

More Choices More Chances

A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Aberdeen City

February 2010 – March 2013

Enter Picture Band

MORE CHOICES MORE CHANCES

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Aberdeen City: More Choices More Chances Partnership May 2007

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Foreword

The [Scottish Government's More Choices More Chances Strategy](#) published in June 2006 was aimed at reducing the proportion of young people not in education, employment or training in Scotland. Since that time, the onset of the economic recession has demanded a revised response to both national and local challenges, particularly for young people as a group who have been most affected by the recession and may require some additional support to move onto sustainable opportunities in life long learning and employability.

The Aberdeen City *More Choices, More Chances Strategy*, encourages the local authority, community planning partners and local employers, to undertake a broad range of interventions to meet this challenge and will ensure that young people in Aberdeen are supported to reach their full potential and make positive and sustained contributions to both the local economy and their communities.

Our *Integrated Children's Services Plan 'For Aberdeen's Children'* draws together a number of key strategic priorities where we must work in partnership to achieve our vision that "Aberdeen will be a City where children and young people are safe, nurtured, healthy and active; respected and responsible; achieve their full potential; and are supported to participate in the decisions that affect them". The approach set out within this strategy sits within this wider strategic context and adds additional value to the work being undertaken across the *Early Years and Early Intervention Framework* and the implementation of *A Curriculum for Excellence, Looked After Children We Can and Must do Better* actions and our local approach to the integration of assessment and planning through *Getting it Right for Every Child* and through our local College/Schools Partnerships to deliver on the national policy *Partnership Matters*. The Partnership ensures a wider coordination across adult and community services to ensure effective coordination with the delivery of *Work Force Plus* the Scottish Government's Employability Framework at a local level with the *Aberdeen Works Partnership* and with our community planning partners in deliver improvements locally to achieve the Scottish Government's objectives set out in *A Framework to Tackle Poverty and Income Inequality in Scotland*. It is essential that we work together in a streamlined way to support young people who are leaving school so they can continue on a journey of lifelong learning and where additional support is required to provide access to supported opportunities.

Together with the activity outlined by our community planning partnership in *The Aberdeen City Alliance Single Outcome Agreement* we are confident that Aberdeen will continue to prosper and be a place of choice where all young people have access to positive opportunities and are valued in their contribution to their communities and our local economy.

There is clearly much to do as we have set out within this document and we are confident that we are laying down strong foundations to plan for improvement through successful and ongoing partnership action. As Chair of the *Aberdeen City More Choices More Chances Partnership*, I am confident that our partnership approach will achieve our vision set out within this document that all children and young people in the City, no matter what their start in life, embrace the opportunity when leaving school to continue in life long learning and achieve their full potential.

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Mark Armstrong
Chair of the Aberdeen More Choices, More Chances Partnership

Executive Summary

The Scottish Government published *More Choices More Chances: A Strategy aimed at Reducing the Proportion of Young People not in Education, Employment or Training in Scotland* in June 2006. The strategy set out a vision for lifelong learning and employability for young people aged 16-19 with the aim of eradicating the problem of young people not in education, employment or training.

The National Strategy aims to do this by ensuring that:

- i) *A Curriculum for Excellence (CfE)* provides opportunities to young people under 16 that are tailored to individual need, with flexible and appropriate support for every young person;
- ii) Every young person has a clear pathway from school into learning post 16, with supported transitions and sustained opportunities;
- iii) Learning is a financially viable option, by considering the financial support and incentives available to young people;
- iv) The right support is available to young people to find out about, engage with and sustain learning and employment;
- v) Making a joint commitment to action between central and local government, employers, learning providers and support agencies to develop the service infrastructure required to meet the needs of vulnerable young people.

The aim of the *Aberdeen City More Choices, More Chances Strategy*¹ is to reduce the number of young people disengaged from learning before completing compulsory education by ensuring that robust processes and practices are in place locally to offer more opportunities for all young people to enter positive and sustained destinations in education, employment and training, providing targeted support to those young people in need of *more choices, more chances*. To achieve our aim requires continuous improvement across the following five objectives:

- i) Develop an effective partnership to ensure local leadership, planning and delivery through joint commitment and action;
- ii) Improve information management to support timely, proportionate and appropriate multi-agency information sharing;
- iii) Ensure early identification of, and support to, young people in need of *more choices, more chances* to stem the flow of school leavers moving onto *negative destinations*;
- iv) Deliver a universal offer of *16+ Learning Choices* to all young people in advance of their statutory school leaving date;
- v) Ensure the right levels of support and provision to enable young people in need of *more choices, more chances* to take up offers and sustain *positive destinations* in education, employment or training.

¹ From herein referred to as the *MCMC Strategy*

In Aberdeen City in 2008-09, the overall the percentage of leavers entering a positive destination is 82.7%, a fall of 2.9% on last year and well below the national result of 85.7%. However, the proportion of young people entering further and higher education has reached its highest level in a decade, at 61.4%, a rise of 7.0% on last year. The percentage of leavers entering higher education is 37.1%, a rise of 1.3% in comparison to 1999-2000 and higher than the national average of 34.9%. The number of school leavers entering further education increased by 5.5% to a total of 24.3% over the same period but remains lower than the national average of 27%. As anticipated, this is balanced by a decrease in leavers entering employment which has dropped to its lowest level in a decade at 18.6% but although this is 10.5% lower than last year, the city continues to have a higher proportion of young people than the national average moving into employment as a positive destination. However, as the percentage of young people entering employment has fallen, the percentage entering training has increased slightly at 2.5% but despite improvements this continues to be significantly below the national average of 5.1%.

The percentage of leavers who are unemployed seeking has reached 12.6%, an increase of 2.9% from last year and above the national rate of 11.5%. The percentage of young people who are unemployed and not seeking has fallen to 0.7% and is below the national average of 1.6%. School leavers whose destinations are unknown to Skills Development Scotland has risen to 4.0%, the highest level nationally across the country and well above the national rate of 1.2%.

The proportion of female leavers who continue their education in either higher or further education is 69.4% compared to 53.8% of males. The percentage of males entering Employment and Training at 26.6% is 11.1% higher than that for females 15.5%. Males are more likely to become Unemployed Seeking than females with 60.1% of leavers in this category being male.

The schools that had the highest proportion of young people entering positive destinations were **Cults Academy (96%)** and **Oldmachar Academy (94.4%)**. Further analysis of local data, which included cross referencing the *more choices, more choices cohort* named data with children *looked after* by the local authority shows that the highest proportion of young people in need of more choices, more chances attend **Torry Academy, St Machar Academy, Northfield Academy, Harlaw Academy and Bankhead Academy**². Of the 29 young people who attended **Special Schools** in the city, only 43.6% entered positive destinations, a decrease of 7.8%. There are no national targets or data for destinations for leavers from Special Schools published to compare against the national trends.

Young people who are 'looked after' by the Local Authority are significantly more likely than their peers to be in need of *more choices, more chances* with only 50% of looked after children moving onto positive destinations. The Scottish Government's policy *Looked After Children: We Can and Must Do Better* published in 2007 further highlights that nationally only 1% of looked after children enter Higher Education compared to 50% of their peers.

Of those young people moving into positive destinations in Further or Higher Education the top three subjects of choice in **Universities** are **Engineering, Science and Mathematics and Arts and Social Sciences**; and **College** students are opting for courses in **hairdressing and Beauty, Engineering and Social, Caring and Advisory Services**. The top 3 subjects of choice for young men in either HE or FE are

² Currently Bucksburn Academy after merging of Bankhead Academy and Marlpool School.

Engineering, Computing/ICT and Construction. Young women are choosing to progress their education in the subjects of Social Care and Advisory Services, Hairdressing and Beauty or Health and Medicine.

Of those young people moving into positive destinations in employment the top three jobs where young men are securing employment are Construction, Engineering and Garage Services. The top 3 employment areas for young women are Sales and Marketing, Social Care and Advisory Services, Hospitality, Catering and Tourism.

The group of young people in the *more choices, more chances cohort* is ever changing as they move in and out of employment, education and training. Their employment is often insecure, being part-time, seasonal or short-term contacts and this pattern will be compounded in the current economic downturn. These young people come from a diverse range of backgrounds, from the quietly disaffected to those young people who present more challenges when we consider levels of appropriate support. This group will include young people who have additional support needs or physical and mental health needs, young people leaving the care of the local authority, young parents or young carers, and young people who present particular challenges arising from their involvement in substance misuse and/or offending behaviour, thus requiring a coordinated and multi-agency approach.

The success of the *MCMC Strategy* will be measured through the local indicator to *Increase the Proportion of School Leavers in Positive and Sustained Destinations*, a key priority set out within our *Single Outcome Agreement* between our *Community Planning Partnership: The Aberdeen City Alliance (TACA)* and the Scottish Government. The Partnership will report on the performance against the five critical success factors within the *Aberdeen City Integrated Children's Services Plan: For Aberdeen's Children 2010-2013*. These indicators of success will provide clear evidence of how well we are enabling young people to make positive decisions about their future and how effective we are in supporting them to sustain their choices or progress towards more appropriate opportunities. Progress will be dependent on local partners across the employment, training, education and vocational sectors working together to develop and enhance opportunities for the young people for whom we have responsibility.

In May 2009, the *More Choices, More Chances Partnership*³ and the Scottish Government's national More Choices More Chances Team reviewed the planning, governance and key delivery processes that will underpin the delivery of the *Aberdeen City More Choices More Chances Strategy and Action Plan for 2010-2013*. Since the review, there has been significant progress to develop a robust approach and a renewed focus on how to support local services to drive forward improvements and ensure we improve outcomes for children and young people. These included: leadership and dedicated support for the agenda within the Council's Education, Culture and Sport directorate, a dedicated team to support the development and delivery of the strategy and plan with 1.5 new posts funded by the Scottish Government to coordinate the implementation of 16+ learning choices for all school leavers in the City, direct representation of youth justice and social care and wellbeing services, establishment of multi-agency 16+ Learning Choice Teams in all secondary schools⁴, implementation of 16+ pilots in 6 targeted schools for the 2009 winter leaver cohort with a commitment to full implementation of the programme for the 2010 summer leaver cohort across all secondary schools, development of a local eProspectus that includes all local providers of 16+ Learning Choices. A range of key stakeholder events were held across the City to provide opportunities for

³ From herein will be referred to as the *MCMC Partnership*

⁴ Note, includes all special school delivering secondary provision

practitioners and managers in all agencies, and children and young people, to inform the development of the *More Choices, More Chances* Partnership's Plan for Action for 2010 to 2013.

Summary Overview: Implementation Timeline 2010-2013 – Short Medium and Long Term Priorities

Priority	Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Partnership Working	MCMC and 16+ Story Board and Web Pages Publication of Partnership Minutes and Progress Reports	Merger of MCMC and Aberdeen Works Partnerships	Ongoing Review of Partnership Arrangements
Information Sharing	Establish GLOW Data Pages MCMC Flag System Partnership Data Sharing Agreement	Early Identification (14+) of MCMC Using Flag System Improve availability and quality of data on health and ASN Improve availability and quality of data on LAC destinations	Embed Data Requirements Within Role and Remit of ECS Mainstream Posts
Early Intervention MCMC	Ensure Young People in MCMC Cohort are Priority in Early Years Services, CfE and GIRFEC Planning Pilot Family Learning Signature	Embedding Key Messages on MCMC and 16+ LC Within All WFTD Use of GLOW to Share Good Practice	Evaluate Impact on Reducing the Flow to MCMC cohort
Implementation of 16+ Learning Choices	Implementation of 16+ LC in all Secondary and Special Schools Significantly Reducing the % of Unknown Destinations to below 1% Information Leaflets for 16+LC Establish 16+ LC Practice Forum Developing Stretch Targets for Schools with High % of Negative Destinations Exit Strategy to Mainstream 16+ Learning Choices within Posts in Aberdeen City Council's Education, Culture and Sports Service	Key Worker System Linked to GIRFEC Jobs Fairs for 16+ for All School Leavers and Events Targeted at Special School Leaver's and their Families Pilot New Guarantee for 16-19 Year Olds Reporting on Stretch Targets in ICSP and SOA Formalise Public/Private and Third Sector Agreement: 16 + Learning Choice Opportunities Developed Enhanced and Accredited Volunteering Opportunities Delivery of CfE and BtC4	Robust Market Research for FE/HE Longer Term Outcome Tracking Through Aberdeen Works Meganexus Delivery of CfE and BtC4
Provision of Services to Support MCMC	Evaluate FSF Services and secure FSF MCMC Funding Beyond 2011	Maximise Local Funding Streams Improve Financial Support External Funding Strategy	Exit Strategy to Mainstream Good Practice

National Context⁵

National Strategy

In June 2006, the Scottish Government published *More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training*⁶ and the *National Employability Framework Work Force Plus*. These publications outline the Scottish Government's commitment to tackling poverty and disadvantage, an agenda which is reinforced through the national partnership of business and education leaders. The commitments set out in the national strategy are intended to underpin the efforts required across Government to ensure all young people in Scotland receive the support and assistance they need to become successful learners, confident individuals, effective contributors and responsible citizens. These are also the *four capacities* set out within the Scottish Government's flagship education policy *A Curriculum for Excellence*.

The national strategy sets out an agenda for change built around the following themes:

- Pre-sixteen
- Post-sixteen
- The right support
- Financial Incentives
- Robust local partnerships

16+ Learning Choices Programme

In December 2008, the Scottish Government launched *16+ Learning Choices* and set out their commitment to work with local authorities and community planning partners to ensure that young people are equipped with the right skills to reach their full potential so they can play their part in Scotland's future economic success, including help to recover from the economic downturn. The launch of 16+ Learning Choices builds on good practice already evident locally and will provide a robust and systemic approach to ensure equity in the quality of provision offered across our schools. This new model for post 16 learning ensures that all young people receive an appropriate, relevant, attractive offer of learning, well in advance of their statutory school leaving date. As such it will facilitate the delivery of *A Curriculum for Excellence* Entitlements, which includes support for positive and sustained destinations, with a particular focus on improving the skills and life opportunities of all school leavers.

A Curriculum for Excellence

Scotland is currently undergoing its biggest education reform programme in a generation under the Ambitious Excellent Schools agenda. *A Curriculum for Excellence* (CfE) is the Scottish Government's programme of curriculum reform. It will develop a single curriculum framework for young people between the ages of 3 and 18 years. CfE aims to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

⁵ Note: see Appendix II for web links to all related documents

⁶ From herein referred to as the National MCMC Strategy

Early Years and Early Intervention Framework (2008)

The *Early Years and Early Intervention Framework* sets out a joint approach to early years and early intervention by the Scottish Government and COSLA, including national actions and recommendations for local authority areas, which support the purpose of the national performance framework to improve outcomes for children and young people. It makes particular reference to using community capacity approaches to supporting parents and communities to make their own choices to improve the outcomes for their own children. The *Framework*, being led by the Aberdeen Early Years and Childcare Partnership, has identified family learning as the approach the city will take to build family and community capacity for very young parents and for parents living in regeneration areas.

Looked After Children: We Can and Must Do Better (2001)

Looked After Children⁷: We Can and Must Do Better aims to seek a better understanding of the educational barriers and issues looked after children and young people experience. The programme of work that followed included the publication of *Guidance on the Core Tasks for Designated Senior Managers for Looked After Children* working in schools and residential care establishments and specific *Guidance for Community Planning Partnerships: These Are Our Bairn's* that aims to drive forward positive solutions and improve outcomes for all looked after children, including educational achievement and ensuring they have the skills and support to move into positive destination.

Getting it Right for Every Child (2005)

Getting it Right for Every Child (GIRFEC): Proposals for Action sets out the policy for how areas will realise the vision of *For Scotland's Children* in practice. The follow up document, *GIRFEC Guidance on the Child and Young Person's Plan*, set out how partners in a multi-agency settings should assess and plan to meet the needs of children and young people by ensuring that we place children and their families at the centre of all our approaches and how we design and deliver our services. It is essential that local areas take a child centred approach in the design, review and evaluation of services to ensure together we can the support young people and their families' and meet their needs at the earliest opportunity.

Planning and support for young people who may be vulnerable during transition (such as, between primary and secondary school, leaving care, or moving onto adult services) is a key priority within national and local planning priorities and *planning for transition* is a key category within the assessment framework. Where young people are in need of a coordinated and supported approach to enable them to take up and sustain positive opportunities, the GIRFEC assessment and planning process will be used by local services to set out actions to support the young person through that

⁷ The majority of children and young people who are considered to be looked after will come into one of the following two categories;

Looked After (at home) where the child or young person is subject to a supervision requirement with no condition of residence through the Children's Hearing system. The child or young person continues to live in their normal place of residence (i.e. often the family home); or *Looked After (away from home)* i.e. away from their normal place of residence, where the child or young person is subject to a supervision requirement with a condition of residence through the Children's Hearing system, or is provided with accommodation under section 25 (voluntary agreement) or is the subject of a Parental Responsibility Order (section 86). The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/children's unit, a residential school, a secure unit or a kinship placement.

transition. Recently the Scottish Government and Highland Council have published the *Changing Professional Practice and Culture to Get it Right for Every Child: An Evaluation of the Development and early Implementation Phases of Getting it Right for Every Child in Highland* and this continues to inform local development in the City.

Partnership Matters (revised May 2009)

The Scottish Executive first published *Partnership Matters* in January 2005 and the new Scottish Government published revised versions of the policy in 2007 and recently in May 2009. *Partnership Matters* is a guidance document which describes the roles and responsibilities of all agencies supporting people with additional support needs who wish to study, or are currently studying at Scotland's colleges or universities. *Partnership Matters* is about removing barriers faced by people with additional support needs, which includes young people in need of *more choices, more chance*. It is essential that colleges and universities work in partnership at a local level with all agencies delivering personal care, health care, transport or other forms of support services. The MCMC Partnership developments respond to a number of identified challenges within the education system. Amongst them is the fact that although City Schools perform well overall in education, performance of the *lowest attaining 20%* within schools has remained static for a decade, which links into the high proportions not in education, employment or training post sixteen. A feature of these developments has been the increased involvement of Aberdeen College to provide a more diverse curricular offer in schools.

Workforce Plus: An Employability Framework for Scotland (2004)

In July 2004 the Minister for Communities announced a series of targets to help *Close the Opportunity Gap (CtOG)*⁸. A key part of that was the development of an *Employability Framework for Scotland* that aims to sustain the high levels of employment in Scotland and responding to the specific challenge of helping more people who are economically inactive to move into work. The Framework sets out how organisations can better work together at a national and local level to improve support for those facing barriers to employment, including people with disabilities and lone parents. Key priorities include reducing the number of people dependent on work-related benefits and to increased engagement with businesses through advisory groups, trade unions and others to build the role both private and public employers play in local strategies and action to tackle poverty.

Achieving Our Potential: A Framework to Tackle Poverty and Income Inequality in Scotland (2008)

Achieving Our Potential is one of three key elements of the Scottish Government's approach to alleviating disadvantage, which also focuses on reducing health inequalities and providing children with the best start in life. The Framework sets out further priorities for action and investment to deliver improvement across four main areas: reducing income inequalities, introducing longer-term measures to tackle poverty and the drivers of low income, supporting those experiencing poverty or at risk of falling into poverty, and making the tax credits and benefits system work better for Scotland. The local development to reduce poverty, which includes the further development of early years and early intervention, is critical to the long term success

⁸ There are six CtOG objectives that relate generally to the following: providing sustainable employment opportunities, improving confidence and skills of disadvantaged groups, reduce vulnerability of low income families to lift them out of poverty, to regenerate the most disadvantaged communities, improve health status in those communities and improve services to enhance access to opportunities.

of our local *MCMC Strategy* as we work to reduce the number of young people moving into the *more choices, more chances cohort*.

Vision, Aim and Objectives

Vision

Our vision is that all children and young people in Aberdeen City, no matter what their start in life, embrace the opportunity when leaving school to continue in lifelong learning and achieve their full potential.

Aim

To reduce the number of young people disengaged from learning before completing compulsory education by ensuring that robust processes and practices are in place locally to offer more opportunities for all young people to enter positive and sustained destinations in education, employment and training, providing targeted support to those young people in need of *more choices, more chances*.

Objectives

- i) Develop an effective partnership to ensure local leadership, planning and delivery through joint commitment and action;
- ii) Improve information management to support timely, proportionate and appropriate multi-agency information sharing;
- iii) Ensure early identification of, and support to, young people in need of *more choices, more chances* to stem the flow of school leavers moving onto *negative destinations*;
- iv) Deliver a universal offer of *16+ Learning Choices* to all young people in advance of their statutory school leaving date;
- v) Ensure the right levels of support and provision to enable young people in need of *more choices, more chances* to take up offers and sustain *positive destinations* in education, employment or training.

Local Picture⁹

The *MCMC Strategy* is identified as a key local priority within *The Aberdeen City Alliance Single Outcome Agreement* and success will be measured against the National Indicator in the *National Performance Framework to 'Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations'*. Skills Development Scotland *School Leavers Destination Report (SLDR¹⁰)* for Aberdeen City will provide robust local data to enable the MCMC Partnership to measure success locally and to assess progress against national comparator data. The *SLDR* also provides robust information on the *more choices, more chances cohort*, including disaggregated data based on *client characteristics¹¹* and by *Intermediate Data Zones¹²*. This enabled the local Partnership to target the implementation of the *16+ Learning Choices* across 5 secondary schools and 1 special school delivering secondary provision based on 2007-08 data to provide early support to all school leavers and to target additional resources to support those young people in need of more choices, more chances. The programme *16+ Learning Choices* will be delivered by all school by the national deadline of December 2010.

Definition of Population of Young People in need of More Choices, More Chances

The population of young people in need of *more choices, more chances* is made up of school leavers who are unemployed at statutory school leaving age and young people aged 18-19 who are economically inactive and claiming benefits.

Positive Destination Defined

A *positive destination* is defined by the Scottish Government as a take up of opportunities by young people aged 16-19 to move into full or part time education in school (secondary 4 and 5), further or higher education, national training programmes (such as *Get Ready for Work, Skillseekers or Modern Apprenticeships*), locally recognised good quality training and jobs without training, informal learning including personal and social development opportunities, or volunteering.

Negative Destination Defined

A *negative destination* is defined as unemployed and seeking opportunities, unemployed and not seeking opportunities or where the destination is unknown indicating that the young person is disengaged from learning and not responding to offers of assessment and support from Skills Development Scotland.

The destinations that young people move onto post secondary education are a key indicator of success in adult life. There is a growing body of research that shows those young people who experience spells of disengagement between the ages of 16

⁹ All data in this section taken from Skills Development Scotland 'School Leaver Destination Return and Skills Intervention Activity Report', December 2009 (unless otherwise specified).

¹⁰ The *SLDR* is a statistical return undertaken by Skills Development Scotland on behalf of the Scottish Government annually. The return is based on a 100% follow up of young people who leave school between the 1st of August and the 31st of July. The exercise is a snapshot carried out in the month of September every year.

¹¹ The term *client characteristics* includes: gender, ethnic background, stage left school, qualification on leaving school, health and additional support needs and *Scottish Index of Multiple Deprivation Decile Ranking*.

¹² The term *Intermediate Data Zones* refers to the key small area statistical geography for Scotland disaggregated into local authority areas at Council Ward levels.

and 19 are significantly more likely to be economically inactive adults with both an economic and human cost.

Target Groups

The national strategy clearly sets out the evidence that there is strong association between under-achievement and unemployment. The efforts locally to create improved school leaver destinations which can be sustained through the collective effort of individual young people and the organisations with which they engage, will deliver improvements to the local economy, as well as begin to address the range of social issues core to improving the opportunities available to individuals throughout their life.

The two main factors that lead to young people moving onto negative destinations are educational disaffection and socio-economic disadvantage. These target groups include young people within the following cohorts, those:

- Living within the 15% most deprived areas of Scotland
- 20% lowest attaining pupils
- Young people who persistently truant in secondary school
- Young people identified as having enduring, multiple, and complex additional support needs
- Young people with long term sickness, young people with disabilities, and those with lifelong debilitating illness
- Young parents
- Young Carers
- Young People who are 'Looked After' (at home or away from home) by the local authority and Care Leavers
- Young people engaged in offending behaviour
- Young people engaged in substance misuse

Analysis of Aberdeen City School Leavers Destination Report

In January 2010, the Scottish Government and [Skills Development Scotland](#) published the [School Leaver Destination Report \(SLDR\) for Aberdeen City](#). The SLDR is a statistical return undertaken by Skills Development Scotland on behalf of the Scottish Government. The Return was based on a 100% follow up of young people who left school in Aberdeen City between the 1st of August 2008 and the 31st of July 2009. The snap shot exercise was carried out during the month of September 2009. In 2008/09, there were [1,730](#) leavers from publicly funded secondary schools in Aberdeen City included in the statistical return for the SLDR.

Overall the percentage of leavers entering a positive destination is [82.7%](#), a fall of [2.9%](#) on last year and well below the national average of [85.7%](#). However, the proportion of young people entering further and higher education has reached its highest level in a decade, at [61.4%](#), a rise of [7.0%](#) on last year. The percentage of leavers entering higher education has risen by [1.3%](#) in comparison to 1999-2000. Leavers entering further education have witnessed an increase of [5.5%](#) over the same period. As anticipated, this is balanced by a decrease in leavers entering employment which has dropped to its lowest level in a decade at [18.6%](#), [10.5%](#) lower than last year. However, as the percentage of young people entering employment has fallen the percentage entering training has increased slightly at [2.5%](#).

Further analysis of local statistics held by Skills Development Scotland shows the overall percentage of school leavers from special education provision entering

positive destinations is 43.6% highlighting significant challenges to support those young people into education, employment or training¹³.

The percentage of leavers who are unemployed seeking has reached 12.6%, an increase of 2.9% on last year and above the national rate of 11.5%. The percentage of young people who are unemployed and not seeking has fallen to 0.7%. School leavers whose destination is unknown to Skills Development Scotland has risen to 4.0%, the highest level in the country and well above the national rate of 1.2%.

Table 1: Destinations for All School Leavers

Area	Total	HE	FE	Training	Employment	Vol. Work	Unemployed Seeking	Unemp NOT Seeing	Dest. Not Known
Aberdeen	1,730	37.1%	24.3%	2.5%	18.6%	0.1%	12.6%	0.7%	4.0%
Scotland	53,532	34.9%	27.0%	5.1%	18.4%	0.2%	11.5%	1.6%	1.2%
		18,680	14,466	2,748	9,858	128	6,182	833	637

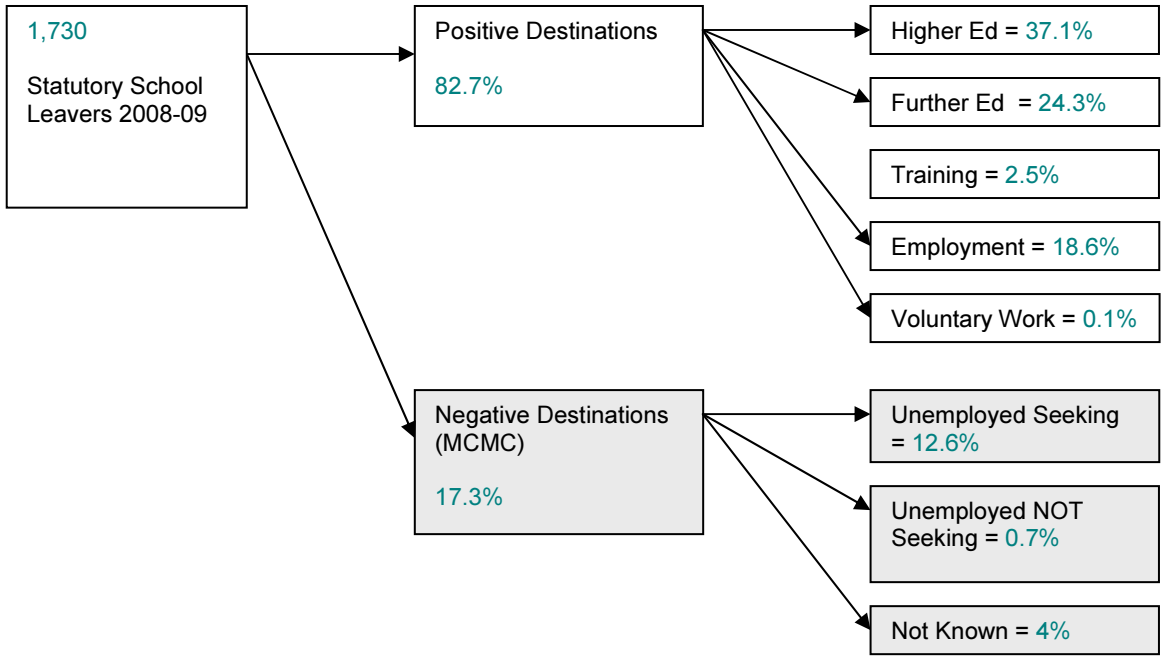
Table2: Destinations for Leavers from Special Provision¹⁴

Special School	HE	FE	Training	Employment	Vol. Work	Unemployed Seeking	Unemp NOT Seeing	Dest. Not Known	Total
Beechwood	0.0%	72.7%	0.0%	0.0%	0.0%	0.0%	0.0%	27.3%	11
Camphill Rudolf Steiner Schools	0.0%	0.0%	0%	0.0%	0.0%	0.0%	100%	0.0%	1
Cordyce	0.0%	6.7%	13.3%	6.7%	0.0%	46.7%	6.7%	20%	15
Hazelwood	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	1
Marlpool	0.0%	36.4%	9.1%	0.0%	0.0%	36.4%	9.1%	9.1%	11
Total	0.0%	33.3%	7.7%	2.6%	0.0%	28.2%	10.3%	17.9%	29

¹³ Data taken from Aberdeen City Skills Development Scotland Data, Dec 2009

¹⁴ Data taken from Aberdeen City Skills Development Scotland Data, Dec 2009

Diagram 1: Overview of Positive and Negative Destinations



Analysis of Positive Destinations

The *SLDR* reports that of the total 1,730 school leavers a total of 1,431 (82.7%) of those young people entered positive destinations.

Higher and Further Education¹⁵

From those reported in the *SLDR*, 642 (37.1%) leavers entered Higher Education and 421 (24.3%) entered Further Education. Detailed analysis can be provided on 1,051 (98.9%) of this cohort for whom we hold information on institution and course chosen – Higher Education 636 (99.1%) and Further Education 415 (98.6%). Engineering was the most popular subject area chosen by leavers entering Higher Education. The second most popular subject area was Arts and Social Sciences. Within Further Education, leavers studying subjects related to Hairdressing and Beauty was the most popular choice. Social/Caring and Engineering were the second and third most popular choices with leavers.

The top three course areas for male leavers are Engineering, Construction and Computing and IT with just under 41% male leavers who continue in education post school entering these subject areas. By comparison female leavers have opted to enter subjects in Health and Medicine, Art and Design and Hairdressing and Beauty. The most popular area for all leavers is Engineering with the majority of entrants being male. Subjects in Engineering and Construction remain male dominated with around 82% of entrants being male and like wise the areas of Social/Caring and Hairdressing/Beauty are female dominated.

¹⁵ Higher Education (HE): This category includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. 19 young people with a deferred, unconditional place for next year have also been included in this year's figures. Further Education (FE): This category includes leavers undertaking non advanced Further Education which is not Higher Education.

Table 3: Further Breakdown of Course Information

Course Area	HE	FE	Course Area	HE	FE
Engineering	16.2%	9.4%	General Education (Highers, etc)	0.3%	7.7%
Arts & Social Sciences	11.6%	2.4%	Performing Arts	3.0%	3.6%
Admin, Management & Business	7.5%	7.7%	Hospitality, Catering & Tourism	1.3%	4.8%
Health & Medicine	8.0%	5.8%	Finance	3.9%	0.0%
Science & Mathematics	10.2%	1.7%	Animals, Land & Environment	1.3%	3.9%
Art & Design	5.7%	7.2%	Teaching	3.5%	0.0%
Hairdressing & Beauty	0.2%	12.5%	Garage Services	0.0%	4.3%
Law	7.5%	0.5%	ASN Courses	0.0%	3.9%
Social, Caring & Advisory Services	2.4%	8.2%	Sales & Marketing	1.1%	0.2%
Computing & ICT	4.6%	3.6%	Languages	1.1%	0.0%
Sport, Leisure & Sport Science	2.8%	5.3%	Manufacturing	0.0%	0.5%
Construction	3.5%	4.1%	Transport & Distribution	0.2%	0.0%
Communications and Media	4.2%	2.7%			

Employment, Training and Voluntary Work¹⁶

The data shows that 44 (2.5%) entered training, 322 (16.6%) entered employment and 2 (0.1%) entered voluntary work. Detailed analysis is provided on 318 (98.8%) of those entering employment for whom we hold information about the occupational area entered. The most popular area of employment entered by school leavers is **Construction, with Sales and Marketing** (including retail operations) a close second. The majority of males enter Construction with 34.7% of male leavers gaining employment in this occupational area. The 3 most popular occupational areas with female leavers entering employment are **Sales (23.5%), Social and Caring (22.7%) and Hospitality, Catering and Tourism (18.5%)**. Both Admin and Management plus Social, Caring and Advisory Services remain female dominated and the vast majority of leavers who enter the occupational areas of Construction, Engineering and Garage Services are male.

Table 4: Those entering Employment by Occupation Area Further Breakdown of Course Information

Occupation Area	Male	Female	Occupation Area	Male	Female
Construction	34.7%	0.0%	Hairdressing & Beauty	1.0%	10.1%
Sales & Marketing	10.1%	23.5%	Sport, Leisure & Sport Science	2.5%	1.7%
Hospitality, Catering & Tourism	11.6%	18.5%	Security & Protective Services	3.0%	0.0%
Engineering	19.6%	0.0%	Transport & Distribution	1.5%	2.5%
Social, Caring & Advisory Services	0.5%	22.7%	Health and Medicine	0.0%	4.2%
Garage Services	13.1%	0.8%	Animals, Land & Environment	1.0%	0.0%
Admin & Management	1.0%	15.1%	Manufacturing	0.5%	0.8%

Analysis of Negative Destinations

¹⁶ Employment: This category includes those who are employed and who are in receipt of payment from their employers. It includes young people undertaking training in employment through Skillseekers and Modern Apprenticeships. Training: This category includes leavers who are on a training course and in receipt of an allowance or grant, such as Skillseekers, but who are not employed. Also included within this category are young people on Get Ready for Work. Voluntary Work: This category includes leavers who are undertaking voluntary work, either paid or unpaid.

The SLDR shows that of the 1,730 school leavers a total of 299 (17.1%) of those young people entered negative destinations and were therefore within the *more choices, more chances* cohort. In line with the trends evident in national research some groups of young people are overrepresented in the *more choices, more chances* cohort. These groups include: young people with additional support needs¹⁷ who were 4.2% of the school leaver cohort reported in the SLDR but were overrepresented within in the *more choices, more chances cohort* in the *Unemployed Seeking* category at 8.7%, formerly *Looked After/Care Leavers* 2.4% in the SLDR and 7.3% in the *Unemployed Seeking* category, and young people with health factor/additional support need 7.4% in the SLDR and 16.1% in the *Unemployed Seeking* category (of which % the highest proportion were identified as having a learning disability, other specific learning difficulty or social emotional and behaviour difficulty).

Table 5: Breakdown of Health and Additional Support Needs in SLDR (1,730 pupils) and MCMC Cohort (299 pupils) 2008/09

Health and Additional Support Needs	% of Full SLDR	% of Unemployed Seeking
Additional Support Plan	4.2%	8.7%
Formerly Looked After/Care leaver	2.4%	7.3%
Health Factor/Additional Support Need Identified, of which:	7.4%	16.1%
Learning Disability	20.3%	17.1%
Cognitive Impairment	3.9%	5.7%
Dyslexia	6.3%	5.7%
Other Specific Learning Difficulty	12.5%	20.0%
Visual Impairment	3.1%	2.9%
Hearing Impairment	4.7%	5.7%
Deafblind	0.0%	0.0%
Physical or Motor Impairment	17.2%	17.1%
Language or Speech Disorder	7.0%	0.0%
Autistic Spectrum Disorder	7.0%	2.9%
Social Emotional Behavioural Difficulty	26.8%	45.7%
Mental Health Problem	8.6%	8.6%
Other Additional Support	13.3%	5.7%

Table 6: Breakdown of School Leavers by Intermediate Data Zone (SMID 2009)

Intermediate Data Zone	%	Total Leavers	Intermediate Data Zone	%	Total Leavers
Northfield	10.1%	22	Mastrick	4.1%	9
Torry East	8.7%	19	Stockethill	4.1%	9
Heathyrfold & Middlefield	7.8%	17	Kincorth, Leggart and Nigg South	3.7%	8
Garthdee	6.4%	14	Sheddocksley	3.7%	8
Torry West	5.5%	12	Cummings Park	3.2%	7
Woodside	4.6%	10	Froghall, Powis and Sunnybank	3.2%	7

¹⁷ Young people with Additional Support Plans is a term used to include all young people with identified as having additional support needs as set out in the Additional Support Scotland Act 2004 and includes the 2009 amendments, so could include a young person with a Personal Learning Plan, Individual Support Needs Plan, Individual Education Plan or Coordinated Support Plan.

Unemployed and Seeking Employment or Training¹⁸

There were 218 leavers from schools within Aberdeen City who were reported as unemployed seeking in the SLDR. By using postcodes, Skills Development Scotland was able to identify areas within the authority where unemployed school leavers were living. However, at the snapshot, 5 of the leavers were living outside the local authority area but a further 5 unemployed seeking school leavers from other local authority areas were residing in Aberdeen City. The analysis was based on 218 leavers who were residing in the authority who Skills Development Scotland held full address information for. Of the 218 school leavers in the City who were unemployed and seeking at the time of the snapshot, the majority were male 60.1%, with 85.8% reporting their ethnic background as white/white other, 1.4% Asian/Asian Scottish or Asian British, 1.8% Black/Black Scottish or Black British, 0.5% other ethnic group and 10.6% where ethnic background was either unknown or undisclosed.

Unemployed and Not Seeking Employment or Training¹⁹

There were 12 school leavers within this category of which the largest percentage, 41.7%, are those not able to enter education, employment or training due to illness and a further 25% in custody.

Destinations Unknown

There were 69 school leavers whose current destination was unknown at the time of compiling the report. 3.0% (2) of these individuals were known to have had attendance issues in school and were unknown to both the school and Skills Development Scotland. However 7.2% (5) have been in another destination since leaving school and a further 7.2% (5) have since become known with 1 leaver now in a positive destination.

The National Training Programme

National Training Programmes - New Starts between 1st April 2009 and 25th September 2009; Includes all trainees who are recorded and approved as starts within the stated period of report; Excludes trainees who have progressed from Skillseekers to Modern Apprenticeships or have left and re-started training within an 8 week period of leaving (3 week period for Training for Work).

Jobcentre Plus Labour Market Data

As at November 2009, Jobcentre Plus data identified that 25.2% of all Job Seeker's Allowance (JSA) claimants were aged 18-24. This compares favourably with the Scottish and UK statistics which stand at 28.6% and 29.8% respectively. Breaking this down further, this percentage represented 760 young people of whom, 290 were under the age of 19. Looking at the longer term pattern, in June 2008 there were a recorded 165 young people under the age of 19 seeking JSA. This indicates that

¹⁸ Unemployed and Seeking: includes those who are in contact with Skills Development Scotland and are known by them to be seeking employment or training. This is based on regular contact between Skills Development Scotland and the client. This does not refer to the definition of 'unemployed' used by the Benefits Agency to calculate published unemployment rates.

¹⁹ Unemployed and Not Seeking: all those individuals who are not seeking employment or training for a range of reasons. These individual circumstances may involve sickness, prison, pregnancy, caring for children or other dependents or taking time out.

under 19's have been particularly affected by the current economic downturn with a 76% increase in the numbers claiming JSA over this time.

Performance Baselines, Benchmarking and Target Setting

The performance indicators reported within the *Single Outcome Agreement* will provide clear evidence of how the Aberdeen Council system of education is supporting and enabling pupils into positive and sustainable destinations. It also provides important evidence more broadly, on how those organisations represented across the *More Choices More Chances Partnership* are contributing towards this agenda.

Table 7: Single Outcome Agreement Baseline, Performance and Targets for MCMC²⁰

Outcome Measure	Baseline (06-07)		07-08		08-09		Target 2013		RAG
	%	+/- %	%	+/- %	%	+/- %	%	+%	Status
Increase the proportion of secondary school leavers in positive and sustained destinations	88.8	-	85.6	-3.2	82.7	-2.9	95	+12.3	Red
Increase the proportion of leavers from special education in positive and sustained destinations	54.5	-	51.4	-3.1	-	-	90%	+43.6	Red

The following interventions, as part of the *16+ Learning Choices Programme*, will influence this indicator and progress will be reported to the *MCMC Partnership* in February and July each year and are early indicators of the impact of the MCMC Strategy:

- The development of a school curriculum that supports the capacities and interests of all young people.
- Early identification of individuals at risk of moving into negative destinations prior to statutory school leaving age.
- Early assessment and support for young people for whom the Council has a corporate parenting responsibility due to their over-representation in negative destinations.
- Early assessment and support for young people with disabilities due to their over-representation in negative destinations.
- Effective careers information, advice, guidance and targeted support, both from Skills Development Scotland, schools, colleges and other agencies to all winter and summer school leavers in advance of their statutory school leaving age.

²⁰ The Aberdeen City Alliance Single Outcome Agreement 2009

- Provision of effective advice, guidance and support for those who have already left school to help them move towards and maintain positive destinations and achieve positive outcome and progress to the next step²¹.
- Working closely with the wider Education, Culture and Sport Service and Social Care and Wellbeing Service in Aberdeen City Council to coordinate early intervention within transitional planning arrangements for all young people with *Additional Support Needs*²², at least 12 months in advance of their school leaving date.

Stretch Targets

In 2010, the Partnership will develop stretch targets for the following schools to increase the proportion of school leavers entering positive destination for young people in need of *more choices more chances*. These schools have also been identified as pilot areas for the implementation of 16+ Learning Choices for the Winter Leaver Cohort 2009:

- Harlaw Academy
- St Machar Academy
- Northfield Academy
- Torry Academy
- Hazlehead Academy
- Kincorth Academy
- Special School Establishments

Quality Indicators

Further development of our local data set provided by schools to Skills Development Scotland, development of the *SLDR* nationally and the development of more robust operational information as part of the *16+ Learning Choices Programme* will provide an opportunity for the *MCMC Partnership* to further develop quality indicators to provide a picture of progress on a quarterly basis. These may include:

- Proportion of offers that are sustained for a period of 6 months or more
- Proportion of offers that lead onto stable employment opportunities

Progress will be monitored using a shared performance management framework with Skills Development Scotland School Leavers Destination Report (SLDR) and outcomes for services for the *more choices, more chances cohort* could potentially be monitored through the *Aberdeen Works Meganexus System*. In partnership with Aberdeen Works more in-depth analysis will be carried out on young people aged between 19-25 in receipt of benefits and specific interventions and supported opportunities for employment will be developed to enable these young people to access those opportunities, this will include a targeted approach to the opportunities created through the *Future Jobs Fund*. Further work to explore the potential to enhance local management information systems will be undertaken within the *2010-2013 Plan for Action*.

²¹ www.scotland.gov.uk/About/scotPerforms/indictors/schoolLeavers

²² As defined in the Additional Support for Learning Act 2009

Local Partnership and Governance

The *Aberdeen City More Choices, More Chances Partnership* has representation from all key local partners required to work together to deliver improved learning and employment opportunities for young people. Active and engaged partners are central to the success of any strategy and the *MCMC Partnership* provides a positive environment in which we can work together to make a real difference to the lives of our young people. The Partnership is led by Aberdeen City Council's Education, Culture and Sports Directorate to deliver leadership and direction across schools and our across local planning to deliver integrated children's services. The partnership has representation from the following key partners:

- Aberdeen City Council, Education, Culture and Sport Directorate (Curriculum for Excellence, Learning Strategy, Community Learning and Development, Community Training Team)
- Aberdeen City Council, Social Care and Wellbeing Directorate (social work services, children with disabilities, looked after children, service for children affected by drug misuse)
- Aberdeen College
- Aberdeen Council of Voluntary Organisations
- Aberdeen Works Partnership
- Jobcentre Plus
- NHS Grampian
- Skills Development Scotland
- Youth Justice Partnership

The *MCMC Partnership* takes action to address short term challenges in coordinating the identification and support of school leavers to ensure they have an offer of a positive learning choice by statutory school leaving age. The Partnership are also looking beyond the present towards the medium and long term strategic objectives within the wider context of the *Aberdeen Works Partnership* remit to support the cohort of young people post-19 and through the transition to adult services to ensure further opportunities and continue support for those who need it to sustain destinations in employment, education or training. The engagement and contribution of the Third Sector is critical as they are key partners in planning and delivering an alternative curriculum and in providing a range of advice and support services that can make the difference to enable some of our most vulnerable young people who face complex challenges, to take up the offer of a learning choice.

Partners Lead Responsibilities in Local Strategy

Aberdeen City Council Education, Culture and Sport Service

- Lead role for the Chairing and support for the Aberdeen City MCMC Partnership and links with the National MCMC Forum.
- Ensuring effective coordination with the planning and implementation of *A Curriculum for Excellence, Aberdeen Learning and Estates Strategies* and all service planning for Education, Culture and Sports services.
- Coordination of targeted support with Education Designated Managers for Looked After Children.
- Roll out of 16+ Learning Choices across all City Secondary Schools.
- Roll out of 16+ Learning Choices across all City Special Schools and coordination with services to support young people with Additional Support Needs (ASN).
- Coordination of support services to support young people with Social Emotional and Behavioural Difficulties (SEBN) to support 16+ Learning Choice offer uptake.
- Coordination of Community Learning and Development opportunities as part of 16+ Learning Choices.
- Coordination of targeted support from Educational Psychology Service to young people, through school / authority systems.
- Coordination of Employer Work Placements and Toolkit for Progress.

Aberdeen City Council Education, Social Care and Wellbeing Service

- Ensuring effective coordination with the planning and implementation of *21st Century Social Work Review and Service Planning for Social Care and Wellbeing*.
- Coordination of targeted support with Residential Establishments Designated Managers of Looked After Children.
- Ensuring schools are informed when a child becomes looked after and when children in social work service are identified as requiring more choices more chances.
- Coordination of targeted support for Young People with Disabilities.

Aberdeen College

- Provide a range of part-time and full-time learning opportunities to meet for the needs of young people leaving school from Introductory level upwards and provide progression opportunities to the next level of learning where appropriate, subject to funding constraints and activity targets set by the Scottish Funding Council.
- Provide, where feasible, additional support and guidance to young people with additional learning needs progressing to learning opportunities within the College.
- Populate the Further Education options on the national eProspectus.
- Ensure effective working arrangements are in place between the College, Schools and Skills Development Scotland.
- Work with Aberdeen City to provide opportunities through School/College link programmes to help meet the needs of young people in schools and support Curriculum for Excellence.

Aberdeen Works Partnership

- Lead and coordinate the development and implementation of the MCMC Partnership Strategy and Action Plan, including reporting requirements within the Integrated Children's Services Plan and Single Outcome Agreement.
- Coordinated approach to the allocation, monitoring and evaluation of the Fairer Scotland Fund in Aberdeen City.
- Development of local employment pipeline.
- Host and support Meganexus Database.
- Support transitional arrangements from children's to adult services employability options and support services.
- Coordination of local application to the Future Jobs Fund to improve employment options from 16+ onwards.
- Joint working to support young adults aged 19-25 to ensure sustainable positive destinations.

Aberdeen Council of Voluntary Organisations

- Advise, develop and represent the Third Sector's contribution to the MCMC partnership and programme of work.
- To provide communication support to ensure the Third Sector are kept up to date on progress, opportunities for engagement and any consultations / events, etc.
- To support engagement with Young Carers Service and Volunteering Services in the Third Sector.
- Support the governance and consultation arrangements that underpin effective participation of the Third Sector, including the Aberdeen Children's Services Network.
- To coordinate the Third Sector's contribution to the eProspectus to support the roll out of 16+ Learning Choices.
- To support the Third Sector to coordinate responses to funding opportunities, including the provision of information on local and national funding opportunities.

Jobcentre Plus

- Provide statistical MI on youth unemployment rates and trends.
- Provide Jobcentre Plus updates (both local and national).
- Provide a job broking service to 16 and 17 year olds on JSA under the severe hardship provision, though a specialist adviser.
- Provide job broking support to 18+ customers though Personal Adviser support and a range of provisions.
- Provide support at school leaving events.

NHS Grampian

- Coordinate targeted support with Children and Young People's Department Substance Misuse Services
- Coordinate targeted support with Children and Young People's Department Child and Adolescent Mental Health Services

Skills Development Scotland

- Deliver the School Leavers Destination Report and Follow Up Report for Aberdeen City.
- Support the local response to eProspectus.
- Deliver Careers information, advice and guidance services.
- Provide a Key Worker service to support identified young people most at risk of not making a positive progression to education, employment or training.
- Maintain the Insight Database to record destinations and monitor and track young peoples progression.

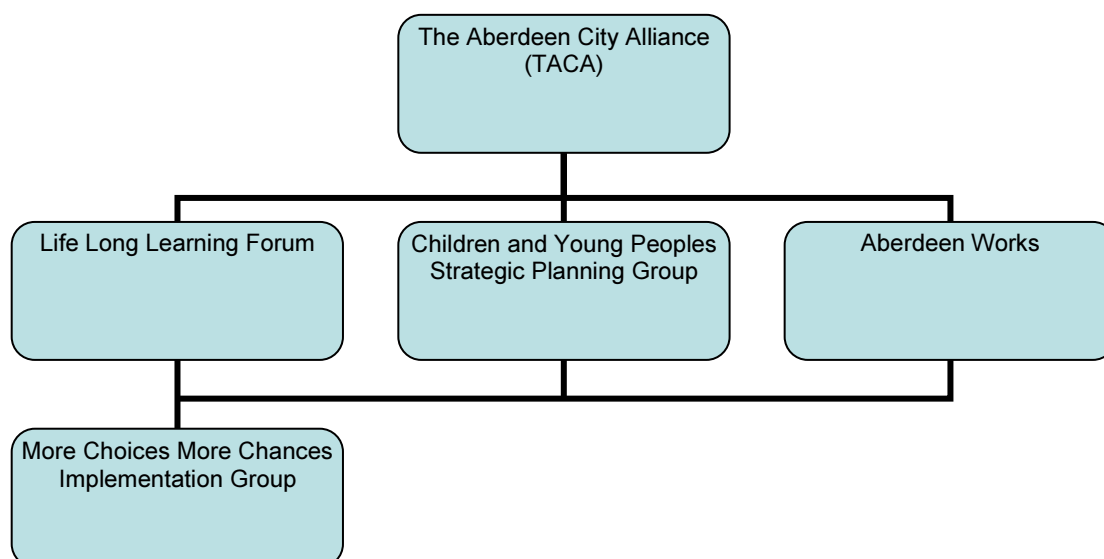
Youth Justice Partnership

- To provide services to support young people engaged in offending behaviour who are at risk of being in need of more choices, more chances or who are approaching school leaving age
- To coordinate the support for young people engaged in offending behaviour through the Young Offender Review Group to enable them to take up informal opportunities and progress onto positive and sustained destinations.

Local Governance

In April 2009, the *MCMC Partnership* undertook to review the governance and reporting structures within the wider context of *Integrated Children's Services* and *Community Planning*. The decision of the *MCMC Partnership* was to have a closed coordination of the work streams across MCMC and *Aberdeen Works* to ensure a more streamlined approach to planning that would support transitional arrangements post-16 and into sustainable employment and life long learning opportunities.

Diagram 2: More Choices More Chances Governance in Aberdeen City



Currently, there is a review of local planning structures and governance to support the delivery of both the community plan and single outcome agreement and integrated children's services. This work is expected to be complete by the summer of 2010. The proposals in children's services include improved leadership and direction by a strategic partnership, a group to lead implementation at a management

level and practice work streams across five key outcomes groups. In the interim, the pre support work will be managed through the *More Choices More Chances Partnership* and post 19 transitions will be managed in partnership with *Aberdeen Works*. For this period, the partnership will continue to report progress to both the *Life Long Learning Forum* and *Children and Young Peoples Strategic Planning Group* which are challenge forums of *The Aberdeen City Alliance* community planning partnership.

Local Priorities and Implementation

All of these actions are about ensuring that young people are able to access the universal services from which they should benefit, aligning mainstream provision to meet the needs of all young people with additional help and resources to support those young people who are in need of *more choices, more chances*.

The strategy proposes a three fold approach to tackling the issues that lead to young people being in need of *more choice, more chances*:

- (i) **Early identification** and intervention at the pre 16 stage with young people identified as being in need of *more choices, more chances* in order to stem the flow of young people entering negative destinations;
- (ii) **Universal offer** of an appropriate 16+ learning choice for all young people from publicly funded schools in advance of their statutory school leaving date;
- (iii) **Supported opportunities** targeted at young people aged 16-19 in need of *more choices, more chances* where there is a need to coordinate *First Step Activities (or informal learning opportunities)*, provide additional multi-agency support to enable young people to take up positive destinations, or to identify appropriate alternative offers for young people who have been unable to sustain their first choice of a positive destination.

The following section sets out across each of the five local priorities; what have we have already delivered to meet our strategic objectives and what action do we need to take next to support full implementation by 2013.

Local Priority 1: Developing an effective partnership to ensure local leadership, planning and delivery through joint commitment and action.

Why this is a priority for the Partnership?

Active and engaged partners are central to the success of any strategy and the *MCMC Partnership* provides a positive environment in which we can work together to make a real difference to the lives of our young people. The Partnership is led by Aberdeen City Council's Education, Culture and Sports Service and has representation from all the key agencies critical to the success and delivery of the *More Choices, More Chances Strategy and Action Plan 2010-2013*.

What progress has been made already?

- Research was undertaken to deliver a Service Mapping and Future Development Options Report to inform the development of the local partnership and future planning.
- In partnership with the University of Aberdeen, five consultation events were held with managers and practitioners across key delivery services to ensure we had identified all the challenges and gaps in local provision.
- Research into the *Unmet Employment, Education, and Training Needs of Young People involved in Persistent and Serious Offending* was undertaken to inform the development of specific responses to support this group of young people enter and sustain positive destinations.
- In partnership with the Scottish Government, a review of the *MCMC Partnership* was undertaken and changes were made to the leadership, governance, membership and support arrangements to ensure a partnership fit for the future to develop and deliver the *More Choices, More Chances Strategy and Plan 2010-2013*.

What do we still have to progress?

- Develop a Story Board for More Choices, More Chances and 16+ Learning Choices to use as a communication tool for key stakeholders and establishment of communication pages for MCMC and 16+ Learning Choices on the Integrated Children's Services, GLOW and Community Planning Partnerships websites.
- All minutes and progress reports of the MCMC Partnership to be made publically available.
- Merger of the *MCMC Partnership* and *Aberdeen Works*

Priority 1: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
MCMC and 16+ Story Board and Web Pages	Merger of MCMC and Aberdeen Works Partnerships	Ongoing Review of Partnership Arrangements
Publication of Partnership Minutes and Progress Reports		

Local Priority 2: Improve information management to support timely, proportionate and appropriate multi-agency information sharing.

Why this is a priority for the Partnership?

It is essential that Aberdeen City Council and Skills Development Scotland work effectively to share appropriate information to support *16+ Learning Choice Offers*. It is also important that timely, proportionate and appropriate responses are put in place to meet the needs of young people in need of *more choices, more chances* who will require additional multi-agency coordination and support to enable them to take up supported *16+ Learning Choice offers* or to access *First Step Activities (informal learning opportunities)*.

What progress has been made already?

- Development of a local Data Sharing Agreement between Skills Development Scotland and Aberdeen City Council.
- Named data provided to all *16+ Learning Choices School Teams* in schools for both the winter leaver cohort and data has been collated from the Education, Culture and Sport Phoenix Management Information System on all young people approaching statutory school leaving age in summer 2010.
- Identification of all young people on the 16+ leavers list who are formally 'looked after' by the local authority to ensure coordinated support with the *Designated Senior Managers for Looked After Children* in Schools and Residential Children's Services.
- Launch a MCMC and 16+ Information Portal on the Community Planning Website to ensure information is accessible to all partners and the public <http://www.communityplanningaberdeen.org.uk/Internet/ChallengesandChallengeForum/LifelongLearning/ICS.asp>

What do we still have to progress?

- Develop GLOW pages for 16+ learning choice data to ensure systematic real time tracking of 16+ destinations through a secure web enabled system that is accessible to the key partners in the *16+ Learning Choices Teams* in Schools.
- To develop flags on 16+ tracking system to highlight young people in need of *more choices, more chances*, with the aim to identify and supporting these young people from age 14.
- Develop a *Partnership Data Sharing Agreement for More Choices, More Chances* to support the wider partners to share timely, proportionate and appropriate information.
- Embed 16+ learning choice data requirements within the remits of mainstream posts within Education, Culture and Sport, including support

teams for Management Information Systems, Children Services Managers, and Education Improvement Officers.

- Improve the availability and quality of the data available on health and additional support needs.

Priority 2: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Establish GLOW Data Pages MCMC Flag System Partnership Data Sharing Agreement	Early Identification (14+) of MCMC Using Flag System Improve availability and quality of data on health and ASN Improve availability and quality of data on LAC destinations	Embed Data Requirements Within Role and Remit of ECS Mainstream Posts

Local Priority 3: Ensure early identification of, and support for, young people in need of *more choices*, *more chances* to stem the flow of school leavers moving into *negative destinations*.

Why this is a priority for the Partnership?

A Curriculum for Excellence is the new national framework for our schools to ensure that our young people are successful learners, confident individuals, effective contributors and responsible citizens. Wide-ranging action is needed across education and wider children's services to improve the educational experience of all children, especially those most at risk of disaffection and underachievement and of leaving school with few or no qualifications. Learning experiences have to be transformed to ensure they are tailored to individual needs and are designed to enable every young person to develop their potential regardless of their personal circumstances. Action is needed to ensure schools support all young people in raising their own expectations of what they can achieve and to fulfil these expectations throughout their school career and beyond.

It is important that the MCMC partnership take a long term strategic approach to the use and allocation of resources to support the implementation of the Aberdeen City MCMC Strategy and Action Plan. The Scottish Government has identified a range of additional resources invested across children's services in recent years that support local approaches to mainstream service delivery and targeted and specialist support.

What progress has been made already?

- Aberdeen City Council's Education, Culture and Sport Service is supporting our schools, teachers and partner agencies to review their learning and teaching to ensure that every young person develops skills for learning, skills for life and skills for work. In particular we are focusing on improving literacy, numeracy, health and wellbeing.
- Work is underway to set out a local implementation programme for *A Curriculum for Excellence* that will be part of the improvement plan in every school. Schools are being encouraged and supported to develop new ways of learning and teaching based on the principles of CfE. These include a greater emphasis on active learning, interdisciplinary (multi-agency) learning and learning beyond the classroom. This also includes the use of technology. Training and support is being provided to enable the use of GLOW, a new digital network, which will connect teachers, pupils and parents together in a virtual learning community.
- The Children and Young People's Strategic Planning Group has delivered multi-agency training to Elected Members and Chief Officers, Managers, and Practitioners to support the delivery of *Getting it Right for Every Child* which aims to identify all young people in needs and to plan timely, proportionate and appropriate responses ensure they are supported to reach their full potential.

What do we still have to progress?

- Ensure that young people who live in families where there is evidence of intergenerational unemployment are a priority group within the *Early Years and Early Intervention Framework* and are supported to access Family Learning and Nurture Group initiatives.
- Ensure early identification and support for young people in need of *more choices, more chances* and the implementation of 16+ Learning Choices is a key priority set out in the delivery plan for the CfE, with particular emphasis on 16+ Learning Choices within the 'entitlements' of the Senior Phase of CfE.
- Ensure early identification and intervention of young people in need of *more choices, more chances* as a priority group within *Getting it Right for Every Child*.
- Pilot the use of the 'Family Learning Signature' to identify the learning barriers at a school level and individual family level.
- Provide high quality training opportunities for teachers and staff to support the delivery of 16+ Learning Choices and make clear links between the programme and wider policy and training; including the development of Online Interactive Learning courses as part of Induction Programmes and Continued Professional Development e.g. Introduction to 16+ Learning Choices, Early Years and Early Intervention, We Can and Must do Better for Looked After Children, Getting it Right for Every Child, Solution Orientated Approaches and Transition Planning.
- As the Education, Culture and Sport Service extended use of GLOW to all pupils and families ensure effective use of the network to share good practice throughout the learning community on the implementation of 16+ Learning Choices.

Priority 3: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Ensure Young People in MCMC Cohort are Priority in Early Years Services, CfE and GIRFEC Planning	Embedding Key Messages on MCMC and 16+ LC Within All WFTD	Evaluate Impact on Steaming the Flow to MCMC Cohort
Pilot Family Learning Signature	Use of GLOW to Share Good Practice	

Local Priority 4: Deliver a universal offer of 16+ Learning Choices to all young people in advance of their statutory school leaving date.

Why this is a priority for the Partnership?

To ensure we support all young people to have more choices and more chances in life, it is essential that we encourage all young people approaching statutory school leaving age to stay in learning post 16 to support them to achieve long term and sustainable employability where they can reach their full potential and contribute positively to their communities. The *MCMC Partnership* is working with Secondary and Special Schools to ensure that every young person has an appropriate, relevant and attractive offer of learning made to them, well in advance of their school leaving date.

What progress has been made already?

- The *MCMC Partnership* commissioned an initial Mapping of all Services in Aberdeen City, including those that can be considered an appropriate 16+ Learning Choice and support services that would be critical to enable young people in need of *more choices, more chances* to take up and sustained *positive destinations*.
- A more comprehensive mapping of all learning provisions has now been completed and is out for consultation with partners. The eProspectus includes options for staying on at school, personal and social development opportunities offered through community learning and development to be included as part of the National eProspectus alongside with information gathered nationally on Third Sector provision, further and higher education programmes and national training programmes.
- Successful application to the Scottish Government for additional funding to support the roll out of 16+ Learning Choices and appointed a 16+ Learning Choice Coordinator (full time) and a 16+ Learning Choices Information Officer (part time).
- Established data matching to ensure that we know which young people in need of *more choices, more chances* are known to social work, are Looked After, have Additional Support Needs or are being supported by Youth Justice or Child Protection services.
- Delivered a number of briefing sessions on the proposed roll out of '16+ Learning Choices: A Model for Aberdeen' with representatives from our secondary schools, special schools delivering secondary provision, Community Learning and Development Service, Voluntary Sector Providers Forum and Children's Services Network to raise awareness of, and consult on, the implementation plan for 16+ Learning Choices.
- Established 16+ Learning Choice Teams across all schools, including those special schools delivering secondary provision, membership includes the Depute Head with a lead for Pastoral Care, SDS Careers Advisor, Guidance

staff in schools, Community Learning and Development, Educational Psychology and they are supported by the Integrated Children's Services Team.

- Early implementation of the *16+ Learning Choices Programme* in Torry, Kincorth, Northfield, St Machar, Harlaw Academies and Corcye Special School for all 2009 winter leavers.
- Aberdeen City Council's Work Experience Service has built up strong links with employers in order to ensure that young people receive a more tailored and supportive work placement service whilst at school. This has led onto the introduction of the 'Toolkit for Progress'. This toolkit offers a more tailored approach to employability and work placement provision for schools and is particularly aimed at pupils who are at risk of disengaging or require additional assistance.
- Aberdeen College has established a system of supporting learners to attend and maintain their attendance at College to promote high levels of retention, achievement and attainment. The learner services arrangements have met the matrix standard for guidance. This is enhanced through the work of the Learning Development Centre who support learners with additional support needs and through the work of the *Child Protection* and Schools Liaison Officer who monitors and supports the progress of *Looked After Children* who enrol on College programmes.
- Delivered a 16+ Learning Choices Jobs Fair for young people to attend to consider their future options in employment, education and training.

What do we still have to progress?

- Work with 16+ Learning Team to significantly reduce the proportion of unknown destinations to below 1%.
- Fully implement 16+ Learning Choices across all Secondary School and Special Schools delivering secondary provision by the Scottish Governments deadline of December 2010.
- Develop information and guidance leaflets on 16+ Learning Choices young people and their parents / carers.
- Establish a 16+ Learning Choices Forum to ensure practitioners share good practice and have direct opportunities to inform the development of the local Action Plan for 2010-2013, and ensure young people have opportunity to engage in the work directly.
- Develop stretch targets for Harlaw, St Machar, Northfield, Torry, Hazlehead and Kincorth Academies and all Special Schools delivering secondary provision.
- Mainstream the support and development requirement for 16+ Learning Choices in advance of the end of ring fence funding from the Scottish Government in March 2011.

- Development of a 'key worker' approach which overlaps both pre and post-16 stages within Getting it Right for Every Child using the 'Aberdeen City: Integrated Assessment Framework and Single Planning Process for Children and Young People – Operational Guidance January 2009'.
- Work with young people to design and deliver future 16+ Learning Choices Job Fairs, for all young people and a specific event targeted at special school leaver's and their families.
- Piloting a new 'guarantee' for young people aged 16-19 who are on Job Seekers Allowance for more than 6 months.
- Develop formal arrangements with the local Business Sector, Public Sector and Third Sector employers to increase and enhance the opportunities available to young people to access job experience, training / apprenticeship, and employment.
- Enhance local arrangements developing recognised and accredited volunteering opportunities.
- Provide robust market research captured through 16+ Learning Choices to assist local further and higher education providers to develop course catalogues.
- Establish longer term outcome tracking between 16+ Learning Choices and Aberdeen Works through the Meganexus Tracking System.
- Through the implementation of A Curriculum for Excellence and Building the Curriculum 4 we will ensure the development of skills for learning, skills for life and skills from early years to the senior phase and onto life long learning opportunities.

Priority 4: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Significantly Reducing the % of Unknown Destinations to below 1%	Key Worker System Linked to GIRFEC	Robust Market Research for FE/HE
Implementation of 16+ LC in all Secondary and Special Schools	Jobs Fairs for 16+ for All School Leavers and Events Targeted at Special School Leaver's and their Families	Longer Term Outcome Tracking Through Aberdeen Works Meganexus
Information Leaflets for 16+LC		Delivery of CfE and BtC4
Establish 16+ LC Practice Forum	Pilot New Guarantee for 16-19 Year Olds	
Developing Stretch Targets for Schools with High % of Negative Destinations	Reporting on Stretch Targets in ICSP and SOA	
Exit Strategy to Mainstream 16+ Learning Choices within Posts in Aberdeen City Council's Education, Culture and Sports Service	Formalise Public/Private and Third Sector Agreement: 16 + Learning Choice Opportunities	
	Developed Enhanced and Accredited Volunteering Opportunities	
	Delivery of CfE and BtC4	

Local Priority 5: Ensuring the right levels of support and provision to enable young people in need of *more choices, more chances* to take up offers and sustain *positive destinations* in education, employment or training.

Why this is a priority for the Partnership?

Helping those most in need is a broad aim to raise the attainment of all; however a specific focus is required for young people with additional support needs, disabilities, looked after children, young carers, looked after children, the lowest attaining 20% and those young people who live in areas of deprivation in order to close the opportunity gap. CtOG brings together a wide range of activities and initiatives delivered in schools, in the community and in partnership with other organisations. This priority is closely linked to CfE and many of the activities will result in an improvement in both areas.

Local resources must be targeted at the earliest opportunity to support and enable those young people in need of *more choices, more chances* to build their confidence, and resilience and improve their learning experience so they can take up and sustain a positive destination in education, training or employment when they reach statutory school leaving age.

What progress has been made already?

- The *Fairer Scotland Fund Board* targeted £100,000 for the development of local services in 2008-10 to support local development work to increase the learning and employment opportunities for young people aged 16-19; including:

Fairer Scotland Fund Projects	Organisations
Aberdeen Working Together	ACC, Community Training Unit
Grampian Racial Equality Council Employability Project	Grampian Racial Equality Council (GREC)
Grampian Society for the Blind Employment Service Pathways	Grampian Society for the Blind Pathways
Volunteering and Project	Aberdeen Volunteer Centre
WEA – Reaching Forward	Workers' Educational Association (WEA)
WEA – Dynamic Youth (MCMC)	Workers' Educational Association (WEA)
Toolkit for Progress (MCMC)	ACC, Community Training Unit
TEAM (MCMC)	Aberdeen Foyer
XI Programme (MCMC)	Princes Trust

- The *FSF Board* recently re-allocated £100,000 in 2010-2011 to support the implementation of the *More Choices, More Chances Strategy and Plan*. The *MCMC Partnership* have made recommendations based on the evidence of need and identified gaps in local provision to ensure that we develop the right services to directly deliver 16+ Learning Choices and/or provide support to enable young people to take up First Step Activities (Informal Learning Opportunities).
- Increased the number of supported work opportunities available to 19-25 year olds through the *Future Jobs Fund*.

What do we still have to progress?

- To evaluate all services funded through Fairer Scotland Funding (More Choices More Chances Strand) in 2009/10 to assess the impact on improving outcomes and ensure good practice is mainstreamed and secure funding beyond 2011 to support the delivery of the *More Choices, More Chances Strategy and Plan 2011-2013*.
- Ensure that local resources allocated through Schools, Further Education, Enterprise Networks, Skills Development Scotland, Community Regeneration Fund, Improving educational outcomes for LAC, Youth Crime Prevention Fund, School Ambition Fund and Determined to Succeed have the More Choices More Chances cohort identified as a target group to benefit from additional support.
- To explore the appropriateness of financial support to ensure that young people make choices based on the most appropriate learning for them, rather than on the amount of money offered.
- To work with the Council's External Funding Officer and Aberdeen Council of Voluntary Organisations Funding Officer to secure additional resources to pilot First Step Activities and supported opportunities for young people in need of *more choices, more chances*, including specialist support to young people leaving special schools.
- Deliver an effective exit strategy to mainstream good practice.

Priority 5: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Evaluate FSF Services and secure FSF MCMC Funding Beyond 2011	Maximise Local Funding Streams Improve Financial Support External Funding Strategy	Exit Strategy to Mainstream Good Practice

Appendix I: More Choices, More Chances Strategy Group Members and Young Peoples Engagement Workshops

The work stream activities for *more choices, more chances* were overseen by a partnership and informed by a number of research reports and consultations with key stakeholders, including children and their families. The process of developing the strategy has included analysis of existing research and evidence relating to the local *more choices, more chances* cohort.

More Choices More Chances Strategic Group

Mark Armstrong	(Chair) / Culture, Sport and Communities / Education, Culture and Sport / Aberdeen City Council
Kay Dunn	(Lead Support Officer) / Integrated Children's Services Team / Education, Culture and Sport / Aberdeen City Council
Katrina Stewart	16 + Learning Choices Team / Integrated Children's Services / Education, Culture and Sport / Aberdeen City Council
Ailsa Duncan	Aberdeen Works Partnership Representative, LOAN Team
Ann Mateo	ACVO Representative / Aberdeen Foyer
Bill O'Hara	Educational Psychology Service / Education, Culture and Sport / Aberdeen City Council
Carol Sadler	Job Centre Plus
Duncan McArthur	Curriculum for Excellence, Learning Team / Education, Culture & Sport / Aberdeen City Council
Heather Farquhar	Enterprise, Planning and Infrastructure / Aberdeen City Council
Lillias Leighton	Community Learning and Development / Education, Culture and Sport / Aberdeen City Council
Brian Morgan	Community Training Unit / Education, Culture and Sport / Aberdeen City Council
Joan Thorne	Aberdeen College / Community and Lifelong Learning
Mary Crear	ACVO Representative Aberlour Childcare Trust
Moirá Whyte	Skills Development Scotland
Nicola Williams	Youth Justice Partnership / SACRO
Shona Manson	Social Care and Wellbeing / Aberdeen City Council
Sohail Faruqi	Additional Support for Learning / Education, Culture and Sport, Aberdeen City Council

The More Choices More Chances Partnership and the University of Aberdeen delivered a series of engagement workshops with young people as part of the development of the Strategy. A total of 18 pupils attended the events across the following clusters of Associated School Groupings.

Strategic Groups Engagement Workshops with Young People

ASG Cluster 1	Aberdeen Grammer Kincorth Academy Torry Academy	28 January 2010
ASG Cluster 2	Bucksburn Academy Cordyce School Dyce Academy	9 February 2010
ASG Cluster 3	Hazelwood School Woodlands School Bridge of Don Academy	23 February 2010
ASG Cluster 4	Oldmacher Academy Northfield Academy Sty Machar Academy Hazlehead Academy Cults Academy Harlaw Academy	2 nd March 2010

Appendix II: Related Documents and Web Links

Aberdeen City MCMC and 16+ Information Portal

<http://www.communityplanningaberdeen.org.uk/Internet/ChallengesandChallengeForum/LifelongLearning/ICS.asp>

Aberdeen City Single Outcome Agreement

http://www.aberdeencity.gov.uk/web/files/CommunityAdvice/combined_cp_soa_23072008.pdf

A Curriculum for Excellence

<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

Closing the Opportunity Gap

<http://www.scotland.gov.uk/Topics/People/Social-Inclusion/poverty/17415-1>

Early Years and early Intervention Framework

<http://www.scotland.gov.uk/Publications/2008/03/14121428/0>

Fairer Scotland Fund

<http://www.scotland.gov.uk/Topics/Built-Environment/regeneration/fairer-scotland-fund>

For Scotland's Children

<http://www.scotland.gov.uk/library3/education/fcsr-00.asp>

Framework to Tackle Poverty and Inequality

<http://www.scotland.gov.uk/Publications/2008/11/20103815/0>

Future Jobs Fund

<http://campaigns.dwp.gov.uk/campaigns/futurejobsfund/index.asp>

Getting it Right for Every Child

<http://www.scotland.gov.uk/Topics/People/Young-people/childrensservices/girfec/Practitioners/ToolsResources>

Looked After Children: We Can and Must Do Better:

<http://www.scotland.gov.uk/Publications/2007/01/15084446/0>

More Choices More Chances: A Strategy to Reduce the Proportion of Young People Not in Education, Employment or Training

<http://www.scotland.gov.uk/Publications/2006/06/13100205/0>

Partnership Matters

<http://www.scotland.gov.uk/Publications/2009/05/08155445/0>

School Leavers Destination Report Aberdeen City

<http://www.skillsdevelopmentscotland.co.uk/briefings/school-leaver-destination-return--skills-intervention-activity-reports-december-2009.aspx>

Appendix III: Implementation Timeline 2010-2013 – Short Medium and Long Term Priorities

Priority	Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Partnership Working	MCMC and 16+ Story Board and Web Pages Publication of Partnership Minutes and Progress Reports	Merger of MCMC and Aberdeen Works Partnerships	Ongoing Review of Partnership Arrangements
Information Sharing	Establish GLOW Data Pages MCMC Flag System Partnership Data Sharing Agreement	Early Identification (14+) of MCMC Using Flag System Improve availability and quality of data on health and ASN Improve availability and quality of data on LAC destinations	Embed Data Requirements Within Role and Remit of ECS Mainstream Posts
Early Intervention MCMC	Ensure Young People in MCMC Cohort are Priority in Early Years Services, CfE and GIRFEC Planning Pilot Family Learning Signature	Embedding Key Messages on MCMC and 16+ LC Within All WFTD Use of GLOW to Share Good Practice	Evaluate Impact on Reducing the Flow to MCMC cohort
Implementation of 16+ Learning Choices	Implementation of 16+ LC in all Secondary and Special Schools Significantly Reducing the % of Unknown Destinations to below 1% Information Leaflets for 16+LC Establish 16+ LC Practice Forum Developing Stretch Targets for Schools with High % of Negative Destinations Exit Strategy to Mainstream 16+ Learning Choices within Posts in Aberdeen City Council's Education, Culture and Sports Service	Key Worker System Linked to GIRFEC Jobs Fairs for 16+ for All School Leavers and Events Targeted at Special School Leaver's and their Families Pilot New Guarantee for 16-19 Year Olds Reporting on Stretch Targets in ICSP and SOA Formalise Public/Private and Third Sector Agreement: 16 + Learning Choice Opportunities Developed Enhanced and Accredited Volunteering Opportunities Delivery of CfE and BtC4	Robust Market Research for FE/HE Longer Term Outcome Tracking Through Aberdeen Works Meganexus Delivery of CfE and BtC4
Provision of Services to Support MCMC	Evaluate FSF Services and secure FSF MCMC Funding Beyond 2011	Maximise Local Funding Streams Improve Financial Support External Funding Strategy	Exit Strategy to Mainstream Good Practice

Appendix III: Glossary of Terms: MCMC and Related Topics

ASL:	Additional Support for Learning
BtC4:	Building the Curriculum 4
BME:	Black and Minority Ethnic
CPP:	Community Planning Partnerships
SDS:	Skills Development Scotland
CfE:	A Curriculum for Excellence
CtOG:	Closing the Opportunity Gap
DfES:	Department for Education and Skills
DWP:	Department for Work and Pensions
DtS:	Determined to Succeed, the Strategy for Enterprise in Education
ELL:	Enterprise and Lifelong Learning
EMA:	Education Maintenance Allowance
EN:	Enterprise Networks
ETLLD:	Enterprise, Transport and Lifelong Learning Department
EVIP:	Enhanced Vocational Inclusion Programme
FE:	Further Education
FSS:	Futureskills Scotland
GR4W:	Get Ready for Work
HMIE:	Her Majesty's Inspectorate of Education
ICSP:	Integrated Children's Services Plan
ILO:	International Labour Organisation
LAs:	Local Authorities
LFS:	Labour Force Survey
LTLTL:	Life through Learning, Learning through Life, the Lifelong Learning Strategy for Scotland
OECD:	Organisation for Economic Co-operation and Development
PSPS:	Post-School Psychological Services
SCQF:	Scottish Credit and Qualifications Framework
SG:	Scottish Government
SEn:	Scottish Enterprise
SFC:	Scottish Funding Council
SLD:	School Leaver Destinations
SLDR:	School Leaver Destination Report
SOA:	Single Outcome Agreement
SQA:	Scottish Qualifications Authority
SSLS:	Scottish School Leavers' Survey
SSS:	Smart Successful Scotland
SVQ:	Scottish Vocational Qualification
UCAS:	Universities and Colleges Admission Service
WFTD:	Work Force Training and Development

