

**Glasgow City Council****Education, Skills and Early Years City Policy Committee****Report by Executive Director of Education****Contact: Jean Miller Ext: 70204****TOWARDS BETTER FUTURES UPDATE****Purpose of Report:**

To report to the committee on the work of the Toward's Better Futures team within Education Service and their activities to ensure young people are supported to a positive destination after leaving school.

Recommendations:

The Committee is invited to consider the report, note the comments and ask officers to continue to develop and support the work of the Toward's Better Futures team across the city.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐**PLEASE NOTE THE FOLLOWING:**

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1 Background

- 1.1 Following the report to committee on the School Leavers Follow Up (SLFU) data, the committee asked for more information in a later report regarding the activities of the Toward's Better Futures (TBF) team. This report highlights some of these activities and also the strategic priorities of the team who work closely with all 30 secondaries across the city and increasingly with primary schools too.
- 1.2 TBF was developed to support positive and sustainable destinations for secondary school leavers. It works in partnership with a wide variety of partners to ensure the service offer meets the changing needs of our young people, continuously developing to improve the School Leaver Follow Up statistics achieved over the last 6 years. The Service is wide and varied and has currently been accessed by over 2500 young people.

2 Strategic Priorities

- 2.1 Last session, following consultation with our stakeholders and within the team, we developed our three key challenges to provide strategic focus in the coming three years. Those priorities are;
 - To improve support for young people with additional support needs in relation to securing positive destinations post school.
 - To continue to develop a Glasgow framework for skills development and work awareness from 3-18
 - To continue to strive for 100% positive destinations for all young people and support schools to achieve this.
- 2.2 These priorities continue to drive our activities to ensure that we achieve the best possible outcomes for our young people and ensure that over their years in schools we provide relevant information and opportunities to help them achieve their goals.

3 TBF Opportunities

- 3.1 The service offers a range of opportunities to prepare young people for destinations after school and this is a selection of the work they do often supported by partners.

- 3.2 **Awards and Destinations Programme** - This was designed to re-engage young people with learning and to enhance the curriculum for young people who are encountering difficulty with engagement. The programme consists of a variety short to medium length vocational training opportunities in various industries and gives the young people an opportunity to be based within a reputable training provider, gaining qualifications as well as knowledge about career opportunities on leaving. Most of the programmes offer a qualification, and all of them give the young people a chance to gain valuable experience and a true understanding of what employment in a particular field is like.
- 3.3 **Widening Access Programmes** - All widening access programmes delivered by our partners prepare young people for their transition into Higher Education by equipping them with the essential academic skills required for successful independent learning in Higher Education. These skills include: note-taking from the spoken written word; seminar style discussion; time-management; critical thinking, and analytical skills (more detail regarding wider access opportunities was provided in an earlier ESEY report).
- 3.4 **Senior Phase College Programmes** -Young people in Senior Phase can select a vocational course as one of their subject options, alongside their school-based qualifications. Courses offer young people experience-based, hands-on learning with lecturers who are experts in their field with years of practical industry experience. Across three Glasgow city colleges, young people can choose from a wide variety of vocational subjects within a range of sectors including, construction, engineering, hospitality, culture and media, sports and health, and care and education to name a few. We ensure courses delivered are within employment growth areas for progression when leaving college. As well as enabling young people to study subjects that may not be available in schools, our School College Partnership courses promote resilience, independence and responsibility in young people. Through studying at college, young people appreciate what to expect in further or higher education, reducing the anxiety associated with leaving school and taking the next step in their education.
- 3.5 **Progression routes** - Our Senior Phase young people can apply for our full-time courses before they are available to the public. As internal applicants, if they are applying for a course that progresses from the Senior Phase course, they will automatically receive a conditional offer, considering attendance, attitude and previous learning
- 3.6 **DYW Co-ordinators - Funded by Scottish Government via DYW Glasgow Chamber of Commerce** - Each secondary school in Glasgow is entitled to a 0.5 full time equivalent DYW Coordinator. Some schools also choose to enhance this to a full-time post depending on their situation. DYW Coordinators are responsible for supporting the delivery of the Scottish Government's Developing the Young Workforce Strategy. DYW coordinators deliver career inspiration and preparation activities for young people, ensuring young people have access to pre-employment related interventions and opportunities and thereby supporting them to reach their full potential. They report directly to key partners, including the Towards Better Futures team leads and DYW Glasgow Regional Group.

They organise employer-led initiatives for S1 to S6 young people, supporting activities to address gender imbalance within key labour market sectors, such as STEM. Inclusion is at the forefront of this work, driving equalities and working closely with the school leadership teams, SDS Careers Advisers and MCR Pathways Co-ordinators. In 2023-24 more than 1000 employers supported the above type of opportunities with over 30,000 Glasgow Young People

- 3.7 ***DYW coordinator KPIs*** – The coordinators key role is to increase employer engagement opportunities, and the number of employers actively engaged in supporting and preparing young people for the world of work. In addition, by working with all those engaged in careers, employment and DYW in the school, devise a local partnership agreement and local working arrangement that embodies “No Wrong Door” to ensure that young people have seamless access to individual support, advice, guidance and engagement with employers. Some young people who are most at risk of not achieving their potential due to a range of barriers are particularly targeted. By taking an evidence-based approach and targeting interventions to support these young people, this additional investment and resource can support and assist their transition into the labour market.

4 Bespoke Programmes

- 4.1 TBF also supports a range of bespoke programmes depending on the needs of individual young people. They work directly with schools to develop, deliver and at times source funding for bespoke programmes. The following are a selection of these.

4.2 Parkhill Enterprise Academy Partnership Programme

Towards Better Futures have supported the development and sourcing of funding for the Parkhill Hotel School Scotland pilot. Hotel School Scotland focuses specifically on careers in the hotel industry, a growing employment sector in Glasgow. Inspired by the Lemon Tree Hotel chain in India, known for its inclusive hiring practices, the course supports young people with additional support needs in developing practical skills and gaining real-world experience. It utilises Parkhill’s professional kitchen, café area, and mock hotel room.

It is delivered through strong partnerships:

- Hub International – Training Partner
- DYW Co-ordinator - Sourcing employer engagement
- Parkhill Secondary – Home Economics
- HSCP - Glasgow Supported Employment Service – Job coaching and family liaison
- ENABLE Scotland – Targeted support for young people with asn
- Hilton Hotels Glasgow – Main Employer link

Real-World Experience: young people have the opportunity to visit a range of hospitality venues including Coia's Café, Wagamama, Voco Grand Central and Mackintosh at the Willow, gaining valuable insight into the industry and different workplace environments.

They work towards Skills for work qualifications whilst in the Parkhill hub, gaining skills for world of work of Front of House Hospitality, Customer Service and Back of House (Kitchen and Chamber person).

Once the young person is ready for their next step, they progress to work experience normally based within Glasgow Hilton Hotel. This is a supported work placement as their work coach from HSCP will be based within the hotel and supports not only the young people, but they also support the employer by delivering training sessions and be on hand should any difficulties arise.

Family Engagement:

A key strength of the programme is the close collaboration with families, ensuring that any day-to-day challenges are addressed quickly so young people can continue attending both the course and their work placements. Prior to commencing the work placement session, an event is held for the families of the young people.

This programme has been developed as people with learning disabilities who are the most excluded in today's labour market with only an estimated 4 – 8% of people with a learning disability known to local authorities thought to be in paid employment. (<https://fraserofallander.org/new-research-on-learning-disabilities-in-scotland/>). The disability employment rate (which includes all disabilities) is hugely below that of the non-disabled population in Scotland; currently 81.2% for the mainstream population and 45.4% for those with a disability (source: <https://www.gov.scot/publications/fairer-scotland-disabled-people-employment-action-plan/pages/3/>). People with learning disabilities have the same aspirations in life as anyone else, such as to live independently, have supportive friends and family and have a rewarding job. However, as the employment rate statistics show the aspiration of real sustained employment is unfulfilled for the huge majority.

Funding from the programme has been gained from No One Left Behind funding via Glasgow City Council. This has enabled the recruitment of a work coach from HSCP Glasgow Supported Employment Service (GSES)

The job coaches within GSES are skilled and experienced at providing on the job support to people starting work or in the case of Hotel School Scotland, the young person undertaking work experience within the Hilton Group and Hub International. This can include travel training; systematic instruction for more complex tasks and support to the employer with training on disability awareness. This supported employment model is evidence based, and a proven way of supporting people learn not only the tasks required within a role but more generally, appropriate workplace behaviour thereby increasing the likelihood of job outcomes being sustained and the individual integrating into the workplace. Within Hotel School Scotland the job coach is actively supporting young people within the workplace as well as working with families to help them understand the standards required by employers and success in the workplace.

- 4.3 Work Aware was created by Glasgow City Council for pupils in primary six and aims to provide every pupil with the opportunity to visit to an employer's workplace providing experiential learning around the world of work.

In August 2023, Developing the Young Workforce (DYW) Glasgow established the secondary school version of Work Aware – Work Aware @ S3, to align and build about the vision of the existing programme. The programme partners with FARE Scotland, and employers, to provide disengaged young people with up to ten workplace visits at employers across the city who readily recruit for entry level positions. When not attending a workplace visit, young people are provided with the opportunity to achieve relevant qualifications, for example, SCQF Level 5 Health and Safety in the Workplace and SCQF Level 6 Emergency First Aid at Work. The aim is to inspire young people to re-engage in school or understand what jobs would be available to them, in places and sectors that they might never have thought of. 90 young people attended.

Following a successful pilot, the programme is being run again in 2024/25, focusing on S4 pupils, following feedback from employers who were willing to offer employment to the young people who were interested and thus an older group are now participating to support transitions to work if offered. There is also Construction Aware which works with 15 schools and engages with S3 young people. DYW Glasgow is also supporting delivery of Work Aware at the Community Hub and will create a bespoke programme of activity for the young people who are being supported at Reidvale Neighbourhood Centre by the Bluevale Community Club team.

The various programmes have received excellent feedback from participants and employers and the impact has been significant.

5 Post School Opportunities

- 5.1 Most post school opportunities are funded by the No One Left Behind funding via GCC.

5.2 On Route - The On Route service is for young people aged 16-18 who require support to develop new skills, increase confidence and alleviate any anxiety about moving onto training, college, or employment. The one-to-one service uses a coaching approach through an individualised action plan to build a trusting positive relationship with young people referred to the service. As part of the service offer all young people referred to On Route are offered a home visit as it is important to meet the young person in an environment where they feel in control. However, if the young person is not comfortable meeting in the home environment staff will arrange to meet the young person where they feel most comfortable including community venues. During the home visit the young person and family is advised of the service offer and what they can expect from their allocated coach/ key worker. The service provides a wide range of first step programmes and specialist support including taster programmes, work experience, ESOL support, wellbeing groups, social drop in and access to a psychotherapist if appropriate.

There are key target groups for On Route and they are:

- Young people who have disengaged from education, or at risk of leaving school with little or no qualifications who require one to one employability coaching.
- Young People with English as a Second Language and unable to access mainstream ESOL provision.
- Young People from Roma community who are not engaged with any other employability services.
- Young people with mental health issues that require specialist interventions.

The service has had great success at ensuring young people move on to positive destinations.

5.3 Next Steps - The Next Steps service delivery model is designed for school leavers to bridge the gap between the transition from school to mainstream opportunities. The service supports young people aged 16-19 who have left school to a negative destination or were unable to sustain a positive destination upon leaving school. Next Steps procure short industry specific vocational taster programmes to provide young people an insight into specific industries, build their skills, gain qualifications, and participate in work experience placements. The programmes are designed to build confidence, increase maturity levels, and prepare young people for wider opportunities such as further mainstream training opportunities, further education or employment.

There are key target groups for Next Steps and they are:

- Young people who attended a Glasgow city secondary leaving school to a negative destination with little or no qualifications and substantial risk of becoming NEET.
- Young people who require short vocational training programmes to gain new skills, qualifications, and work experience to prepare them for further training, further education or employment.

5.4 On To College

The On To College service supports young people transitioning from school to college who are at risk of not starting or sustaining their course due to multiple barriers such as poverty, language, digital poverty, chaotic family life and housing issues. The delivery model was developed to have 3 key workers, one in each Glasgow college (City of Glasgow, Glasgow Clyde and Glasgow Kelvin) who will provide barrier removal and transition support for young people with confirmed college spaces. Mentors will keep in regular contact with their caseload to ensure sustainability. If it is decided that college is not a sustainable destination for a participant, the young person will be referred back into the Towards Better Futures service and assessed whether they require an On Route key worker or stage 2 Next Steps vocational training to support them back into a sustainable positive destination.

There are key target groups for On To College and they are:

- Young people who are transitioning from school to a college destination, however, they are considered substantial risk of not sustaining this due to multiple barriers.
- All care experienced young people leaving school with a confirmed college space.

6 Case Studies

6.1 The following are some examples of how the work of the TBF staff and programmed can have a significant impact on our young people.

6.2 Case Study 1 - **Awards and Destinations:**

J was a school non-attender from a North West secondary school; he had totally disengaged from school. He was diagnosed with ASD however this came later in his teens. J engaged in the Awards and Destinations programme initially on a 6-week intro to Hairdressing and Barbering programme Oct – Dec. After having some success and feeling comfortable he returned to the 8-week February programme to continue to work on his confidence. His mum engaged with Awards & Destinations after attending the Big Parents evening delivered in partnership with DYW Glasgow. J and his family managed to secure funding, and he has recently completed his Level 2 in Barbering with UConcept and he is now looking to move onto his Level 3 qualification in Barbering which will make him a fully qualified barber. Staff from UConcept have advised that he has progressed extremely well since his initial course, and he is a very competent barber.

6.3 Case Study 2 - **Parkhill Hotel School Scotland**

P had previously struggled to engage with secondary education and was identified as a school refuser. He also faced challenges in managing his emotions. P has ASD and has a Pathological Demand Avoidance (PDA) profile. Prior to joining the Hotel School Scotland programme, he had participated in the Hub International Food and Cooking course, which he thoroughly enjoyed. Cooking is also a shared passion between P and his father, who is a professional chef. P joined the Hotel School Scotland course in late October, initially attending with the support of his dad. Over time, as P grew more comfortable, his father was able to gradually step back. P began to build strong relationships with his peers and became an active and valued member of the group. As the course progressed, P demonstrated increased maturity and confidence. When the work experience placements began, he made an immediate and positive impression at the Hub International café at the Dental Hospital. P is now looking ahead to the future with ambition—he hopes to progress onto a training course, with the goal of eventually securing an apprenticeship at one of the Hilton hotels.

6.4 Case Study 3 - **DYW Coordinators Support**

Three S5/S6 young people from Cardinal Winning ASL Secondary are currently undertaking a National 2 Business in Practice qualification and have partnered with Tech Software UK LTD to carry out the practical side. They are being guided by their Maths teacher and the DYW coordinator facilitated the employer engagement. They run an in-school business. This involves taking orders every Friday and starting the process of making the chosen designs in the 3D printer (this part is done by the teacher as it is a complicated and expensive piece of equipment) and starting to package them. One young person will attach the keyring to the design, then the next will package it with a small thank you card, and the last student will close them up and write who it is going to be delivered to. The following Wednesday the group will meet to complete invoices etc. (with the help of the teacher) and complete the required coursework when needed. They also work together to design advertising such as posters and collectively agree on what the designs may be, for example Christmas themed ones or, more recently, Valentines/Easter ones.

Participating in this has allowed them to take part in a business enterprise activity, develop knowledge and understanding of basic business concepts, develop customer care skills and develop ICT skills which are relevant to a business enterprise.

6.5 Case Study 4 - Post School – On Route, Next Steps and Onto College

E is a summer 23' School Leaver who had barriers of no previous work experience, transport and self-reported issues with anxiety and mental health. She is from a low-income household in SIMD 1 and at the time of referral she was unemployed and had just recently left school. She was referred to and accessed all three of the Towards Better Futures services On Route, Next Steps and Onto College which supported her to overcome her multiple barriers. Due to anxiety, she was deemed not ready to engage in a training programme and she was also unsure what career path she was interested in. E was allocated an On Route coach.

Working over several meetings, E started to visit the King's Trust for route planning and familiarity while the relationship was built with her On Route coach. After a couple of weeks, she started to independently travel to the King's Trust for one-to-one meetings. After working with her On Route coach and participating in small group work programmes E felt more confident and ready to engage in a training programme and her coach referred her to the Next Steps to Childcare programme. At the induction E was able to meet the other participants of the course, as well as the training provider who went over the details of the programme. She was also registered with a Jobs in Business Glasgow key worker so that she would be able to receive a £55 a week training allowance while attending the Next Steps the Childcare programme. Throughout the course, consistent contact is kept with young people via weekly calls. The service is also informed of regular updates on attendance and attitude of the young people throughout the programme. This regular contact helps maintain participation and protect the progression pathway. E herself said that ***"The support helped me keep attending and lessened my anxiety about being alone during the course."***

E attended the Next Steps to Childcare course in full, completing work experience and obtaining all available qualifications and outcomes from the course. The training provider gave the following feedback ***'An absolute star and joy to work with. She has secured a place on the NC at college. I tried to convince her to do an MA with L&G but she is keen to attend college.'***

The Towards Better Futures key workers supported E with college applications. She applied to NC Early Education and Childcare at City of Glasgow and was successful. Upon hearing she had successfully gained a space at college, the key worker referred E over to our Towards Better Futures On To College Service. The On To College Service provides mentor support for young people who are transitioning into college and are at risk of not starting or sustaining their course due to multiple barriers. It was discussed that due to her anxiety about engaging in new courses and groups, in unfamiliar settings that having an On To College mentor would provide additional support. Although there were initial bumps, E was supported and she began to settle and make friends.

During her journey through all three of the Towards Better Future services, E's anxiety which represented a significant and debilitating barrier to achieving her goals, was successfully overcome and removed. The service supported her on opening the pathway to accomplish the goals she set herself from the outset. E has gone from an inability to leave her room, meet or communicate with new people, engage in, or attend groups, to obtaining a college place, making new friends and is on track to gaining her college qualification. E said reflecting on her journey through On Route, Next Steps and Onto College '***I have achieved everything I wanted***'.

7 Summary

The Toward's Better Futures team will continue to work in partnership with a range of stakeholders to build on the many successes over the past years. It will continue to engage in a joined up approach through the Local Employability Partnership(LEP) and to explore and develop opportunities for all our young people so that they can achieve success in their futures.

8 Policy and Resource Implications

Resource Implications:

Financial: Funding for TBF is dependent on Education Services, GCC LEP, Regional DYW Glasgow Chamber of Commerce and other grant sources.

Legal: N/A

Personnel: TBF team and partners

Procurement: TBF

Council Strategic Plan: Grand Challenge 1-Reduce poverty and Inequality in our city
Mission 3 - Raise attainment amongst Glasgow's children and young people

Grand Challenge 2 - Increase opportunity and prosperity for all our citizens
Mission 1 - Support Glasgow residents into sustainable and fair work

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes Outcome 14 - Glasgow City Council (Education Services) has continued to improve outcomes in relation to attainment and achievement for

<i>2021-25? Please specify.</i>	children and young people including those experiencing socio-economic disadvantage, those for whom English is not their first language, those who identify as black and minority ethnic, and disabled children and young people
<i>What are the potential equality impacts as a result of this report?</i>	The importance of young people leaving school to a positive destination and understanding where they may be barriers to the success of this.
<i>Please highlight if the policy/proposal will help address socio-economic disadvantage.</i>	The work in schools supported by the Towards Better Futures team is making a significant difference to improving outcomes and opportunities for young people.

Climate Impacts:

<i>Does the proposal support any Climate Plan actions? Please specify:</i>	N/A except where the employers we engage with can be related or involved in climate plans.
<i>What are the potential climate impacts as a result of this proposal?</i>	N/A
<i>Will the proposal contribute to Glasgow's net zero carbon target?</i>	N/A

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report
Y/N

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

9 RECOMMENDATIONS

- 9.1 The Committee is invited to consider the report, note the comments and ask officers to continue to develop and support the work of the Toward's Better Futures team across the city.