relevant advice and guidance for a young person when planning post school steps
- Often a lack of equity and consistency in approach to 16+ activity in schools
- Service providers don't have all the information regarding all opportunities available to young people
- A lack of continuity of support throughout a Young Person's journey can be a barrier

All practitioners who support delivery of the framework must have good awareness of the support and alternative opportunities available if school engagement is an issue, the young person's circumstances out with school, and the opportunities available to young people post school.

The Team Around the Child (TATC) Framework is Dundee's response to wellbeing concerns about children and young people. Current TATC arrangements would not be impacted by any work done by the Youth Participation Group as it will dovetail with current arrangements to ensure less gaps and will encourage more communication and engagement with families.

Change Needed:

1.1: There is a lack of consistency across Dundee regarding how our STARS are identified in primary school and supported into each secondary school. We need each school to mirror best in class.

Finding of Task & Finish Group:

Starting to identify potential STARS in primary school will help shape support in secondary school. Enhanced transition processes must be consistent and ensure that no young person is disadvantaged by failing to ensure early assessment of needs and appropriate interventions. This should be individually targeted with a partnership approach starting in P7 onwards.

A profile should be developed, for those at risk of disengaging, during their primary school years and this should be shared when transitioning to secondary school. CLD should be part of the process to identify those who are likely to require further support throughout their secondary school years and beyond.

This process does work well in some areas, however, a lack of consistency across schools means monitoring is more challenging and there are more opportunities for young people to fall through cracks.

We must develop trust and relationships which can carry on beyond school. Earlier intervention with our young people is key to engaging the individual and providing appropriate support throughout their secondary school years.

Change Needed:

1.2: The P7 to S1 transition is crucial - this needs to be delivered to 'best in class' standard across the city.

Finding of Task & Finish Group:

Poor attendance and engagement of our STARS is a key challenge and is something that has been acknowledged regularly throughout discussions. Attendance in S1 is a strong indicator of a young person's likelihood to engage in S3/S4 and in turn the likelihood of them achieving a positive destination. Attendance will be monitored closely and will be a key indicator during Youth Participation Improvement Group meetings. The methods for addressing poor attendance will be different for every individual. The Broad General Education (BGE) curriculum, and a variety of alternative offerings for those not engaging, will be crucial in improving levels of engagement and attendance.

Change Needed:

1.3: Poor attendance and engagement of our STARS is a challenge, and we must ensure that these young people are given the necessary support required to engage with education in flexible and creative ways.

Theme 2: Responsibility for Tracking and Monitoring Young People Post School

Young Person's Expectation: *My post school progress is monitored jointly by all partner organisations, until I enter and maintain a positive destination. I am supported throughout by a single person who is accountable for my ongoing development.*

Finding of Task & Finish Group:

With so many partners involved in post school opportunities for young people it is felt that there is a lack of clarity around who is responsible and therefore who is accountable for the tracking and monitoring of the young person's progress post school.

The following points have been identified as key to improved monitoring:

- A Depute Headteacher will be the Senior Responsible Officer for Youth Participation until the age of 19.
- A strategic approach to using data in coordinating partnership post-school is needed
- SDS, CLD, DYW the Council's Employability Service must work as a joint team
- A more strategic approach engagement / re-engagement of young people including door knocking
- Better engagement with major employers to develop opportunities for STARS

Effective monitoring mechanisms inform and enable policymakers, educators, and employers to identify gaps and address challenges, ensuring young people receive the necessary support and opportunities to reach their full potential.

A consistent approach across the city is needed to track all STAR school leavers to help prevent the likelihood of them being lost or falling through the cracks. SDS, the Council's Employability Service and other key partners will play a crucial role in co-ordinating and monitoring the post school activity of our STARS.

Change Needed:

2.1 There is an inconsistent approach to supporting our STARS when they leave school. We will develop a consistent, multi-agency approach, which ensures the appropriate support is in place for each individual. We will ensure that STARS' progress is monitored by a single lead support officer who has developed a positive relationship with the individual.

Finding of Task & Finish Group:

We must work together with our local business community to understand the support they can provide our STARS to help them reach their potential, but we must also understand the support the business may need to engage with our STARS. A strong working relationship and a clear ask of what we need from the business community will create more opportunities for our STARS to access the world of work.

Change Needed:

2.2: The business community currently supports work with STARS. Higher profile, more coordinated support is required to increase the placement and employment opportunities.

Theme 3: Integrated Approach to Data and Funding to Inform and Drive Coordination

Young Person's Expectation: *All partner organisations will have a shared knowledge of my needs and find solutions to remove barriers through an integrated approach to data and funding.*

Finding of Task & Finish Group:

The lack of data sharing was raised in almost all themes – it impacts everything that the various services and partner organisations are trying to achieve. Without it, processes become more complex, there is wasteful duplication, performance can't be monitored, and funding options are unclear. A lack of data also adds to delays.

Regular tracking and monitoring informs and enable policymakers to assess the effectiveness of current policies and programmes aimed at education and participation of young people. By identifying successful interventions and areas for improvement, resources can be allocated more efficiently. A senior multi-agency data analysis group is needed to report on city wide performance in this area.

The following points need to be addressed:

- Identifying 'at risk' groups - Monitoring participation allows the identification of at-risk groups, such as marginalized or disadvantaged youth, who may face barriers to accessing education and training opportunities. Tailored interventions can then be developed to address their specific needs
- Skill gap analysis - Tracking participation data aids in conducting skill gap analyses, helping educational institutions and employers align their offerings with industry demands
- Long term impact - By analysing long-term outcomes of education and training initiatives, it becomes possible to measure the lasting impact on young people's lives and the broader community
- Data collection and interrogation - Establish comprehensive databases that consolidate information from various sources, including educational institutions, training providers, and employment partner organisations. Ensure data is regularly updated and shared among relevant stakeholders
- Measuring multiple indicators - Track not only the number of participants but also consider indicators such as programme completion rates, employment outcomes, job retention rates, and skill acquisition

- Data quality and availability - Insufficient or unreliable data can hinder accurate analysis. Invest in data collection systems and regular audits to ensure data quality

Change Needed:

3.1: There is a lack of clarity around interrogation and sharing of data across the partnership. We will establish clear roles and responsibilities with structure and accountability to ensure effective use of data to monitor our performance more closely.

Finding of Task & Finish Group:

We must carry out an audit of current funding across partner organisations to understand how it can be better aligned with our priorities. With a certain amount of uncertainty following the James Withers' Independent Review of the Skills Delivery Landscape and the Purpose and Principles report, we must plan and be ready to respond to the Scottish Governments response and plans. A strategic approach to funding streams should be taken by the Discover Work Partnership to ensure funding is invested in the areas of greatest impact. Prioritising resources and funding streams for those in greatest need of support will be key to improving the participation rates of our STARS.

Funding problems including complexity of documentation and application processes were a prominent feature throughout the workshops and these have impacted retention, participation, and attainment. It was felt that people must fit in a funding box whereas that box needs to fit around the person. Also, young people struggle immensely with the applications in terms of their complexity, daunting questions that they don't understand, digital access problems and the lack of ID and various other documents that they need to provide. Often the lack of necessary documentation becomes a barrier to progression and people give up.

Change Needed:

3.2: We will explore the potential of a 'single pot' approach to co-ordinating all funding streams available across the partnership to provide a bespoke solution to each STAR's personal challenges.

Theme 4: Post School Opportunities

Young Person's Expectation: *I will choose the correct post school opportunity at the right time with guidance at key stages and will be supported to make the right decision throughout my post school journey.*

Finding of Task & Finish Group:

There is a wide range of post school opportunities available to young Dundonians. The landscape can be complicated making it challenging for a young person and families to understand what is available and appropriate for a young person leaving school.

For many young people, applying to college is a very positive option, if chosen at the right time, but for some it may be seen as the only option rather than necessarily the correct option at the right time. A partnership approach to supporting young people to understand their options is key. If College is the correct option, then it is crucial that the young person is supported to understand their options within college and the appropriate support is provided to give the young person every chance of a successful start at college. Information sharing is vital in this process. It is also crucial that every young person is made aware of all opportunities available to them including Modern Apprenticeships, Foundation Apprenticeships and other vocational training.

How do we ensure that a young person is choosing College for the right reasons? We must make sure that we have helped the young person to weigh up the pros and cons of college, particularly if they are leaving school to go to College in S4.

The following questions should be asked when any STAR is contemplating college as their post school option:

- Are we sure that they are aware of all the options available to them?
- Is this the right time for the young person to start their college journey?
- If the answer to the above questions is yes, how do we ensure that they are applying for the correct courses?
- Have you considered other vocational options including Foundation Apprenticeships?

For those who have successfully gained entry to college, we must ensure that they receive a supported (enhanced) transition to give them every opportunity to succeed.

We must deliver support in a way that acknowledges and understands a young person's world view and situation. We must consider how we might provide the right support for young people at the right time to ensure that we are considering the young person's journey through school, any relevant external factors, the support available to them and the likely sustainability of their next steps.

As well as further chances of work experience and college tasters etc. There is a clear need for the development of skills for jobs – the meta skills. There needs to be more local opportunities and more volunteer pathways. There is sometimes a pressure to leave school, go to university or make sure family benefits aren't affected, therefore a balance is needed where young people can make the right choices that meet their specific needs and abilities with family involvement where appropriate.

Change Needed:

4.1: Young people have a range of post-school opportunities, with college being the most common one. All partner organisations will work together to ensure that our young people understand all the options available to them and choose the right option at the right time.

Finding of Task & Finish Group:

Given the ever-changing landscape, it is understandable that the people responsible for supporting the young person to make their post school choices, are not fully aware of all opportunities available at any given time. As part of the Youth Participation Improvement Group to be implemented in schools, it is anticipated that this group should be a key source of all opportunities available so that this information can be used in meetings and in any engagements with the young person and families during career guidance appointments provided by SDS.

For key partners to be aware of all opportunities available across the landscape we must ensure close working partnerships and relationships and a multi-agency approach. Ongoing CPD and multi-agency events to drive closer collaboration and share best practice will be invaluable.

Points raised regarding post school transition:

- Young people often feel unable to make decisions about their future and don't feel ready to take the next step
- A lack of support before leaving and beyond
- Young people are often not aware of their potential or the opportunities available to them
- Transition routes and pathways are unclear
- Vocational opportunities are lacking
- The benefits trap is too alluring

A consistent approach to those supporting a young person throughout their life is extremely valuable. Although this may be challenging from a resources point of view, if it is possible through effective joint agency working and communication it could prove to be invaluable when developing trust and understanding with the young person and their families. This approach should be developed throughout the Youth Participation Framework and during post school planning. A joint multi-agency approach will be key to making this work and thought should be given to how this can be developed further going forward.

Change Needed:

4.2: A focus will be placed on a joint agency approach to offering support and developing opportunities post school. A 'one team' approach will be adopted.

Transforming Employability Case study – Liam’s story

16-year-old came to DISC Target Project when he was 11 (P6) to play football.

I'd moved house and school and was feeling alone and isolated – lost my mates. My earliest memory is being taken out of class for additional support activities to help me manage my emotions etc. Attending the Target Project really helped with this. Great relationships with young volunteers from my own area and youth work staff.

P7 induction days helped me to meet new friends and we are still friends to this day. When starting high school, I was anxious and felt self-conscious and worried that people would say things. Felt like a bit of an idiot. But DISC Target was something that I came to every week and made me feel good to be with my friends and not on my own.

I kept attending on a Thursday and Friday night with my friends and found the young volunteers and youth work staff easy to talk to and I was able to open up and raise issues. I felt welcomed. It was good that the young volunteers were older kids from my own area. I got help to fill out forms.

The target project led to other important things in my life.

A college course was offered when I was in S3 through the youth Work Team. It was a Taster in Plumbing & electrical course for about 8 weeks. Allan spoke to us first about the course whilst at DISC & then it was promoted at Morgan. The guidance teacher AW approached us to check out our interest. I completed the course & it went really well. The tutor at college was really pleased & support from Youth Work staff went well. AW guidance was surprised it went so well (because of how we behaved in school) but chuffed for us.

I know that other college courses are on offer in S3 with large numbers but for whatever reason I wasn't given this option.

The small group taking part in this taster course made the difference & allowed us to build relationships with the College staff & further develop relationships with the Youth Work staff. (Didn't want to get on the wrong side of the YW staff). The smaller group meant we could learn more.

As a result, I moved onto a further college course in S4 (2 days/week) prep for plumbing. Having done the previous course, it made it easier going back. Familiar with the building.

Then moved onto a Future Skills course at College Mon-Fri & had work placement built in with a plumbing business. Had hoped to get an apprenticeship but that didn't happen.

Theme 5: Engaging Communities and Families

Young Person's Expectation: *Believe in me! We will create a culture in the city, families and communities which expects that every young person can fulfil their true potential.*

Finding of Task & Finish Group:

We must make sure that our STARS and their families are aware of the opportunities available to them. In some cases, there will be a historic lack of trust between families and education or other services. We must work to break this trend by trying to build relationships with these families by getting ahead of the curve and building trust as early as possible with the families of our S1's.

It will be important to get the thoughts of the young people regarding how this communication could be successful. We should use local intelligence to help us target specific school communities with relevant focussed communications with key messages that will try to change perspectives and raise awareness of opportunities and the value of being in a positive destination post school.

Change Needed:

5.1: Communication with our STARS and their families is a major challenge in some cases. We will ensure that a co-ordinated, targeted approach is taken by relevant partner organisations to make all young people, and their families, aware of all post school opportunities and the support that can be provided.

Finding of Task & Finish Group:

Joined up working is needed to implement a culture change for our STARS and their families. We must find ways to make families aware of the benefits of work and raise awareness of the support available to access opportunities but also to access financial support where necessary. Families must be aware of the financial implications if there is any change in their circumstances and how these can be outweighed by work or alternative financial support including effective use of in work calculations.

Dundee has pioneered this whole community/whole family approach through the pioneering Linlathen Child Poverty Pathfinder initiative and the project continues to carry out further target work with families to identify their employability support and skills needs.

Community Learning and Development (CLD) play a key role in supporting disadvantaged or vulnerable groups and individuals of all ages. CLD will play a crucial role in engaging specific SIMD areas and school communities to ensure that support reaches those who are most in need.

We must create a culture where families and the young people expect our STARS to succeed. Youth Participation Improvement Group meetings during, and post school, will be an important conduit for a culture change to develop as these groups will have access and communication with young people, key partners and families.

Change Needed:

5.2: The culture within some families and communities can undermine the ability of our STARS to progress into a positive destination. We will develop a culture change approach to challenge negative perceptions of work and education, and work with community partners to develop further opportunities and raise expectations.

Finding of Task & Finish Group:

Although progress has been made, we currently have 164 young people in an unconfirmed destination. With stronger joint agency working and fewer cracks for our young people to fall between, we believe this number can be decreased. We must target all young people with an unconfirmed destination to drive this number down as far as possible.

The partners currently proactively target young people who are not in a positive destination by knocking on doors of those listed as in a negative destination in the 16+ Data Hub. The Improvement Plan sets out a proposed approach to enhance this “door knocking”. This will be supported by the nominated provider and partner organisations as appropriate, based on live data.

Change Needed:

5.3: Although we have made progress at school and beyond, too many 16–19-year-olds lose contact with the public partner organisations. We will not accept that any young person is in an ‘unknown’ destination.

Theme 6: Additional Support Needs - A Key Challenge

Young Person's Expectation: *My Additional Support Needs will be met through improved opportunities and support, and by the development of new transition approaches.*

Finding of Task & Finish Group:

The ASN definition is very wide-ranging term and is used to describe a vast range of support needs from Dyslexia to Mental Health Problems to Physical or Motor Impairment and many more.

Currently 74% of our 16–19-year-old STARS in Dundee have Additional Support Needs. We need to ensure that we understand these needs fully, and that we have the appropriate pathways available to support each of those young people into a positive destination.

The ASN term is wide-ranging, and this cohort includes a number of groups whose needs are met by existing provision and should be able to enter a positive destination with minimal intervention.

Mental health is a particular concern and appears to be getting worse post-Covid. It is crucial that this is identified as early as possible, and the review proposes that all employability practitioners should have Mental Health First Aid training, to be able to identify, support and refer to an appropriate support worker or health professional.

Whilst we cannot address chronic shortages of capacity for young people with mental health challenges, we can try and use existing employability and educational resources in a way that supports mental health objectives. This doesn't just cover mild to moderate mental health challenges as employability initiatives can help those with enduring mental health difficulties.

There is a lack of opportunities for young people with multiple learning disabilities and complex support needs. We must understand what is currently available and ensure that those who work within the Youth Participation Improvement Group are aware and are able to guide and support families to enable them to access the correct option for each young person.

The Dundee Transition Planning Group is working to improve transitions and support available for young people with ASN and we must ensure that any new processes and plans compliment the ASN review as part of Children & Family Services 2023-27 Improvement Plan. We must avoid duplication and support the developments of transition planning for young people with ASN and Care Experienced young people.

Change Needed:

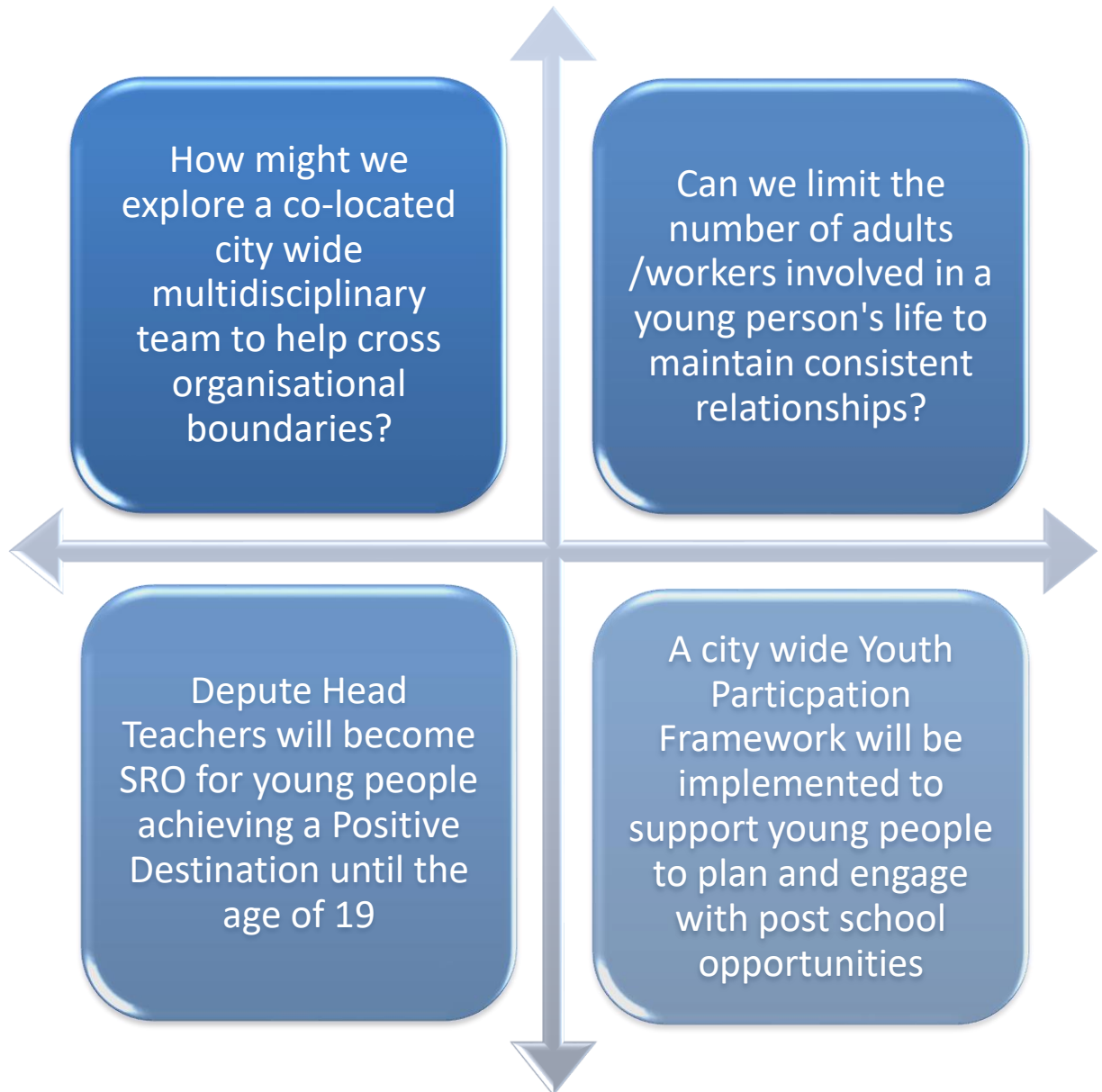
6.1: With a high rate of STARS having Additional Support Needs it is vital that we address the impact this has on engagement and achievement. Suitable transition pathways for all young people with ASN will be made available including career guidance to ensure a successful transition into post-school opportunities.

7. Next Steps for Change

The Improvement Plan has been designed keeping the young person's voice firmly in focus. Throughout the initial stages of research and gathering feedback, key information was grouped into themes which were then labelled as Young People's Expectations. The focus was on young people's needs, expectations and entitlements. This helped shape the six themes in the Improvement Plan.

Within each theme, a selection of 'changes needed' were developed to address the Young People's expectations. Each change needed was then broken down into specific actions which would directly lead to the required change. The number of actions were limited to ensure that we could ensure progress could be made at a suitable rate. The Plan sets out 30 actions with an agency being made responsible for each action as well as a named lead from each agency. This is to ensure accountability and that those with relevant expertise are driving forward particular aspects of the plan.

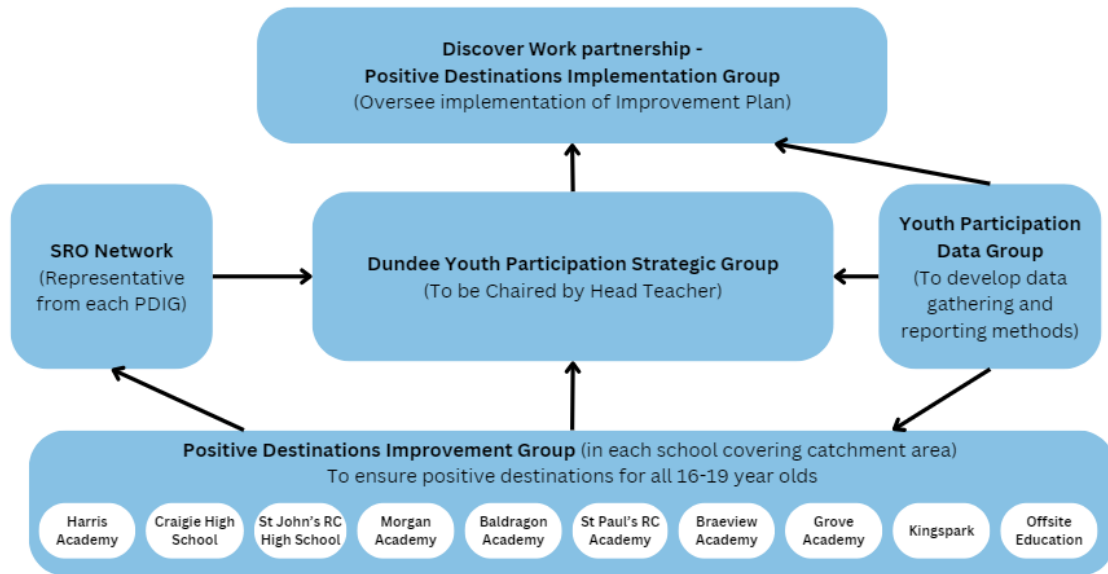
The timeframe of actions has been broken down quarterly and will be monitored by the Project Manager. The Task & Finish Group will continue to meet on a quarterly basis with regular updates being given to ensure continued progress is made.



As the report highlights, there is excellent work happening across the city and we hope that by creating a clear and consistent approach to a Youth Participation Framework, we can harness this work and deliver a significantly improved performance in the Annual Performance Measure for our young people.

One of the most radical proposals is to nominate a senior leader within each Secondary School to be responsible for ensuring that all 16–19-year-old young people in the school's catchment area achieve a positive destination, leading a multi-agency group. This Group will be called the Positive Destinations Improvement Group (PDIG).

Dundee Youth Participation Governance Structure



Proposed governance, coordination and delivery structure of Dundee's Youth Participation Framework

We must change the culture within Dundee to tackle low expectations for our STARS and engaging with families to build trust and improve communication is key to achieving this and ensuring that our young people are making appropriate choices post school. We must encourage young people into sustainable opportunities which gives them the best opportunity to thrive. We have numerous training opportunities for young people across the city and Dundee & Angus College has excellent success rates when it comes to completion rates of 16–19-year-olds, however, improvements can be made to the transitions processes beyond school for our STARS and the guidance given should be part of an ongoing process throughout secondary school and beyond.

Another key area is the need for stronger engagement with large employers to develop further opportunities for our STARS, particularly those with complex support needs. There is a distinct lack of opportunities within Dundee for young people with multiple learning disabilities and complex support needs and this is something that needs to be addressed. With these areas being addressed as well as the other areas discussed in the Improvement Plan opportunities for our STARS and the number going into positive destinations will improve.

We should not underestimate the difficulties in turning this position around. In some communities there are very low expectations that young people should achieve a positive destination, often going back several generations. There may be financial disincentives to study or employment – the 'benefits trap'.

The members of the Task & Finish Group have spent a year formulating these recommendations. But the hard work doesn't stop with the publication of the Improvement Plan. The group will continue to meet regularly to ensure that each and every action is delivered. We have identified a lead agency and a nominated individual to ensure that nothing is allowed to slip.

Our commitment as set out in the Mission Statement is clear – we will get better every year. And by implementing this Improvement Plan, we will achieve that and deliver a step change in positive outcomes for young people.

Our Mission

Ensure that each year, the percentage of young people in Dundee who achieve and sustain a positive destination will improve in comparison to the rest of Scotland.

8. Appendices

8.2 Appendix A: Youth Participation Improvement Plan

1. Early Identification and Positive Destination Framework

| Themes – Young Person's Expectations | | Change Needed - Direction of Travel | | Actions - How we will get there - Deliver the Vision | Agency Responsible |
|---|-----|---|-------|---|--------------------|
| My needs are identified in primary school and all agencies must work together to support my progression and planning for my post school future. | 1.1 | There is a lack of consistency across Dundee regarding how our STARS are identified and are supported into positive destinations. We need a clear and consistent approach across all schools. | 1.1.1 | A Depute Head Teacher in each secondary school will be designated as the Senior Responsible Officer for Youth Participation of 16–19-year-olds in their catchment areas. They will be supported by a designated lead for coordination and reporting of case conferencing in each school e.g. named colleagues from DYW, SDS, etc. | Education |
| | | | 1.1.2 | Simplify the support landscape for the whole cohort of STARS in each school with a multi-agency Positive Destinations Improvement Group, covering the full journey up to the age of 19. A consistent framework across all schools including Terms of Reference will build on best practice from across Dundee and the new P&K approach. Adapt current Red/Amber/Green RAG systems in place in schools to identify the STARS who should be given additional case management support. | Education/ SDS |
| | 1.2 | The P7 to S1 transition is crucial - this needs to be delivered to 'best in class' standard across the city. | 1.2.1 | Ensure a clear and consistent approach across Dundee for enhanced P7 to S1 transitions for STARS. Review current processes and identify areas for improvement and make recommendations. | Education |
| | 1.3 | Poor attendance and engagement of our STARS is a challenge, and we must ensure that these young people are given the necessary support required to engage with education in flexible and creative ways. | 1.3.1 | Review existing action plans to ensure that they target poor attendance levels of our STARS in schools as a priority. | Education |
| | | | 1.3.2 | Broad General Education (BGE) is being developed as part of Every Dundee Learner Matters (EDLM) strategy. This will focus on the S3 experience to increase attendance and engagement and develop a culture of school education as a 6-year experience where appropriate, with a particular focus on STARS. | Education |

2. Responsibility for Tracking and Monitoring Young People Post School

| Themes – Young Person's Expectations | | Change Needed - Direction of Travel | | Actions - How we will get there - Deliver the Vision | Agency Responsible |
|---|-----|--|-------|---|---|
| <p>My post school progress is monitored jointly by all agencies, until I enter and maintain a positive destination. I am supported throughout by a single person who is accountable for my ongoing development.</p> | 2.1 | <p>There is an inconsistent approach to supporting our STARS when they leave school. We will develop a consistent, multi-agency approach, which ensures the appropriate support is in place for each individual. We will ensure that STARS progress is monitored by a single lead support officer who has developed a positive relationship with the individual.</p> | 2.1.1 | <p>Review all mentoring across the city which are targeted at vulnerable young people. Multiple mentoring programmes are running, and we will ensure that these cover the full spectrum of support and appropriately targeted to meet the needs of all our STARS.</p> | <p>Children's and Community Justice Services</p> |
| | | | 2.1.2 | <p>Build on current success to develop an improved response to target College and University early withdrawals who do not transition into a positive destination. Both universities to support this action plan through research.</p> | <p>Dundee & Angus College supported by Universities</p> |
| | | | 2.1.3 | <p>Develop an action plan to ensure that third sector partners play an enhanced role in STARS by developing a joint commitment relating to outcomes.</p> | <p>Dundee Volunteer & Voluntary Action</p> |
| | | | 2.1.4 | <p>Develop a standard Service Level Agreement for use by all Council funded third sector organisations requiring them to commit to employing and prioritising STARS.</p> | <p>DCC Corporate Services/ City Development</p> |
| | 2.2 | <p>The business community currently supports work with STARS. Higher profile, more coordinated support is required to ensure placement and employment opportunities.</p> | 2.2.1 | <p>Develop a clear 'ask' of major employers setting out how they can support this vulnerable client group into employment.</p> | <p>Developing the Young Workforce</p> |

3. Integrated Approach to Data and Funding

| Themes – Young Person's Expectations | | Change Needed - Direction of Travel | | Actions - How we will get there - Deliver the Vision | Agency Responsible |
|---|-----|---|-------|--|----------------------|
| All agencies will have a shared knowledge of my needs and find solutions to remove barriers through an integrated approach to data and funding. | 3.1 | There is a lack of clarity around interrogation and sharing of data across the partnership. We will establish clear roles and responsibilities with structure and accountability to ensure effective use of data to monitor our performance more closely. | 3.1.1 | Establish a city-wide Positive Destination Improvement Group to be supported by a data analysis virtual unit, this will be chaired by a secondary Head Teacher and will have senior representatives from each agency. This will replace the function of the Youth Participation Group. | SDS |
| | 3.2 | We will establish a 'single pot' approach to co-ordinating all funding streams available across the partnership to provide a bespoke solution to each STAR's personal challenges. | 3.2.1 | Carry out an audit of current funding/resources across agencies and how they can be better aligned – to be done after Scottish Government publishes its response to the James Withers Skills Delivery Landscape Review and Purpose & Principles Report. Changes in funding streams will be discussed strategically by the Discover Work partnership to ensure that any new funding is invested in the areas of greatest impact. Existing funding streams will be reviewed and where possible targeted to support our STARS. We will explore DYW school co-ordinator posts being filled by non -teaching staff. | Discover Work PMO |
| | | | 3.2.2 | We will identify key gaps in our existing resources regarding delivery and support for our STARS and will prioritise new funding streams to address weaknesses in our support. | DCC City Development |
| | | | 3.2.3 | We will target all available wage subsidies (Employer Recruitment Incentives) or other discretionary funding streams at young people that are at greatest risk of not reaching a positive destination. | Discover Work PMO |

4. Post School Opportunities

| Themes – Young Person's Expectations | | Change Needed - Direction of Travel | | Actions - How we will get there - Deliver the Vision | Agency Responsible |
|--|-----|---|-------|---|-------------------------------|
| I will choose the correct post school opportunity at the right time with guidance at key stages, and will be supported to make the right decision throughout my post school journey. | 4.1 | Young people have a range of post-school opportunities, with college being the most common one. All agencies will work together to provide consistent support and to ensure that our young people understand all the options available to them and choose the right option at the right time. | 4.1.1 | Create a formal transition agreement (with a high-profile menu of options) between college, Education and SDS to be developed to ensure every young person who is to transition to college does so at the right time for them and onto the right course. This should build on to ASN/looked after young person's transition agreements. | Dundee & Angus College |
| | | | 4.1.2 | Ensure that for any STARS planning to apply for college, SDS careers and schools' guidance staff will provide enhanced support to ensure that they are aware of their options at college and receive additional support to select the correct courses at the right time for them. | SDS/ Dundee & Angus College |
| | | | 4.1.3 | Ensure that a lack of documentation for pre-18-year-olds is not a barrier to work or training after leaving school. Develop a plan to ensure all young people have the identification necessary before leaving school. | Council Employability Service |
| | 4.2 | A focus will be placed on a joint agency approach to offering support and developing opportunities post school. A 'one team' approach will be adopted. | 4.2.1 | Organise an annual conference to bring all practitioners together from all agencies to drive closer collaboration and share best practice. | Discover Work PMO |
| | | | 4.2.2 | Explore further opportunities for agencies/services to share premises to further enhance the 'one team' approach. e.g. · creation of a new multi-disciplinary hub for child protection services which hosts co-located team. develop a proposal for multi-agency employability hub | DCC |

5. Engaging Communities and Families

| Themes – Young Person's Expectations | | Change Needed - Direction of Travel | | Actions - How we will get there - Deliver the Vision | Agency Responsible |
|--|-----|---|-------|---|----------------------------------|
| Believe in me! We will create a culture in the city, families and communities which expects that every young person can fulfil their true potential. | 5.1 | Communication with our STARS and their families is a major challenge in some cases. We will ensure that a co-ordinated, targeted approach is taken by relevant agencies to make all young people, and their families, aware of all post school opportunities and the support that can be provided. | 5.1.1 | Target SIMD areas and specific school communities with additional support as necessary. Ensure we use the data to understand those most in need of additional input using local intelligence and knowledge. | Community Learning & Development |
| | | | 5.1.2 | We will use current initiatives to ensure a standard communications approach including terminology, audience, reach, content. Capture young people's voice through lived experience group etc - ensure maximum impact on them and their families. Consider possibility of developing a single app building on the Edinburgh guarantee model. | Discover Work PMO |
| | 5.2 | The culture within some families and communities can undermine the ability of our STARS to progress into a positive destination. We will develop a culture change approach to challenge negative perceptions of work and education, and work with community partners to develop further opportunities and raise expectations. | 5.2.1 | We will ensure Community Wealth Building benefits derived from public procurement and capital projects. We will develop standard offer/ask for major contractors supplying public sector to support youth participation agenda including work experience and employability opportunities. | DCC City Development |
| | | | 5.2.2 | Develop a charter for STARS setting out their rights and obligations to ensure that they achieve a positive destination. | Council Employability Service |
| | | | 5.2.3 | We will ensure that young people and families understand the financial implications of work and how this can impact benefits while making them aware of financial support available and the benefits of working. | Council Employability Service |
| | 5.3 | Although we have made progress at school and beyond, too many 16-19-year-olds lose contact with the public agencies. We will not accept that any young person is in an 'unknown' destination. | 5.3.1 | We will use best national practice for benchmarking to further reduce our numbers of unknowns. Develop an operational approach to target all young people with an unknown destination including a more comprehensive approach to door knocking (to identify and engage young people who are not in a positive destination) supported by a nominated provider through the Discover Work Employability Pathway. | SDS |

6. Additional Support Needs - A Key Challenge

| Themes – Young Person’s Expectations | | Change Needed - Direction of Travel | | Actions - How we will get there - Deliver the Vision | |
|--|-----|--|-------|---|--|
| My Additional Support Needs will be met through improved opportunities and support, and by the development of new transition approaches. | 6.1 | With a high rate of STARS having Additional Support Needs it is vital that we address the impact this has on engagement and achievement. Suitable transition pathways for all young people with ASN will be made available including career guidance to ensure a successful transition into post-school opportunities. | 6.1.1 | <p>Undertake a statistical analysis of Additional Support Needs to ensure flexible and relevant progression pathways exist which accommodate the needs of every young person. For example, STARS that may present with one or more of the following profiles:</p> <ul style="list-style-type: none"> • social emotional & behavioural difficulties • care experience and care leavers • neurodiverse condition/autism • mental health conditions • a learning disability • substance use • an offending background | Education/ Children’s and Community Justice Services |
| | | | 6.1.2 | Ensure that the Young Person’s Guarantee of a positive outcome for every care experience young person is honoured, through a programme asking each major employer to recruit and fund a ring-fenced apprenticeship. | Children’s and Community Justice Services/Developing the Young Workforce |
| | | | 6.1.3 | Audit current post-school provision for those with multiple learning disabilities and complex support needs and explore opportunities to support additional capacity as required. | Dundee & Angus College |
| | | | 6.1.4 | Ensure that all support workers have mental health first aid training to support and signpost clients with mild and moderate mental health difficulties to relevant agencies. | NHS |
| | | | 6.1.5 | Enhance employability provision to identify employment opportunities that may be suited to young people on the autistic spectrum. This will build on Dundee & Angus College’s successful work getting young people with neuro differences into digital career programmes. | Discover Work PMO |

8.3 Appendix B: Stakeholders Engaged

16-19 Participation Rates - Learning from other Local Authorities

May 2023

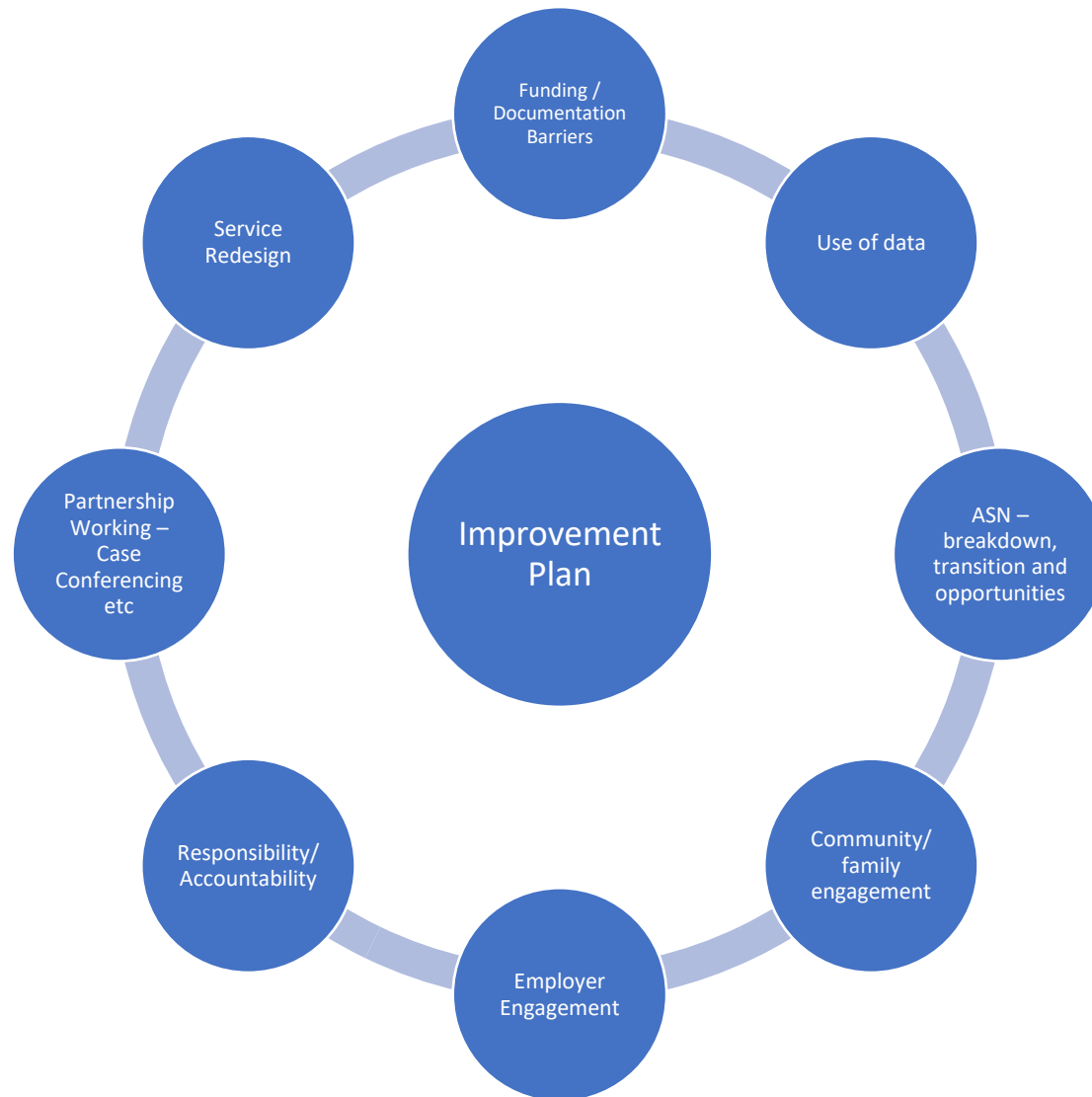
Following meetings with a range of other Local Authorities, I have created a list of key themes emerging from discussions which are relevant to our current participation rates in Dundee and provide insight into developments elsewhere which have proved to be beneficial. These themes are connected to those that have previously been discussed within the Task & Finish Group meetings, raised within Service Design workshops and have been highlighted in discussion with key partners from within Dundee.

Common/stand out themes raised:

- Making this a priority within schools is key – need an all hands on deck approach and a mindset that encourages a community feel and everyone taking responsibility. Consistent language that uses positive reinforcement around how we can help young people achieve beyond school
- Buy-in from all schools – SIMD1 schools are capable of achieving 100% positive destinations. All schools need to buy into consistent approach
- Regular meetings between SDS, DYW & Youth Employability team is key
- A joint action team should be in place in each school. A consistent approach which consists of nominated person from each key partner – i.e. Guidance teacher, SDS, DWY, YE Team, CLD Youth Worker – School Youth Participation Coordinating group? – meeting monthly throughout year and weekly at key times of year? Flexibility in approach across schools likely needed, however, a level of consistency in approach needed for monitoring and accountability?
- Can every young person at risk of not achieving a positive destination, have a lead person who is acting on their behalf appointed by one of the organisations – real partnership working approach. What age can this happen from?
- Clarity around SDS role is important, should they be involved in door knocking? How often should they meet with each key partner? Case managing is key, clarity around SDS's role helps.
- 1FT DYW coordinator in each school, with no teaching responsibilities, has a huge impact. Can involve themselves in more local youth groups and projects allowing them to build relationships with young people and employers/partners
- Accessing information from DWP regarding those who are unemployed – can this be a regular process? (We currently receive both legacy data and universal credit from DWP but it isn't processed through Data Hub, that is processed separately by the Data Management Team into CSS)
- Engagement in primary schools and community is crucial. Who should/can do this? Can we create a consistent approach for this across the city? Or only needed in certain wards etc?
- Given the changes in society following Covid, CLD approach is likely to be more important than ever – how can this be rolled out/implemented?
- A steering group to address all things related to ASN – we may have something similar in place in Dundee but clarity needed around how this links to participation rates
- Ensuring that all staff working with young people approaching transition, are more knowledgeable of post school options is key. Should be realistic and thinking about sustainability/ next steps beyond
- Data – how we use it/share it is crucial. Are we using the Datahub to its potential? Are we sharing relevant data with key partners? Do we have a uniformed approach

regarding how we use, interpret, and monitor the data? Can we access data from HMRC to learn more about unconfirmed? (SDS have just recently started to receive HMRC data but this can only be used for Statistical purposes only, for example the Annual Participation Measure. SDS are working on HMRC data to be imported into CSS in the future but there is no time scale for that at the moment).

Key themes to be considered when developing Improvement Plan:



Local Authorities met with and their Family Groupings:

Family Groupings for Children, Social Work and Housing indicators

These councils are grouped by the type of population they serve, e.g. level of deprivation and affluence.

| Family Group 1 | Family Group 2 | Family Group 3 | Family Group 4 |
|---|---|---|---|
| East Renfrewshire East Dunbartonshire Aberdeenshire Edinburgh, City of Perth & Kinross Aberdeen City Shetland Islands Orkney Islands | Moray Stirling East Lothian Angus Scottish Borders Highland Argyll & Bute Midlothian | Falkirk Dumfries & Galloway Fife South Ayrshire West Lothian South Lanarkshire Renfrewshire Clackmannanshire | Eilean Siar Dundee City East Ayrshire North Ayrshire North Lanarkshire Inverclyde West Dunbartonshire Glasgow City |

Family Groupings for Environmental, Culture & Leisure, Economic Development, Corporate and Property indicators

These councils are grouped by the type of area they serve, e.g. rural, semi-rural and urban.

| Family Group 1 | Family Group 2 | Family Group 3 | Family Group 4 |
|--|---|---|--|
| Eilean Siar Argyll & Bute Shetland Islands Highland Orkney Islands Scottish Borders Dumfries & Galloway Aberdeenshire | Perth & Kinross Stirling Moray South Ayrshire East Ayrshire East Lothian North Ayrshire Fife | Angus Clackmannanshire Midlothian South Lanarkshire Inverclyde Renfrewshire West Lothian East Renfrewshire | North Lanarkshire Falkirk East Dunbartonshire Aberdeen City Edinburgh, City of West Dunbartonshire Dundee City Glasgow City |

| | National Average Dec 2022 | Dundee Dec 2022 | Dundee position in table Dec 2022 | National Average May 2023 | Dundee May 2023 | Dundee position in table May 2023 |
|-------------------|---------------------------|-----------------|-----------------------------------|---------------------------|-----------------|-----------------------------------|
| Participation | 90.5% | 85.5% | 32 nd | 90.8% | 87.7% | 31 st |
| Not Participating | 4.7% | 8.2% | 32 nd | 5.2% | 7.7% | 32 nd |
| Unconfirmed | 4.8% | 6.3% | 30 th | 3.9% | 4.6% | 24 th |

East Dunbartonshire – 4th in table, 95.2% Participation

- 50% going into HE but they do wonder if that is too high. High performing schools with high attainment. Some schools in more deprived areas are still performing well
- Agenda needs to be a priority for partners to make any real change
- 99% positive school leaver destinations. Those who did not have positive destinations is related to poor health
- Schools hunger and culture around getting 100% positive destinations are key
- Schools are key – need a culture where everyone buys into it – no excuses
- All employability sits within Education. Skills for Learning, Life and Work manager manages DYW funding
- The team who meet to look at transition consists of: SDS advisor, DYW co-ordinator, Guidance teacher, CLD Youth worker
- Youth worker in every school full-time(they work with those identified as having barriers to education). They can work with all years and can focus on anything from attendance to engagement. The Youth Worker gets to know other staff and builds relationships which encourages more informal sharing. YW can do soft handovers to staff etc. They are not focussing on employability, more focussed on relationships and confidence.
- Feels that SDS staff do not always have a broader view
- They do 1 or 2 Seminars a year to bring all relevant staff together – bring in speakers to address issues and barriers – creates a team approach
- Key to have people over and above Guidance staff who are focussing on wellbeing of young people
- Youth Work, Employability, Adult learning teams all come together – this is key – also need one person who fully understands the landscape and can make things happen
- Post school team use Data Hub to identify individuals – letters and door knocking in partnership with SDS. This is done a couple of times a year
- Drummond's staff case manage with SDS to make sure people are getting the right provision

Falkirk – 22nd in table, 90.4% Participation

- The Employability Training Unit works with 16-24 year olds
- Community benefits – very supportive elected members – they are encouraged to go after people to create jobs!
- They have coordinators in all secondary schools – have mixed relationships with SDS, depends on the school. Some schools are very good at referring
- DYW coordinators are not teachers
- They have a list of names – at risk of not getting into a positive destination – meet monthly to discuss
- Can pick up some names on the unemployed list - work with DWP on this – strong links
- Employment & Training Unit – goes into primary school – whole family approach
- Deliver pre-pipeline courses within the community – targeted in specific wards.
 - Looking at whether people can afford to go back to work and what would it look like
 - Community sessions i.e. fire safety, manual handling, first aid etc
- Pre-pipeline is more important than ever – more of a CLD approach needed

Glasgow City – 28th in table, 88.6% Participation

- A real focus on Positive Destinations – this drives the Annual Participation Measure
- An all hands on deck approach. Needed a change of mindset so that everyone would take responsibility and create a community feel within schools so that there was buy in with regards to ensuring every young person would get to a positive destination
- Created a list of individuals who were at risk of not gaining a positive destination and individuals were targeted in partnership with SDS

- Support staff in schools are key. Tend to be local and are aware of the circumstances of a large number of pupils
- DYW – 1 f/t coordinator in each school – no teaching responsibilities and have time to get involved in local youth groups and projects which helped them make connections with more young people who were at risk of not getting a positive destination. This coordinator manages the young persons journey and puts them in touch with the right people/partner
- Michelle meets with SDS every week to discuss progress
- Work through a list and operate a Red/Amber/Green system. Every young person on the list must have a key person by the end of the meeting and they report back on progress at the next meeting. Often a young person can be passed to someone else if little progress is being made or the relationship is strained
- The language used was important i.e. words like community and responsibility used a lot
- There is buy-in from every school to this approach and each school takes the same approach.
- The Towards better Futures team meet regularly with SDS to case manage individuals. This happens monthly, then fortnightly and then weekly as they approach key times of year. They target particular areas/hot spots and contact relevant partners/providers to arrange for engagement/intervention.
- Towards Better Futures, DWY, Chamber, SDS all function as one team.
- Try to have realistic expectations – always try to define what a positive destination would be for an individual with SDS. Concentrate on developing individual as a person socially – even if they are only able to give a few hours it should be seen as a positive.
- Some work is very reactive i.e. if they see a gap, they plug it. They are doing work to target young people with low level mental health difficulties.
- They worked hard to deliver family engagement activities for parents – these were ran within schools to try and create a link/relationship with families and the schools/services.
- Opportunities for all group – a group who meet each month to focus on a list of individuals who are at risk of not having a positive destination
- 1 person from each school gets access to the Data Hub.
- SDS have access to SEEMIS – it is limited but gives them what they need. They changed their data sharing agreement to allow this to happen.
- They realigned finances and staffing so that everyone involved in the process understood the part they can play. This allows a lot of informal conversations about individuals, which often prove to be the most important.
- DYW coordinators are on 52 week contracts.
- Someone with the role of providing one to one mentoring for any young person who are transitioning to College or University
- They have a steering group to address all things to do with ASN
- The strategy was to target 100% positive destinations within each school. If 99% was mentioned then there was an understanding that this meant that 50 young people were being let down. They have 4 schools who currently have 100% and 1 of those are from within SIMD1 so it is understood that this is doable for every school despite the postcode.

Inverclyde – 20th in table, 90.6% participation

- Currently have 30-50 young people with no positive destinations.
- Prefers to focus on individuals rather than tables and percentages. Need to focus on sustainable destinations
- Should recognise that Personal Development programmes are a positive destination
- Staff working with young people approaching transition need to be very knowledgeable about opportunities – need to have realistic expectations. Should always be thinking – what will be next following the current destination

- Driving apprenticeships – only way to get wage subsidies – using a bespoke approach
- Inverclyde Offer – meets every week to discuss any young people at risk of not getting a positive destination
- Youth Team person meets every week with SDS & DYW
- LEP should be main vehicle to drive things

West Dunbartonshire – 30th in table, 87.8% participation

- Joint action team – SDS, Senior from Education, Employability Team – use Data Hub to join the dots
- Youth Employability Team want them signed up to them. School can be reluctant to pass them over to YE Team. The Senior Phase co-ordinator (Education Support Officer) can feel like the YE team are trying to do their job
- Thrive team deliver a programme (funded through NOLB) for those leaving/ not engaged. They get £40 a week to attend. Gives an opportunity to build trust and relationships with YP. Help them to get Provisional Driving licence etc
- Feel that educating teaching staff on post school opportunities, other than College, is key
- They have Senior Phase Coordinator as well as DYW Coordinator
- Council apprenticeship scheme – council invested £1M over 4 years to support companies to host apprentices
- Guaranteed interview for those who complete foundation apprenticeship at level 5 in Construction etc.

West Lothian – 15th in table, 92% participation

- Work closely with SDS to identify those who are unconfirmed
- They filter list and split into postcodes – team goes out on mass – find people and signpost
- Create a list of roughly 25 young people at a time and door knock – this has mixed success rates. A more successful strategy was to use Environmental Wardens who were often from within the communities and could build relationships with families. They often had more success. Posts were cut!
- Created a full-time post and approached things more strategically. Accessing all databases available – try everything to engage those who are not participating or unknown and door knocking is the last attempt
- Found that 60% of unconfirmed were actually in positive destinations – used data from HMRC to find this
- Partnership with SDS – SDS now focus on 16/17 year olds and Youth Team focus on 18/19 year olds. SLDR team all get stuck in
- Specific events – school leaver jobs fair etc. A lot of informal activity in schools and active in raising awareness of apprenticeship opportunities

North Lanarkshire – 26th in table, 89% participation

- Don't underestimate the impact that COVID has had on identifying and supporting young people into positive destinations - likely take some years to repair the damage
- We need to get upstream - early intervention by schools and Health & Social Care is essential to avoid problems coming downstream and adding to our 16 to 19 problem.
- Successful Local authorities have a very strong partnership with major private employers, focusing on socially conscious leaders and agreeing specific targets to take on young people from our untapped talent programmes. NLC does this through annual business conference and the North Lanarkshire business charter. At the most recent conference, he said that employers gave a commitment to recruit 250 people from various NLC employability initiatives

- He highlighted the NLC has a large budget for an ASN interventions (£50 million). This can be used to help create a budget for employability interventions, youth participation as well as supporting ASN young people in education
- He is very focused on apprenticeship pathways and has created one in North Lanarkshire to provide an apprenticeship pathway for ASN kids. He highlighted that Dundee has a higher percentage than normal for young people with disabilities - we discussed whether this might be to do with the fact that Kingspark takes children from throughout the region, or whether it was a Dundee specific issue worthy of researching this more.
- As part of the ASN pathway to Apprenticeship he is particularly pleased with a model that recruits young ASN people after their apprenticeship and creates jobs for them as school assistants within primary and secondary ASN facilities. This creates a guaranteed job and allows them to return to the school as a role model for younger pupils.
- He suggested that considering how the MCR Pathways scheme fits into our work would be useful – though he did comment that MCR has a policy of only recruiting from people that have an 85% plus attendance at school. He believes that many of those who don't have positive destinations will have a lesser attendance than this at school. Should we also consider MCR Pathways as one of the key delivery partners?
- We talked about the impact of mental health on positive destinations. NLC has invested heavily in School based mental health counselling with a 7 figure budget, and NLC H&SC top this up. Over 1600 young people have been supported and only 57 have required to progress to CAMS – a far lower proportion than would otherwise be expected. Certainly worth exploring this type of approach further to understand whether serious mental health is a major factor in our negative destinations.

Appendix C: Project Initiation Document

Project Initiation Document (PID) / Remit

This PID is the governing document for the project. All information relating to the project should be recorded here. It is a 'live' document and should be kept up to date throughout. Any changes to the scope or tasks should be noted and signed-off by the **Project Sponsor**. All members of the **Project Team** should have access to the PID. It is the responsibility of the **Project Manager** to ensure that it is kept up to date and that approvals for any changes are obtained.

| | |
|----------------------------|---|
| Project Title: | A Step Change in Positive Destinations for Young Dundonians |
| Project Sponsor: | Robin Presswood, on behalf of the Council Leadership Team and Discover Work Partnership |
| Project Manager: | Craig Strachan, Employability Partnership Development Officer |
| Project Team: | <ul style="list-style-type: none"> • Task & Finish Group Members • Representatives of other partner organisations and stakeholders consulted as necessary • Additional support as required e.g. deployment of existing staff, consultancy, etc. • Other staff from the Discover Work Partnership's Programme Management Office (PMO) • Group size to be capped at 8 plus PMO members |
| Project Governance: | <p>The Project Sponsor Robin Presswood is responsible for progress and reporting to the Chief Executive and Council Leadership Team.</p> <p>The Project Sponsor and / or Chair of the Discover Work Partnership will report project specific updates to the Dundee Partnership's Executive Boards and Management Group.</p> |

| Version | Date | Comments | Prepared by |
|---------|------------|---|--------------------------------|
| 1 | 06/12/2022 | Initial draft | Craig Strachan / John Davidson |
| 2 | 20/12/2022 | Updates made | Robin Presswood |
| 3 | 25/01/2023 | Draft complete – shared with group | Craig Strachan |
| 4 | 27/01/2023 | Comments from Group Participants included | Robin / Craig / John |

Background - Context of the project and steps taken to determine a project is required

Dundee has the **worst** Annual Participation Measure of any Local Authority in Scotland for young people aged 16-19. From a total cohort of 5531, almost 600 young Dundonians are known as not participating in employment, education or training, OR their participation is entirely unknown, and our performance is declining. And we don't know what happens to 188 of those young people.

To meet the Scottish average, we must ensure an additional 166 young Dundonians are participating in education, training, or employment (the table in Project Purpose provides further information).

The [Discover Work Partnership](#) recently published its [Discover Work Strategy, Transforming Employability for a new Dundee & detailed Action Plan](#) for 2022-2027. The Partnership will improve the labour market to meet employer demand and in doing so, increase the level of employment in the city, reduce the level of benefit claimants, improve participation and productivity, and to address in-work poverty.

Dundee's labour market has a hidden talent pool of c.11,000 - from a working age population of 98,800 - who want to work or may be able to work. To bridge the gap between Dundee and the

Scottish average, we must support an additional 1,600 people into employment. As a subset, this included 900 people with a disability (as per the Equality Act), 700 workless households, 225 children in workless households, and 166 young Dundonians are participating in education, training, or employment.

As detailed in our Action Plan, the Discover Work Partnership committed to the establishment of Task & Finish Groups (TFGs) that will be accountable for progressing agreed priorities. Addressing our city's participation measure is one of the Partnership's immediate priorities.

Project Purpose - Why is this project being pursued? What are the drivers for change?

Since the participation measure was first published in 2016, Dundee has been consistently bottom or close to bottom in the national table (see Appendices A-C for further information). Amongst others, the drivers for change are:

- We are the worst performing Council in Scotland in this essential measure of social inclusion.
- No young Dundonian should be left on the journey to long-term unemployment.
- Our participation measure will not improve without a radical response – an agenda for change.
- Every young Dundonian should be guided to education, training and sustainable employment
- The non-financial benefits from participation in education, training and fair work must be promoted to our young people e.g. health, wellbeing, social interactions, personal growth, and self-worth.
- Support a preventative approach to increasing demand on public services. - e.g. health, community justice, housing, welfare, etc. The link between non-participation / unemployment / low incomes / poverty / deprivation and demands on public services is well known.
- Improving our performance in this area will drive improvements in Dundee's labour market and productivity for benefits in years to come
- Deliver upon the inclusive aspects of our city's regeneration including the waterfront, reflecting the vision, aims, and commitments made in the City Plan

| Annual Participation Measure (APM) | Dundee | | Scotland | | Min Improvement* | |
|------------------------------------|-------------|--------------|---------------|-------------|------------------|-------------|
| | Volume | % | Volume | % | Volume | % |
| August 2022 | | | | | | |
| Total Cohort (16-19) | 5531 | 100% | 209984 | 100% | | |
| Participating | 4945 | 89.4% | 194025 | 92.4% | | |
| Not Participating | 398 | 7.2% | 8399 | 4.0% | 177 | 3.2% |
| Unknown | 188 | 3.4% | 7559 | 3.6% | -11 | 0.2% |
| Not Participating + Unknown | 586 | 10.6% | 15959 | 7.6% | 166 | 3.0% |

| | |
|---|----|
| Position in Scotland (from 32 LA Areas) | 32 |
|---|----|

| | |
|--|-------|
| * Min. Improvement required to meet Scottish average | 166 |
| % of those who are Not Participating + Unknown | 28.3% |

Project Scope / Tasks / Objectives:

- Map current approach to service delivery for 16-19 year old young people
- Research and identify reasons for our extremely poor performance, while maximising our use of data and young people's experiences to develop an ambitious Improvement Plan
- Redesign our current approach across all partner organisation and services within the Council to deliver a significant and sustainable improvement in Dundee's participation measure

- Ensure that the approach is entirely aligned and integrated with the Partnership's redesign of the full Discover Work Service in advance of 2024/2025; recognising the participation measure cannot be addressed through siloed youth interventional alone – i.e. other models are likely required, such as whole family approaches
- Develop and oversee the implementation of an ambitious Improvement Plan to address the challenges
- Target geographic and thematic areas identified with the lowest participation measure
- Agree with Headteachers ownership of participation rates at local level
- Consider how the resources of all partners is deployed and how this could be reconfigured to deliver transformation, recognising that some partners' activities are defined by statute e.g., SDS in secondary schools is driven by statutory entitlements to Career Guidance.
- Consider and respond to the findings / recommendations of the recent [Careers Review](#) and the ongoing [Skills Review](#)

Project Outputs - How is success defined? What equals success for Project Stakeholders? How will we measure success?

Key milestones for Year 1 include:

1. Map current approach
2. Redesign and simplify the whole system supporting young people (senior phase up to the age of 19)
3. Develop an ambitious Improvement Plan to close the gap between Dundee's youth participation measure and the Scottish average within XX years
4. Agree how progress will be monitored, managed, and reported

Medium-Long-term Outputs (Year 2>)

5. Sustain a year-on-year increase in our Participating levels until above Scotland's national average
6. Improve Unknown levels to ensure we have every opportunity to support those who are Not Participating (while Unknown levels in Dundee (3.4%) are just below the national average (3.6), other Local Authority areas have Unknown levels nearer to 1%)

| Task & Finish Group Members | | | |
|--|---|-----------------------|--|
| Organisation | Service | Representative | Position |
| Dundee City Council | City Development | Robin Presswood | Executive Director (Lead on behalf of TEG) |
| Dundee City Council | Corporate Services | Robert Emmott | Executive Director |
| Dundee City Council | Children & Families - Education, Learning and Inclusion | Paul Fleming | Head of Service (Chief Education Officer) |
| Dundee City Council | Neighbourhood Services - Community Learning & Development, Adult Learning, ESOL, Literacies, Youth Work | Marie Dailly | Service Manager |
| Dundee City Council | Children's and Community Justice Services | Glyn Lloyd | Head of Service |
| Skills Development Scotland | Careers Information, Advice & Guidance | Evonne Boyd | Head of Operations, North East |
| Dundee & Angus College | Further and Higher Education | Julie Grace | Vice-Principal – Curriculum & Attainment |
| Developing the Young Workforce | Tay Cities Area | Lisa Laidlaw | Regional Lead |

| | | | |
|--|---|----------------------------------|---|
| Department for Work and Pensions | Work and Health Services | Laura McMahon | Customer Service Leader, Angus, Dundee and Perthshire |
| Dundee & Angus College/ Dundee Council | Discover Work - Programme Management Office | Craig Strachan (Project Manager) | Employability Partnership Development Officer |
| Dundee City Council | Discover Work - Programme Management Office | John Davidson | Principal Officer |

Other Project Stakeholders - Who are the key partners involved in the project? How will collaboration work?

Key Partners:

Young People, Parents, Carers, Guardians, Teachers, Careers Advisors, Lecturers, Employability Practitioners, Employers, Third Sector

Collaboration Approach:

Range of face to face/workshops/ engagement with key delivery partners and virtual meetings according to workload/progress etc

Definitions:

- **Project Sponsor:** The project sponsor is a person or group who owns the project and provides resources and support for the project in order to enable its success.
- **Project Manager:** The project manager is the person with responsibility for the day-to-day delivery of the project and the management of the members of the project team.
- **Project Team:** The project team are the research associates who are contracted to carry out the tasks associated with the project under the direction of the project manager.

Project Budget - Describe the budget of the project. How is the budget allocated?

Scottish Government provides funding allocations to Local Employability Partnerships (LEPs), through No One Left Behind, for the delivery of employability services. To ensure funding is spent within specific timeframes, most funding is committed via competitive Challenge Fund processes.

Scottish Government funding provides flexibility to build LEP capacity to improve local partnership working and deliver upon policy objectives such as the Young Persons Guarantee's commitment to bring together employers, partners and young people to ensure every 16 to 24 year old in Scotland has the opportunity of a job, placement, training or volunteering. The Discover Work Partnership has used this flexibility to establish the Project Manager post (Employability Partnership Development Officer). Where underspends occur in service delivery, this may present the opportunity to repurpose funding should a need be identified and agreed by the TFG and TEG (e.g. research, consultancy support, evaluation).

Timeline - How much time do we have? Outline deadlines for key phases / stages / actions

Meetings to initially be scheduled approximately monthly for first 6 meetings followed by quarterly meetings until objective of improving beyond national average is achieved.

| Key Phases / Stages / Actions | By when | By whom | Progress |
|--|-----------|------------------------------|----------|
| Youth Participation Group to present on approach to date and progress | Feb 2023 | Kiley West Tracey Stewart | Complete |
| Develop pen pictures of typical non-participating young people need real life examples | Mar 2023 | T&FG | Complete |
| Process mapping of current service (school senior phase to those aged 24) | June 2023 | Aileen Smythe | Ongoing |

| | | | |
|---|-----------|----------------------------------|----------|
| | | Tanya Brienesse | |
| Service redesign | June 2023 | Aileen Smythe Tanya Brienesse | Ongoing |
| Engagement with other Local Authorities – what’s working well? What can we learn? | May 2023 | Craig Strachan | Complete |
| Engagement & buy-in of stakeholders | | Craig Strachan T&FG | Ongoing |
| Place / locality / School approach targeting those Not Participating & Unknown | | | |
| Develop Improvement Action Plan | July 2023 | T&FG | |

Risks - What are the risks associated with the project? Include SWOT analysis

SWOT analyses have been provided in **Appendix E**. These relate to three potential options in how we respond to Dundee’s participation measure:

- 1 Do Nothing
- 2 Commit to individual organisational reviews (e.g. service offers, performance, impact, return on investment, areas for improvement)
- 3 Commit to a partnership review of the entire system supporting our young Dundonians

Initially, the greatest risks exist in option 1. For example:

- Our participation measure fails to improve and may worsen – tacit acceptance of an endemic issue with no drive for improvement
- Continuing to accept a proportion of young Dundonians being on a roadmap to long-term unemployment, poverty and potentially crime.
- Failing to promote the non-financial benefits from employment e.g. their health, wellbeing, social interactions, personal growth, self-worth
- Continuing the trend of increased demand on public services - e.g. health, community justice, housing, welfare, etc. - in an environment with ever increasing pressure on public spending.
- Our economic performance, including productivity, is impacted for years to come
- Not delivering upon the inclusive aspects of the city’s regeneration including the waterfront e.g. reflect on the vision, aims, and commitments made in the City Plan

Appendices

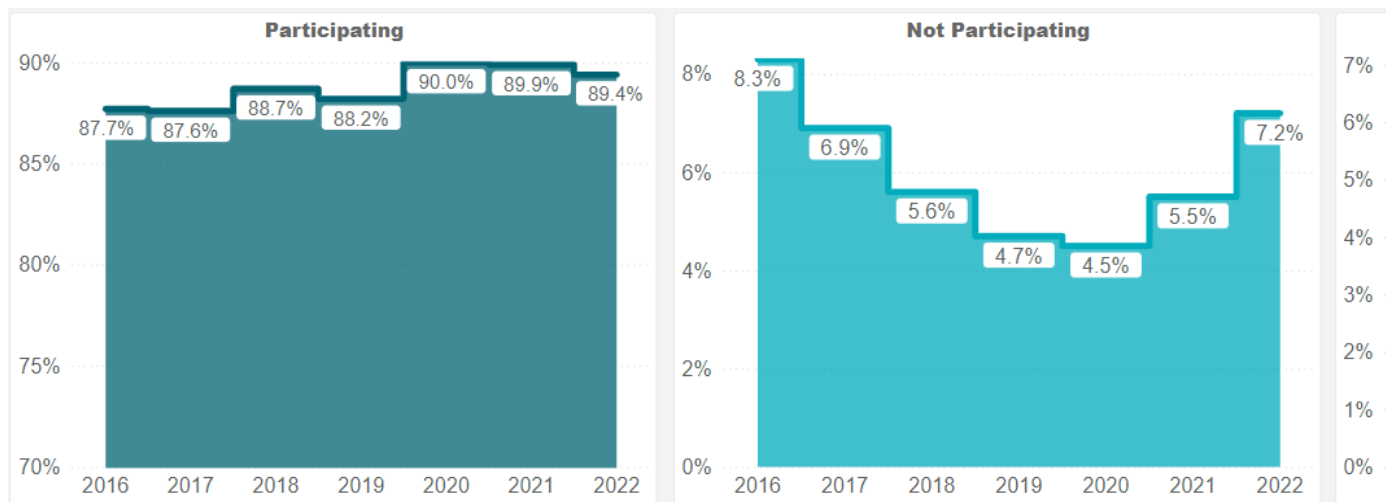
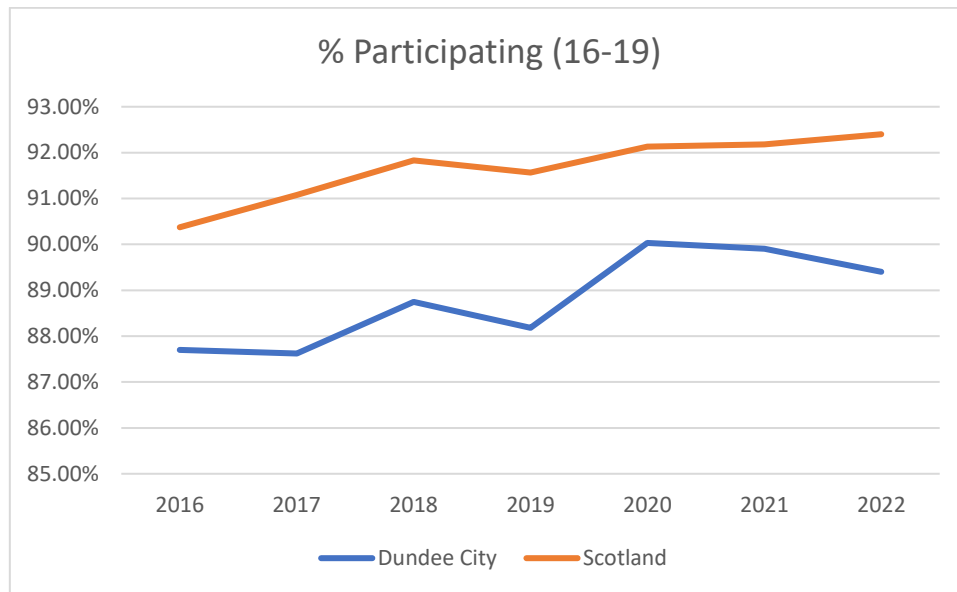
Appendix A

2022 Annual Participation Measure, by Local Authority, ranked by Participating Level (16-19)

| Local Authority | All 16-19 Year Olds | | | | | | | | |
|---------------------|----------------------|------------------------------|------------------------------------|-------------------------------------|---|----------------------------------|--|--|----------------------------|
| | Total Cohort (16-19) | Participating Status Grouped | | | | Not participating Status Grouped | | | Unconfirmed Status (16-19) |
| | | Participating (16-19) | Participating in Education (16-19) | Participating in Employment (16-19) | Participating in Other Training & Development (16-19) | Not Participating (16-19) | Not participating Unemployed Seeking (16-19) | Not participating Unemployed not Seeking (16-19) | |
| East Renfrewshire | 5,205 | 97.0 | 86.8 | 9.2 | 1.0 | 1.6 | 0.8 | 0.8 | 1.3 |
| East Dunbartonshire | 5,127 | 96.8 | 86.6 | 9.5 | 0.7 | 1.0 | 0.5 | 0.5 | 2.2 |
| Eilean Siar | 1,059 | 96.2 | 63.8 | 30.6 | 1.8 | 1.6 | 0.7 | 0.9 | 2.2 |
| Shetland Islands | 1,005 | 96.0 | 66.0 | 27.3 | 2.8 | 2.4 | 0.8 | 1.6 | 1.6 |
| Orkney Islands | 859 | 93.9 | 68.3 | 24.1 | 1.5 | 3.5 | 1.0 | 2.4 | 2.6 |
| Stirling | 4,151 | 93.9 | 76.7 | 15.9 | 1.3 | 3.3 | 1.6 | 1.7 | 2.8 |
| Argyll & Bute | 3,172 | 93.9 | 68.5 | 24.2 | 1.2 | 3.8 | 1.3 | 2.4 | 2.3 |
| Inverclyde | 3,128 | 93.8 | 77.8 | 14.9 | 1.1 | 3.8 | 2.3 | 1.6 | 2.3 |
| South Ayrshire | 4,375 | 93.7 | 75.4 | 14.7 | 3.5 | 3.0 | 1.4 | 1.6 | 3.4 |
| Perth & Kinross | 5,497 | 93.7 | 73.4 | 19.1 | 1.2 | 3.5 | 0.9 | 2.6 | 2.8 |
| West Lothian | 8,264 | 93.4 | 70.5 | 21.0 | 1.9 | 4.8 | 1.9 | 2.9 | 1.8 |
| Scottish Borders | 4,679 | 93.4 | 71.7 | 20.5 | 1.2 | 3.3 | 2.0 | 1.3 | 3.4 |
| Midlothian | 3,793 | 93.4 | 65.3 | 26.1 | 2.0 | 3.7 | 1.7 | 1.9 | 3.0 |
| Dumfries & Galloway | 6,023 | 93.3 | 69.7 | 22.4 | 1.2 | 3.7 | 1.8 | 1.9 | 3.0 |
| East Lothian | 4,276 | 93.3 | 69.3 | 21.8 | 2.1 | 2.8 | 1.1 | 1.7 | 3.9 |
| Renfrewshire | 7,234 | 93.3 | 76.9 | 15.0 | 1.4 | 3.2 | 1.7 | 1.4 | 3.6 |
| Angus | 4,769 | 93.2 | 73.7 | 17.6 | 2.0 | 4.7 | 2.1 | 2.5 | 2.1 |
| Aberdeenshire | 10,810 | 93.1 | 74.3 | 17.8 | 1.1 | 2.7 | 1.4 | 1.4 | 4.2 |
| Highland | 9,625 | 92.7 | 67.8 | 23.5 | 1.4 | 3.3 | 1.5 | 1.8 | 4.0 |
| Scotland | 209,984 | 92.4 | 73.1 | 17.5 | 1.7 | 4.0 | 2.0 | 2.0 | 3.6 |
| South Lanarkshire | 13,616 | 92.3 | 73.7 | 16.5 | 2.1 | 3.4 | 1.8 | 1.7 | 4.3 |
| Edinburgh City | 13,630 | 92.0 | 74.9 | 15.2 | 1.9 | 3.7 | 1.5 | 2.2 | 4.3 |
| East Ayrshire | 4,956 | 91.9 | 74.7 | 15.8 | 1.4 | 5.1 | 3.3 | 1.7 | 3.0 |
| Moray | 3,618 | 91.6 | 67.9 | 22.2 | 1.5 | 3.1 | 1.2 | 1.9 | 5.3 |
| Falkirk | 6,602 | 91.5 | 70.4 | 19.7 | 1.5 | 4.2 | 2.1 | 2.1 | 4.3 |
| Aberdeen City | 6,551 | 91.2 | 74.8 | 14.6 | 1.9 | 4.9 | 2.8 | 2.1 | 3.9 |
| Glasgow City | 20,424 | 91.2 | 74.9 | 13.3 | 3.0 | 4.9 | 2.9 | 2.1 | 3.9 |
| Fife | 15,120 | 91.2 | 70.8 | 18.7 | 1.7 | 4.9 | 2.4 | 2.5 | 3.9 |
| North Ayrshire | 5,785 | 90.8 | 73.4 | 15.7 | 1.7 | 4.8 | 2.6 | 2.2 | 4.4 |
| Clackmannanshire | 1,919 | 90.7 | 67.8 | 20.6 | 2.3 | 5.6 | 3.0 | 2.6 | 3.7 |
| North Lanarkshire | 15,331 | 90.2 | 70.7 | 18.3 | 1.2 | 4.6 | 2.3 | 2.3 | 5.2 |
| West Dunbartonshire | 3,850 | 90.1 | 70.2 | 18.4 | 1.5 | 6.2 | 3.2 | 2.9 | 3.7 |
| Dundee City | 5,531 | 89.4 | 71.1 | 16.1 | 2.1 | 7.2 | 2.6 | 4.6 | 3.4 |

Appendix B

Dundee's APM 2016 - 2022

**Appendix C****2021 APM Including Priority Wards (with 2022 Update)**

To increase Dundee's Annual Participation Measure to the Scottish average, we must ensure that an additional 166 young people participate every year. Given the level of *Unconfirmed* statuses in Dundee is proportionate to the Scottish average, the area most in need of improvement is those *Not Participating*, specifically, those *Unemployed and not seeking*.

Targeting of customers and the delivery of employability services must consider the age, gender, and priority wards. For example:

- c.60% of Non-participation relates to **males**
- The volume **Not Participation** is 302, of whom:
 - Over 30% are aged 19

- 259 are **Unemployed not Seeking**
- Of those **Unemployed not Seeking**, the following number of young people need to be supported to participate for Dundee to meet the Scottish average:
 - 12 young people aged 16
 - 47 young people aged 17
 - 41 young people aged 18
 - 53 young people aged 19
- There is need for **higher level targeting in the** East End, North East, Lochee, and Coldside

| % Participating (16-19) | | | | | | | | |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | Annual Change |
| Year | | | | | | | | |
| Dundee City | 87.70 % | 87.62 % | 88.74 % | 88.18 % | 90.03 % | 89.91 % | 89.40 % | - 0.51 % |
| Scotland | 90.37 % | 91.07 % | 91.83 % | 91.56 % | 92.13 % | 92.18 % | 92.40 % | 0.22 % |
| Dundee v Scotland | - 2.67 % | - 3.45 % | - 3.09 % | - 3.39 % | - 2.10 % | - 2.27 % | - 3.00 % | - 0.73 % |
| Year on Year Variance | - | - 0.78 % | 0.37 % | - 0.30 % | 1.29 % | - 0.17 % | - 0.90 % | 1.54 % |

| | | | | | | | |
|--|----|----|----|----|----|----|----|
| Position in Scotland (from 32 LA Areas) | 31 | 32 | 32 | 32 | 28 | 31 | 32 |
| Year on Year Variance | - | 1 | 0 | 0 | -4 | 3 | 1 |

| | | | | | | | |
|--|------|------|------|------|------|------|------|
| Total Cohort of Young People (16-19) | 5869 | 5655 | 5473 | 5414 | 5397 | 5529 | 5531 |
| Additional No. required to Participate to meet Scottish Average | 157 | 195 | 169 | 183 | 113 | 126 | 166 |
| Year on Year Variance | - | 38 | -26 | 14 | -70 | 12 | 40 |

Appendix D

School Leaver Destination Results

Percentage of School Leavers in a Positive Initial Destination, 2020/21

Source: Insight

| School | % Employed | % Further Education | % Higher Education | % Training | % Unemployed Not Seeking | % Unemployed Seeking | % Voluntary Work | Number of Leavers |
|--------------------------|------------|---------------------|--------------------|------------|--------------------------|----------------------|------------------|-------------------|
| Baldragon Academy | 14.7 | 44.9 | 27.6 | 5.1 | 3.2 | 4.5 | | 156 |
| Braeview Academy | 22.8 | 39.2 | 15.2 | 8.9 | 6.3 | 7.6 | | 79 |
| Craigie High School | 20.4 | 37.6 | 25.8 | 10.8 | 4.3 | 1.1 | | 93 |
| Grove Academy | 23.8 | 12.6 | 55.3 | 2.4 | 1.9 | 3.4 | 0.5 | 206 |
| Harris Academy | 25.5 | 25.0 | 42.9 | 2.2 | 0.9 | 2.2 | 1.3 | 224 |
| Morgan Academy | 11.4 | 40.9 | 38.6 | 1.5 | 6.8 | 0.8 | | 132 |
| St John's RC High School | 21.4 | 37.6 | 34.3 | 1.1 | 2.8 | 1.7 | 1.1 | 178 |
| St Paul's RC Academy | 15.5 | 43.9 | 27.1 | 5.2 | 5.2 | 3.2 | | 155 |
| Dundee City | 19.9 | 33.3 | 36.2 | 3.8 | 3.4 | 2.9 | 0.5 | 1,223 |

Participation Rate By Age 2021

Source: Skills Development Scotland

| Age Group | Total Cohort | % Participating total | Participating Status | | | % Not Participating total | Not participating Status | | % Unconfirmed Status |
|-------------------|--------------|-----------------------|----------------------|-----------------|-----------------------------------|---------------------------|--------------------------|--------------------------|----------------------|
| | | | % in Education | % in Employment | % in Other Training & Development | | % Unemployed Seeking | % Unemployed not Seeking | |
| 16-year olds | 1,421 | 98.0 | 95.3 | 1.4 | 1.3 | 1.5 | 0.4 | 1.1 | 0.6 |
| 17-year olds | 1,425 | 90.9 | 80.0 | 6.9 | 4.0 | 6.1 | 1.1 | 5.0 | 2.9 |
| 18-year olds | 1,351 | 87.3 | 63.0 | 20.3 | 4.0 | 6.6 | 0.7 | 5.8 | 6.1 |
| 19-year olds | 1,332 | 82.9 | 53.5 | 27.0 | 2.4 | 7.9 | 0.9 | 7.0 | 9.2 |
| 16 - 19 year olds | 5,529 | 89.9 | 73.4 | 13.6 | 2.9 | 5.5 | 0.8 | 4.7 | 4.6 |

Notes:

'Further Education' and 'Higher Education' are based on SCQF Level studied, NOT institution attended. HE is SCQF Level 7 and above.

'Unemployed not Seeking' covers such situations as: maternity, long-term illness or custody.

Appendix E

SWOT Analysis - Option 1: Do Nothing

| Strengths | Weaknesses |
|--|--|
| <ol style="list-style-type: none"> 1 No additional resource 2 Does not require further partnership engagement and participation 3 No further investment required 4 No further time required to address participation rates | <ol style="list-style-type: none"> 1 We still won't understand the challenges 2 No better informed of city-wide issue 3 Trend towards a larger participation gap continues 4 Lack of accountability 5 Pathway for young Dundonians into employment is unclear 6 Does not help to address increasing demand on public services |
| Opportunities | Threats |
| <ol style="list-style-type: none"> 1 Save time and effort 2 No additional pressure on capacity 3 Focus on supporting individuals using current services as they are | <ol style="list-style-type: none"> 1 APM stats continue to worsen for Dundee 2 Acceptance of endemic issue, no drive for improvement 3 City's economic activity/profile impacted for years to come 4 Risk creating a cohort of long-term unemployed people, in turn making Dundee less attractive for inward investment due to weak labour market 5 Increased reliance on front-line services, e.g. mental health, addiction, antisocial behaviour, housing, benefits, etc. 6 Inability to attract further investment due to not strengthening labour market |

SWOT Analysis - Option 2: Commit to separate organisational reviews

| Strengths | Weaknesses |
|--|--|
| <ol style="list-style-type: none"> 1 Organisations have detail on young people they're in contact with 2 Reviews can be undertaken individually, requiring less partnership coordination, meetings, etc. 3 Can be instigated anytime 4 Organisations fully understand their own role within employability services | <ol style="list-style-type: none"> 1 Lack of big picture/understanding between organisations and depts within organisations 2 Lack of coordination of resources 3 Silo working, not joined-up approach 4 Data from individual organisations' reviews will be collated to reflect their individual targets and priorities |

| | |
|---|---|
| | 5 Lack of clarity of how organisations should fully interact to create streamlined employability service for young Dundonians |
| Opportunities | Threats |
| 1 Organisations will have info on their own services and outcomes 2 Each organisation understands the problem and can plan change accordingly for their outcomes and targets | 1 Duplication of work already undertaken 2 No learning for citywide YPM 3 Findings do not correlate between organisations and become irrelevant/unhelpful |

SWOT Analysis - Option 3: Commit to a partnership review of the entire system

| Strengths | Weaknesses |
|--|--|
| <ol style="list-style-type: none"> 1 True city-wide, partnership approach 2 Centralised, consistent approach. Less duplication 3 More accurate information and data 4 Further accountability of partners 5 Fully understand where the gaps are post school I.e. plan to identify the unknowns 6 Clear opportunity to address widening participation gap 7 Create clear pathway for young Dundonians into employment 8 Potential to lessen demand on public services through increased participation 9 Creates an agenda for change and improvements in participation rates for young Dundonians | <ol style="list-style-type: none"> 1 Requires full engagement and participation of the partnership in a timely manner 2 Full cooperation and buy-in required alongside accountability 3 Investment needed to drive improvements |
| Opportunities | Threats |
| <ol style="list-style-type: none"> 1 Share information. Improve outcomes, improve processes, share knowledge, solution focussed, listen to young people, improve consistency, better use of data, remove doubt from analysis 2 Each organisation understands the problem and can plan change accordingly for their outcomes and targets, while contributing to a city-wide approach 3 Can learn from other successful Local Authorities and/or organisations 4 Gives the partnership evidence to help create a compelling narrative 5 Transformative approach 6 Make all young Dundonians aware of the opportunities available to them 7 Attract further future investment through a stronger labour market 8 Aid delivery of the inclusive aspects of our city's regeneration | <ol style="list-style-type: none"> 1 Wrong partners engaging 2 No individual accountability 3 Participation rates are not improved significantly despite investment of time and resources |