



**Highland Council**  
**Equality Impact Assessment**  
**Youth Employment**

The Highland Council

2014

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## **Purpose of Equality Impact Assessment**

### **Name of Policy:**

Highland Council Youth Employment

### **Summary of Policy**

#### **Context:**

Alongside the Scottish Government, the Highland Youth Employment Strategy identifies young people not in education, employment or training as a key priority. Highland Works, the Local Employability Partnership for Highland, includes the principle partners of The Highland Council; Skills Development Scotland; NHS Highland; Highlands and Islands Enterprise; Jobcentre Plus; Highland Third Sector Interface and the University of the Highlands and Islands.

The partnership approach fits within the Scottish Governments' Opportunities for All commitment and is integral to ensuring effective post-16 transitions. It provides a coordinated approach to engaging those young people who are disengaged from the labour market; boosting employment and available learning opportunities; ensures improved progression, opportunities and outcomes for individuals through integrated supply of services. This alignment of activities and services is central, providing an individualistic approach in which young people can access the right services in the right places and experience seamless provision on their journey to sustained employment.

#### **Aims and Objectives:**

The Highland Single Outcome Agreement (SOA) employment theme has two long-term objectives:

- to widen participation in the labour market across all client groups and across all Highland geographies and to,
- Enable the regions' young people to have the opportunity to flourish and to contribute to the sustainable economic growth of the Highland economy.

The Highland Youth Employment Commitment, which identifies young people not in education, employment and training as priority, and its associated Action Plan sets out six commitments to youth employment; beginning from school transitions, to the provision of training and work experience, to the creation of jobs and opportunities through the council and local businesses. All of which attempts to address the challenges faced by young people in an ever competitive labour market. These commitments are to be achieved in an equitable manner across all parts of the Highlands and for all client groups.

#### **Who is the policy intended for:**

The policy is intended for all young people aged 16-24, particularly those not in education, training or employment. It offers client-centred services to assist those young people furthest removed from the labour market to build their employability skills, make them more attractive to employers and encourage them to stay within the local community; strengthening local communities across the Highlands.

#### **Purpose of the Equality Impact Assessment:**

The Public Sector Equality Duty (PSED) of the Equality Act 2010 requires public bodies to give due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

The protected characteristics in the Equality Act are: Age, Disability, Gender, Gender Reassignment, Marriage and Civil Partnerships\*, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation. \*The PSED only applies to Marriage and Civil Partnership in relation to employment.

To support the implementation of the PSED the Scottish Governments Regulations (2012) introduced 'specific duties' to assess the potential for equality impact in all areas of its work including proposed changes to key policies and major financial decisions. Assessments should 'consider relevant evidence relating to persons with relevant protected characteristics in relation to such assessments of impact'.

The purpose of an Equality Impact Assessment (EQIA) is to ensure that services or policies do not create unnecessary barriers which prevent people from different groups or backgrounds accessing services and employment opportunities.

Whilst employability services are delivered by all the partners of Highland Works the general practice is for individual public sector organisations to undertake their own Equality Impact Assessment. As such the focus of this impact assessment is on the employability services offered by the Highland Council, assessing whether the services are complimentary to each other and those of the partners, delivered across the pipeline in a seamless manner, accessible and equitable to their client group. The geographical disparity of the Highlands and the multiple barriers which young people can experience means that this impact assessment must extend beyond the protected characteristics and consider also broader environmental equality issues.

## Framing Summary

*(For more detailed information and statistics see Appendix 1)*

### Geography

- There are 22,217 young people aged 16-24 living in the Highlands.
- The population of the Highlands is geographically dispersed with a 35% of young people living in remote rural areas and 25.2% living in remote small towns (2012)<sup>1</sup>.
- A large proportion of areas within the Highlands are in the most access deprived quintiles. Distance from services can create disadvantage in accessing services in particular for those needing specialist services for example for mental health service or support for disability. Young people face particular risks of becoming reliant on low paid or seasonal jobs with limited opportunity for progression and risk of being excluded from the labour market and isolated from communities<sup>2</sup>.
- During 2012 around 19% of young people live in the 15% most deprived areas<sup>3</sup>. These young people are less likely to enter a positive destination after leaving school and are more likely to be long-term claimants of job seekers allowance, 69% compared to 31% who do not live in deprived areas<sup>4</sup>.

### Employment

- Unemployment when young can have negative effects on future earnings', create lower life and job satisfaction, poor health and depression<sup>5</sup>.
- In April 2014 there were 525 young people (18-24) claiming Job Seekers Allowance and 140 long-term claimants\*. Over two thirds were male<sup>6</sup>.
- Whilst unemployment is low in the Highlands underemployment is high. Underemployment in the Highlands has been consistently on the rise and higher than the national average<sup>7</sup>.

*\*At present no information is available for Universal Credit claimants.*

### School leavers Destinations

- 92% of the 2,477 school leavers enter into a positive destination (June, 2014)<sup>8</sup>.
- There are differences in the types of destinations in regards to gender. Females are more likely to continue in education and males are more likely to enter into employment. In addition there are clear course and occupation differences with certain fields being male or female dominated.

### Qualifications

- Between January and December 2013 around 14% of young people in the Highlands had no qualifications and under 10% had a degree level qualification or above<sup>9</sup>.
- Young people with no qualifications, skills or work experience are at greatest risk of long-term impacts of youth unemployment<sup>10</sup>.
- Increasing level of qualification, both academic and vocational, increases the chance of employment.

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<sup>1</sup> National Records of Scotland Small Area Population Estimate (2012)

<sup>2</sup> SRUC – Rural Scotland in Focus (2014)

<sup>3</sup> National Records of Scotland Small Area Population and the Scottish Index of Multiple Deprivation (2012)

<sup>4</sup> Highland Council based on NOMIS/DWP and Scottish Index of Multiple Deprivation (2012)

<sup>5</sup> Commissioning for Development Scotland's Young Workforce: EQIA (2014)

<sup>6</sup> NOMIS Claimant Count (April, 2014).

<sup>7</sup> Scottish Government : Labour Area Markets in Scotland (2013)

<sup>8</sup> Skills Development Scotland – School Leavers Destination Return December 2013 and June 2014.

<sup>9</sup> NOMIS – Annual Population Survey January to December 2013.

<sup>10</sup> Commission for Developing Scotland's Young Workforce – EQIA ,(2014).

## **Disability**

- The exact number of young people with a disability living in the Highlands is at present unknown. The school census (2013)<sup>11</sup> suggests that for young people males are more likely to be declared or assessed disabled than females.
- Those assessed as disabled are more likely to be offered disjointed and limited education and training<sup>12</sup>. Are less likely to have a degree level qualification or higher and three times more likely to have low or no qualifications<sup>13</sup>.
- They are more likely to become unemployed after leaving education and at the age of 26 are four times more likely to be unemployed than their non-disabled peers.
- In the Highlands the unemployment rate, over the period January to December 2012, for those with a disability was 52.6% compared to 76.6% for the general population<sup>14</sup>.

## **Race**

- The Highlands has a relatively low ethnic minority population of those aged 18-24 at 6% in 2011. However, for a number of young people English is not their first language (6.6%).<sup>15</sup>
- Social segregation and migration have been found to limit the understanding of the local education system and as such reduce the effectiveness of the system for some ethnic minority groups<sup>16</sup>.
- In addition social segregation can create a reliance on informal support networks and reduce social networks essential for local labour market knowledge.

## **Pregnancy and Maternity**

- One third of those unemployed and not seeking in 2012/2013 school leaver cohort were young mothers or expecting a child<sup>17</sup>. The exact figure at present is unknown, but is likely to be around 318 18-24 year olds pregnant at any point in time (2012)<sup>18</sup>.
- Young mothers can face significant socio-economic disadvantage in education, employment, income and housing<sup>19</sup>.

## **Looked After Children**

- Over the year 2012 -2013 there were 462 Looked After Children in the Highlands, of which 11% were aged over 16<sup>20</sup>.
- Looked After Children tend to leave school at a younger age than their peers and are more likely to have lower attainment levels and less likely to progress into and maintain a positive destination than their peers<sup>21</sup>.
- They experience poorer health across their life course and are more vulnerable to early risk-taking behaviours<sup>22</sup>.

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<sup>11</sup> School Census – Highland (2013), secondary school aged pupils, including non-mainstream schools.

<sup>12</sup> Commission for Developing Scotland's Young Workforce – EQIA (2014)

<sup>13</sup> Scottish Government – Equalities Outcomes: Disability Evidence Review (2013)

<sup>14</sup> NOMIS Annual Population Survey (January to December 2012).

<sup>15</sup> National Records of Scotland – Scotland's Census (2011).

<sup>16</sup> JRF: How Place Influences Employment Outcomes for Ethnic Minorities (2014)

<sup>17</sup> Skills Development Scotland – School Leavers Destination Return (December, 2013).

<sup>18</sup> Highland Council based on National Records of Scotland Estimated and Fertility Factors (2012).

<sup>19</sup> The Scottish Governments Experiences of Young Mothers aged under 20: Analysis of Data Growing up in Scotland Study (2014)

<sup>20</sup> Scottish Government – Children's Social Work Statistics (2012/13): Additional Tables.

<sup>21</sup> Scottish Government: Educational Outcomes for Scotland's Looked After Children (2013)

<sup>22</sup> NHS Highland – The Annual Report of the Director of Public Health,(2013).

## **Young Carers**

- 2.3% of those under 24 are young carers (2011) in Highland<sup>23</sup>. The number of carers aged 16-24 is unknown.
- Taking on a caring role can reduce a young person's life chances and adversely affect their physical, emotional and social development<sup>24</sup>.
- Absences, lateness and leaving early can impact on maintaining employment or education. As such, young carers are more likely to drop out of further or higher education and less likely to be in employment<sup>25</sup>.

## **Young Homeless**

- In August 2014 there were 146 young people (16-24) with homeless points on the housing register in Highland<sup>26\*</sup>
- Care leavers, young offenders, Black and Ethnic Minority (BME) groups, young refugees and asylum seekers and young people living in rural areas are more at risk of becoming homeless<sup>27</sup>.
- Young homeless people face significant challenges in developing employability skills; homelessness can have life-long implications in terms of education, employment physical and mental health.

*\*Figures only include main applicants as such actual figure is likely higher.*

## **Sexual Orientation, Gender Re-assignment, Religion/Belief and Marriage and Civil Partnership.**

There is a lack of statistical evidence for these protected characteristics within the Highlands. It is doubtful that the population of these groups is large enough to gain any information at present.

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<sup>23</sup> National Records of Scotland – Scotland's Census, (2011).

<sup>24</sup> NHS Highland – The Annual Report of the Director of Public health, (2013).

<sup>25</sup> Carers trust: Young Adult and Employment (2014); Young Adult Carers and College and University 92014); Young Adult carers at School: Experiences and Perceptions of caring and Education (2014).

<sup>26</sup> Highland Council – Housing Department (August, 2014).

<sup>27</sup> Shelter - Factsheets (2005)

## **Overall Findings**



- *Note – Wood Commission recommendations have been boxed and linked to findings from the Impact Assessment. More general points which relate to the areas discussed have been included but not linked. (See Appendix 2 for a description of relevant recommendations).*

PROTECTED CHARACTERISTICS	OVERALL FINDINGS OF IMPACT ASSESSMENT	Wood Commission Recommendations (See Appendix 2)
Age	<p><b><u>Positive Impacts:</u></b></p> <ul style="list-style-type: none"> <li>• All of the employability services offered by The Highland Council directly address an inequality experienced by young people attempting to enter a competitive labour market.</li> <li>• Supporting young people in breaking down barriers and building their employability skills; making them more attractive to employers and encouraging them to stay within the local community.</li> <li>• Providing valuable and complementary services for those aged 16-24 across all stages of the employability pipeline:             <ol style="list-style-type: none"> <li>1. Effective post-school engagement for those who are not progressing into any other destination.</li> <li>2. ‘Pre-employment’ courses to engage those over 18 and provide a gateway into other employability services.</li> <li>3. Person-centred support and work experience for those with health related barriers to employment.</li> <li>4. Essential work experience and mentoring for those young people where lack of work experience is identified as a barrier (See Appendix 3).</li> <li>5. Longer term grant subsidies are provided as an incentive for businesses to create job opportunities for young people.</li> </ol> </li> <li>• The positive impact is evident in the vast majority of young people on all services progressing into a positive destination.</li> </ul>	<p><b><u>Recommendations in action:</u></b></p> <p><b>13</b> – GO4IT piloted to test creative ways of engaging those young people who have disengaged.</p> <p><b>20</b> – Financial support is offered for recruitment.  <b>25</b> – Financial support, aimed at small businesses, for young people and those with a disability.</p>

	<p><b><u>Challenges:</u></b></p> <ul style="list-style-type: none"> <li>• Key challenges for all the employability services are: <ul style="list-style-type: none"> <li>▪ Ensuring that all services adapt to the current needs of the client group,</li> <li>▪ Have the capacity to meet demand, and</li> <li>▪ Address employer demand.</li> </ul> </li> </ul>	<p><b><u>Recommendations to be actioned:</u></b></p> <p><b>13</b> – To be mainstreamed as part of procurement exercise and the role of personal advisor explored.</p> <p><b>20</b> – Advice and support to be incorporated into package.</p> <p><b>25</b> – Financial incentive for a limited period.</p> <p><b>27</b> – Promote and increase Modern Apprenticeship opportunities.</p>
<p><b>Gender</b></p>	<p><b><u>Positive Impacts:</u></b></p> <ul style="list-style-type: none"> <li>• A consistent theme across all services was a higher male attendance, particularly prominent on the Try it Out service and Employment Grant Scheme. <ul style="list-style-type: none"> <li>▪ However, it is the case that a far greater number of males are unemployed<sup>28</sup> and/or assessed disabled in school<sup>29</sup> than females; therefore this difference may be representative of the client group.</li> </ul> </li> </ul>	<p><b><u>Recommendations in action:</u></b></p>
	<p><b><u>Challenges:</u></b></p> <ul style="list-style-type: none"> <li>• Further investigation into activity types and job roles in relation to gender is required across most of the services.</li> <li>• The Youth Trainee Work Experience service draws attention to gender segregation and clustering</li> </ul>	<p><b><u>Recommendations to be actioned</u></b></p>

<sup>28</sup> NOMIS Claimant Count (April, 2014)

<sup>29</sup> School Census Highland (2013) secondary school aged pupils including non-mainstream schools.

	<p>into specific job roles. Males have largely taken placements in the Tech services, such as ground and street maintenance, and females have predominantly taking more clerical/administration positions -</p> <ul style="list-style-type: none"> <li>▪ More males have become unemployed following their Trainee placement. This could be attributed to the seasonal employment opportunities of job roles which males have clustered into. Furthermore differences in training opportunities, which are dependent on the job role, may also be a contributing factor. Female dominated roles appear to provide more transferable training whilst male dominated job roles have tended to provide job specific training.</li> <li>▪ The initial client group for the Trainee service consisted of the most vulnerable young people. This has gradually widened, following the recession, to include all unemployed young people as well as those leaving school with no positive destination. As a result individuals are starting placements with different skill levels, qualifications, backgrounds and barriers. A key aspect of the service is matching an individual to the right placement to ensure maximum benefit and progression. It has been acknowledged that some placements are better suited to those with a certain level of academic qualification or work experience. The job roles, mainly dominated by males, may require less of an academic background. Consequently, those individuals taking these placements may have lower attainment and more challenging barriers to employment and this may contribute to the higher unemployment outcomes experienced by males.</li> <li>▪ For this reason it should be considered whether a one-size fits all approach to work experience is appropriate or whether different levels are required.</li> <li>▪ Similarly exploration is required to establish whether the original client group can gain a placement or a positive destination with increased competition in the application, interview and placement processes.</li> </ul>	<p style="text-align: center;">27 - Promote and support career options.</p>
<p><b>Disability</b></p>	<p><b><u>Positive Impacts:</u></b></p> <ul style="list-style-type: none"> <li>• Those assessed as disabled appear to access Stage One provision (Activity Agreements) immediately following school. <ul style="list-style-type: none"> <li>▪ The adaptable approach taken by Activity Agreements allows young people to access the services which best suit their needs. Local Learning Hubs are established if individuals have difficulties in getting to services and financial and personal support is offered in regards to transport options; allowing young people to access activities and learning which are right for</li> </ul> </li> </ul>	<p><b><u>Recommendations in action:</u></b></p>

	<p>them.</p> <ul style="list-style-type: none"> <li>• A dedicated service (Try it Out) for those with health barriers provides unique and person-centred support for progression into education, training or employment. This is essential for a group whereby mainstream education and employment has previously been difficult to achieve.</li> <li>• Through Employment Grants a higher wage subsidy is offered to local businesses that create a job posts for someone with a disability; encouraging more job opportunities to be created for those who have traditionally experienced lower employment rates<sup>30</sup>.</li> <li>• The positive impact is apparent with the majority of those declared as disabled on the services having progressed into a positive destination.</li> </ul>	<p>25 – Higher wage subsidy offered to employers.</p>
	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• There were differences in the types of outcomes those assessed as disabled progressed into compared to their non-disabled peers was found on leaving Activity Agreements. Significantly more non-disabled clients progressed into employment and the majority of those with a disability continued in education or training. This was also found to be the case for young people with Additional Support Needs. <ul style="list-style-type: none"> <li>▪ With such significant differences in employment outcomes questions are raised as to the opportunities available for those with a disability or additional support need following Stage One provision.</li> <li>▪ It has been suggested that a contributing factor to the difference in outcomes is the option for those with a disability (or Additional Support Needs) to stay on in school for a longer duration which may result in some having less time on an agreement. If this is the case then a strict age limit may not be appropriate.</li> <li>▪ Given <sup>31</sup>evidence highlighting a lack of focus on employment options during transition planning and a higher risk of experiencing a period of unemployment following further or higher education <sup>32</sup> for those with a disability, consideration should be given to whether education is ultimately the right option.</li> </ul> </li> <li>• Further differences were found between disability conditions and the outcomes experienced following Try it Out. <ul style="list-style-type: none"> <li>▪ In line with the Activity Agreements this suggests a more flexible time period may be more</li> </ul> </li> </ul>	<p><b>Recommendations to be actioned</b></p> <p>27- Promotion of career options</p>

<sup>30</sup> Scottish Government 0 Equality Outcomes: Disability evidence Review (2013).

<sup>31</sup> Commission for Developing Scotland's Young Workforce: EQIA (2014).

<sup>32</sup> Scottish Government – Equality Outcomes: Disability Evidence Review (2013).

	<p>appropriate for those with a disability.</p> <ul style="list-style-type: none"> <li>• A limited uptake of grant subsidies for those creating job opportunities for disabled individuals raises questions to the impact of the Employment Grant scheme on this group. <ul style="list-style-type: none"> <li>▪ It has been suggested that some employers have indicated that if the job is of a physical nature then it is not appropriate for those with a disability; suggesting stereotypes are playing a role in whether employers hire someone with a disability.</li> <li>▪ It has also been acknowledged that no support, other than financial, is offered to employers when hiring a disabled individual.</li> <li>▪ In addition, many employers already have a person in mind for the position prior to grant application, as such, it may depend on whether someone with a disability is already known to the employer.</li> </ul> </li> <li>• Information on disability was mainly offered by clients on a voluntary basis for all the services. Therefore a representative picture is difficult to gain.</li> </ul>	<p>34 - Age restrictions relaxed.</p> <p>36 – Encouragement and support for employers when employing those with a disability.</p>
<p><b>Race</b></p>	<p><b><u>Positive Impacts:</u></b></p> <ul style="list-style-type: none"> <li>• Actions have already been developed in response to difficulties found in engaging those where English is not the first language; attributed to in part by a limited understanding of post-16 school options. <ul style="list-style-type: none"> <li>▪ A mentor, who speaks the same language, is assigned to the young person and works with the family to create an understanding of post-16 learning options and appropriateness of services.</li> <li>▪ This communication is essential in light of <sup>33</sup>evidence that migration and social segregation impact on the knowledge and quality of education and labour market choices.</li> </ul> </li> </ul>	<p><b><u>Recommendations in action:</u></b></p> <p>27 – Promotion, support and advice for career options offered.</p>
	<p><b><u>Challenges:</u></b></p> <ul style="list-style-type: none"> <li>• The effectiveness of the above-mentioned actions has yet to be measured.</li> <li>• Further investigation is required into activity types and outcomes in relation to race.</li> <li>• The majority of young people on all the services were White (Scottish). Whilst the ethnic minority population in the Highlands is small there are a many where English is not their first language. On account of challenges identified by Activity Agreements of limited knowledge of</li> </ul>	<p><b><u>Recommendations to be actioned</u></b></p>

<sup>33</sup> JRF: How Place Influences Employment Outcomes for Ethnic Minorities (2014).

	<p>post-16 school options and services impacting on service engagement, whether those in the 18-24 age bracket being able to access the services if there is a language barrier needs to be explored.</p>	<p>27 – Promote career options across all services.</p>
<p><b>Pregnancy and Maternity</b></p>	<p><b><u>Positive Impacts:</u></b></p> <ul style="list-style-type: none"> <li>• Pregnancy and Maternity was found to be the reason behind a significant number of young females ending Stage One provision. Actions have subsequently been developed in response: <ul style="list-style-type: none"> <li>▪ Financial support for transport and childcare, establishing Local Learning Hubs and working in partnership with the Family Nurse Practitioner to enable young mothers to continue learning and reduce long-term risk of socio-economic disadvantage<sup>34</sup>.</li> </ul> </li> </ul>	<p><b><u>Recommendations in action:</u></b></p>
	<p><b><u>Challenges:</u></b></p> <ul style="list-style-type: none"> <li>• The impact of the aforementioned actions is not yet known. <ul style="list-style-type: none"> <li>▪ Exploration is required to establish if taking time to have a child subsequently impacts on the overall time available on Stage One provision and therefore outcome options.</li> <li>▪ At this time no information could be gained as to activity types and outcomes for this group in order to establish an understanding of accessibility of service provision following Activity Agreement.</li> </ul> </li> <li>• Information on pregnancy and maternity is provided by clients on a voluntary basis for most services. Therefore, no information could be gained as to the accessibility and sustainability of services across the pipeline.</li> </ul>	<p><b><u>Recommendations to be actioned</u></b></p>
<p><b>Looked After Children</b></p>	<p><b><u>Positive Impacts:</u></b></p> <ul style="list-style-type: none"> <li>• Activity Agreements provide a way to engage and enable continued learning for Looked After Children. <ul style="list-style-type: none"> <li>▪ Despite being more likely to leave school earlier and with lower attainment than their non-looked after peers<sup>35</sup>, the majority of looked after children on Activity Agreements progress into a positive destination.</li> </ul> </li> </ul>	<p><b><u>Recommendations in action:</u></b></p>

<sup>34</sup> The Scottish Government’s Experience of Young Mothers aged under 20: Analysis of Data Growing Up in Scotland Study (2014)

<sup>35</sup> Scottish Government: Educational Outcomes for Scotland’s Looked After Children (2013)

	<p><b><u>Challenges:</u></b></p> <ul style="list-style-type: none"> <li>• Looked After Children appear to experience a longer period of time in-between leaving school and beginning an agreement than their non-looked after peers. <ul style="list-style-type: none"> <li>▪ It has been suggested that this could be due to difficulties in engaging Looked After Children who may experience multiple barriers, alongside the time required for reintegrating following secure accommodation.</li> <li>▪ Although, it's acknowledged that little is known, from an employability perspective, of the care sector and the support being conducted during this time.</li> </ul> </li> <li>• With the exception of Activity Agreements no service monitors this group of young people. As a result no information could be gained as to the sustainability or accessibility of service provision across the pipeline. This information is of particular importance when considering a group which is at a higher risk of being unable to maintain a positive destination<sup>36</sup>.</li> </ul>	<p><b><u>Recommendations to be actioned</u></b></p> <p><b>38</b> – Relaxed age restrictions.</p> <p><b>39</b> – Paid and supported employment opportunities.</p> <p><b>27</b> – Promotion of career opportunities.</p>
<p><b>Accommodation Issues</b></p>	<p><b><u>Positive Impacts:</u></b></p> <ul style="list-style-type: none"> <li>• Despite challenges (See below) which have been indicated to impact on young people with accommodation issues, the majority of those on Activity Agreements have progressed into a positive destination. <ul style="list-style-type: none"> <li>▪ The flexible nature of the service allows access to learning and activities which best suit the young persons' needs, impacting greatly on those with a highly challenging barrier to progression across the pipeline.</li> </ul> </li> </ul>	<p><b><u>Recommendations in action:</u></b></p>
	<p><b><u>Challenges:</u></b></p> <ul style="list-style-type: none"> <li>• It has been suggested that unstable accommodation and geographical areas create difficulties in sustaining service provision on Activity Agreements. <ul style="list-style-type: none"> <li>▪ It is noted that little is known of the work conducted by the Council's housing department and local (private) services which specialise in supporting young homeless people.</li> </ul> </li> <li>• No service monitors this group of young people following Stage One provision and for this reason no information could be gained as to the accessibility and sustainability of service provision. <ul style="list-style-type: none"> <li>▪ With the above-mentioned barriers to progression it is important to know if these young people are able to sustain a positive destination following Stage One provision.</li> </ul> </li> </ul>	<p><b><u>Recommendations to be actioned</u></b></p>

<sup>36</sup> Scottish Government: Educational Outcomes for Scotland's Looked After Children (2013)

<b>Carers</b>	<p><b><u>Positive Impacts:</u></b></p> <p>Further investigation required.</p>	<p><b><u>Recommendations in action:</u></b></p>
	<p><b><u>Challenges:</u></b></p> <ul style="list-style-type: none"> <li>• No service monitors this group of young people and it is generally accepted that at present little is known as to the accessibility and sustainability of service provision.</li> <li>• Time-restraints have been noted as a potential barrier to continuing on Activity Agreements.</li> </ul>	<p><b><u>Recommendations to be actioned:</u></b></p>



# **Action Plan**

	Objective	Action	*WCR	Responsibility	Target Date	P/C
<b>INTERNAL</b>	<b>INTERNAL - STAFF</b>					
	<p><b>Implement Equalities and Diversity training for all frontline staff members to:</b></p> <ul style="list-style-type: none"> <li>- Develop an awareness of the relevance of the Equalities Act 2012 within their organisation and job role.</li> <li>- Prevent unlawful discrimination, whether direct or indirect.</li> <li>- Develop skills to promote equality and challenge discrimination.</li> <li>- Improve understanding of the experience and needs of their existing and potential clients.</li> </ul>	<ul style="list-style-type: none"> <li>• A timetable of training or online courses for frontline delivery existing staff.</li> <li>• Equalities and Diversity training incorporated within induction for new staff members.</li> </ul>		Employee Development Unit		<b>ALL PROTECTED CHARACTERISTICS</b>
	<b>INTERNAL - SYSTEMS</b>					
<p><b>Universal and consistent monitoring database to be implemented across all services to:</b></p> <ul style="list-style-type: none"> <li>- Include all Equalities groups and vulnerable groups such as looked after children, young homeless and carers.</li> <li>- Include details of client activities and outcomes</li> <li>- Allow individuals to be linked to the characteristics to ensure the Equality duty is being met and enable, accessibility and sustainability of all service provision</li> <li>- Make certain all individuals can progress seamlessly across the pipeline.</li> <li>- Ensure all the employability services are meeting the needs of the current and potential client group.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a Management Information System (MIS).</li> <li>• Employ a Graduate to design and develop the MIS</li> <li>• Align data collection with the new European programme.</li> <li>• Conduct case studies of both clients and staff to establish examples of good practice</li> </ul>		Development and Infrastructure	APRIL 2015	<b>ALL PROTECTED CHARACTERISTICS</b>	

<b>INTERNAL</b>	<p><b>Establish more effective communication channels across Council Services to:</b></p> <ul style="list-style-type: none"> <li>- Understand the client group and their current and future needs.</li> <li>- Offer appropriate service provision.</li> <li>- Identify potential gaps in service provision</li> <li>- Ensure that individuals are receiving a service, when required.</li> <li>- Ensure sustainability of provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared analysis of Looked after children.</li> <li>• Transitions Policy</li> <li>• Youth employment Action Plan to be amended in line with Wood Commission recommendations.</li> <li>• Develop communication channels across Council Services.</li> </ul>		Care and Learning		<b>LAC, CARERS, YOUNG HOMELESS &amp; DISABILITY</b>
	<b>INTERNAL - CLIENTS</b>					
	<p><b>Create paid and supported employment opportunities for Looked After Children:</b></p> <ul style="list-style-type: none"> <li>- As suggested by the Wood Commission provide the opportunity of paid work in supported employment for up to a year to,</li> <li>- Provide stability, income and opportunity to develop skills, CV and future employment prospects.</li> </ul>	<ul style="list-style-type: none"> <li>• More analysis of the Transitions Policy.</li> <li>• Highland Council Services to consider offering supported employment opportunities <ul style="list-style-type: none"> <li>▪ Family Firm</li> </ul> </li> </ul>	39	Care and Learning		<b>LOOKED AFTER CHILDREN</b>
<b>EXTERNAL</b>	<b>EXTERNAL – COMMISSIONED SERVICES</b>					
	<p><b>Equalities and Diversity established when commissioning services.</b></p> <p>Where services are being commissioned bidders should:</p> <ul style="list-style-type: none"> <li>- demonstrate how equality and diversity will be built in to provision, and</li> <li>- how project service design and delivery will take account of equalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Conditions to be written into new tender specifications</li> </ul>		Development and Infrastructure	Employee Development Unit	

	<p><b>GO4IT Pilot to be mainstreamed for early intervention and engagement.</b></p> <ul style="list-style-type: none"> <li>- Incorporate the Wood commission recommendation to focus on early intervention</li> <li>- Re-engaging those who have disengaged or at high risk of doing so before the age of 16.</li> <li>- Focus on re-engagement with mainstream pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Re-procurement of GO4IT and Activity Agreements to emphasise both personal advisor and individual activities.</li> </ul>	13	<p>Development and Infrastructure</p> <p>Care and Learning.</p>	APRIL 2015	AGE	
EXTERNAL	<b>EXTERNAL - BUSINESS</b>						AGE
	<p><b>Incorporate recruitment advice and support into the current financial incentive package to offer complete Modern Apprenticeship support package:</b></p> <ul style="list-style-type: none"> <li>- To extend on the current financial support offered to small businesses by adding additional support and training to equip them in recruiting Modern Apprentices.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and employ service developing a working relationship with Skills Development Scotland Modern Apprenticeship training providers.</li> </ul>	20	<p>Development and Infrastructure.</p> <p>Business Gateway</p> <p>(Skills Development Scotland)</p>			
	<p><b>Increase the time scale for Modern Apprenticeship recruitment incentives:</b></p> <p>Act on the Wood Commission recommendation to re-evaluate existing financial incentive package:</p> <ul style="list-style-type: none"> <li>- Consider extending the timeframe in which recruitment incentives are available to support recruitment of young people onto longer Modern Apprenticeship frameworks.</li> <li>- Consider extending the higher wage incentive to those with Additional Support Needs.</li> </ul>		20 /25	Employee Development Unit.		AGE	

EXTERNAL	<p><b>Include support and advice package alongside financial incentives for those creating job opportunities for disabled individuals:</b></p> <ul style="list-style-type: none"> <li>- Incorporate the Wood Commission recommendation into existing financial recruitment incentives to:</li> <li>- Support employers to personalise and design jobs for young disable people</li> <li>- Learning from successful employment support programmes should be used to develop specialist support for training providers in assisting employers who wish to hire a disabled individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding relationships with existing networks of organisations providing support for those with disabilities to offer a more complementary package of support.</li> <li>• The Council to offer support-employment opportunities to those with disabilities. <ul style="list-style-type: none"> <li>▪ Transition Policy</li> <li>▪ More Analysis</li> </ul> </li> </ul>	36	Development and Infrastructure.  Care and Learning	DISABILITY
	<p><b>Create paid and supported employment opportunities for looked after children:</b></p> <ul style="list-style-type: none"> <li>- As suggested by the wood Commission provide the opportunity of paid work in in supported employment for up to a year to,</li> <li>- Provide stability, income and opportunity to develop skills, CV and future employment prospects.</li> </ul>	<ul style="list-style-type: none"> <li>• Private sector supported employment opportunities.</li> <li>• Package of support with Council Services</li> </ul>	39		LOOKED AFTER CHILDREN
EXTERNAL	<b>EXTERNAL CLIENTS</b>				
	<p><b>Follow-up provision for individuals after concluding their time on a service to:</b></p> <ul style="list-style-type: none"> <li>- Ensure a positive destination is sustained.</li> <li>- Highlight and assist with any barrier which may prevent sustaining provision.</li> <li>- Re-engage or continue engagement if a positive destination has not been obtained.</li> <li>- Allow for a smooth transitions process from one service to another.</li> <li>- Consider the role of the personal advisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking Clients across internal Services and external partners.</li> <li>• Case management</li> </ul>			ALL GROUPS – focus on, homeless, carers LAC, pregnancy & maternity.

<b>EXTERNAL</b>	<p><b>Actively promote and develop awareness of career options:</b>          Incorporate Wood Commission recommendation to:</p> <ul style="list-style-type: none"> <li>- Promote diverse participation across gender, BME, disabled and care leavers.</li> <li>- Reinforced by communication, marketing, promotional and careers material and underpinned by role models and ambassadors from under-represented groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Highland Youth Voice.</li> <li>• Continue to update and advertise the Hi-Hopes directory.</li> <li>• Develop communication channels across Council Services.</li> <li>• Transitions Policy</li> </ul>	27	<p>Care and Learning</p> <p>Skills Development Scotland</p>	<b>GENDER, DISABILITY, RACE, LAC</b>
	<p><b>Review the Youth Trainee Work Experience Service:</b></p> <ul style="list-style-type: none"> <li>- Tackle the higher unemployment outcome from males.</li> <li>- Address employer demand and seasonal employment opportunities.</li> <li>- Consider where the most vulnerable young people fit within the Youth Trainee programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that there is consistent training across services and with a focus on transferable training in all job roles.</li> <li>• Consider different levels or work experience opportunities to correspond with the young persons' existing experience and skills.</li> </ul> <p>Promote and develop awareness of career opportunities.</p>		<p>Development and Infrastructure.</p> <p>The Highland Council Services</p>	<b>AGE</b>

**\*Wood Commission Recommendations**

# **Individual Service Equality Impact Assessments**

**Summary of Service**

**Name of Policy:** Activity Agreements  
**Current or Proposed:** Current



**The aims and objectives of the policy:**

Activity Agreements fit within, and are integral to, the overarching Curriculum of Excellence (CfE), representing a 16+ Learning Choices offer. It is a plan of learning in which an advisor will help a young person put together. It can include a wide variety of activity, such as, volunteering, short courses, supported learning and practical experience. The aim is to assist those young people who are not job ready and furthest removed from the labour market into further education, training and employment.

**Who is the policy intended for?**

Activity Agreements are intended for those aged 16-17, 19 for those with additional support needs or learning difficulties, who are eligible to leave school or unable to access other post-school options because of significant barriers.

**Evidence and Consultation**

**Results of screening for the relevance for each equality strand and current monitoring of protected characteristics.**

<b>Protected Characteristics</b>	<b>Relevance</b>	<b>Monitoring</b>
<b>Age</b>	High	Currently Monitoring
<b>Gender</b>	Medium	Currently Monitoring
<b>Disability</b>	Medium	Partial Monitoring
<b>Race</b>	Medium	Partial Monitoring
<b>Pregnancy and Maternity</b>	Medium	Partial Monitoring
<b>Sexual Orientation</b>	Low	Not Monitored
<b>Gender Reassignment</b>	Low	Not Monitored
<b>Religion/Belief</b>	Low	Not Monitored
<b>Marriage and Civil Partnership</b>	Low	Not Monitored



## What other data or other information is available?

Discussion with the local Activity Agreement Co-Ordinators, Opportunities for All Co-Ordinator, Transition Co-Ordinator and CfE Development Officer and Senior Phases 16+ Learning has provided information on the challenges and difficulties faced by young people. These discussions allowed insight into areas where the statistical data was partial or missing, alongside explanation as to why differences may have been found and the changes which have since been implemented.

### Notes on consideration of data collection:

Data analysis was conducted on monitoring information kept and updated by Activity Agreement Co-Ordinators. This covered a period of four years beginning at the end of 2009. Whilst the data collection was extensive this has mainly been recorded for funding purposes, consequently, there was limited statistical information required to address the topic of equalities.

\*The definition of Additional Support Needs is broad and in no way indicative of a homogenised group. For the purposes of this impact assessment particular groups, where the Local Government has a duty of care, have been looked at separately and not included in the overall Additional Support Needs assessment.

\*The information on young people with a disability was gained from the school database and merged with client monitoring forms. This was only conducted on young people who have completed their agreement and only included those assessed as disabled in school.

### Impact on different equality groups

<b>Age</b>	Increasing challenges faced by young people progressing into education and employment is widely acknowledged. The nature and purpose of Activity Agreements is to engage those young people who are disengaged and furthest removed from the labour market. The programme is designed to equip young people with the skills needed to progress, as well as remove any potential barriers they experience. This is improving their health and wellbeing, alongside their future prospects. The positive impact is evident with the vast majority of young people progressing into a positive destination.
<b>Gender</b>	Consistently there have been slightly more males than females on Activity Agreements at any one time. This is likely representative of the client group where a higher number of males are unemployed and seeking or unable to sustain a positive destination on leaving school. With the exception that more females left activity agreements after a duration of 9-12 months (see Pregnancy and Maternity) there was no difference found in regards to gender and the majority of both male and female clients progressed into positive destinations.
<b>*Disability</b>	Those assessed with a disability appear to progress onto an agreement quicker than their non-disabled peers. The majority of those assessed as disabled have progressed into a positive destination. However, differences in the types of outcomes in which disabled individuals and their non-disabled peers progress into have been. Significantly less of the clients with a disability progressed into employment compared to their peers, with most continuing in education and training. Discussions have suggested that this may be in part a result of the option for those assessed as disabled to stay on in school until the age of 19; resulting in less time on an agreement. The appropriateness of next stage provision corresponds with the individuals' needs and capabilities at that time. With less time on an agreement to build the skills needed to sustain employment; further training or education may be more appropriate and allow the individual to proceed in a manner and time frame which best suits them. As such a strict age limit may not be appropriate for those with a

	<p>disability. In addition, the significantly lower percentage progressing into employment raises questions over opportunities available for those with a disability following Activity Agreements.</p>
<b>Race</b>	<p>There was limited statistical data on the protected characteristic of race. Through discussions it was highlighted that there have been challenges in engaging onto the programme those where English is not their first language. It was indicated that this was, in part, a result of lack of understanding of the post-16 learning options and the types of services available outwith the school system.</p> <p>Actions have been developed to address this challenge. A mentor, who speaks the same language, is attached to the young person. In addition work is conducted with the family to help them understand the appropriateness of the service provision to ensure the best option is in place for the young person.</p> <p>The impact of these actions is unknown at present.</p>
<b>Pregnancy and Maternity</b>	<p>On analysis of the data it was found that a high number of females completed their agreements following a duration of 9-12 months. This has been attributed to those who were pregnant and leaving to have a child.</p> <p>To address this, the Family Nurse Practitioner works alongside those young mothers on agreements, to provide support through progression and learning. The flexible nature of activity on an agreement means that young mothers can get access to services in a time frame that fits their needs, as well as help with childcare and transport, ensuring continued access to learning provision.</p> <p>Whilst these actions are positive the impact is yet unknown. In addition, whether time taken to have a child impacts on the overall time on an agreement needs to be explored.</p>
<b>Other</b>	<p><b>*Additional Support Needs (ASN):</b></p> <p>A higher percentage of those with Additional Support Needs stayed on an agreement for a longer duration than those with no ASN. It has been suggested that the length of time on agreement is indicative of the type of ASN, for example health issues interrupting learning.</p> <p>The majority of those with an ASN progress into a positive destination. The majority progressed into education and training, with significantly less progressing into employment than those with no ASN. The route a young person with additional support needs takes varies depending on their support needs and the support network in place for next stage provision. Discussions have indicated that further training or education is largely the most appropriate option to provide the needed support to build on the young persons' work readiness. However, as suggested previously in regards to disability, with such a large difference in those progressing into employment compared to those with no ASN it prompts questioning as to what opportunities are available for those with additional support needs.</p> <p><b><u>Looked after Children</u></b></p> <p>Looked After Children, on average, took longer to begin an activity agreement after leaving school. Through discussion it was suggested that this was the result of difficulties in engaging looked after children who may have multiple barriers. In addition, those young people who are coming out of secure accommodation need time and support to reintegrate and settle before embarking on their journey into sustained employment. However, it is acknowledged that little is known in regards to the support in which the care sector may be offering during this time.</p> <p>The majority of looked after children progress into a positive destination as their non-looked after peers.</p>

	<p><b><u>Carers:</u></b>  There was little statistical data on young carers (excluding those caring for their own child). Whilst it was acknowledge that awareness of any challenges by this group is largely unknown at present, time-restraints have been recognised as causing difficulties for young carers being able to engage and maintain an agreement.</p> <p><b><u>Accommodation Issues:</u></b>  Unstable housing can make committing to an agreement extremely difficult. The constant changing of accommodation and lack of consistency in the geographical areas they are placed causes difficulties in attempting to create and carry forward consistent activities and service provision. However, it is recognised that little is known about the support of young homeless people from the Council’s Housing Service and the work being conducted by local (private) services.  Data analysis revealed that whilst the journey is challenging most young people with accommodation issues do progress into a positive destination.</p>
<b>Follow-up</b>	<p>The follow-up support for those who have completed their agreement is limited and only taken up by the young person on a voluntary basis. No information could be gained as to whether individuals sustained the positive destinations. This is of particular importance when considering groups where maintaining a positive destination is challenging or traditionally less likely, for example Looked After Children, those with accommodation issues and young mothers.</p>

**Summary of Service**

**Name of Policy:** Work it Out  
**Current or Proposed:** Current



**The aims and objectives of the policy:**

Work it Out is a service which offers short-term and part-time ‘pre-employment’ events which are designed to motivate, build confidence and allow individuals to consider and develop awareness of their opportunities. It is a crucial part in engaging individuals and acts as a gateway onto other employability services. The aim is to support individuals to progress into employment opportunities or further learning programmes.

**Who is the policy intended for?**

- The service is aimed at Job Seekers Allowance claimants:
  - aged 18-24 who have been claiming for less than 9 months
  - aged over 25 who have been claiming for less than 12 months
- with a disadvantage or in need of additional support with health and personal confidence issues
- Individuals who are on incapacity benefits/Employment Support Allowance group and want to undertake activity as preparation for work.

**Evidence and Consultation**

**Results of screening for the relevance for each equality strand and current monitoring of protected characteristics.**

<b>Protected Characteristics</b>	<b>Relevance</b>	<b>Monitoring</b>
<b>Age</b>	Medium	Currently Monitoring
<b>Gender</b>	Medium	Currently Monitoring
<b>*Disability</b>	Medium	Currently Monitoring
<b>Race</b>	Medium	Currently Monitoring
<b>*Pregnancy and Maternity</b>	Medium	Currently Monitoring
<b>Sexual Orientation</b>	Low	Not Monitored
<b>Gender Reassignment</b>	Low	Not Monitored
<b>Religion/Belief</b>	Low	Not Monitored
<b>Marriage and Civil Partnership</b>	Low	Not Monitored

**Notes or consideration of data collection:**

Analysis was conducted on monitoring forms primarily used for funding purposes and beginning from May 2013.

No information was available on the outcomes of those who had completed the programme. In addition, whilst the service is available for those aged between 18-24 there were limited participants within this age group on the programme. As such a detailed and informative analysis could not be conducted.

\*Information on Disability and Pregnancy and Maternity is provided by the client on a voluntary basis.

**Impact on different equality groups**

<b>Age</b>	Work it Out is a 'pre-employment' programme for individuals of all ages who are seeking to return to the labour market. Those aged between 18 and 24 made up around 10% of the total client group. The small proportion of young people would suggest that, as intended, Activity Agreements or SDS Employability Fund services are engaging young people prior to Work it Out eligibility.
<b>Gender</b>	There were similar number of males and females aged 18-24 on the programme. No further information available.
<b>Disability</b>	No data available.
<b>Race</b>	The vast majority of those on the programme were White Scottish. No further information available.
<b>Pregnancy and Maternity</b>	Limited data available.

## Employability Pipeline Stage:

### Summary of Service

Name of Policy: Try it Out  
Current or Proposed: Current



### **The aims and objectives of the policy:**

Try it Out is a service for individuals with health, social and emotional barriers to employment. The aim is to develop personal routines and work habits to build skills and confidence through practical work and training to progress into employment, supported employment or further learning.

### **Who is the policy intended for?**

- The service is aimed at those claiming Job Seekers Allowance for:
  - less than 9 months if aged between 18-24 and,
  - less than 12 months if aged over 25
- Claimants of incapacity benefits/Employment Support Group category

### Evidence and Consultation

Results of screening for the relevance for each equality strand and current monitoring of protected characteristics.

<b>Protected Characteristics</b>	<b>Relevance</b>	<b>Monitoring</b>
<b>Age</b>	Medium	Currently Monitored
<b>Gender</b>	Medium	Currently Monitored
<b>Disability</b>	High	Currently Monitored
<b>Race</b>	Medium	Currently Monitored
<b>*Pregnancy and Maternity</b>	Medium	Not Monitored
<b>Sexual Orientation</b>	Low	Not Monitored
<b>Gender Reassignment</b>	Low	Not Monitored
<b>Religion/Belief</b>	Low	Not Monitored
<b>Marriage and Civil Partnership</b>	Low	Not Monitored

### Notes or consideration of data collection:

Analysis was conducted on monitoring forms primarily used for funding purposes and beginning from January 2013. No information on activities or soft outcomes was recorded for analysis.

\*Information on the protected characteristics of Pregnancy and Maternity is provided by the client on a voluntary basis.

### Impact on different equality groups

<b>Age</b>	<p>Young people aged 18-24 make up a third of the total client group on the service with the majority being aged 20-24 and few being 18-19. This could be a result of those with disabilities being able to stay on in school to an older age and the presence of services such as Activity Agreements and SDS Employability Fund.</p> <p>Two thirds of those aged 18-24 progressed into a positive destination.</p>
<b>Gender</b>	<p>Over two thirds of the client group aged 18-24 were male. This is perhaps representative of a client base whereby more males are assessed or declared disabled in school.</p> <p>Considering the clients who have concluded their time on the service, males appear to stay on the service for a longer duration.</p> <p>The majority of both males and females progress into a positive destination. Although a slightly higher percentage of females do so than males and males appear more likely to become unemployed. However, it should be noted that this interpretation may be the result of the small number of females on the service compared to males.</p>
<b>Disability</b>	<p>Try it Out is specifically aimed at those individuals with health related barriers to employment. It provides intensive one-on-one support helping the individual in overcoming these barriers, addressing an inequality experienced by a group who experience lower employment rates.</p> <p>The majority of those who have ended their time on the service have progressed into a positive destination. However, the type of health condition an individual experiences appears to be indicative of the type of outcome they progress into. Those with Autism Spectrum Disorder were more likely to enter a positive destination and most likely to become employed. Only around a third of those with a learning disability or mental ill health progressed into employment with the majority progressing into work experience and training. Those with a physical or sensory impairment were more likely to progress into education or training, with no individual with this condition going into employment. Therefore the appropriateness of a strict time frame is questioned.</p>
<b>Race</b>	<p>Almost all clients aged 18-24 on the Try it Out service were White (Scottish).</p> <p>No further information could be gained.</p>
<b>Pregnancy and Maternity</b>	<p>No young person on the service has been recorded as pregnant or caring for a child.</p>

## Employability Pipeline Stage:

### Summary of Service

**Name of Policy:** Youth Trainee Work Experience Service  
**Current or Proposed:** Current



### **The aims and objectives of the policy:**

The Trainee Work Experience Service provides young people with training through practical work experience. Paid placements of up to six months are offered to young people experiencing difficulties in securing training or employment. The aim of the programme is to give young people the opportunity to demonstrate their abilities and competencies and build on their employability skills base and C.V to help them gain future employment.

### **Who is the policy intended for?**

Young people aged 18-24, from 16 in some cases and in receipt of Job Seekers Allowance, with little or no work experience.

### Evidence and Consultation

#### **Results of screening for the relevance for each equality strand and current monitoring of protected characteristics.**

<b>Protected Characteristics</b>	<b>Relevance</b>	<b>Monitoring</b>
<b>Age</b>	High	Currently Monitoring
<b>Gender</b>	Medium	Currently Monitoring
<b>*Disability</b>	Medium	Currently Monitoring
<b>Race</b>	Medium	Currently Monitoring
<b>*Pregnancy and Maternity</b>	Medium	Currently Monitoring
<b>Sexual Orientation</b>	Low	Not Monitored
<b>Gender Reassignment</b>	Low	Not Monitored
<b>Religion/Belief</b>	Low	Not Monitored
<b>Marriage and Civil Partnership</b>	Low	Not Monitored



### What other data or other information is available?

Discussion with and shadowing of, Employment Support Advisors provided insight into initial and follow-up support process alongside possible explanations as to why any differences have been found.

### Notes or consideration of data collection:

Analysis was conducted on monitoring forms primarily kept for funding purposes beginning in June 2012.

\*Information on Disability and Pregnancy and Maternity are provided by the individual on an entirely voluntary basis.

### Impact on different equality groups

<b>Age</b>	<p>Potential candidates are supported through both the application and interview process. In addition, a less formal interview and detailed feedback means that all applicants gain valuable experience to take forward when looking for other job opportunities.</p> <p>A mentor is assigned to the successful trainee for continued support throughout the post. Those who are unsuccessful also continue to receive support in finding work.</p> <p>Half of the trainees who have completed their post progressed into a positive destination, However, given the significant amount of support offered to both successful and unsuccessful applicants the service cannot be judged solely on the outcomes of successful trainees (See Appendix 3).</p>
<b>Gender</b>	<p>More males were placed on the service than females. This is likely representative of a client group characterised by higher male unemployment rates.</p> <p>Marked differences were found in relation to the types of services and job roles in which males and females clustered into. Females predominantly have taken up roles within the finance services, such as clerical roles and males have mainly taken positions within the tech services, for example, grounds, street and road maintenance.</p> <p>More males have become unemployed following their time on the service than females. This may be the result of the types of roles in which males are clustering into being characterised by seasonal employment. In addition whilst each service provides many training opportunities the type of training offered differs. Job post dominated by male trainees tend to offer job specific training, conversely, the training offered in roles mostly taken up by females tend to provide more transferable training.</p> <p>The original service was put in place to provide work experience for the most vulnerable young people. With the increasing difficulty experienced by all young people the eligibility criteria has widened. Therefore, individuals from multiple backgrounds, different qualification and ability levels are now eligible. A central aspect of the service is ensuring that the right person is placed in the right job role to ensure that maximum benefit is gained. It has been acknowledged that some placements may require a certain academic level or prior work experience and those placements, which have been dominated by male trainees, tend to require less of an academic background. Therefore, those clustering into these posts may have lower attainment levels and more challenging backgrounds and barriers. This may be a contributing factor to less males progressing into employment. If this is the case then different levels of work experience may be more appropriate than a one size fits all approach.</p>

	In addition, the increased competition prompts questions as to whether the application and interview process and placements are still easily accessible to the original client group.
<b>Disability</b>	There have been limited numbers of those who have been assessed or declared themselves disabled; however, appropriate adjustments have been made to support the individual through their placement.
<b>Race</b>	The majority of those on the service were white Scottish. No further information could be gained.
<b>Pregnancy and Maternity</b>	Whilst the numbers of those with a child on the service have been small, they have received financial support for childcare as well as having flexible working hours.

## Employability Pipeline Stage:



### Summary of Service

**Name of Policy:** Employment Grants  
**Current or Proposed:** Current

### **The aims and objectives of the policy:**

The Employment Grant Scheme has been developed to encourage and support businesses to create additional and permanent posts for unemployed people including those in receipt of benefits, returners to the labour market, disabled people and young people.

### **Who is the policy intended for?**

The grant is aimed at small and medium sized businesses that employ fewer than 250 people (both part-time and full-time). They must employ an unemployed person, or those with redundancy notice, who are aged over 16 and have permanent residence within the Highland Council area.

### Evidence and Consultation

#### **Results of screening for the relevance for each equality strand and current monitoring of protected characteristics.**

<b>Protected Characteristics</b>	<b>Relevance</b>	<b>Monitoring</b>
<b>Age</b>	High	Currently Monitoring
<b>Gender</b>	Medium	Currently Monitoring
<b>*Disability</b>	High	Currently Monitoring
<b>Race</b>	Medium	Currently Monitoring
<b>*Pregnancy and Maternity</b>	Medium	Currently Monitoring
<b>Sexual Orientation</b>	Low	Not Monitoring
<b>Gender Reassignment</b>	Low	Not Monitoring
<b>Religion/Belief</b>	Low	Not Monitoring
<b>Marriage and Civil Partnership</b>	Low	Not Monitoring

## What other data or information is available?

Discussions with the European Officer provided information as to the grants process.

### Notes or consideration of data collection:

No information on the post type was available and as such any possible differences or inequalities could not be established.

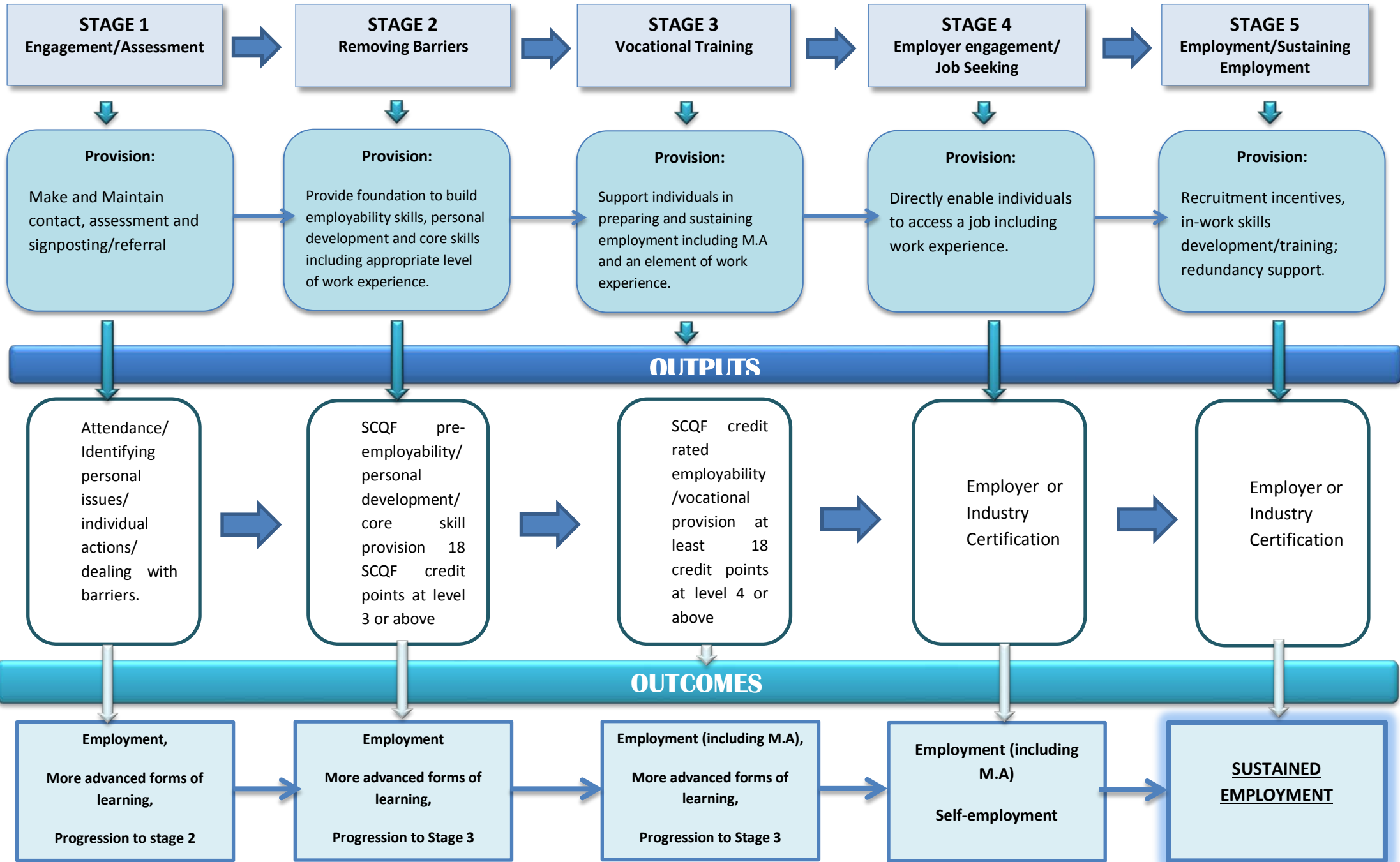
\*Information about Pregnancy and Maternity is provided by the client on a voluntary basis. Furthermore, information about whether an individual has a Disability is based on the employer making a claim for this element of the grant, based on an individual disclosing this information to the employer.

### Impact on different equality groups

<b>Age</b>	<p>A wage subsidy is offered for a longer duration of time to employers who create a job opportunity for those aged between 16 and 24. This directly addresses the increasing challenges currently being experienced by young people attempting to enter the labour market, whilst simultaneously breaking down the stereotypes associated with young workers.</p> <p>In addition, a higher rate of subsidy is offered to businesses that create positions for those who have been unemployed for over 3 months. This addresses the risk of long-term unemployment and consequently long-term negative effects.</p> <p>Half of the individuals who have been employed as a result of the grant scheme are aged 16-24 which suggests the programme is having a positive impact on unemployed young people.</p>
<b>Gender</b>	<p>Of those aged 16-24 there was approximately double the number of males than females. However, when considering all ages groups on the service there are roughly equal numbers of males and females. In addition more males are unemployed than females in the 16-24 age bracket. As such it is likely that the service is representative of the client group.</p>
<b>Disability</b>	<p>Employers are offered a higher rate of subsidy for creating a position for a disabled individual. This attempts to provide more employment opportunities for an equality group which has typically experienced lower employment rates than the general population.</p> <p>Only two individuals who were employed as a result of the grant scheme declared themselves as disabled. Discussions have highlighted possible reasons as to why the incentive may not be having the desired impact. Stereotypes appear to be impacting on employers decisions to employ a disabled person. Some employers have indicated during the application process that due to the physical nature of the role hiring a disabled person may not be appropriate. Furthermore, whilst grants are applied for before a job is created and advertised it has been found, particularly in rural areas, most employers already have a person in mind for the role. Therefore, depending on the social pool of employers these posts may not be accessible for those with a disability.</p> <p>It is noted that no support, other than financial, is offered to employers who want to create a post for someone with a disability.</p> <p>No further data was available.</p>
<b>Race</b>	<p>The majority of those who have been employed through the employment grant scheme were White (Scottish).</p> <p>No further data available.</p>
<b>Pregnancy and Maternity</b>	<p>Limited data available.</p>

# **Appendices**

# Appendix 1 – Strategic Skills Pipeline.



## **Appendix 2 – Wood Commission: Relevant Recommendations.**

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- **Recommendation 13**

Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.

- **Recommendation 20**

A small business Modern Apprenticeship recruitment incentive should be developed to equip and support smaller and micro business to recruit and train more young people.

- **Recommendation 25**

Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.

- **Recommendation 27**

Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black and Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be at the fore of this activity.

- **Recommendation 34**

Funding levels to colleges and Modern Apprenticeship training providers should be reviewed and adjusted to reflect the cost of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.

- **Recommendation 36**

Employers who want to employ a young disabled person should be encouraged and supported to do so.

- **Recommendation 38**

Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.

- **Recommendation 39**

In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers.

- **Link to full Wood Commission report - <http://www.scotland.gov.uk/Resource/0045/00451746.pdf>**

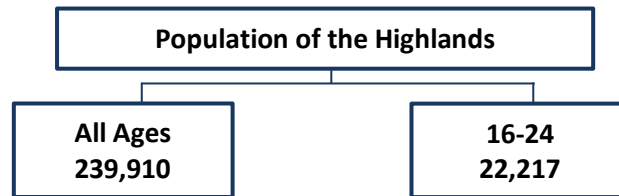
## **Appendix 3 - Contextual Data**

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### **Contents**

- Geography
- Employment
- School Leavers
- Disability
- Race
- Pregnancy and Maternity
- Looked After Children
- Carers
- Youth Homelessness



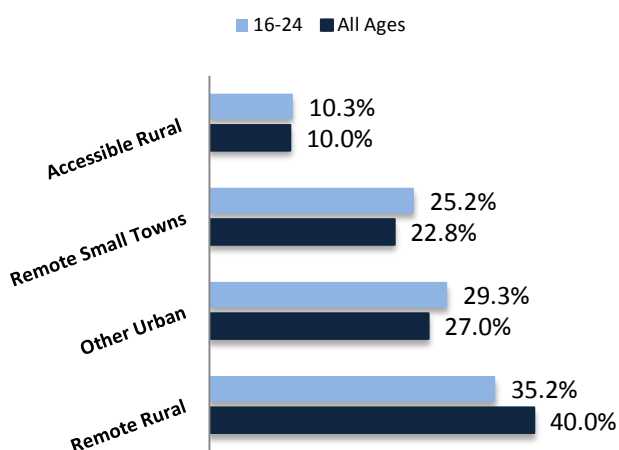


Source: NOMIS Annual Population Survey 2013

- The population of the Highlands is geographically dispersed with a high percentage of people living in remote rural areas.
- With such a disperse population and the majority of areas being in the most access deprived quintiles, distance from services can create disadvantage.
- Seasonality of employment, lower-wages, higher rates of part-time employment is predominant in rural areas of Scotland.
- High cost and lack of availability of public transport can prevent individuals from accessing employment, education and training services. This is particularly challenging for those accessing specialist services such as mental health services or support for disabilities, placing those most vulnerable at a disadvantage.
- Young people face distinct challenges with regards to rural living. Difficulties in accessing education, employment services and housing can mean that rural Scotland is characterised by high youth out-migration. For those young people who are unable to leave there is risk they will become reliant on low qualified, low paid or seasonal work with limited opportunities for progression. Placing them at risk from being excluded from the labour market and isolated from communities.

(Source: SRUC - Rural Scotland in Focus, 2014)

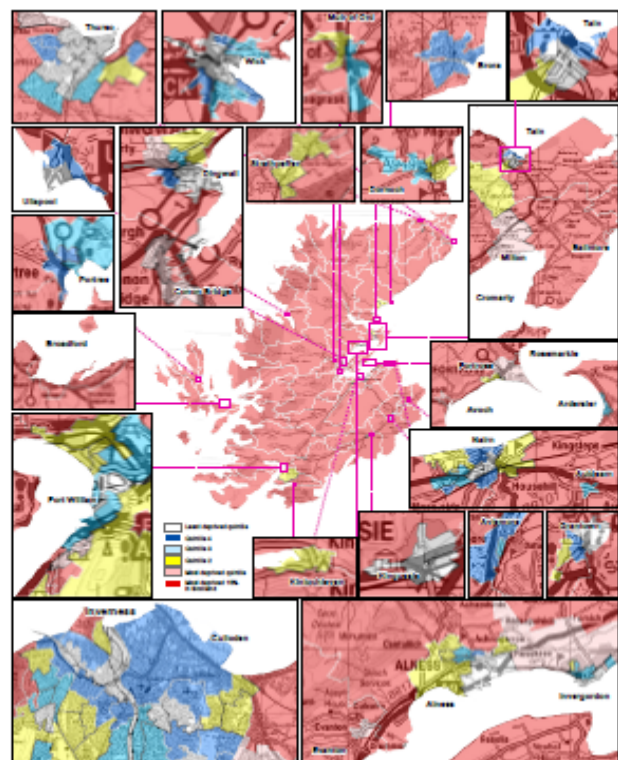
## Geographical Dispersion



- **Accessible Rural Areas** – settlements of less than 3,000 people and within a 30 minute drive time of a settlement of 10,000
- **Remote Small Towns** – settlements of between 3,000 and 10,000 people and with a drive of over 30 minutes to a settlement of over 10,000
- **Other Urban Areas** – settlements of 10,000 to 125,000 people.
- **Remote Rural Areas** – settlements of less than 3,000 people and with a drive time of over 30 minutes to a settlement of over 10,000 to 125,000 people.

Source: National Records of Scotland Small Area Population Estimate (2012) and Scottish Government Urban/Rural Classification (2011/12)

## Access Deprived Areas Highland



Source: Scottish Index of Multiple Deprivation (2012) Highland Data Zones Showing in Rank Scotland for the Access Domain

- Those living in deprived areas are less likely to enter a positive destination after leaving school and more likely to be unemployed and seeking than those in the least deprived areas.
- 26% of those living in the three most deprived areas, compared to 5% of those in the three least deprived, areas became unemployed and seeking on leaving school.

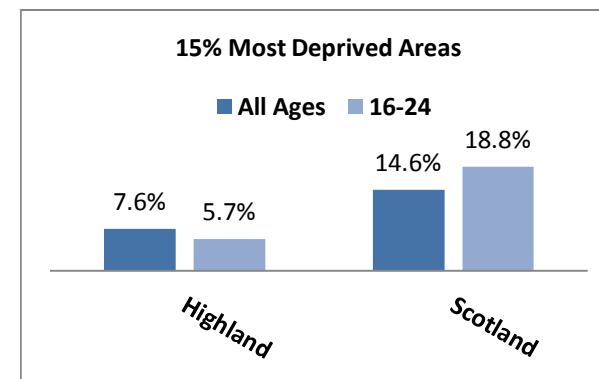
(Source: Skills Development Scotland – School Leavers Destination Report December 2013 and June 2014)

- Young people aged 18-24 are more likely to be long-term claimants of job seekers allowance if they live in a deprived area.
- Unemployment when young can impact future earnings and as well as being linked with lower life and job satisfaction, poor health and depression. Those with a longer spell of unemployment are at greater risk of these negative effects.

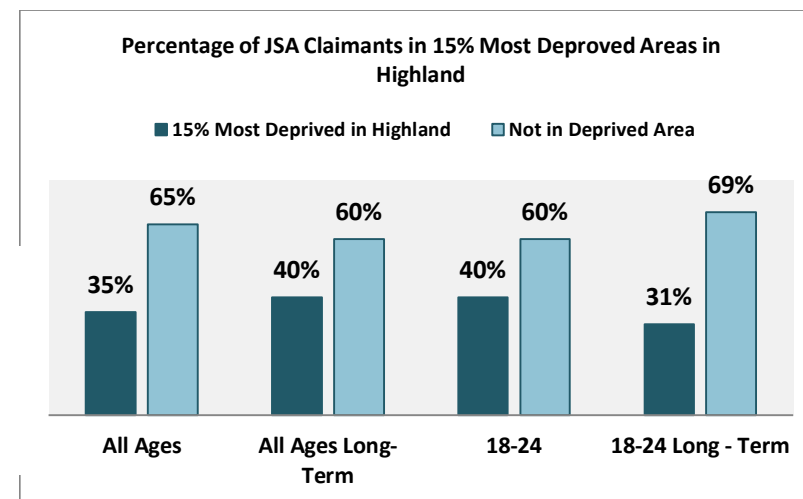
(Source: Commissioning for Developing Scotland’s Young Workforce: EQIA, 2014)

Most Deprived						Least Deprived					
SIMD Decile	1	2	3	4	5	6	7	8	9	10	Not known
Initial	15%	17%	9%	15%	12%	9%	17%	3%	1%	2%	2%
Follow-up	10%	3%	13%	15%	16%	10%	18%	4%	1%	1%	3%

Source: Skills Development Scotland – School Leavers Destination Report (December 2013 and June 2014)

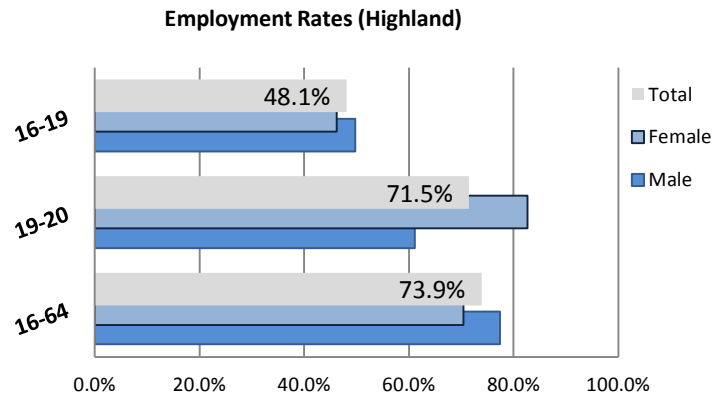


Source: National Records of Scotland Small Area Population (2012) and the Scottish Index of Multiple Deprivation (2012)

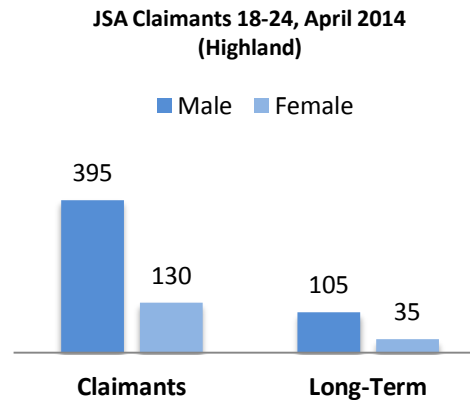


Source: Highland Council based on NOMIS / DWP and Scottish Index of Multiple Deprivation (2012)

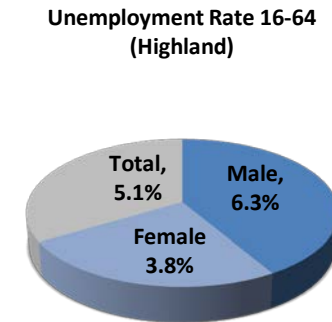
# Employment



Source: NOMIS -Annual Population Survey (Jan 2013-Dec2013) and Scottish Government- Local Area Markets in Scotland (2013)



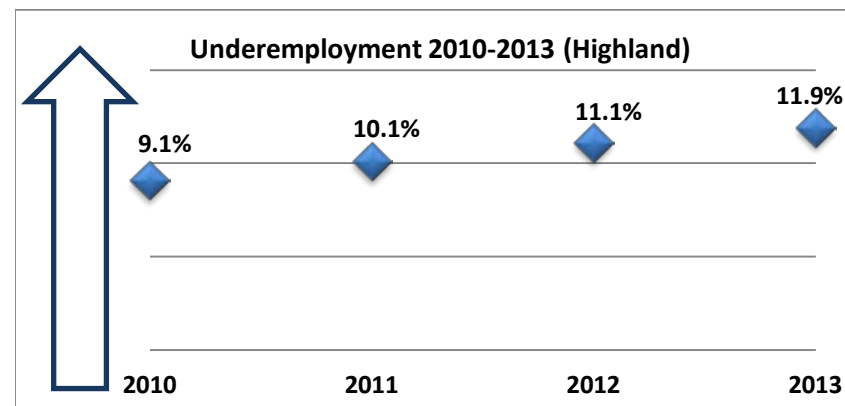
Source: NOMIS Claimant Count (April 2014)



Source: NOMIS Annual Population Survey (Jan-Dec 2013)

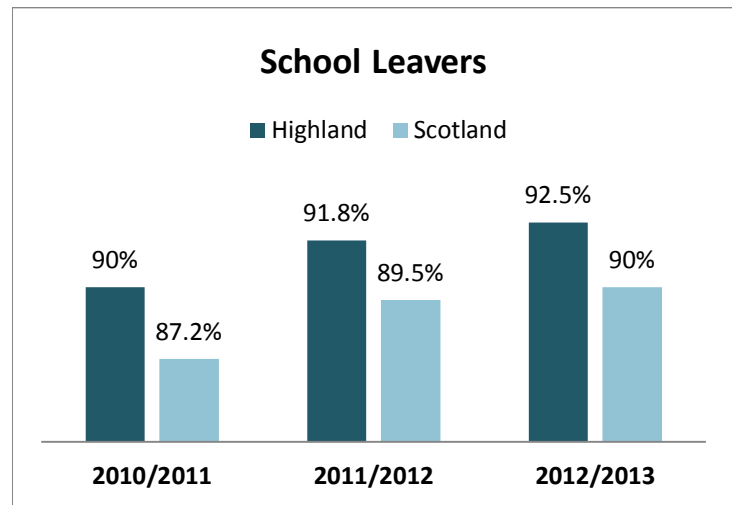
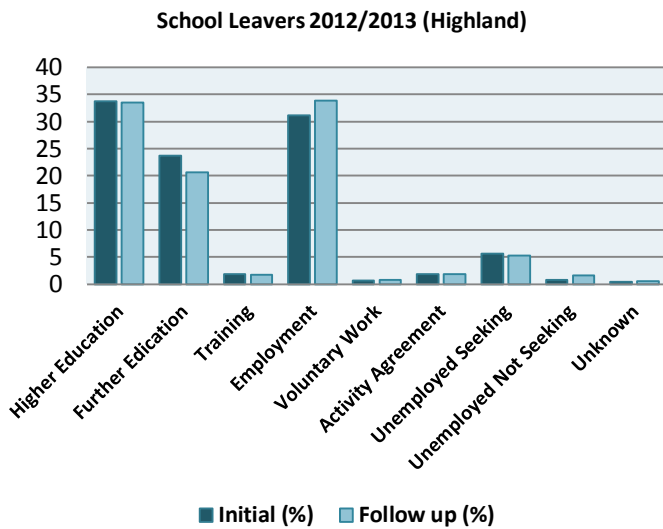
- There is currently no breakdown of the unemployment rates and age in the Highlands. The most accurate picture we have at present is to consider the claimant count of those aged 18-24. However, it should be noted that this does not include those on Universal Credit.
- In the Highlands there are significantly more young male claimants than females. Two thirds of long-term claimants aged between 18 and 24 are males.
- Unemployment in the Highlands is low. However, the underemployment rates are high.
- The underemployment rate in the Highland has been increasing and the levels have consistently been higher than Scotland as a whole, which had a rate of 10% in 2012 and decreased to 9.6% in 2013.

(Source: Labour Area Markets in Scotland 2013)



Source: Scottish Government - Labour Area Markets in Scotland (2013)

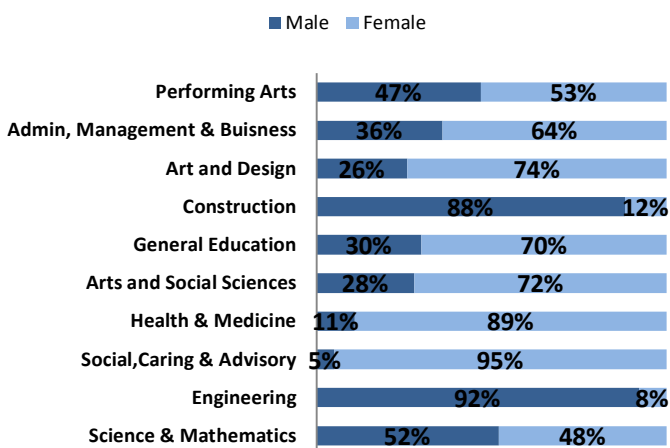
## School Leaver Destinations



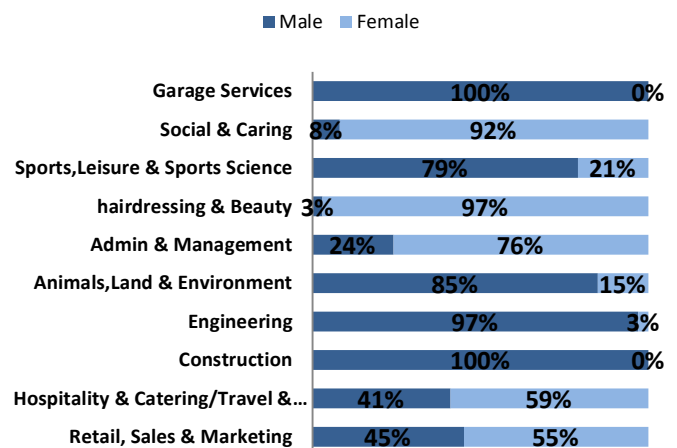
Source: Skills Development Scotland – School Leaver Destination Return (December 2013 and June 2014)

- The majority of young people leaving school progress onto a positive destination.
- In the Highlands this has been consistently higher than Scotland as a whole.
- However, there are differences with regards to gender. Females are more likely to progress into Higher or Further Education than males (63.9% compared to 50.7%) and males are more likely to progress into employment (39.1% compared to 27.2% of females).
- There are clear course and occupation areas which are dominated by either male or female school leavers. Engineering, construction and garage services are nearly 100% males in both education and occupation. The same is seen for hairdressing and beauty and social and caring and advisory areas for females.
- Clustering into certain occupations is suggested by The Commission for Developing Scotland’s Young Workforce (2014, p4) to be indicative of ‘wider occupation segregation seen in the labour market’.

### Course Area by Gender (September 2013)



### Occupation By Gender (September 2013)



Source: Skills Development Scotland – School Leavers Destination Return (December 2013 – June 2014).

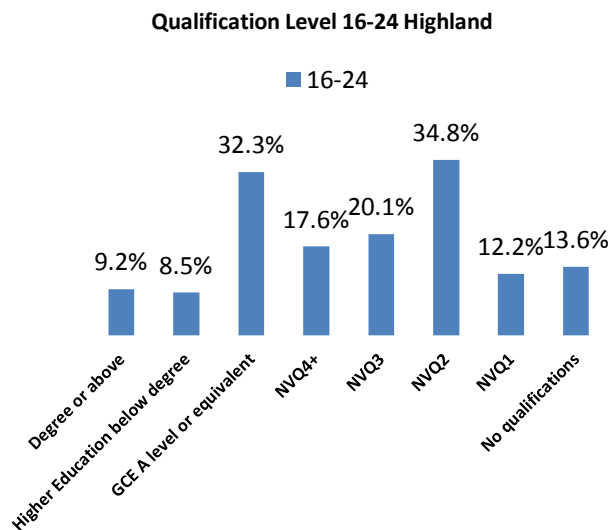
# Qualifications

- Almost 14% of young people in the Highlands have no qualifications and under 10% have a degree level qualification or above.
- Skills and qualifications have a significant impact on whether young people become unemployed or employed.
- Those young people with no qualifications, skills or work experience are at greatest risk of long term impacts of youth unemployment.

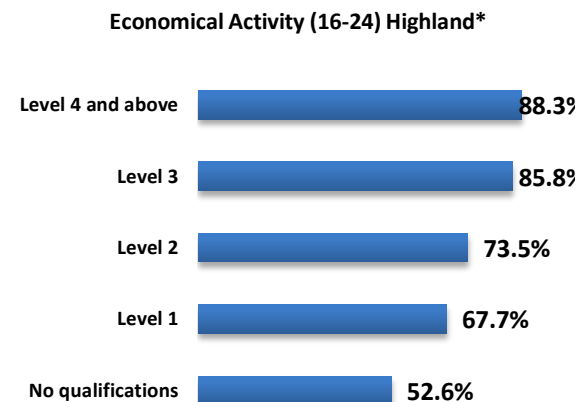
Source NOMIS Annuals Population Survey Jan 2013-Dec 2013

- Increasing level of qualification, both academic and vocational, the increasing chances of employment.

Source: Commission for Developing Scotland's Young Workforce – EQIA (2014)

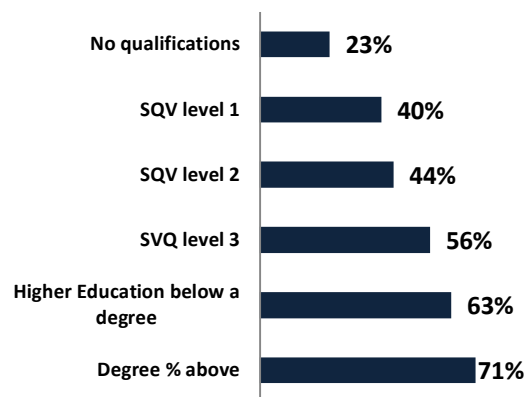


Source: NOMIS – Annual Population Survey (January to December 2013)

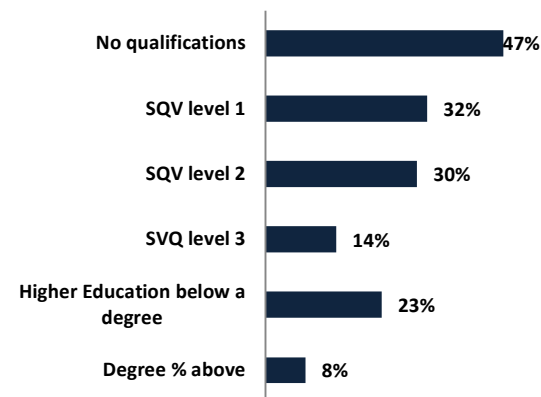


Source: National Records of Scotland – Scotland's Census (2011)

## Employment rates 16-24 Scotland



## Unemployment rates 16-24 Scotland

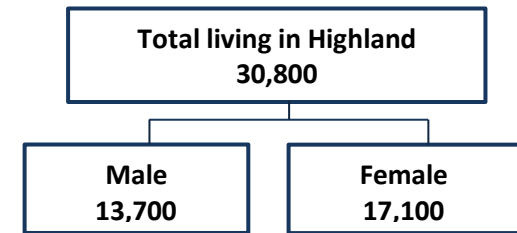


\* **LEVEL 1:** Standard Grade, Access 3 Cluster, Intermediate 1 or 2, CSE, Senior Qualification, GSVQ, Foundation or Intermediate, SVQ level 1 or 2, SCOTVEC Module, City and Guilds.  
**LEVEL 2:** SCE Higher Grade, Higher, Advanced Higher, CSYS, A Level, and AS Level, Advanced Senior Certificate or equivalent;  
 GSVQ Advanced, SVQ level 3, ONC, OND, SCOTVEC National Diploma, City and Guilds Advanced Craft or equivalent.  
**LEVEL 3:** HNC, HND, SVQ level 4, other post school but pre-higher qualifications.  
**LEVEL 4:** Degree, Postgraduate qualifications, Professional qualifications

Source: Commission for Developing Scotland's Young Workforce – Contextual Data (2014)

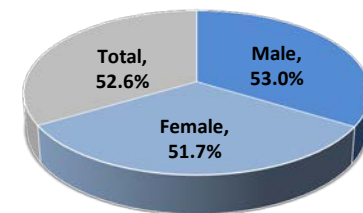
# Disability

- The number of young people aged 16-19 who have a disability and live in the Highlands is unknown at this time.
- The School Census information gives an insight into the number of secondary school pupils in 2013 that have a disability, either assessed or declared. In this age group males appear to be more likely to have a disability than females.
- Indicative figures of numbers of school aged people with a disability and condition type can be found in The Highland Council Additional Support Needs Review April 2013 – May 201 (Appendix 1):  
[http://www.highland.gov.uk/downloads/file/10913/additional\\_support\\_needs\\_review\\_paper](http://www.highland.gov.uk/downloads/file/10913/additional_support_needs_review_paper)
- 14.3% of the 21 individuals who were unemployed and not seeking following leaving school had ill health.
- The unemployment rate, between January and December 2012, for those with a disability in the Highlands is 52.6% compared to 76.6% for the whole Highlands.
- According to the Scottish Government (2013) a similar number of those declared as disabled progress into a positive destination as their non-disabled peers.  
*(Source: Scottish Government – Equality Outcomes: Disability Evidence Review, 2013)*
- Those with disabilities are more likely to experience disjointed journeys through education, with a transition plans characterised by a limited range of education and training opportunities and a lack of focus on employment outcomes.  
*(Source: Commission for Developing Scotland’s Young Workforce – EQIA, 2014)*
- At higher education those with a disability are less likely to complete their course.
- Those assessed as disabled are less likely to have a degree level qualification or higher and the proportions of those who have low or no qualifications are almost three times the level than those with no qualifications.
- Despite a similar trend in staying on in education those with a disability are more likely to leave education and become unemployed and at the age of 26 are four times more likely to be unemployed than their peers.  
*(Source: Scottish Government – Equality Outcomes: Disability Evidence Review, 2013)*



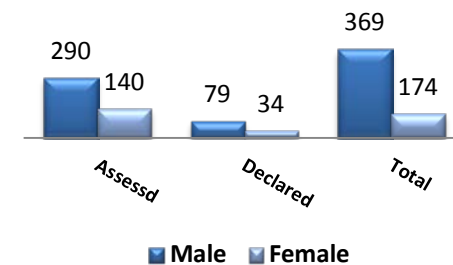
Source: NOMIS Annual Population Survey (2012)

**Disability Employment Rate 16-64 (Highland)**



Source: NOMIS Annual Population Survey (2012)

**Assessed/Declared Disabled in School 2013 (Highland)**



Source: School Census Highland (2013) Secondary School aged pupils including non-mainstream schools

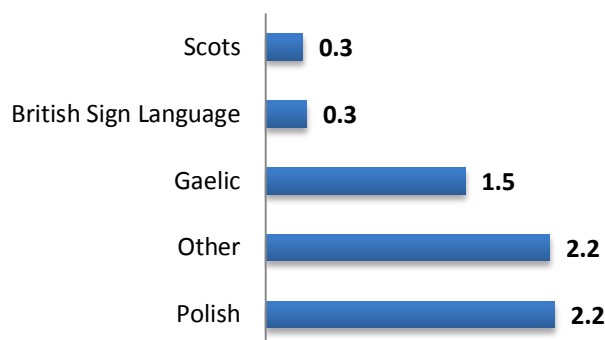
# Race

- The population of ethnic minority groups in the Highland area is small accounting for around 6% of the 18-24 population For 6.6% of 18-24 year olds English is not as their first language.
- Certain Black and Ethnic Minority (BME) groups are less likely to participate in particular vocational pathways.
- They are more likely to be unemployed than the general population, although this varies between different BME groups. *(Source: Commission for Developing Scotland's Young Workforce – EQIA, 2014)*
- Parental knowledge and interaction with the educational system is central to the quality of education received. Evidence has suggested social segregation and migration limits this understanding and can reduce the effectiveness of the system for some BME groups.
- Social segregation has also been found to reduce crucial social networks in regards to labour market knowledge. A reliance on informal support, was found to reinforce gender norms and continued concentration into low-paid and insecure occupations for some BME groups *(Source: JRF: How Place Influences Employment Outcomes for Ethnic Minorities, 2014)*

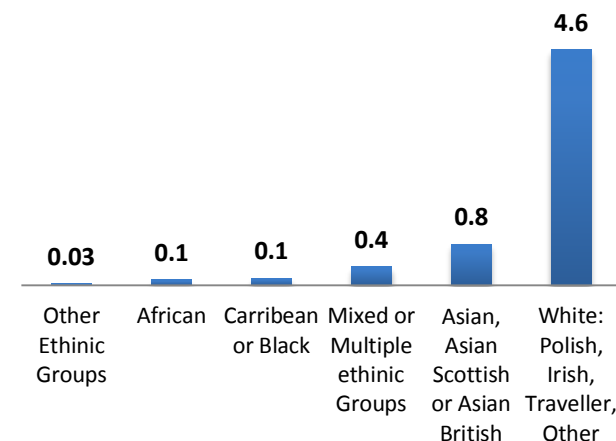
Ethnic Group 18-24 Highlands						
White: British	White: Polish, Irish, Traveller, Other	Asian, Asian Scottish or Asian British	Mixed or Multiple ethnic Groups	Caribbean or black	African	Other Ethnic Groups
15171	744	130	58	22	17	5

Language Used at home 18-24 Highlands					
English only	Polish	Other	Gaelic	British Sign Language	Scots
15,080	362	356	250	52	47

Language used at home other than English, aged 18-24 (%)



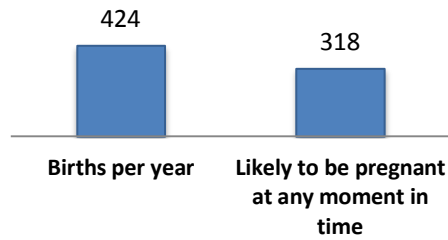
Ethnic Group 18-24 (%)



Source: National Records of Scotland – Scotland's Census (2011)

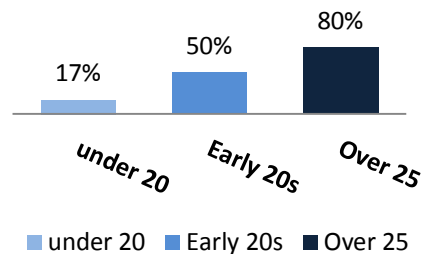
# Pregnancy and Maternity

**Pregnancy and Maternity 18-24 (Highland)**



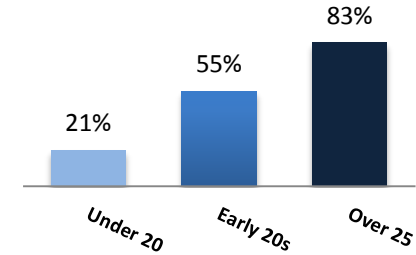
Source: Highland Council Based on National Records of Scotland Estimates 2012 and Fertility Factors 2012.

**Education: Mother with Higher level or above (Child Ages 10 Months) Scotland**



Source: The Scottish Government's Experience of Young Mothers aged under 20: Analysis of Data from Growing up in Scotland Study (2014)

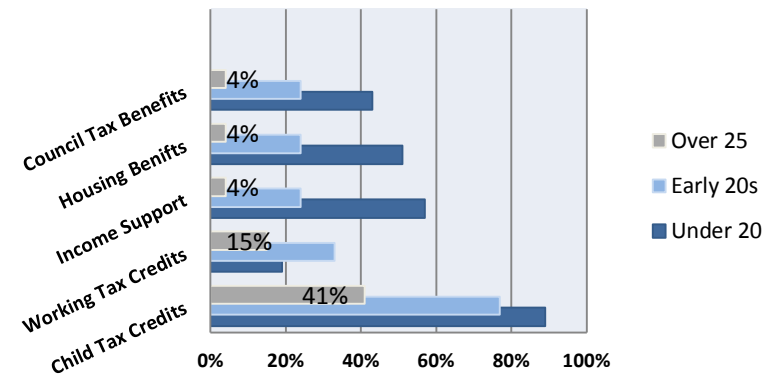
**Employment (Child Aged 10 Months) Scotland**



- Carers of a child and those who are pregnant made up a third of the 21 people unemployed and not seeking on leaving school.  
*(Source: Skills Development Scotland – School Leavers Destination Return December 2013)*
- A more challenging starting point can mean that young mothers face significant socio-economic disadvantages in regards to lower qualifications, employment levels and incomes.
- Young mothers are more likely to have lower qualifications than those over 25.
- They are significantly less likely to be in employment when their child is aged 10 months and remain the least likely to be in employment when their child ages.
- Mothers aged under 20 and in employment and those in their early twenties are more likely to be reliant on working tax credits, suggesting that the jobs held are low paid or with fewer hours.
- The majority of young mothers aged under 20 are in the lowest 20% of household income and remain the most likely age group to have incomes at this level.
- They are significantly more likely to be living in the most or second most deprived areas.

*(Source: The Scottish Government's Experience of Young Mothers aged under 20: Analysis of Data from Growing up in Scotland Study, 2014)*

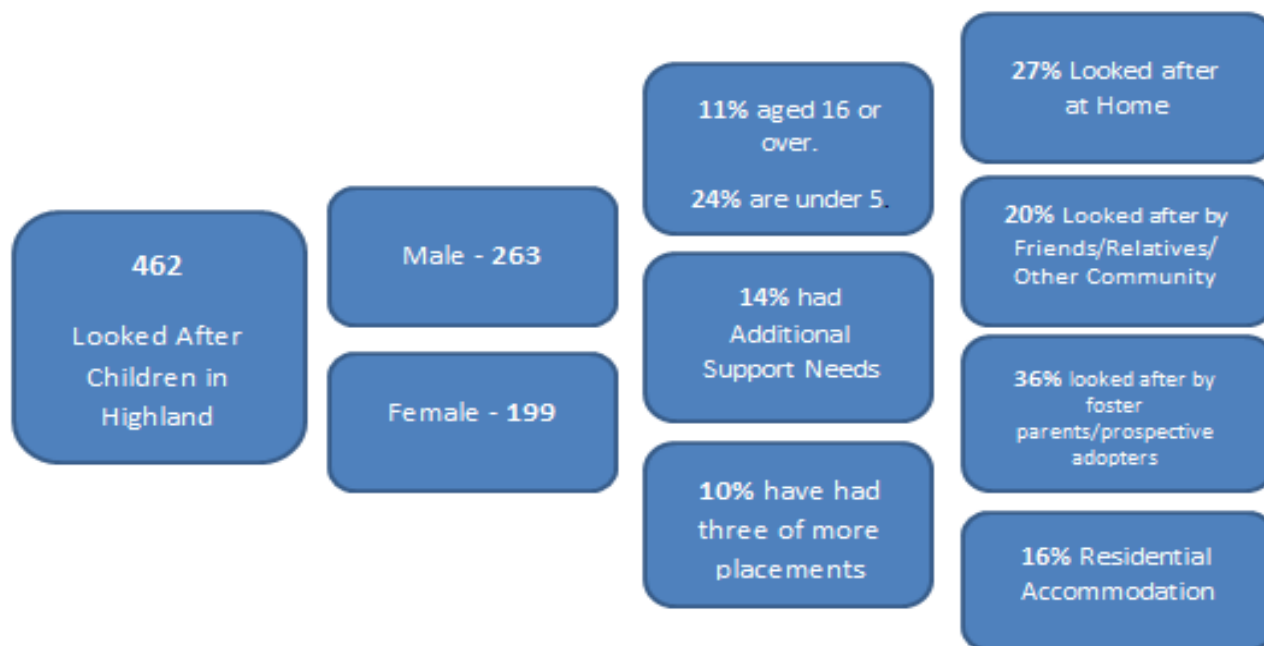
**Income and Benefits (when child aged 10 Months) Scotland**



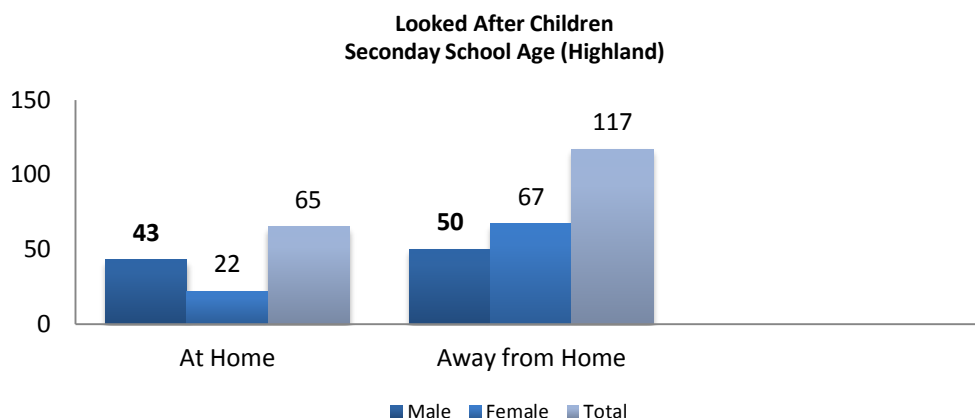
Source: The Scottish Government's Experience of Young Mothers aged under 20: Analysis of Data from Growing up in Scotland Study (2014)



# Looked After Children



Source: Scottish Government-Children's Social Work Statistics 2012-13: Additional Tables.



- Looked After Children tend to leave school at a younger age than their non-looked after peers.
  - Attainment levels tend to be lower and varies depending on accommodation type, with children looked after from home achieving the lowest tariff score, and decreases with the more placements.
  - They are less likely to progress into a positive destination and less likely to maintain that positive destination after leaving school.
- (Source: Scottish Government: Educational Outcomes for Scotland's Looked After Children, 2013)
- They often experience disjointed journeys from school into post-school education and work and learning can be impeded by funding barriers which don't take into account the wider challenges that Looked After Children face when making transitions into adulthood.
- (Source: Commission for Developing Scotland's Youth Workforce – EQIA, 2014)
- Across their life course Looked After Children experience poorer health than their non-looked after peers.
  - They are vulnerable to early risk-taking behaviour with a greater proportion smoking at an earlier age than their peers and drinking alcohol earlier and to excess. They are more likely to become pregnant and subsequently teenage parents.

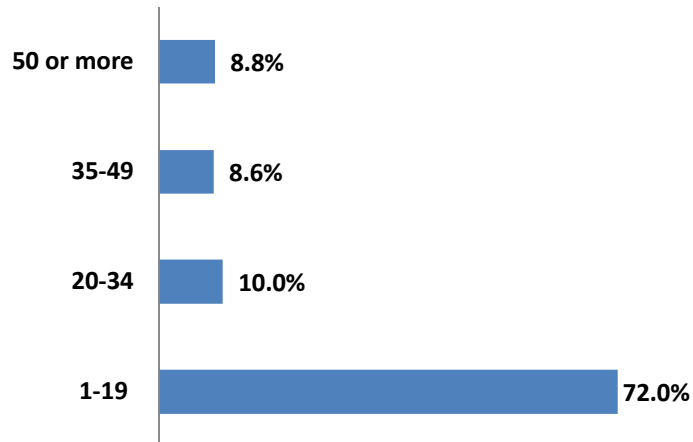
(Source: NHS Highland – The Annual Report of the Director of Public Health, 2013)

## Young Carers

### Total number of unpaid carers (0-24) in Highland:

- **1448**
- **2.3%** of age group.

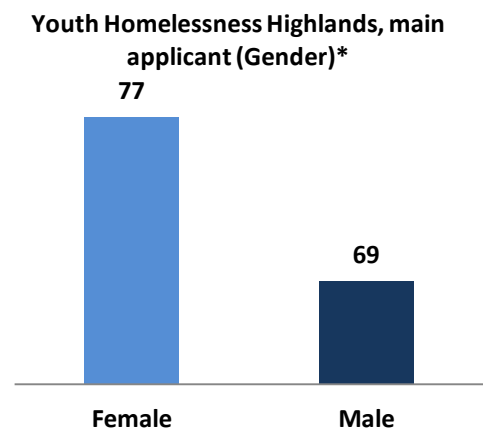
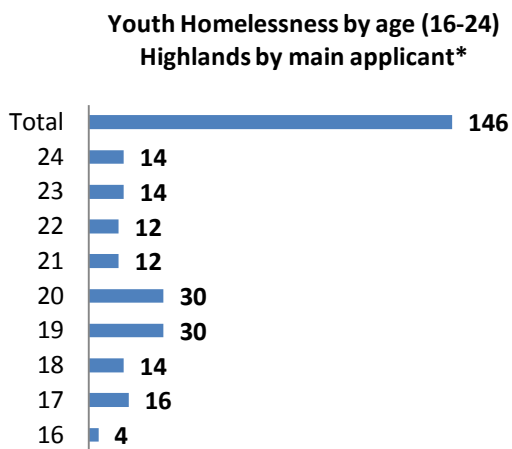
Unpaid Carers aged 0-24 in Highland and number unpaid hours of care given



Source: National Records of Scotland – Scotland Census (2011)

- Taking on a caring role can reduce a young person’s life chances and adversely affect their physical, emotional, educational and social development.  
*(Source: NHS Highland – The Annual Report of the Director of Public Health, 2013)*
- Caring responsibilities can significantly impact on education due to frequent absences, lateness and leaving early at short notice. In addition the anxiety and distraction created by the caring role can also be detrimental.
- Young carers often achieve lower grades than their peers which can prevent them from progressing into further or higher education.
- Those who do progress experience difficulties both financially as well as from the demands from their caring role. As a result young carers are more likely to drop out of further or higher education.
- Ongoing care commitments have a disruptive impact on workplace attendance. A growing expectancy from those they care for, lower levels of qualifications means that employment choices and opportunities are impacted.
- Young carers are less likely to be in full or part-time employment.  
*(Source: Carers Trust: Young Adult Carers and Employment, 2014; Young Adult Carers and College and University, 2014; Carers Trust: Young Adult Carers at School: Experiences and Perceptions of Caring and Education, 2014).*

## Youth Homelessness



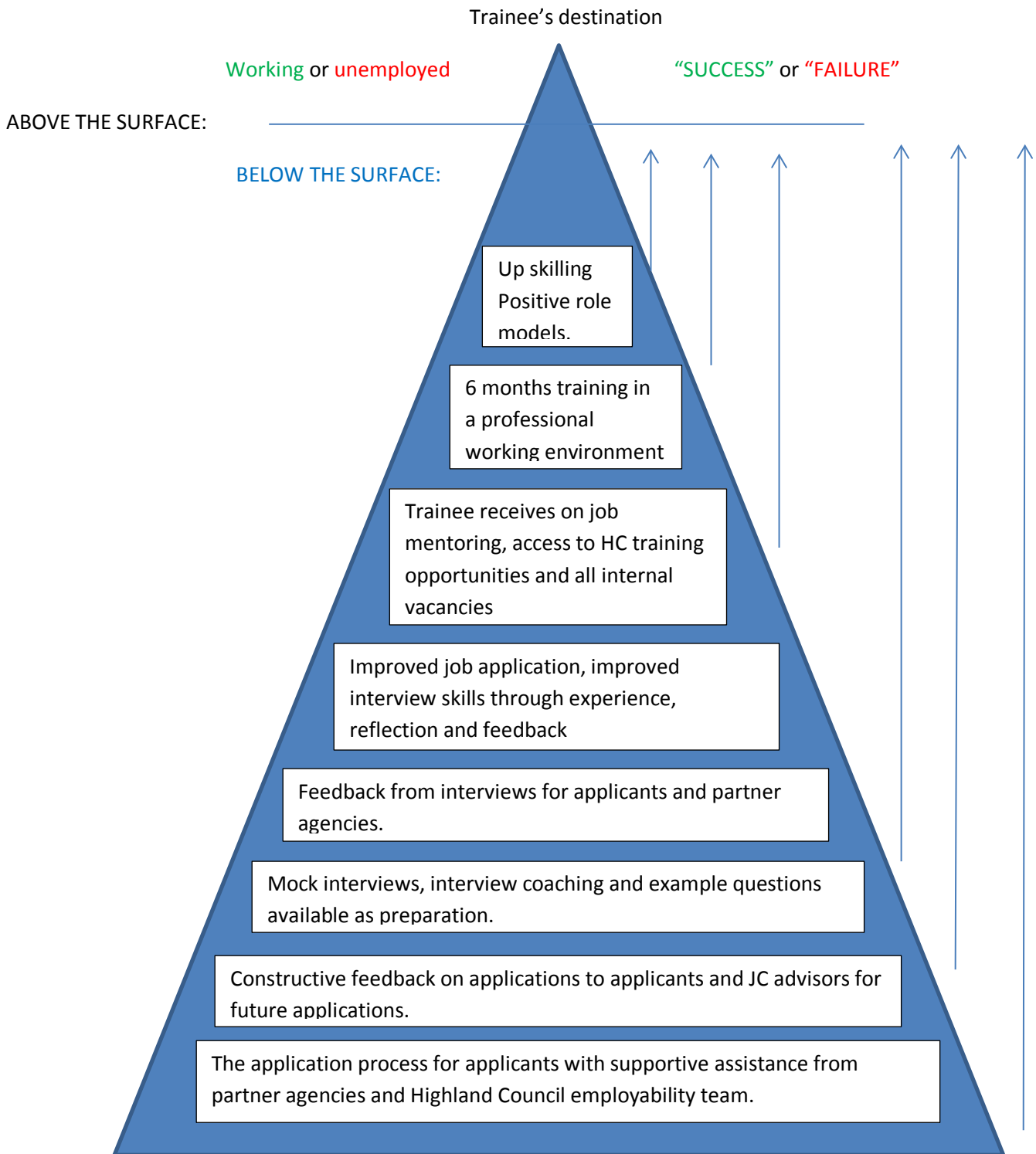
Source: Highland Council Housing Department (2014)

\*Figures based on main applicant, as such, actual figures may be higher.

- Those experiencing homelessness can face significant challenges in developing employability skills and undertaking of employment, education and training opportunities.  
*(Source: Scottish Homelessness and Employability Network: Toolkit, 2011)*
- Homelessness can affect any young person; however, some young people are more at risk: care leavers, young offenders, Black and Ethnic Minority groups, young refugees and asylum seekers and young people living in rural areas.
- It can have long-term implications for young people in regards to education, employment prospects and health.
- Moving from one temporary accommodation to another, when accommodation is outwith local community and lack of areas to study can make maintaining training and education programmes extremely challenging.
- A history of insecure accommodation, lack of information on job availability and discrimination from employers can impact on employability prospects.
- Young homeless are particularly vulnerable to poor physical and mental health; and risk taking behaviour such as self-neglect, self-harm, suicide and substance use.

*(Source: Shelter - Factsheets, 2005)*

## Appendix 4 – Youth Trainee Work Experience Service: The Tip of the Iceberg.



What can be missed in the process is even if a candidate fails the interview sift the Scheme offers employability support through mentoring and using the employability enablers that are in the community.

At every stage there is support throughout the process for every applicant and this doesn't stop once the Trainee completes the 6 months training opportunity.



# Highland Council

October 2014

	Objective	Action	WCR	Responsibility	Target Date	P/C
<b>INTERNAL</b>	<b>INTERNAL - STAFF</b>					
	<p><b>Implement Equalities and Diversity training for all frontline staff members to:</b></p> <ul style="list-style-type: none"> <li>- Develop an awareness of the relevance of the Equalities Act 2012 within their organisation and job role.</li> <li>- Prevent unlawful discrimination, whether direct or indirect.</li> <li>- Develop skills to promote equality and challenge discrimination.</li> <li>- Improve understanding of the experience and needs of their existing and potential clients.</li> </ul>	<ul style="list-style-type: none"> <li>• A timetable of training or online courses for frontline delivery existing staff.</li> <li>• Equalities and Diversity training incorporated within induction for new staff members.</li> </ul>		Employee Development Unit		<b>ALL PROTECTED CHARACTERISTICS</b>
	<b>INTERNAL - SYSTEMS</b>					

	<p><b>Universal and consistent monitoring database to be implemented across all services to:</b></p> <ul style="list-style-type: none"> <li>- Include all Equalities groups and vulnerable groups such as looked after children, young homeless and carers.</li> <li>- Include details of client activities and outcomes</li> <li>- Allow individuals to be linked to the characteristics to ensure the Equality duty is being met and enable, accessibility and sustainability of all service provision</li> <li>- Make certain all individuals can progress seamlessly across the pipeline.</li> <li>- Ensure all the employability services are meeting the needs of the current and potential client group.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a Management Information System (MIS).</li> <li>• Employ a Graduate to design and develop the MIS</li> <li>• Align data collection with the new European programme.</li> <li>• Conduct case studies of both clients and staff to establish examples of good practice</li> </ul>		Development and Infrastructure	APRIL 2015	
	<b>Objective</b>	<b>Action</b>	<b>WCR</b>	<b>Responsibility</b>	<b>Target Date</b>	<b>P/C</b>
<b>INTERNAL</b>	<p><b>Establish more effective communication channels across Council Services to:</b></p> <ul style="list-style-type: none"> <li>- Understand the client group and their current and future needs.</li> <li>- Offer appropriate service provision.</li> <li>- Identify potential gaps in service provision</li> <li>- Ensure that individuals are receiving a service, when required.</li> <li>- Ensure sustainability of provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared analysis of Looked after children.</li> <li>• Transitions Policy</li> <li>• Youth employment Action Plan to be amended in line with Wood Commission recommendations.</li> <li>• Develop communication channels across Council Services.</li> </ul>		Care and Learning		<b>LAC, CARERS, YOUNG HOMELESS &amp; DISABILITY</b>
<b>INTERNAL - CLIENTS</b>						<b>L O</b>

	<p><b>Create paid and supported employment opportunities for Looked After Children:</b></p> <ul style="list-style-type: none"> <li>- As suggested by the Wood Commission provide the opportunity of paid work in supported employment for up to a year to,</li> <li>- Provide stability, income and opportunity to develop skills, CV and future employment prospects.</li> </ul>	<ul style="list-style-type: none"> <li>• More analysis of the Transitions Policy.</li> <li>• Highland Council Services to consider offering supported employment opportunities <ul style="list-style-type: none"> <li>▪ Family Firm</li> </ul> </li> </ul>	39	Care and Learning		
	<b>Objective</b>	<b>Action</b>	<b>WCR</b>	<b>Responsibility</b>	<b>Target Date</b>	<b>P/C</b>
	<b>EXTERNAL – COMMISSIONED SERVICES</b>					
<b>EXTERNAL</b>	<p><b>Equalities and Diversity established when commissioning services.</b></p> <p>Where services are being commissioned bidders should:</p> <ul style="list-style-type: none"> <li>- demonstrate how equality and diversity will be built in to provision, and</li> <li>- how project service design and delivery will take account of equalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Conditions to be written into new tender specifications</li> </ul>		<p>Development and Infrastructure</p> <p>Employee Development Unit</p>		<b>ALL PROTECTED CHARACTERISTICS</b>



	<p><b>GO4IT Pilot to be mainstreamed for early intervention and engagement.</b></p> <ul style="list-style-type: none"> <li>- Incorporate the Wood commission recommendation to focus on early intervention</li> <li>- Re-engaging those who have disengaged or at high risk of doing so before the age of 16.</li> <li>- Focus on re-engagement with mainstream pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Re-procurement of GO4IT and Activity Agreements to emphasise both personal advisor and individual activities.</li> </ul>	13	Development and Infrastructure  Care and Learning	APRIL 2015	AGE
	<b>Objective</b>	<b>Action</b>	<b>WCR</b>	<b>Responsibility</b>	<b>Target Date</b>	<b>P/C</b>
<b>E X</b>	<b>EXTERNAL - BUSINESS</b>					<b>A G</b>

	<p><b>Incorporate recruitment advice and support into the current financial incentive package to offer complete Modern Apprenticeship support package:</b></p> <ul style="list-style-type: none"> <li>- To extend on the current financial support offered to small businesses by adding additional support and training to equip them in recruiting Modern Apprentices.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and employ service developing a working relationship with Skills Development Scotland Modern Apprenticeship training providers.</li> </ul>	20	<p>Development and Infrastructure</p> <p>Business Gateway</p> <p>(Skills Development Scotland)</p>		
	<p><b>Increase the time scale for Modern Apprenticeship recruitment incentives:</b></p> <p>Act on the Wood Commission recommendation to re-evaluate existing financial incentive package:</p> <ul style="list-style-type: none"> <li>- Consider extending the timeframe in which recruitment incentives are available to support recruitment of young people onto longer Modern Apprenticeship frameworks.</li> <li>- Consider extending the higher wage incentive to those with Additional Support Needs.</li> </ul>		20/25	Employee Development Unit		AGE
	<b>Objective</b>	<b>Action</b>	<b>WCR</b>	<b>Responsibility</b>	<b>Target Date</b>	<b>P/C</b>

<b>EXTERNAL</b>	<p><b>Include support and advice package alongside financial incentives for those creating job opportunities for disabled individuals:</b></p> <ul style="list-style-type: none"> <li>- Incorporate the Wood Commission recommendation into existing financial recruitment incentives to:</li> <li>- Support employers to personalise and design jobs for young disable people</li> <li>- Learning from successful employment support programmes should be used to develop specialist support for training providers in assisting employers who wish to hire a disabled individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding relationships with existing networks of organisations providing support for those with disabilities to offer a more complementary package of support.</li> <li>• The Council to offer support-employment opportunities to those with disabilities. <ul style="list-style-type: none"> <li>▪ Transition Policy</li> <li>▪ More Analysis</li> </ul> </li> </ul>	36	<p>Development and Infrastructure</p> <p>Care and Learning</p>		<b>DISABILITY</b>
	<p><b>Create paid and supported employment opportunities for looked after children:</b></p> <ul style="list-style-type: none"> <li>- As suggested by the wood Commission provide the opportunity of paid work in in supported employment for up to a year to,</li> <li>- Provide stability, income and opportunity to develop skills, CV and future employment prospects.</li> </ul>	<ul style="list-style-type: none"> <li>• Private sector supported employment opportunities.</li> <li>• Package of support with Council Services</li> </ul>	39			<b>LOOKED AFTER CHILDREN</b>

	Objective	Action	WCR	Responsibility	Target Date	P/C
<b>EXTERNAL</b>	<b>EXTERNAL CLIENTS</b>					
	<p><b>Follow-up provision for individuals after concluding their time on a service to:</b></p> <ul style="list-style-type: none"> <li>- Ensure a positive destination is sustained.</li> <li>- Highlight and assist with any barrier which may prevent sustaining provision.</li> <li>- Re-engage or continue engagement if a positive destination has not been obtained.</li> <li>- Allow for a smooth transitions process from one service to another.</li> <li>- Consider the role of the personal advisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking Clients across internal Services and external partners.</li> <li>• Case management</li> </ul>				<b>ALL GROUPS – focus on, homeless, carers LAC, pregnancy &amp; maternity.</b>
	<p><b>Actively promote and develop awareness of career options:</b></p> <p>Incorporate Wood Commission recommendation to:</p> <ul style="list-style-type: none"> <li>- Promote diverse participation across gender, BME, disabled and care leavers.</li> <li>- Reinforced by communication, marketing, promotional and careers material and underpinned by role models and ambassadors from under-represented groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Highland Youth Voice.</li> <li>• Continue to update and advertise the Hi-Hopes directory.</li> <li>• Develop communication channels across Council Services.</li> <li>• Transitions Policy</li> </ul>	27	Care and Learning  Skills Development Scotland		<b>GENDER, DISABILITY, RACE, LAC</b>

	<p><b>Review the Youth Trainee Work Experience Service:</b></p> <ul style="list-style-type: none"> <li>- Tackle the higher unemployment outcome from males.</li> <li>- Address employer demand and seasonal employment opportunities.</li> <li>- Consider where the most vulnerable young people fit within the Youth Trainee programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that there is consistent training across services and with a focus on transferable training in all job roles.</li> <li>• Consider different levels or work experience opportunities to correspond with the young persons' existing experience and skills.</li> </ul> <p>Promote and develop awareness of career opportunities.</p>		<p>Development and Infrastructure.</p> <p>The Highland Council Services</p>		AGE
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