



Youth Wiki national description

Youth policies in the United Kingdom (Scotland)

2017

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit <https://eacea.ec.europa.eu/national-policies/en/youthwiki>

UNITED KINGDOM (SCOTLAND)

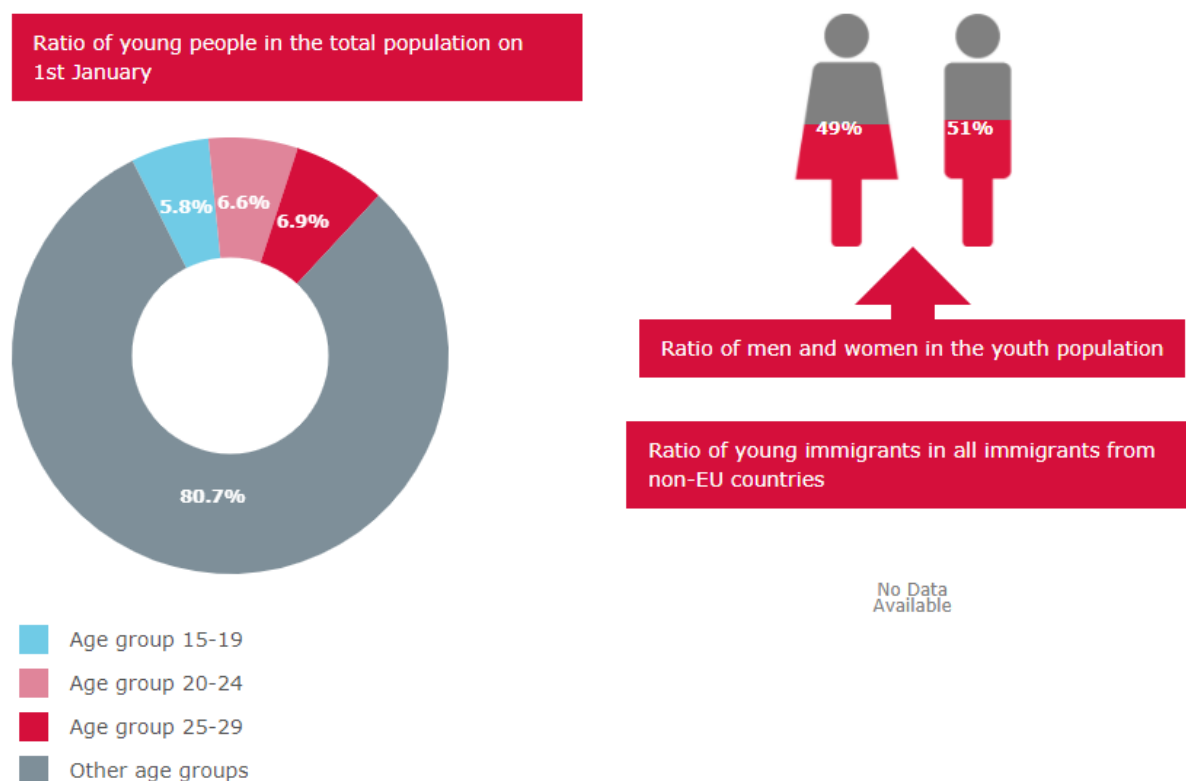
Overview	7
1. Youth Policy Governance	7
1.1 Target population of youth policy.....	8
1.2 National youth law.....	9
1.3 National youth strategy	11
1.4 Youth policy decision-making	12
1.5 Cross-sectoral approach with other ministries	16
1.6 Evidence-based youth policy.....	17
1.7 Funding youth policy.....	19
1.8 Cross-border cooperation	22
1.9 Current debates and reforms	22
2. Voluntary Activities	23
2.1 General context.....	23
2.2 Administration and governance of youth volunteering	25
2.3 National strategy on youth volunteering	26
2.4 Laws and regulations on youth volunteering	27
2.5 Youth volunteering at national level	28
2.6 Cross-border mobility programmes.....	32
2.7 Raising awareness about youth volunteering opportunities	33
2.8 Skills recognition	34
2.9 Current debates and reforms	36
3. Employment & Entrepreneurship	36
3.1 General context.....	36
3.2 Administration and Governance.....	39
3.3 Skills Forecasting	41
3.4 Career Guidance and Counselling	42
3.5 Traineeships and Apprenticeships	45
3.6 Integration of Young People in the Labour Market.....	50
3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities	53
3.8 Development of Entrepreneurship Competence	53
3.9 Start-up Funding for Young Entrepreneurs.....	56
3.10 Promotion of Entrepreneurship Culture	57
3.11 Current Debates and Reforms	58
4. Social Inclusion	58
4.1 General context.....	58
4.2 Administration and Governance.....	61
4.3 Strategy for the Social Inclusion of Young People	63
4.4 Inclusive Programmes for Young People	65
4.5 Initiatives promoting social inclusion and raising awareness.....	66
4.6 Access to Quality Services	68
4.7 Youth Work to Foster Social Inclusion	71
4.8 Current Debates and Reforms	74

5. Participation	74
5.1 General context.....	75
5.2 Youth participation in representative democracy.....	76
5.3 Youth representation bodies	78
5.4 Young people's participation in policy-making	80
5.5 National strategy to increase youth participation	83
5.6 Supporting youth organisations.....	83
5.7 "Learning to participate" through formal, non-formal and informal learning	84
5.8 Raising political awareness among young people	89
5.9 E-participation	91
5.10 Current debates and reforms	92
6. Education and Training	93
6.1 General context.....	93
6.2 Administration and governance	97
6.3 Preventing early leaving from education and training (ELET).....	99
6.4 Validation of non-formal and informal learning	102
6.5 Cross-border learning mobility	104
6.6 Social inclusion through education and training	108
6.7 Skills for innovation	114
6.8 Media literacy and safe use of new media	116
6.9 Awareness-raising about non-formal and informal learning and quality youth work.....	119
6.10 Current debates and reforms	120
7. Health and Well-Being	121
7.1 General context.....	121
7.2 Administration and governance	122
7.3 Sport, youth fitness and physical activity.....	123
7.4 Healthy lifestyles and healthy nutrition.....	126
7.5 Mental health.....	132
7.6 Mechanisms of early detection and signposting of young people facing health risks	134
7.7 Making health facilities more youth friendly	135
7.8 Current debates and reforms	135
8. Creativity and Culture.....	136
8.1 General context.....	136
8.2 Administration and governance	138
8.3 National strategy on creativity and culture for young people	139
8.4 Promoting culture and cultural participation	140
8.5 Developing cultural and creative competences	142
8.6 Developing entrepreneurial skills through culture	144
8.7 Fostering the creative use of new technologies.....	145
8.8 Synergies and partnerships	146
8.9 Enhancing social inclusion through culture.....	147
8.10 Current debates and reforms	147

9. Youth and the World.....	147
9.1 General context.....	148
9.2 Administration and governance	150
9.3 Exchanges between young people and policy-makers on global issues	150
9.4 Raising awareness about global issues	151
9.5 Green volunteering, production and consumption	153
9.6 Intercontinental youth work and development cooperation	153
9.7 Current debates and reforms	153
Glossary	154
References	155

Overview

Young People in the United Kingdom



Total number of young people:

12 572 786

References:

Data are for the United Kingdom as a whole, and might not represent the demographic situation in Scotland.

Ratio (%) of young people in the total population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Absolute number of young people on 1 January for the age group 15-29 (2016): Eurostat, yth_demo_010 [data extracted on 21/09/2017].

Ratio (%) of men and women in the youth population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Young immigrants from non-EU countries (2015): Eurostat, yth_demo_070 [data extracted on 21/09/2017].

Youth Policy in the United Kingdom (Scotland)

Scotland's main statement of youth policy is contained in the national strategy for youth work, covering the period 2014-19. Although there is a particular focus on youth work and youth services, the strategy aligns with other policies concerning or involving young people, including policies for education, health, sport, the arts, youth justice and the young workforce/youth employment. See '[Main themes](#)' in the article on 'Youth policy decision-making' for further information.

1. Youth Policy Governance

The main statement of youth policy is contained in the national strategy for youth work, as this is seen as drawing together, and interacting with, other policies which affect the

youth age group. It recognises the need to connect with early intervention policies that address a much younger age group in order to be most effective.

Getting it Right for Every Child ([GIRFEC](#)) is the Scottish Government's rights-based approach to improving outcomes for children. It underpins all policy, practice, strategy and legislation affecting children, young people and their families and applies to individuals from birth to age 19.

1.1 Target population of youth policy

The main statement of Scottish youth policy is contained in the document entitled *Our Ambitions for Improving the Life Chances of Young People in Scotland: National Youth Work Strategy 2014-2019* (YouthLink Scotland, Education Scotland and Scottish Government, 2014).

The age group which the strategy addresses is 11- to 25-year-olds, with a particular focus on 11- to 18-year-olds. It states:

Whilst government is not legislating universally for 18 plus, it is our ambition that good practice established for pre-18s would be extended into young adult service provision.

The strategy also acknowledges the 'need to connect effectively with early intervention programmes and provision which focuses on children under 11 years'(p.31). Whilst this strategy encompasses and relates to a number of specific youth policies, these address different age ranges and target groups:

- *Getting it Right for Every Child* ([GIRFEC](#)) is the Scottish Government's rights-based approach to improving outcomes for children. It underpins all policy, practice, strategy and legislation affecting children, young people and their families and applies to individuals from birth to age 19.
- *Curriculum for Excellence* (Education Scotland) is the broad curriculum framework which provides a coherent approach to the curriculum, assessment and qualifications for children and young people aged 3–18.
- *Opportunities for All* (Scottish Government, 2012), is aimed at supporting young people aged 16 to 19 who are not in education, employment or training. It contains a guarantee of participation in post-16 learning, training or work. The programme has been incorporated into *Developing the Young Workforce: Scotland's Youth Employment Strategy* (Scottish Government, 2014).
- *Getting it Right for Young Carers: the Young Carers Strategy for Scotland 2010-2015* (Scottish Government and COSLA, 2010) quotes a definition of a young carer as a 'child or young person aged under 18 who has a significant role in looking after someone else who is experiencing illness or disability'.
- *Time To Shine: Scotland's Youth Arts Strategy* (Creative Scotland, 2013) is aimed at young people aged 0-25. One of its aims is to widen access and broaden participation in the arts and culture, for example amongst minority groups and those from areas of deprivation.
- *Giving Children and Young People a Sporting Chance: Scotland's Sport Strategy for Children and Young People* (Scottish Government and COSLA, 2014) aims to make Scotland a great environment for young people to begin a lifelong participation in sport; the strategy does not specify an age range.
- *Preventing Offending: Getting it Right for Children and Young People* (Scottish Government, 2015) is the current preventative strategy aimed primarily at young people under the age of 18, although provision in some local areas extends to individuals up to the age of 21. Historically, youth justice has dealt with children and young people aged 8 to 16 and there is still a focus on this range, but it can extend beyond this age and begin earlier when preventative approaches are used.

1.2 National youth law

Existence of a National Youth Law

There is no comprehensive youth law in Scotland. Instead, several different pieces of legislation cover the entitlements of young people.

Youth policy-makers and service providers operate within general legislative frameworks as regards, for example, health and safety, employment and the requirements of the [Equality Act 2010](#).

More specific legislative frameworks are associated with the:

- [Education \(Scotland\) Act 1980](#)
- [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#).

Scope and contents

Education (Scotland) Act 1980

This Act sets out the duty of education authorities (synonymous with [local authorities](#) in this context) to secure the provision of facilities for social, cultural and recreational activities and physical education and training for pupils at schools in their area.

To achieve this, education authorities may establish, maintain and manage:

- camps, outdoor centres, playing fields and swimming pools
- play areas and centres
- sports halls, centres and clubs
- youth, community and cultural centres and clubs and other places at which any such facilities are available
- holiday classes, games, expeditions and other activities.

They may also assist other bodies in order to achieve such provision.

The Requirements for Community Learning and Development (Scotland) Regulations 2013

These Regulations place requirements on education authorities (synonymous with local authorities in this context) that they are to meet in discharging their duties under section 1 of the [Education \(Scotland\) Act 1980](#) to secure adequate and efficient provision of both school education and further education, which in this context includes community learning and development and is not age limited.

The community learning and development to which the Regulations apply is defined as including 'programmes of learning and activities designed with individuals and groups to promote the educational and social development of those individuals and groups', secured within the education authority's area.

In practice, the term 'community learning and development' covers a range of community-based activities aimed at learning, personal development or active citizenship, including work with young people.

The Regulations themselves are made under section 2 of the Act, which allows Scottish Ministers to prescribe requirements to which every education authority (synonymous with local authority in this context) must conform when discharging its obligations under the Act.

Education authorities are required to initiate and, having done so, to maintain and facilitate a process by which community learning and development within the area of the education authority is secured in a way that:

- identifies target individuals and groups

- has regard to the needs of those target individuals and groups for that community learning and development
- assesses the degree to which those needs are already being met
- identifies barriers to the adequate and efficient provision of that community learning and development.

Other relevant legislation includes:

- [Children and Young People \(Scotland\) Act 2014](#)
- [Commissioner for Children and Young People \(Scotland\) Act 2003](#)
- [Children \(Scotland\) Act 1995](#).

Children and Young People (Scotland) Act 2014

This contains provisions relating to the wellbeing of children, young people and families, including:

- providing a legal definition of wellbeing
- placing duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes
- ensuring better permanence planning for [looked after children](#) (those 'in the care' of their local authority) by giving all young people born after 1 April 1999 and looked after in foster, kinship or residential care, the entitlement to stay in their care placement until their 21st birthday
- requiring Scottish Government Ministers to consider how they might secure better or further effect in Scotland of the United Nations Convention on the Rights of the Child ([UNCRC](#)).

A requirement to report every three years on the steps taken in that period to secure better or further effect of the UNCRC came into effect in April 2017.

Note: In June 2017, the [Children and Young People \(Information Sharing\) \(Scotland\) Bill](#) was introduced into the Scottish Parliament. If passed, the Bill will introduce a duty on public and other services to consider if information sharing will support, safeguard or promote the wellbeing of a child or young person. The Bill will also make changes to the information sharing provisions contained in the Children and Young People (Scotland) Act 2014.

Commissioner for Children and Young People (Scotland) Act 2003

This established the role of Commissioner for Children and Young People in Scotland with the function of promoting and safeguarding the rights of children and young people. There is a focus on participation and consultation on matters concerning children and young people and on encouraging other organisations beyond the Commissioner's own remit to have regard to this.

The legislation requires that the Commissioner acts 'in a manner which encourages equal opportunities and, in particular, the observance of the equal opportunity requirement' and that he or she pays 'particular attention to groups of children and young people who do not have other adequate means by which they can make their views known.'

Children (Scotland) Act 1995

This Act legislated for a fundamental shift in emphasis from the traditional view of parents having rights over children to the principle that parents have responsibilities towards their children. The welfare of the child should be the paramount consideration in making decisions affecting the child.

Due regard is to be given to children's views, so far as practicable and subject to their age and maturity. Children aged 12 and older are generally presumed to have sufficient age and maturity to express a view, if they wish to do so.

In relation to the provision of services for children by local authorities, due regard should be given, without discrimination, to a child's religious persuasion, racial origin and cultural and linguistic background.

Local authorities have a duty under the Act to prepare Children's Services Plans.

Consultation of young people does not take place systematically when new legislation is being proposed, but it is usual for there to be consultation processes in which young people may participate (see the article entitled '[Young people's participation in policy-making](#)').

Revisions/updates

From April 2017, the [Children and Young People \(Scotland\) Act 2014](#) extended the duty on local authorities to produce a children's services plan which was introduced by the [Children \(Scotland\) Act 1995](#). The coverage of these plans, which previously focused on social services, will increase to every service 'capable of having a significant effect on the wellbeing of children' provided in the local authority area. The range of organisations covered by the duty to consult will also be expanded.

1.3 National youth strategy

Existence of a National Youth Strategy

Our Ambitions for Improving the Life Chances of Young People in Scotland: National Youth Work Strategy (hereafter 'National Youth Work Strategy'), published in 2014 and covering the period 2014-2019, is Scotland's statement of youth policy.

While it has a specific focus on youth work, it aligns with other government policies which cover provision for young people. Other relevant policies, described in its 'policy context' section include:

- Getting it Right for Every Child ([GIRFEC](#))
- Education – Curriculum for Excellence
- Health, sport, the arts
- Youth employment/workforce.

Further information on the age ranges covered by these policies, if available, is in the article '[Target Population of Youth Policy](#)'. Further information on some of the policies themselves is in the sub-heading '[Main themes](#)' in the article 'Youth Policy Decision-Making' and in the relevant topical chapters.

The National Youth Work Strategy was developed jointly by:

- The [Scottish Government](#)
- [Education Scotland](#), the national improvement agency for education, which is an executive agency of the Scottish Government and the policy lead on youth work
- [YouthLink Scotland](#), the National Agency for Youth Work (see the sub-heading '[The National Agency for Youth](#)' in the article 'Youth Policy Decision-Making'). YouthLink Scotland is a membership organisation, so its participation meant that the wider youth organisations were involved in the development of the strategy.

Scope and contents

The key goal of the strategy is to ensure that all young people across Scotland has access to high quality and effective youth work practice. The strategy outlines the five following actions as key in achieving this aim:

- ensuring Scotland is the best place to be young and grow up in
- putting young people at the heart of policy
- recognising the value of youth work
- building workforce capacity
- ensuring impact is measured.

The strategy has a focus on reducing inequalities and targeting specific groups. It recognises that 'both universal and more targeted, specific work have equal validity and importance' (p.3). It also recognises that there remains a fundamental need for community-based youth work. While services have been eroded in recent years, this continuing need applies especially to the most disadvantaged.

Those working with young people are well placed to make early interventions to break cycles of inequality, whether in health, poverty, education or other areas. There is an explicit commitment in the strategy to break these cycles and 'ensure that all young people have opportunities which will improve their life chances' (p.17).

There is an action in the implementation plan to 'encourage the participation of excluded and under-represented young people' (p.18).

The [National Improvement Framework for Education](#) (Scottish Government, 2016) underlined the contribution made by the Strategy to reducing inequality:

These vital [youth] services improve the life chances of communities across Scotland, and in particular, can help to empower and improve learning and resilience for our most disadvantaged communities' (p.4)

In developing the strategy, Education Scotland, the Scottish Government and YouthLink Scotland held eight National Discussion sessions. They ran in the afternoon and evening to make them as accessible as possible. Youth workers also engaged with young people and [Young Scot](#), the national youth information and citizenship charity, hosted a survey for young people. Conversations about the strategy also took place on Twitter.

Responsible authority for the implementation of the Youth Strategy

The Scottish Government, Education Scotland and YouthLink Scotland are the main bodies responsible for the implementation of the strategy. See the sub-heading '[Structure of Decision-making](#)' in the article 'Youth Policy Decision-Making' for more information on these bodies.

The 32 [local authorities](#) in Scotland are responsible for implementing government policy on youth services, in accordance with the [The Requirements for Community Learning and Development Regulations 2013](#). Youth services are delivered through partnership activity by local authorities working with third sector organisations, such as [Youth Scotland](#), a membership organisation and Scotland's national charity for the support and delivery of community-based youth work, and other providers of public services.

Support to the sector is provided by the Community Learning and Development Team within Education Scotland's Lifelong Learning Directorate.

Revisions/updates

The National Youth Work Strategy updates [Moving Forward: a Strategy for Improving Young People's Chances through Youth Work](#) (2007).

The impetus to update this strategy came from the sector at the 2011 [National Youth Work Summit](#), in the light of policy developments which had taken place since, including progress in implementing curriculum reform through *Curriculum for Excellence* and [16+ Learning Choices](#), the Scottish Government's 2010 policy document, aimed at supporting young people to progress into positive and sustained post-16 destinations.

1.4 Youth policy decision-making

Structure of Decision-making

Central government

The Scottish Government sets out broad national policy for youth through its Cabinet Secretaries. Youth work lies within the portfolio of the [Cabinet Secretary for Education](#)

[and Skills](#). Youth employment lies within the portfolio of the [Cabinet Secretary for the Economy, Jobs and Fair Work](#).

Other Cabinet Secretaries who, along with supporting Ministers, have responsibilities for the following youth-associated aspects of policy are:

- [Cabinet Secretary for Health and Sport](#) - child health and social integration
- [Cabinet Secretary for Culture, Tourism and External Affairs](#) - culture and the arts and national identity
- [Cabinet Secretary for Communities, Social Security and Equalities](#) - social justice, social and human rights and measures against poverty
- [Cabinet Secretary for Justice](#) - youth justice.

At executive level, the main responsibility for youth affairs lies within the Directorates for Learning; Advanced Learning and Science; Children and Families; and Justice.

The Education Analytical Services Division is part of the Directorate for Learning. It has responsibility, in relation to education and young people, for helping the Scottish Government and the wider public sector make decisions based on high quality evidence and analysis to deliver the right outcomes.

Other Directorates whose work involves young people include Healthcare Quality and Strategy; Culture, Tourism and Major Events; Local Government and Communities.

[Education Scotland](#), established in 2011 as the national improvement agency for education, offers support and advice to Ministers in the areas in which it acts as a policy lead, including [youth work](#). Work with young people is one component of [community learning and development](#) (CLD), which encompasses a range of community-based learning and personal development activities, provided by a range of statutory and voluntary organisations. The Community Learning and Development (CLD) team within Education Scotland supports the sector.

Local government

[The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) placed a legal requirement on [local authorities](#) to take the lead role in the provision of community learning and development. Guidance issued in 2012 entitled [Strategic Guidance for Community Planning Partnerships: Community Learning and Development](#), while directed at Community Planning Partnerships, and recognising that a wide range of organisations and services played a part in provision, stated the Scottish Government's expectation that local authorities would 'provide clear leadership and direction' and 'drive the action needed'. The Regulations formalised this expectation.

Community Planning Partnerships are those organisations that cooperate at local level to carry out community planning, defined in the [Local Government in Scotland Act 2003](#) as

a process ... whereby public services in the area of the local authority are planned and provided after consultation and (on-going) co-operation ... among all public bodies ... and with community bodies.

Main Themes

Community-based youth work

The [National Youth Work Strategy 2014-2019](#) has a focus on community-based youth work provision, delivered as part of Community Learning and Development. Collaborative and partnership working is emphasised. Under the strategy's ambition to recognise the value of youth work, there is an aim that youth work will be embedded within the broader field of Community Learning and Development, within Community Planning arrangements.

Youth workforce capacity

A key theme of the National Youth Work Strategy 2014-19 is supporting and valuing youth workers, whether paid or voluntary, through training and support. Much of youth work delivery in Scotland relies on the time and skills of volunteers. Without them, youth work provision whether by local authorities or the third sector would be severely limited. There is, therefore, a specific focus on the aim of ensuring that the contribution of volunteers will be recognised and valued, alongside being properly supported and encouraged.

To build capacity in the volunteer workforce, the [CLD Standards Council for Scotland](#) will develop support and training for volunteers, linked to the continuing professional development [strategy](#) for [community learning and development](#) (CLD).

Getting it Right for Every Child (GIRFEC)

Getting it Right for Every Child ([GIRFEC](#)) is the Scottish Government's rights-based approach to improving outcomes which underpins all policy, practice, strategy and legislation affecting children, young people and their families.

One of the aims of the [National Youth Work Strategy 2014-2019](#) is putting young people at the heart of policy. The strategy aims to support and promote the active participation and engagement of young people in the planning, delivery and management of services. They should be more directly involved in local and national decision-making, including through designing, co-producing and delivering services where possible.

Education

The [Curriculum for Excellence](#) was introduced in 2010, having been in development since 2002. It is intended to provide a coherent, more flexible and enriched curriculum for all children and young people, wherever their learning takes place. This includes the learning opportunities delivered through youth work. The outcome of the curriculum is expressed as the development and demonstration of four capacities in every young person: a successful learner; a confident individual; a responsible citizen; and an effective contributor.

The development process involved extensive engagement with teachers and practitioners. It built upon the existing good practice across all sectors of Scottish education and took account of research and international comparisons.

The [National Youth Work Strategy 2014-2019](#) identifies strengthening partnerships between school staff and youth work practitioners as a priority for the Curriculum for Excellence programme, particularly within the planning and delivery of the senior phase. Further information on linking the curriculum and youth work is available from [Youth Scotland](#).

Youth employment

Current youth employment policy is set in the context of an improving economy and the Scottish Government's aim to improve youth employment beyond pre-recession levels.

The current strategy and implementation plan, [Developing the Young Workforce: Scotland's Youth Employment Strategy](#) (Scottish Government, 2014), sets out how, over a seven-year period, the Scottish Government will implement the recommendations of the Commission for Developing Scotland's Young Workforce's final report [Education Working For All!](#) (Scottish Government, 2014). The report's recommendations built upon the Scottish Government's 2015 [economic strategy](#), the introduction of Curriculum for Excellence and the extensive reforms of post-16 education.

The ultimate aim is to create a vocational education system which will reduce youth unemployment by 40 per cent by 2021. The Commission's report was based on extensive consultations with leading figures in education, business and equalities groups.

See the chapter on '[Employment and Entrepreneurship](#)' for more detail on youth employment.

The Arts

[Creative Scotland](#) was asked by the Scottish Government to develop Scotland's first ever youth arts strategy. The main underlying principles of *Time To Shine: Scotland's Youth Arts Strategy* (2013) are:

- young people at the centre
- coherence with related policies, particularly Curriculum for Excellence
- collaborative working , involving both peer networks and work with local and central government
- tackling inequalities.

Creative Scotland conducted a national discussion on the youth arts while developing the draft strategy with nearly 2000 stakeholders helping to establish the priorities.

Information on the background to developing the strategy, including the consultations and research and reference papers used, can be found in *Time To Shine: What's Behind It?* (Creative Scotland, 2013).

Youth Justice

Youth justice is identified in the National Youth Work Strategy 2014-19 as an area of youth sector work. The importance of preventing offending in particular was highlighted by the Scottish Government in 2009 in *Valuing Young People: Principles and Connections to Support Young People Achieve Their Potential* (Scottish Government and COSLA).

The Scottish Government's youth justice strategy for 2015-2020 also places the emphasis on preventing offending. Launched in 2015, *Preventing Offending: Getting it Right for Children and Young People* advances the whole system approach, which includes early and effective intervention and opportunities to divert young people from prosecution. It also places a strategic focus on improving life chances and developing capacity and improvement.

This child-centred, preventative approach aligns with the *Getting it Right for Every Child* (GIRFEC) approach and the Government's overriding ambition to make Scotland the best place to grow up in.

The strategy was developed with a wide range of partners.

The National Agency for Youth

There is no government agency which fits within the definition of National Agency for Youth.

[YouthLink Scotland](#) is a charitable membership organisation and is the National Agency for Youth Work, a role [recognised](#) by the then Scottish Executive (now Scottish Government) in 2007. While its focus is youth work, it draws its memberships from a wide range of policy areas including health; education; youth participation; environmental protection; sport; volunteering; child protection; youth justice; human rights; and support for international development.

Its aim is to be the voice of both the statutory sector and the third sector, representing the policy and practice needs and interests of the youth work sector to government and other stakeholders through:

- supporting the sector to demonstrate the impact and value of their work
- promoting a positive image of young people and youth work
- helping the sector to identify new sources of sustainable funding and make effective use of existing resources
- representing the range of views and interests of the sector to all levels of government

- being key partners with government in workforce development
- encouraging more adults to volunteer or consider a career in youth work
- providing information and support to the youth work sector and other partners
- undertaking research that will contribute to a better understanding of the role of youth work and of the needs of young people in Scottish society
- campaigning for equality of access to youth work for all young people
- maintaining an independent approach to the prosecution of its mission.

Policy monitoring and evaluation

There are no mechanisms specifically for monitoring and evaluating the implementation and effects of youth policies. A range of tools are utilised for general policy monitoring including in-house research capability, commissioned research, surveys, impact assessments, consultations, etc. Some surveys, for example, may be conducted at regular intervals and new policy documents generally include a statement regarding the timing of any evaluation.

Further details of policy making, monitoring and evaluation process are provided in the article on '[Evidence-based youth policy](#)'.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

Responsibility for youth policy is split across ministerial portfolios and Directorates. This is dealt with in the sub-heading '[Structure of decision-making](#)' in the article 'Youth Policy Decision-Making'.

Forums, advisory groups, cross-ministerial working parties etc., are set up on an ad hoc basis to deal with particular issues. However, *Getting it Right for Every Child* ([GIRFEC](#)) is the national approach to improving outcomes and supporting the wellbeing of children which underpins all policy, practice, strategy and legislation affecting children, young people and their families. See the article on '[Youth Policy Decision Making](#)' for further information.

The [National Performance Framework](#) (NPF) sets out the Scottish Government's purpose and strategic objectives. The NPF can provide a structure for coordination of policy through its focus on working towards agreed outcomes. It means that the whole of the public sector is aligned and works in partnership to achieve the Government's objectives. The NPF consists of four parts:

- the [Government's Purpose](#) and its associated targets
- five [Strategic Objectives](#) that describe where actions will be focused
- 16 [National Outcomes](#) that describe what the Government wants to achieve
- 50 [National Indicators](#) that enable progress to be tracked.

There is vertical coordination also, with local authorities producing 'Single Outcome Agreements' (SOAs), in line with the NPF's overall vision and strategic objectives. An SOA is an agreement between a [Community Planning Partnership](#) (CPP) and the Scottish Government which sets out the priority outcomes for each area and how the CPP will work towards achieving them. It also shows how the local priorities contribute to the national priorities.

Guidance issued by the Scottish Government in 2012, *Strategic Guidance for Community Planning Partnerships: Community Learning and Development* stated that within the NPF, the focus of community learning and development should be:

- improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship
- stronger, more resilient, supportive, influential and inclusive communities.

National Outcome 4 of the National Performance Framework is 'that our young people are successful learners, confident individuals, effective contributors and responsible citizens'. Community Learning and Development is recognised as making an important contribution to achieving the four capacities under this outcome.

1.6 Evidence-based youth policy

Political Commitment to Evidence-Based Youth Policy

The [National Youth Work Strategy 2014-2019](#) contains an explicit ambition to ensure that impact is measured, which requires appropriate longitudinal research to demonstrate the role, value and impact of youth work in underpinning a range of policy objectives and the continued development of capacity in the sector to 'demonstrate how youth work improves young people's wellbeing, life chances and outcomes'.

The strategy contains a commitment from Education Scotland, YouthLink Scotland and partners, to establish a robust evidence base to demonstrate the impact of youth work.

The [Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) also set out a requirement for [local authorities](#) to evidence their assessment of need for [Community Learning and Development](#) (CLD) provision.

The general principles of appraisal and evaluation should be applied to any proposal - whether project, programme or policy-related - with implications for expenditure/use of resources. This is stated in the Scottish Public Finance Manual ([SPFM](#)), issued by the Scottish Ministers to provide guidance to the Scottish Government (SG) and other relevant bodies on the proper handling and reporting of public funds.

The detailed guidance on methods contained in *The Green Book, Appraisal and Evaluation in Central Government*, published by HM Treasury in 2011, has been adopted by the Scottish Government and applies to all organisations to which the SPFM is directly applicable.

The [research section](#) of the Scottish Government's website states that:

Research plays an important role in shaping the policies of the Scottish Government, helping it to think about new and better ways of doing things and providing new understandings and discoveries that benefit society. The Scottish Government funds a wide range of social research programmes which aim to provide high quality research-based evidence and advice for Ministers and Scottish Government officials to inform policy development, implementation and evaluation.

Public Sector Equality Duty

The Public Sector Equality Duty came into force across Great Britain (England, Scotland and Wales) on 5 April 2011 under the [Equality Act 2010](#). It means that public bodies have to consider all individuals when carrying out their day-to-day work in shaping policy, delivering services and in relation to their own employees.

It also requires that public bodies have due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities.

Scotland specific duties are set out in [Equality Act \(2010\) \(Specific Duties\) \(Scotland\) Regulations 2012](#). Since May 2013, the Equality and Human Rights Commission (EHRC) has conducted the '[Measuring Up?](#)' to monitor listed public bodies' compliance with these duties.

Cooperation between policy-making and research

The in-house research capacity of the Scottish Government consists of analytical professional groups and a number of analytical divisions supporting policy topics within Directorates. The Chief Researcher within the Office of the Chief Researcher is also the head of Education Analytical Services. This is a division within the Learning Directorate which has the responsibility, in relation to education and young people, for helping the Scottish Government and the wider public sector make decisions based on high quality evidence and analysis to deliver the right outcomes. Beyond this in-house research capability, cooperation with the research community is largely ad hoc.

The Scottish Government provides funding to some research organisations, which, while not focusing on youth policy specifically, have remits to provide evidence in support of public policy-making:

- [What Works Scotland](#)
- [Evaluation Support Scotland](#)
- [The Centre for Youth and Criminal Justice](#).

[What Works Scotland](#) is an initiative co-funded by the Scottish Government to improve the way local areas in Scotland use evidence to make decisions about public service development and reform. It works with a range of third sector organisations and with central and local government. Of particular relevance to youth work, it is supporting specific Community Planning Partnerships to:

- learn what is and what is not working in their local area
- encourage collaborative learning with a range of [local authority](#), business, public sector and community partners
- better understand what effective policy interventions and effective services look like
- promote the use of evidence in planning and service delivery
- help organisations get the skills and knowledge they need to use and interpret evidence
- create case studies for wider sharing and sustainability.

[Evaluation Support Scotland](#) works with third sector organisations and funders so that they can measure and report on their impact and use learning to improve practice and influence policy. One of the projects it worked on was a partnership programme entitled '[Reversing the Trend](#)'. The aim of the programme was to identify the outcomes and evaluation tools for preventative and diversionary approaches in community-based youth organisations in relation to substance misuse.

[The Centre for Youth and Criminal Justice](#) supports improvement in youth justice, contributing to better lives for individuals and communities. One of its key activities is 'undertaking, supporting and coordinating research which helps with understanding youth justice'.

National Statistics and available data sources

The Scottish Government issues a range of [statistical publications](#) which it makes available on its website. These may deal specifically with young people, or with the general population, but with breakdowns for particular age groups. A [website](#) has been developed to publish the data behind the official statistics, with data available by theme, organisation or geography.

The official data source used to measure the size of the not in education, employment or training (NEET) group at national level is the Annual Population Survey ([APS](#)).

In 2015, a new Participation Measure was developed jointly by the Scottish Government and Skills Development Scotland to show the proportion of 16-19 year olds participating in education, training or employment. This replaced the previous local authority level measure which had focused solely on school leavers. This focus limited the Scottish

Government's ability to fully assess the impact that the *Opportunities for All* (see the article '[Target population of youth policy](#)') policy and the support provided by partner agencies had on the entire 16-19 cohort. The first experimental [statistics](#) were published in August 2015. Skills Development Scotland has produced an [FAQ](#) on the Measure.

Other statistics include:

- [The Scottish Household Survey](#) is a continuous survey providing information about the characteristics, attitudes and behaviour of Scottish households and individuals on a range of issues, including local government, neighbourhoods, health and transport. There is a 16-24 age range breakdown. [Annual reports](#) provide a summary of the findings. Topics covered include volunteering and participation in youth activities.
- Scottish Schools Adolescent Lifestyle and Substance Use Survey ([SALSUS](#)) is part of a series of national surveys commissioned by the Scottish Government on smoking, drinking and drug use. The survey is conducted on a biennial basis, targeting secondary school pupils in local authority and independent schools.
- The Scottish Health Survey ([SHeS](#)) provides a detailed picture of the health of the Scottish population in private households. The continuous Scottish Health Survey began in January 2008 and ran until 2015. An annual report is published for each year of the survey (the latest published being 2014). There is an age breakdown for 16- to 24-year-olds.
- [Education Outcomes for Scotland's Looked After Children](#) is an annual publication which links data on looked after children provided by local authority social work services departments with educational data provided by publicly funded schools, the Scottish Qualifications Authority (SQA) and Skills Development Scotland (SDS). It covers the attainment and post-school destinations of [looked after](#) young people who leave school. Data on school attendance and exclusion from school of looked after young people is available every second year.

Previously, YouthLink Scotland, the national youth work agency, undertook a biennial survey of young people's attitudes, aspirations and activities. Results of the final sweep were published in 2009 in the *Being Young in Scotland* report, which was based on responses from 2,000 11- to 25-year-olds.

Budgetary Allocations supporting research in the youth field

There is no specific line of funding for research on youth to support evidence-based policy-making. Research is carried out under the 'social research' category. Nor is there a specific line of funding for evidence-based evaluations of youth-related policies and programmes.

1.7 Funding youth policy

How Youth policy is funded

There is no specific budget allocated to youth policy. Budgetary allocations are made for Cabinet portfolios in the annual budget planning cycle and, as shown in sub-heading 'Structure of Decision-making' in the article 'Youth Policy decision-Making', responsibility for youth matters is split across these portfolios. Within the overall allocations to portfolios, budgets are then set for policy directorates and other government agencies and public bodies.

[Education Scotland](#), the national improvement agency for learning and teaching, and one of the main bodies charged with implementing the [National Youth Work Strategy](#) 2014-19, receives a specific allocation through the budgetary process. This was £28.7m in 2016/17 and in the draft 2017/18 budget is £21.5m, but this figure covers its work in all areas of learning, not just youth work.

Much of the delivery of youth services takes place at local level, either through [local authorities](#) or third sector organisations. Local organisations may apply for grant funding

from central or local government schemes and local authorities receive the majority of their funding from central government.

The 'block grant' which local authorities receive from the Scottish Government accounts for around 85% of their net revenue expenditure. The largest part of the block grant is the Revenue Support Grant, which is not ring-fenced, meaning that local authorities have the freedom and flexibility to allocate their resources to meet local needs and priorities.

Local authorities plan the youth services that they will provide through their community learning and development programmes based on an assessment of local needs. They may make direct provision or commission services. Spending on youth services may come from other work carried out by local authorities in education or social services, for example, and not just from the specific budget which they have allocated to community learning and development.

What is funded?

An indication of what are considered to be current priorities in youth services can be gained through looking at some of the specific grant funding which the Scottish Government is making available.

The National Voluntary Youth Organisations Support Fund was set up by the Scottish Government and is being administered by YouthLink Scotland, the national youth work agency. It is intended to contribute to the achievement of the [National Youth Work Strategy](#) 2014-19 ambition that 'All young people, in every part of Scotland, should have access to high quality and effective youth work practice'.

This fund is open to national voluntary youth work organisations for projects which are likely to lead to:

- improved support and engagement of volunteers
- increased access to workforce development opportunities for paid staff and/or volunteers
- increased access to leadership development opportunities for senior managers and/or senior volunteers
- improved strategic leadership
- improved communication and partnerships with [local authorities](#) supporting the delivery of the national outcomes for young people.

[CashBack for Communities](#) is the Scottish Government's vehicle for reinvesting the proceeds of crime back into communities to benefit Scotland's young people. YouthLink Scotland administers the fund which aims to build the capacity of young people and the youth work organisations who work to support them.

There is a separate CashBack for Creativity: Open Arts Fund, which Creative Scotland, the national development agency for the arts, screen and creative industries, is delivering in partnership with YouthLink Scotland. It too is part of the programme to reinvest the proceeds of crime back into communities, and is focused on community-based arts programmes.

A [new fund](#), launched in 2016/17, replaced the former Third Sector Early Intervention Fund and Strategic Funding Partnerships. It was set up following discussions with national voluntary sector organisations to build opportunities and improve outcomes for children, young people, families, adults and communities. It will support the third sector to deliver services and activities that focus on prevention and early intervention.

YouthLink Scotland maintains a [funding directory](#).

Financial accountability

The [Auditor General for Scotland](#) is responsible for the audit of most public bodies, except local authorities. This includes directorates of the Scottish Government,

government agencies, NHS bodies, further education colleges and most Non Departmental Public Bodies.

The Auditor General reports in public to the Scottish Parliament's [Public Audit Committee](#).

The [Accounts Commission](#) is the public spending watchdog for local government. It examines how Scotland's 32 councils manage their finances and helps them to manage their resources efficiently and effectively. Through [Audit Scotland](#), it carries out annual financial audits of every Scottish local authority. It also carries out best value audits which examine local authorities' achievements against their duty of Best Value.

The [Local Government in Scotland Act 2003](#) placed a statutory duty of Best Value upon local authorities in the discharge of their functions, defined as 'continuous improvement in the performance of a local authority's functions.' Audit Scotland may undertake a special investigation if there are concerns about aspects of a council's performance.

Audit Scotland also produces national reports on local government performance. These reports look at performance across Scotland in a particular service area. Audit Scotland submits its reports on local government to the Accounts Commission for Scotland which considers the reports and publishes findings.

[Audit Scotland](#) assists both the Auditor General and the Accounts Commission in carrying out their duties.

Most of the third sector organisations involved in youth work are established as charities. The Office of the Scottish Charity Regulator ([OSCR](#)) is established under the [Charities and Trustee Investment \(Scotland\) Act 2005](#) as the regulatory body.

OSCR monitors compliance with the 2005 Act, including the legal reporting responsibilities which must be met by the trustees of the charity. Charities must submit an annual return, a supplementary monitoring return for charities with a gross income of £25,000 or more, and a set of annual accounts.

One of the powers of OSCR is that of inquiring into cases of apparent or alleged misconduct. The primary purpose of such inquiries is to ensure that charity assets are protected and are being used to achieve a charity's objects.

Specific grants may have financial compliance conditions attached regarding accounting and reporting requirements.

Other instruments which may be used for individual programmes and policies include progress reviews and evaluation reports which will cover how the funds received have been used.

Use of EU Funds

The Scottish Government receives EU funding under the European Social Fund (ESF) and the European Regional Development Fund (ERDF). Information on the [operational programmes](#) for both funds, from January 2015 until 2020, is available from the Scottish Government.

The priorities of the ESF are:

to increase labour market participation, promote social inclusion and develop the skills of the potential and existing workforce. Young unemployed people, especially those who are not in education, employment or training (NEET) are one of the four groups which are targeted by the programme.

There is no strategic initiative (theme area) directly related to youth in either fund, except for the Youth Employment Initiative (YEI).

In February 2017, the Scottish Government announced a £60 million programme to support young people in South West Scotland into secure and sustainable employment. The Youth Employment Initiative ([YEI](#)) provides funding which is additional to mainstream European Structural Fund allocations. The funds focus on EU regions where

youth unemployment levels reached 25 per cent or more based on 2012 figures. Based on these figures, YEI in Scotland is restricted to the South West Scotland region.

The aims of the fund are:

- sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities
- a reduction in the number of unemployed, long-term unemployed and inactive, and socially excluded young people in South West Scotland.

The funding covers the period up to December 2018 and is split between the Scottish Funding Council (£28 million) and local authorities in South West Scotland.

1.8 Cross-border cooperation

Cooperation with European countries

As a devolved administration, Scotland does not have separate representation in European and international inter-governmental organisations. However, the Scottish Government reports its views to UK Government Departments to contribute to a UK position.

UK participation in European Union (EU) funded programmes, such as Erasmus+, is not covered in this description of youth policy.

The UK participates in the EU Working Party for Youth, which sits under the Education, Youth, Culture and Sport (EYCS) Council. The Working Party on Youth prepares items for decision by EU ministers for youth at each EYCS Council meeting. There is an EYCS Council meeting during each six-monthly EU presidency.

Via representatives in Brussels, the UK contributes to draft youth conclusions via The Working Party for Youth. These conclusions are then put to the Council for approval.

The Working Group for Youth and the EYCS Council operate under the EU's Open Method of Cooperation (OMC). Under the OMC, EU countries are evaluated by one another (peer pressure) against a set of indexes, with the Commission's role being limited to surveillance (i.e. it has no legislative or formal powers of compulsion).

International cooperation

As a devolved administration, Scotland does not have separate representation in European and international inter-governmental organisations. However, the Scottish Government feeds views to UK Government Departments to contribute to a UK position.

The UK Government, as a signatory of the [European Cultural Convention](#) (CETS No. 18), participates in the European Steering Committee for Youth ([CDEJ](#)). The CDEJ supervises a programme of activities involving policy makers, youth researchers and youth work practitioners and focuses particularly on the development of youth policies in its member states which are likely to ensure young people's successful integration into society.

The European Youth Foundation ([EYF](#)) is a fund established in 1972 by the Council of Europe to provide financial and educational support for European youth activities. Youth non-governmental organisations (NGOs) may apply to it for funding.

1.9 Current debates and reforms

There is ongoing debate in Scotland on the role of community learning and development, including youth work, in the context of the UK Government's continued public spending reductions. Organisations involved in providing community learning and development face new and complex needs for their services, and increased pressure on their capacity.

Children and Young People (Information Sharing) Bill

In June 2017, the [Children and Young People \(Information Sharing\) \(Scotland\) Bill](#) was introduced into the Scottish Parliament. If passed, the Bill will introduce a duty on public and other services to consider if information sharing will support, safeguard or promote the wellbeing of a child or young person. The Bill will also make changes to the information sharing provisions contained in the Children and Young People (Scotland) Act 2014.

2. Voluntary Activities

The Scottish Government sets out the broad national policy for youth and volunteering through its Cabinet Secretaries. Responsibility for youth volunteering and other forms of volunteering is split across the Scottish Government. A range of voluntary organisations are involved in the promotion and organisation of voluntary activity and may be included as stakeholders in policy-making.

A particular characteristic of the organisation of voluntary activity in Scotland are Third Sector Interfaces (TSIs). TSIs are funded by the Scottish Government to support and develop local third sector/voluntary activity, to support youth volunteering and administer the Saltire Awards (see '[Existing arrangements](#)' in 'Skills recognition'). The 32 TSIs operate within a specific local authority and take different organisational forms (see '[Cross-sectorial cooperation](#)').

2.1 General context

Historical developments

Voluntary action can be found throughout British history, associated with religious institutions as well as with philanthropic actions of the wealthy. As the sphere of state provision in the UK grew in the twentieth century, and particularly in the years following the second world war, the need for charitable and voluntary involvement in meeting basic social welfare needs was reduced. The consequent changes in the role played by voluntary action in society was outlined in a [report](#) by the then Scottish Executive in 2004:

We have come a long way from the roots of volunteering in the 19th century, when genteel middle-class ladies visited prisoners and impoverished waifs in workhouses. Now, at the beginning of the 21st century, volunteering has evolved into a much more egalitarian activity whereby everyone has something to contribute and everyone has something to gain.

The introduction to the chapter on volunteering in the results of the 2015 [Scottish Household Survey](#), published in 2016, says:

The Scottish Government recognises that volunteers of all ages form a valuable national resource, vital to the success of Scotland and that volunteering is a key component of strong communities. Volunteering is all about new experiences, feeling good and making a difference and it is important to recognise the benefits of volunteering, in terms of skills development, participation, community empowerment and strengthening public services (p.157).

Regarding young people, the then Scottish Executive's 2004 [Volunteering Strategy](#) included 'Focusing on Project Scotland and young people' as one of its four strands. It stated:

....if volunteering is to truly become an integral part of Scotland's culture, action must be prioritised on Scotland's young people. It is known that young people are

underrepresented in volunteering. It is also known that direct action targeted at young people, complemented by support to get them involved, works. Action for the younger age group will be important in facing the challenges of sustaining volunteering as Scotland enters a period of dramatic demographic change (p.23).

Note: Since 2007, the Scottish Executive has officially been known as the Scottish Government.

Main concepts

Volunteering is the giving of time and energy through a third party, which can bring measurable benefits to the volunteer, individual beneficiaries, groups and organisations, communities, the environment and society at large. It is a choice undertaken of one's own free will, and is not motivated primarily for financial gain or for a wage or salary.

This is the current definition of volunteering used by the Scottish Government, as stated in *Scotland's People: Results from the 2014 Scottish Household Survey*. It was originally used in the Scottish Executive's 2004 *Volunteering Strategy*, which focused on formal or organised volunteering, defined as:

...activities organised through some sort of organisation, be it a small community group consisting entirely of volunteers, or through major organisations (Annex A).

The strategy also promoted volunteering as an activity which brings particular values with it and is distinct from paid work. This distinction is made to avoid volunteers being seen as a substitute for paid staff:

In some cases volunteers will work alongside other volunteers towards a stated aim. Elsewhere volunteers will work alongside paid staff, complementing and adding value to the work done by paid staff. Generally speaking there has to be a distinction between the roles of volunteers and those of paid staff (Annex A).

In 2014, Voluntary Action Scotland (see sub-heading '[Cross-sectorial cooperation](#)' in the article 'Administration and Governance of Youth Volunteering') issued *Volunteering Principles for Scotland: Embedding Volunteering across Policy Agendas in Scotland*, which gave the six principles of volunteering as follows:

1. Volunteering is a free will activity and the definition and application of volunteering will be respected.
2. Volunteering represents a valuable contribution to society which helps deliver stronger, more resilient, communities.
3. Volunteering is not job replacement.
4. All public policy should consider its impact on volunteering.
5. Public services should be planned in a way that is enabling of volunteering.
6. Volunteer Involving Organisations are supported to build their capacity and support and manage volunteers effectively.

The [Scottish Compact](#), first published in 1998 by the then Scottish Executive and revised in 2003, is one of four Compacts providing a framework for national Government-voluntary sector relationships across the UK. The shared values of the Compact include (but are not limited to):

- a democratic society that acknowledges the value of voluntary sector activity and upholds the right of individuals to associate freely with one another in pursuit of a common purpose within the law
- active citizenship involving the widest possible participation by people in the lives of their national and local communities
- pluralism, which welcomes the diversity of identities and interests within Scotland
- human rights to promote a sense of strong community and to encourage respect for each other as both individuals and as members of a community with common values

- equality of opportunity, which maximises the opportunities for all people to contribute from their distinctive traditions, religions, cultures, values and abilities to the shared life of the wider community, as well as their own particular communities of need and interest.

The 2003 Compact reflects a shared intention to achieve an open and participative working relationship between the Government and the voluntary sector in Scotland. An [analysis](#) (Scottish Government, 2005) of the two Compacts showed that the 2003 version had a more explicit emphasis on the role of intermediary organisations in areas such as implementation. Related to this was a realisation that some groups may have difficulty in making their voices heard and that the sector may not always be representative of all groups.

2.2 Administration and governance of youth volunteering

Governance

Although originally devised specifically for the years 2004 to 2009, the all-age [Volunteering Strategy](#) (Scottish Executive, 2004) remains current. In it, the then Scottish Executive described its role as follows:

Although volunteering is essentially an individual activity, government has an important role to play in creating the conditions within which volunteering can flourish.

The strategy went on to specify that apart from being a major funder of volunteering, the Scottish Executive (now Government) has an impact on the volunteering market through its roles as a policy-maker (including cross-cutting policies and priorities), legislator (as the source of most of the bills considered by the Scottish Parliament) and as a provider of intelligence about Scottish society (through sources such as the [Scottish Household Survey](#)).

The Scottish Government sets out broad national policy for youth and volunteering through its Cabinet Secretaries. Responsibility for youth volunteering and other forms of volunteering is split across the Scottish Government.

The two main Cabinet Secretaries with relevant policy responsibilities are the:

- [Cabinet Secretary for Communities, Social Security and Equalities](#)
- [Cabinet Secretary for Education and Skills](#).

At executive level, the [Local Government and Communities Directorate](#) leads policy on the Third Sector.

A range of voluntary organisations are involved in the promotion and organisation of voluntary activity and may be included as stakeholders in policy-making. These include [Volunteer Development Scotland](#) (also known as Volunteer Scotland) which is funded by the Scottish Government to develop, promote and enhance volunteering across Scotland. It applies its funding to:

- research, demonstrate and measure the impact made by volunteers
- support paid staff and volunteers to develop skills through accessing training and easy to use volunteer development tools, policies and good practice
- offer a one-stop digital gateway to everyone in Scotland who might want to find volunteer opportunities
- support organisations to post and advertise new volunteer opportunities and events through web-based tools
- provide an expert disclosure service for voluntary organisations
- help organisations and people who can influence volunteering such as funders, Government, and policy makers
- work with partners to support projects, innovation and creativity in volunteering.

Cross-sectoral cooperation

Third Sector Interfaces (TSIs) are funded by the Scottish Government to support and develop local third sector activity in all its forms and, more specifically, to support youth volunteering and administer the Saltire Awards (see sub-heading '[Existing arrangements](#)' in the article entitled 'Skills Recognition' for information on the Awards). The 32 TSIs each operate within a specific [local authority](#) and take different organisational forms: 20 of them are single agencies and 12 of them are formed of partnerships across bodies historically associated with supporting their local voluntary sector, social enterprises and volunteers. Some of these are termed 'Volunteer Centres', 'Centres for Voluntary Service' or 'Social Enterprise Networks'.

Voluntary Action Scotland is a membership body representing the 32 TSIs. Its role is to develop and support the TSI network through:

- promoting the positive impact that TSIs have at local level
- encouraging good practice
- raising the profile of the TSIs at national level
- facilitating peer support to colleagues in the network.

Note: In December 2016, the Scottish Government undertook an [evaluation](#) of Scotland's Third Sector Interface (TSI) Network Model and of Voluntary Action Scotland, which examined the structure of the TSI model, its governance arrangements and effectiveness. See the article '[Current debates and reforms](#)' for further information.

The [Cross-Party Group \(CPG\) on Volunteering](#) brings together Members of the Scottish Parliament, voluntary organisations and TSIs to engage with policy-makers on matters of interest to the sector. Its role is to:

- raise awareness of volunteering in all sectors to ultimately increase participation rates
- ensure volunteering has a high profile in the Scottish Parliament and influences Scottish Government policy
- ensure opportunities for volunteering are recognised across all Scottish Government directorates
- examine and share research from other parts of the UK and beyond
- liaise and work with other CPGs to promote volunteering.

2.3 National strategy on youth volunteering

Existence of a National Strategy

There is no national strategy specifically for youth volunteering.

The Scottish Executive's general *Volunteering Strategy* was published in 2004. It was intended to cover the period to 2009, but is still valid. The *Volunteering Strategy* has a particular emphasis on young volunteers.

In 2007, as one of the commitments made in the youth work strategy, *Moving Forward*, the Scottish Government published *Volunteering in the Youth Work Sector: an Action Plan*. There was an [update](#) on this in 2008, but none have been published since then.

Although the strategy was mainly about volunteering to work *with* young people, there was also a recognition that young people who benefited from an organisation's youth work provision often subsequently volunteered with that same organisation. This is echoed in *Our Ambitions for Improving the Life Chances of Young People in Scotland: National Youth Work Strategy 2014-2019* (Scottish Government, 2014), which says that 'many young people are themselves volunteers in the youth work sector, supporting their peers and contributing to their communities and beyond' (p.16).

Scope and contents

The 2004 *Volunteering Strategy* deliberately placed young people at [its] heart' (p.2). It included a new volunteering initiative for young people, called 'Project Scotland', aimed at embedding a robust culture of volunteering in Scotland. There are four strands to the strategy:

1. 'Focusing on Project Scotland and young people' through the development of a new national programme entitled Project Scotland. This is aimed at enabling young people from all backgrounds to benefit from up to a year of volunteering (see 'Revisions/Updates' below).
2. 'Dismantling the barriers to volunteering and closing the opportunity gap', aimed at reaching those who are under-represented in volunteering. This requires more effective promotion of the benefits of volunteering and making volunteering more accessible to all through removing the financial barriers to volunteering.
3. 'Improving the volunteering experience' by ensuring that volunteers are valued by the organisations they work with and receive appropriate guidance, training and support, according to their individual needs and aspirations. Developing the skills base of those who manage volunteers is also highlighted.
4. 'Monitoring, evaluation and ongoing policy development', which aimed at ensuring that the impact of volunteering on individuals, organisations and communities is measured, and that the strategy is supported by policy across the Government.

One of the key outcomes which the strategy is intended to deliver is to have 'more volunteers from socially diverse backgrounds'.

Responsible authority

[Volunteer Development Scotland](#) (also known as Volunteer Scotland) was largely responsible for developing the strategy. The Scottish Government as a whole is responsible for providing leadership and support for the strategy and the [Third Sector Unit](#) (formerly the Voluntary Issues Unit) takes the lead on implementation.

Delivery of actions under the strategy involves a range of organisations and stakeholders, as well as government departments and agencies.

Revisions/ Updates

There have not been any updates or revisions to the strategy document.

Note that Project Scotland is no longer funded by the Scottish Government to provide a national youth volunteering programme (see the [article](#) on '[Youth Volunteering at National Level](#)').

2.4 Laws and regulations on youth volunteering

Stand-alone law

There is no stand-alone law on youth volunteering.

Other official documents containing guidelines on youth volunteering

Organisations involving volunteers must comply with the [Protection of Vulnerable Groups \(Scotland\) Act 2007](#). This serves to protect young people, vulnerable adults and volunteers in their work , to protect them in their interactions with volunteers or staff.

The Act requires volunteers in contact with children or vulnerable adults to undergo a criminal record disclosure check. This is to ensure that the individuals concerned do not have any impediments or previous convictions that would make them unsuitable for working alongside children or vulnerable adults, or which could put them at risk.

A general guide to volunteers' rights was produced by Volunteer Scotland in 2013, entitled *Volunteering and the Law*. The guide states that, since the [Equality Act 2010](#)

applies to employees and organisations providing a service, and since volunteering can be considered a service, organisations involving volunteers should take steps to protect volunteers from discrimination, harassment or victimisation.

While health and safety legislation is designed to protect employed staff rather than volunteers, volunteers should be treated the same as paid workers. It is an organisation's responsibility to ensure that a volunteer's workplace is safe; that effective health and safety policies and procedures are in place and understood; and that activities do not pose an unacceptable level of risk.

Many of the not-for-profit organisations involving volunteers are charities and so must comply with the relevant legislation. Information on [charity law](#) in Scotland is available from the Office of the Scottish Charity Regulator ([OSCR](#)), established under the [Charities and Trustee Investment \(Scotland\) Act 2005](#).

Regulations on standards of quality

There are no mandatory standards of quality applying to the organisations and projects in which young people participate. Organisations in receipt of government funding must comply with the specific terms of their grant.

Target groups

Education Scotland's 2015 publication *A Review of Youth Awards in Scotland*, notes the benefits of volunteering, particularly to those who have become disengaged from education. It also notes that:

All local authorities and in some cases third sector partners have elements of targeting in their approach to youth awards to support disadvantaged and minority groups

{...}

Most national youth award providers have a strategic approach to inclusion and specifically target some of their work towards young people with additional support needs, for example those with a disability, young offenders, young carers and minority ethnic groups (p.10).

2.5 Youth volunteering at national level

National Programme for Youth Volunteering

There is not currently a national programme for youth volunteering. The diversity of youth volunteering is recognised through a range of agencies and awards.

Previous initiatives

The Millennium Volunteers (MV) programme was a UK-wide, government supported initiative designed to promote sustained volunteering among young people aged 16-24 (25 in Scotland). It was launched by the Scottish Office as part of the UK programme in December 1998. Scottish Executive investment into local MV funded projects commenced in 1999-2000.

The programme had nine key principles: sustained personal commitment; community benefit; voluntary participation; inclusiveness; ownership by young people; variety; partnership; quality; and recognition.

The [Institute for Volunteering Research](#) (part of the National Council for Voluntary Organisations ([NCVO](#))) conducted a UK-wide [evaluation](#) of the programme, published by the Department for Education and Skills in England in 2002.

In 2003, Volunteer Development Scotland ([VDS](#)) undertook a review of the Millennium Volunteers (MV) programme at the request of the Scottish Executive. As a result of the [review](#), which found that MV was not available throughout the whole of Scotland and that the disparate and uncoordinated nature of MV projects was resulting in a concentration of

MV provision in the central belt, the MV programme was re-focused from 2005. In 2012, it was re-branded as the Saltire Awards (see the sub-heading '[Existing arrangements](#)' in the article 'Skills Recognition')

Note: The Scottish Office was a department of the United Kingdom Government from 1885 until the establishment of the Scottish Executive (now Scottish Government) and Scottish Parliament in 1999. It exercised a wide range of government functions in relation to Scotland under the control of the Secretary of State for Scotland. Since devolution, residual reserved functions are carried out by the [Scotland Office](#).

In June 2003, the First Minister set up a working group to consider the scope for developing a national youth volunteering programme for Scotland. The [review](#) led to the establishment of Project Scotland, to develop full-time quality-assured volunteer placements for 16-25 year olds.

Project Scotland was funded by the Scottish Executive from 2004/05 – 2006/07, but following a change of administration in 2007, the new Scottish Government announced later that year that funding for Project Scotland would be reduced in 2008/09 and withdrawn in 2009/10. Its funding was to be directed towards a wider range of organisations and promote volunteering to more diverse groups.

[Project Scotland](#), as an independent organisation, now offers 16-30 year olds full-time structured volunteering opportunities with charities across Scotland. It secured alternative financial backing through various sources such as local authorities, Trusts and Foundations and the corporate sector. It may receive Scottish Government funding through successful grant applications on an ad hoc basis.

Funding

Financial support to volunteering from the Scottish Government is mainly channelled through the 32 [Third Sector Interfaces](#) and their representative national organisation, [Voluntary Action Scotland](#), to carry out their key functions, one of which is volunteer development.

[Voluntary Action Fund](#), on behalf of the Scottish Government, delivers the [Volunteering Support Grant](#) to local community organisation. It is part of the Volunteering Support Fund, to support and promote volunteering among a variety of groups, including young people.

This fund is open to support third sector organisations working to agreed outcomes:

- third sector organisations create new volunteering projects, increasing the diversity of volunteers, especially those from disadvantaged groups
- third sector organisations provide improved opportunities for skills and personal development through volunteering
- third sector organisations improve their capacity to deploy, support and train volunteers
- by involving volunteers, third sector organisations enhance the services they deliver to better meet the needs of the communities they operate within.

Volunteer Development Scotland is also funded by the Scottish Government to develop, promote and enhance volunteering across Scotland.

YouthLink Scotland maintains an online [funding directory](#).

Characteristics of youth volunteering

A number of different sources provide information about the characteristics of youth volunteering in Scotland, as outlined below.

In late 1999, for the **Millennium Volunteers programme**, the Scottish Executive set a [target](#) of 1000 young people having achieved the 200 hour Awards by 2002. The total at March 31 2002 was 519 awards and 2584 starts.

According to *Collaborating for Community Impact: the Third Annual Impact Report into the Activities of Scotland's 32 Third Sector Interfaces 2014/15* in 2014/15, nearly 24,000 young people achieved a Saltire Award for youth volunteering - a rise from 19,000 the previous year. This is in the context of overall UK-wide volunteering rates decreasing (see the sub-heading '[Existing arrangements](#)' in the article 'Skills Recognition' for more information about the Saltire Awards).

The **Scottish Household Survey** provides a partial picture of volunteering among young people over the age of 16. There is no similar mechanism specific to Scotland to collect consistent, nationally representative data on volunteering and young people aged below 16.

The latest [statistics](#) on volunteering show that for 2015, the percentage of people in the 16-24 age group who had provided unpaid help to organisations or groups in the previous 12 months was 28 per cent (27 per cent for all age groups).

Most commonly, the types of organisations which this age group volunteered with were those dealing with youth / children (28 per cent), sport / exercise - coaching or organising (26 per cent), children's activities associated with school (19 per cent) and health, disability and social welfare (19 per cent). (Table 12.7).

The **Young People in Scotland Survey** is an annual school-based omnibus study run by Ipsos Mori which captures the views, experiences and aspirations of young people in Scotland. It is a multi-client study which means the survey is made up of a range of questions purchased by a number of organisations.

The UK Cabinet Office commissions Ipsos MORI to carry out the annual **Youth Social Action survey** to measure the proportion of 10-20 year olds taking part in social action across the UK.

Results of the [2016 survey](#) show that participation in meaningful social action is highest in Scotland, compared with the rest of the UK: 52 per cent were reported to have carried out meaningful social action in the past year.

Rates of participation across the whole of the UK in specific types of social action in 2016 are as follows:

- Fundraising / sponsored event - 43 per cent
- Gave time to charity / cause - 31 per cent
- Supported people - 27 per cent
- Tutored, coached, mentored someone – 20 per cent
- Helped improve local areas – 15 per cent
- Campaigned for something - 11 per cent.

In 2017, the *Young People and Volunteering in Scotland 2016 Survey* was published, recording that just over half of all young people (52 per cent) were participating in volunteering, a much higher rate than the adult volunteering rate for Scotland, which was 27 per cent. In seven years therefore, since the first survey of youth volunteering had been undertaken in 2009, there had been a 19 percentage point increase in youth volunteering. 40 per cent of young people were volunteering in their own spare time, and the most common frequency of volunteering noted was about once a week, with 30 per cent of young people choosing this option.

The top five areas in which young people would be interested in volunteering were:

1. sport and exercise
2. children or young people's groups (outside of school)
3. children or young people (in school)
4. hobbies/arts/recreation/social clubs
5. local community or neighbourhood groups.

Volunteer Development Scotland provides further information and [research](#) on young people's participation.

Support to young volunteers

It is up to the individual organisations involving young people as volunteers whether or not they want to pay expenses. Some organisations may not be able to afford this or may not realise that it is good practice, as it can help in reducing the barriers to volunteering which disadvantaged young people may face.

The type of expenses which could be covered include:

- travel
- meals
- phone calls/postage
- clothing (i.e. protective/uniforms)
- training.

Volunteer Development Scotland (also known as Volunteer Scotland) [recommends](#) that organisations should have a volunteer agreement in place which explains the support and supervision provided, training given, insurance cover, health and safety guidelines and what expenses are provided.

Volunteering does not affect any entitlement to social welfare benefits which the young person may have. Benefits may still be payable while volunteering –for example, where the only form of payment received by the individual is in the form of travel expenses. More detail on volunteers' entitlements is available from the [GOV.UK](#) website.

Quality Assurance (QA)

There is no prescribed formal quality assurance mechanism for evaluating the volunteering activities available to young people, but a number of quality assurance tools are available, as follows.

The Investing in Volunteers ([IiV](#)) quality standard recognises good practice in the four main areas of volunteer management:

- planning for volunteer involvement
- recruiting volunteers
- selecting and matching volunteers
- supporting and retaining volunteers.

The Standard is managed by [Volunteer Development Scotland](#) (Volunteer Scotland), which is funded by the Scottish Government to support the skills development of both paid staff and volunteers through training, volunteer development tools, policies and good practice.

Volunteer Development Scotland has produced a series of good practice guides, including one on [volunteer equality and diversity](#) and another on [inclusive volunteering](#).

In September 2016, Education Scotland published *How Good is the Learning and Development in our Community? Evaluation Resource*. This outlines an approach to self-evaluation which can be used by senior managers, local managers or practitioners working directly with young people, adults and community groups. At the heart of the document is a set of quality indicators and performance measures which will help practitioners identify the strengths in their practice and where further development is required.

HM Inspectors will use the same set of quality indicators and performance measures in conducting a community learning and development (CLD) inspection. These inspections are based around a [local authority](#) area, with a focus on the partnership delivery of CLD.

Education Scotland also issued a parallel tool in 2017 to support third sector organisations to evaluate their performance and identify priorities for action entitled *How Good is Our Third Sector Organisation? Evaluation Resource*.

The Scottish Government, as part of the Volunteering Action Plan, funded Youth Scotland, the network of youth clubs and groups, to implement a project to explore the potential for a quality framework for the voluntary youth work sector. The project [report](#) was published in July 2013. Although the research included young people, the primary focus was on volunteers of all ages working with young people in youth work, rather than on young volunteers.

Previous initiatives

Up until 2013, Education Scotland carried out inspections of individual third sector national organisations working in the Community Learning and Development (CLD) sector. These Inspection Reviews of Voluntary Organisations in Scotland (IRVOLS) looked at how individual organisations supported, developed and trained the volunteer staff working for them. These inspection programmes have been replaced by Education Scotland's regular monitoring of funded programmes and the encouragement of the use of self-evaluation approaches using *How Good is Our Third Sector Organisation? Evaluation Resource*.

2.6 Cross-border mobility programmes

EU programmes

Young people in the United Kingdom can experience international volunteering through European Voluntary Service (EVS), which is part of [Erasmus+](#), the EU programme for education, training, youth and sport 2014-2020. EVS gives young people (aged 17-30) the opportunity to volunteer in another country for a specified period, normally between 2 and 12 months. Young volunteers are given the opportunity to contribute to the daily work of organisations and bring community benefit, while developing their own skills. Volunteer placements are typically in health and social care, environmental conservation and culture and sport. Erasmus+ funding covers travel and accommodation, food and medical insurance. Volunteers also receive a small monthly allowance, to help with day-to-day expenses.

The Erasmus+ [UK National Agency](#), a partnership between the British Council and Ecorys UK, administers EVS on behalf of the Department for Business, Energy and Industrial Strategy ([BEIS](#) – the Erasmus+ UK National Authority). To send and host volunteers, organisations must have EVS accreditation, confirming they will meet the standards set out in the EVS charter. The UK National Agency is responsible for the administration of this process, as well as for assessing individual project applications. The [European Youth Portal](#) hosts a database of all EVS accredited organisations, alongside a database of EVS volunteering opportunities.

As of 3 August 2017, the UK has 213 accredited receiving organisations and 89 accredited sending organisations. Interest from UK organisations has risen in recent years.

Other Programmes

Other international volunteering opportunities for young people from the UK are available through the [British Council](#), a non-departmental public body which is the UK's international organisation for cultural relations and educational opportunities. These are listed on the British Council portal, [Study, Work, Create](#) and include:

- [Generation UK-India teaching assistantships](#)
- [Thailand English Teaching Programme](#).

[Voluntary Service Overseas \(VSO\)](#) leads the consortium of respected development organisations which delivers the International Citizen Service (ICS). ICS provides opportunities for 18- to 25-year-olds to volunteer on a development project in Africa, Asia or Latin America. ICS has four key focus areas: health, livelihoods, education and participation. Participants contribute to the costs of their placement by raising a

minimum amount of funds. Having completed the overseas placement, volunteers are expected to make an impact in their local community, through an Action at Home project. This is a self-directed project which supports positive social change, which might involve campaigning and awareness-raising of an issue that has emerged from the overseas placement, or around an issue that is important in the volunteer's home community. It should raise the profile of development activities, inspire others to take positive action and create links between people in the UK and developing countries. It is funded by the [Department for International Development](#).

[Statistics](#) on young people's participation in ICS are available from the UK Department for International Development.

Other organisations in the UK, for example [Volunteer Action for Peace \(VAP\)](#), facilitate overseas volunteering by young people. The opportunities available through such organisations do not always have a youth focus.

Legal framework applying to foreign volunteers

Young people coming from other EU/EEA countries to take up a volunteering placement in the UK do not need a visa. All non-EEA/EU volunteers coming must have a visa under Tier 5, Temporary Worker, Government Authorised Exchange under the UK Visas and Immigration points-based system, before they can take up their placement.

Tier 5 (Temporary Worker) applicants must have a sponsor before they can apply for a visa. The British Council and Ecorys, as the organisations constituting the Erasmus+ UK National Agency, are licensed Category A sponsors. This means that the British Council and Ecorys can assign a Certificate of Sponsorship (CoS) to an EVS volunteer or other participant in an approved Erasmus+ project. Individual applicants for UK visas must have received their CoS before applying for their Tier 5 visa.

Further information is available from the [UK National Agency website](#).

If volunteers are due to work with young people under the age of 18 or with vulnerable adults, they have to provide references and complete further checks through the Disclosure and Barring Service ([DBS](#)) to ensure that they are suitable to work with such groups.

2.7 Raising awareness about youth volunteering opportunities

Information providers

There is no single public authority or contact point responsible for disseminating information on volunteering opportunities for young people. The main providers are:

- [Project Scotland](#), which provides a searchable map with a selection of volunteering opportunities for 16- to 30-year-olds, with further opportunities available on application.
- [Young Scot](#), which is the national youth information and citizenship charity. It provides young people, aged 11 - 26, with a mixture of information, ideas and incentives to help them become confident, informed and active citizens. It does this in a variety of formats, including online, through social media, apps, magazines, and by phone, etc., so young people can access information in a way they are comfortable with.
- [Volunteer Development Scotland](#) (Volunteer Scotland), which maintains a searchable database of all-age volunteering opportunities.

Key initiatives

Saltire Ambassadors help in the delivery and development of the Saltire Awards scheme. Young people who have achieved the 'Ascent Award' (see the sub-heading '[Existing arrangements](#)' in the article 'Skills Recognition'), are encouraged to become Saltire Ambassadors. They undertake a variety of roles including organising: promotional

and celebratory events; workshops and presentations; and publicity and communications.

Volunteers' Week is an annual UK-wide celebration of the contribution made by volunteers. It is run by [NCVO](#) (National Council for Voluntary Organisations), with partners in the other nations. In Scotland, this is [Volunteer Development Scotland](#) (Volunteer Scotland). Events take place throughout the country to showcase the different volunteering roles on offer. There are taster sessions, volunteer recruitment events, awards ceremonies and new volunteering campaign launches.

2.8 Skills recognition

Policy Framework

On Thursday 21 January 2016, the Minister for Children and Young People led a Scottish Parliament [debate](#) on the topic 'Young people's achievements across Scotland and the role of youth awards in recognising this'.

The Minister noted that 'Since the establishment of the awards network in 2008, we have seen a 273 per cent growth in participation in and completion of youth awards in six years'.

The Minister referred to Education Scotland's report from November 2015, *[A Review of Youth Awards in Scotland](#)*:

The review findings, the data from elsewhere and, most important, the stories and experiences of young people themselves highlight the impact of the awards and their importance to our society and communities. The report provides evidence of an approach that is delivering for young people in Scotland. The impact of that approach cuts across portfolios throughout Government and society.

Quite recently, we gathered in Parliament to consider what more we can do to close the gap in educational attainment and to tackle inequalities in our society. The youth awards report points to the potential and effectiveness of youth work as a key way to contribute to and collaborate with efforts to raise attainment. The report states: Some young people stay in education as a result of their participation in youth awards.

The Minister also noted the report's statement that awards offered the chance for some of the most vulnerable young people to have their achievements recognised, including those in secure units, care homes and young offenders institutions.

Existing arrangements

The [Saltire Awards](#) are a 2012 re-branding of the Millennium Volunteers award scheme (see the article on '[Youth Volunteering at National Level](#)' for more background information). They are a national scheme, supported by the Scottish Government, to enable young volunteers in the 12-25 age group to record the skills, experience and learning gained through successful volunteering placements provided by local and national voluntary agencies.

The development areas/skills covered include: citizenship; personal commitment; community benefit; voluntary participation; inclusiveness; ownership by young people; employability skills.

The Saltire Awards are delivered in each [local authority](#) area by the relevant [Third Sector Interface](#) (TSI) and supported at a national level by Voluntary Action Scotland. Achievement is recognised in the form of Saltire Award certificates and Young Scot reward points.

Participants record their achievements in a journal. They log their volunteering time, either manually in a spreadsheet or through an online account.

The Awards have four levels of progression:

- The Challenge – designed as an introduction to volunteering and undertaken as part of a team, with a certificate awarded on completion.
- The Approach – participants progress into an individual volunteering placement. They are supported to make a regular commitment to volunteering, with certificates being awarded at the completion of 10 and 25 hours of volunteering time.
- The Ascent – participants make a sustained commitment to volunteering with a local organisation, school, or project. Certificates are awarded on completion of 50, 100, 200 and 500 hours of volunteering.
- The Summit – the pinnacle of the Saltire Awards, which only achieved by those who have made an outstanding contribution to volunteering.

Dynamic Youth Awards

The [Dynamic Youth Awards](#), offered by Youth Scotland, the network of youth clubs and groups, are peer-assessed awards recognising the contributions and achievements of young people in the 10+ age group.

The awards are designed to be easily incorporated into existing youth work and school programmes. Young people are encouraged to self-assess and then peer-assess each other's achievements, and can use the awards as an access route to the Youth Achievement Awards (see below).

Dynamic Youth Awards are now credit rated at Level 3 on the [Scottish Credit and Qualifications Framework](#) by the Scottish Qualifications Authority.

Youth Achievement Awards

[Youth Achievement Awards](#), also offered by Youth Scotland, offer significant opportunities for young people to develop the four 'Curriculum for Excellence' capacities: successful learners; confident individuals; effective contributors; responsible citizens. They recognise young people's contributions in a variety of settings including youth work, volunteering, active citizenship, and formal education.

Aimed at young people aged 14+, the Awards recognise four levels of responsibility taken by young people participating in activities that interest them. Bronze is about young people taking part; the Silver level involves young people assisting or sharing responsibility with others; the Gold level involves them taking individual responsibility to organise; and the Platinum level sees them undertake training and lead.

The Award does not come with a programme; instead, the open framework allows learning providers to mould the Award around existing youth work and school programmes.

Award in Volunteering Skills

The Award in Volunteering Skills, accredited by the Scottish Qualifications Authority, at Scottish Credit and Qualifications Framework ([SCQF](#)) levels 3, 4 and 5 provides formal recognition of volunteering activity.

Through participation in volunteering activities, candidates can develop a range of skills and personal development experiences which will help to prepare them for responsibility, further education and employment.

The achievement of other awards such as the Saltire Awards or Youth Achievement Award can contribute towards the Volunteering Skills Award. These other awards exist for people under the age of 25, although the Volunteering Skills Award is open to learners of any age.

Further information is available from the [Scottish Qualifications Authority](#).

[The Awards Network](#), a forum of 21 providers of non-formal learning awards, maintains a searchable directory of the awards and qualifications available through non-formal learning.

Detailed information on awards is also available in [Amazing Things: a Guide to the Youth Awards in Scotland](#) (Awards Network, 2012) and Education Scotland's 2015 publication [A Review of Youth Awards in Scotland: Helping Young People to be Successful, Confident, Effective and Responsible Citizens](#).

2.9 Current debates and reforms

In December 2016, the Scottish Government undertook an [evaluation](#) of Scotland's [Third Sector Interface](#) Network Model and Voluntary action Scotland, which examined the structure of the TSI model, governance arrangements and the effectiveness of the TSI model. The report made a series of recommendations based on its findings, including:

- redefining the role of TSIs as strategic partners, aligning them more fully with local priorities as outlined in Community Planning Partnerships (formed by the collection of public and community services which develop and deliver plans for their respective [local authority](#) areas)
- funding a TSI intermediary body to support the TSIs with their core purpose; its work will include improving the governance of and scrutinising the TSI network; although Voluntary Action Scotland currently undertakes a similar role, its own effectiveness as a membership body was noted in the evaluation as being weak (as a result, Voluntary Action Scotland was asked to draw up proposals to improve its own governance arrangements, should it wish to be considered for the role of intermediary body)
- ensuring that a programme of leadership development is put in place for TSI CEOs and senior staff
- having the TSI consider opportunities for increased efficiencies through initiatives such as sharing back-office functions and key staff posts
- raising awareness and understanding of the role of TSIs at a local level.

3. Employment & Entrepreneurship

The UK is a large, open and competitive economy with low levels of regulation in its product and labour markets. There are no specific arrangements for the governance of youth employment: conditions are set by general employment legislation and the health of the labour market. Specific employment programmes for young people exist.

Young Enterprise Scotland leads the [Enterprising Schools](#) project. Its primary focus is empowering educators through continuing professional development, to build enterprising skills in their schools. Education Scotland, the national agency for quality and improvement in education, has also worked together with third sector partners in the 'Enterprising Schools' project to produce member resources to support teachers in making learning more enterprising and entrepreneurial.

3.1 General context

This chapter provides information about the labour market across the UK in general and in Scotland in particular. It reflects the different responsibilities of the UK Government and the Scottish Government in employment and entrepreneurship. For further information about devolution, see the article entitled '[Historical Development](#)' in the Eurydice Network's description of education systems.

Labour market situation in Scotland

The UK is a large, open and competitive economy with low levels of regulation in its product and labour markets. The 2016 European Commission [UK Country Specific Report](#) states that economic growth has been strong in recent years as the UK has emerged from recession. Labour market conditions have been generally positive, with high levels of economic activity coinciding with low levels of inflation. As a result, the number of

people in employment have increased rapidly, while price and wage pressures have been subdued.

A certain amount of market and economic volatility has occurred following the referendum of 23 June 2016, in which the UK voted to leave the European Union.

The [2015-2020 Corporate Plan](#) of [Skills Development Scotland](#) - the national body for skills and workforce development - provides an overview of the economy. It states that gross domestic product, output and employment have risen above pre-recession levels and unemployment in Scotland has tended to be lower than the UK as a whole. Growth and recovery has been uneven; challenges include stimulating growth in youth employment. Real wages are below their 2008 level, putting pressure on household incomes and raising in-work poverty. Productivity rates in Scotland are low by UK and European standards. Although the economic outlook is positive, there are continuing instabilities in the global and European markets to which Scotland's economic prospects are tied.

Gross Value Added (GVA) is a measure of the increase in the value of the economy due to the production of goods and services. [Data](#) from the Office for National Statistics (ONS) shows that in December 2015, the UK per head GVA figure was £24,616. Of the four UK countries, only England had a higher GVA per head value than this average at £25,367. Wales had the lowest GVA per head at £17,573. The largest growth in GVA per head between 2013 and 2014 was in Scotland at 4.2 per cent, while the lowest growth was in Northern Ireland at 1.9 per cent.

[Social Trends 41](#), published in 2011 as part of a series of data sets which used to be published regularly by the Office for National Statistics, describes the changes to the UK labour market over the past few decades as follows:

- the size of the labour force has grown as the population has increased
- the proportion of women in the labour market has increased
- the manufacturing sector has reduced in size.

Prior to 2008, the UK had been making good progress in closing the gap in labour productivity in comparison with other advanced economies (most notably the United States and several other northern European countries).

A [UKCES report](#) analysing the UK labour market following the 2008 recession shows that the UK's progress was brought to a halt, and indeed was reversed: productivity declined slightly, whilst productivity in other nations continued to increase.

[Data](#) published by the Office for National Statistics in 2016 shows that amongst UK city regions, London and Aberdeen had the highest labour productivity (gross value added per hour worked) at 30 per cent and 17 per cent above the UK average respectively in 2014. Bristol's productivity was also above the UK average. Productivity rates for city regions in the North and Midlands of England were between 9-14 per cent below the UK average.

The UK recognises that it has a skills shortages in some important industries, acting as an obstacle to people accessing employment. The 2015 [UK Employer Skills Survey](#) (published in 2016 by UKCES) shows that England, Scotland and Wales each saw the same increase in the proportion of establishments with skill-shortage vacancies: from four per cent in 2013 to six per cent in 2015. However, the density of skill-shortage vacancies largely remained at a similar level to 2013 in England and Scotland. There is a lack of expertise in the IT, oil and gas, and energy and construction sectors, as evidenced in the chosen specialisms for the new national colleges (see the section on [Skills Development](#)).

Labour market regulation

The UK has a lightly regulated labour market. In line with the [Equality Act 2010](#), there are protections against discrimination on the grounds of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or

belief; sex; and sexual orientation. The [Equality and Human Rights Commission](#) has published [guidance](#) on this for employers.

Health and safety regulation is well established and comprehensive. Working time is controlled and flexible working promoted.

Governance of youth employment

Youth employment in the UK is governed by the same conditions as the employment of older workers.

National Minimum Wage

There is a national minimum wage (NMW) and a national living wage (NLW) in the UK. The minimum national wages for under-25s are set out in the table below:

National minimum wage for:		
Under 18	18 to 20	21 to 24
£4.05	£5.60	£7.05

Source: [The National Minimum Wage and Living Wage](#), GOV.UK

The National Living Wage, which stipulates a higher wage for older workers, was introduced in April 2016.

The [Low Pay Commission Report Spring 2016](#) outlines the reason for these two wages: the age structure seeks to help manage employment risks, given that younger workers have lower pay on average than older workers and face tougher labour market conditions. This means that if employers were to maintain a generally higher level of wages for all ages, there might be fewer opportunities for younger workers.

Pensions

All employees over 22 years of age are auto-enrolled into a [designated pension scheme](#).

Youth and the labour market

There is no specific regulation of the youth labour market.

The UKCES report on young people, entitled [Catch 16-22](#) and published in 2015, states that persistently high youth unemployment is a long term, structural element of the UK economy. As noted by the Office for National Statistics, the [unemployment rate](#) for those aged 16 to 24 years has, however, improved from 22.5 per cent in late 2011 (during the recession) to 12.5 per cent between March and May 2017. Policy has focused on maintaining engagement with young people who are at risk of being not in education, employment or training (NEET). For more information about such policy measures, see the article on '[Integration of Young People in the Labour Market](#)'.

[Catch 16-22](#) also outlines the key issues for young people in accessing work:

- they find it difficult to get work without experience and difficult to obtain experience without work
- access to opportunities for work placements and related activities is limited by geographical location (the so-called 'postcode lottery') - these are more readily available in areas with higher economic performance
- young people are most likely to be recruited into low wage, low skilled jobs where the pathways for promotion, and for further learning and development, are unclear.

Main concepts

The [Office for National Statistics](#) has developed a framework for labour market statistics which describes the major concepts (earnings, employment, hours of work, labour disputes, economic inactivity, redundancies, claimant counts, unemployment, job and

vacancies) that exist within the UK labour market and their relationship to each other. Details are available in the [Guide to Labour Market Statistics](#).

3.2 Administration and Governance

Governance

Governance of youth employment

There are no specific arrangements for the governance of youth employment: conditions are set by general employment legislation and the health of the labour market. Specific employment programmes for young people do exist.

Devolution has led to a split in the main top-level governmental authorities responsible for the policy areas described in this chapter. Employment legislation and social security remain the responsibility of the UK Government. Responsibility for skills, careers guidance and counselling, traineeships and apprenticeships and entrepreneurship have been devolved. Moreover, since the [Scotland Act 2016](#), the Scottish Parliament and Ministers have had responsibility for welfare policy and delivery.

The main actors involved in youth employment and entrepreneurship are described below. All of them focus on the general population, rather than having a specific youth focus.

Scottish Government

The Scottish Government is headed by the First Minister, who, with the approval of the Parliament and then the Queen, appoints other Ministers and determines their portfolios.

The Cabinet consists of the First Minister and nine Scottish Ministers acting as Cabinet Secretaries, each with their own portfolio. One or two additional ministers also work within the portfolio's broad area of responsibility. The Cabinet Secretaries and Ministers responsible for areas covered by this chapter are the:

- Cabinet Secretary for Education and Skills
- Cabinet Secretary for Communities, Social Security and Equalities
- Cabinet Secretary for the Economy, Jobs and Fair Work
- Minister for Childcare and Early Years
- Minister for Further Education, Higher Education and Science
- Minister for Employability and Training.

They are supported by civil servants who work in associated directorates. Relevant directorates include:

- Advanced Learning and Science Directorate
- Children and Families Directorate
- Fair work directorate
- Learning directorate.

Supporting agencies

Several public agencies also play a key role in implementing policy in the areas covered by this chapter. Key amongst these are Skills Development Scotland (SDS) and Education Scotland.

[Education Scotland](#) is the national improvement agency for education and lifelong learning. It is responsible for supporting quality and improvement in learning and teaching.

[Skills Development Scotland](#) (SDS) is the national body for skills and workforce development. Its approach is summarised in its skills planning model (see the section on '[Skills Development](#)' for further information. SDS also provides all-age careers information, advice and guidance. Its [2015-20 Corporate Plan](#) outlines the following goals:

- enabling employers to better recruit the right people with the right skills at the right time
- supporting employers to have high performing, highly productive, fair and equal workplaces
- enabling people to have the right skills and confidence to secure good work, progress in their careers and achieve their full potential
- increasing equality of opportunity for all.

SDS works with [local authorities](#) and [Community Planning Partnerships](#) (CPPs) to ensure that its national policies are translated into a local context. The contributions that the SDS makes to local outcomes are set out in CPP Single Outcome Agreements and Youth Activity Plans.

The [Scottish Apprenticeship Advisory Board](#) (SAAB) was created following recommendations from the [Commission for Developing Scotland's Young Workforce](#). The Commission is led by employers and representatives from industry bodies across a range of sectors and gives them a leading role in developing apprenticeships in Scotland.

Skills Development Scotland works with the SAAB to help ensure work-based learning is demand-led and responsive to the needs of employers and the Scottish economy. SAAB is made up of four groups:

- the Group Board, whose members are senior business representatives, and which is responsible for providing advice and making recommendations on the guiding principles, operational policy, systems and structures supporting apprenticeships
- the Employer Engagement Group, which listens to and communicates with employers
- the Employer Equalities Group, which addresses under-representation in apprenticeships, and supports better access to and participation in Modern Apprenticeships
- the Frameworks and Standards Group, which oversees the development of apprenticeship frameworks and standards.

The [Modern Apprenticeship Group](#) (MAG) is responsible for approving - and, where necessary, withdrawing approval from - all Scottish apprenticeship frameworks. It is an independent group which draws its authority from the Scottish Government. Members of the group include representatives from the main stakeholders involved in managing and delivering the Modern Apprenticeship (MA) programme in Scotland:

- Scottish Government
- Skills Development Scotland (SDS)
- College Development Network
- Scottish Qualification Authority (SQA) Accreditation
- Scottish Training Federation
- Scottish Trades Union Congress
- SSC Qualifications Group

Further information about the Group is available in its [Constitution](#).

Cross-sectorial cooperation

There is no specific mechanism for cooperation on matters of youth employment and entrepreneurship policy. The Cabinet structure of the Scottish Government, however, facilitates cross-sectorial cooperation, in particular through Cabinet committees and sub-committees. In addition, there are general mechanisms available, such as task forces and inquiries.

3.3 Skills Forecasting

Forecasting system(s)

The UKCES [Working Futures](#) report series, published in 2016 before UKCES closed in 2017 (see below), presents official labour market projections for the UK from 2014 to 2024. The series projects the future size and shape of the labour market by considering employment prospects by industry, occupation, qualification level, gender and employment status. The Working Futures model focuses on sectoral and occupational employment structures, qualifications, and general workforce trends (including replacement demand). The approach exploited existing official data, including the [Labour Force Survey](#) (LFS). The full methodology used is set out in the 2016 [Technical Report](#).

A suite of data workbooks complement the Working Futures reports. Each workbook contains analysis of projected employment and replacement demand by occupation and qualification level. Workbooks are available at varying levels of sectoral detail for the UK; the most recent [edition](#) for Scotland was published in August 2012.

The [Employer Skills Survey](#) (ESS) and [Employer Perspective Survey](#) (EPS) also contribute to the UK's labour marketing forecasting. Both are biennial surveys, carried out in alternate years. The ESS provides insight into the skills issues employers face and the action they are taking to address them. The EPS provides data on the thoughts and behaviour of 18,000 employers across the UK as they make decisions about how to engage with training providers, schools, colleges and individuals in the wider skills system, to get the skills they need.

Working Futures, the Employer Skills Survey and Employer Perspectives were produced by the [UK Commission for Employment and Skills](#) (UKCES). Management of the Employer Skills Survey and the Employer Perspectives Survey will move to the UK Government's [Department for Education](#) when UKCES closed in early 2017.

Skills Development Scotland

[Skills Development Scotland](#) (SDS) is the national body for skills and workforce development. SDS works with partners to implement its [Skills Planning Model](#) (see p.7) ensuring that the skills and learning system is responsive to the needs of employers. The model seeks to understand skills demand through:

- direct employer engagement
- input from engagement with employer groups
- insights through partner agencies and data research.

Skills development

The *Skills for Scotland: A Lifelong Skills Strategy* (Scottish Government, 2007) aims to develop a cohesive lifelong learning system centred on the individual but responsive to employer needs. It concentrates on three main areas:

- individual development
- responding to economic and employer need
- creating cohesive structures.

The strategy was refreshed in 2010: *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth* has a renewed focus on the skills required to accelerate economic recovery, and on providing the opportunities for these skills to be developed and used effectively. It recognises progress and achievements since 2007 and sets out a more flexible, partnership-based approach to meeting Scotland's skills needs. Its vision is for a successful, globally competitive economy based on high skilled and better paid jobs, high productivity, fairness, and high quality public services.

There is a commitment to improving the skill levels of young people and therefore reducing youth unemployment. Central to this commitment is ensuring young people are equipped with the skills they need to progress into and sustain employment. [Developing](#)

the Young Workforce, Scotland's youth employment strategy (December 2014) aims to better prepare young people for the world of work and sets out how the Scottish Government and its partners will implement the [recommendations](#) of the Commission for Developing Scotland's Young Workforce (published in June 2014) by creating a framework to expand work-based learning.

With the headline objective of a 40 per cent reduction in youth unemployment by 2021, the strategy emphasises the need for employers to actively engage in education so that young people gain the right qualifications and experiences to prepare them for work. It also seeks to address the inequalities faced by different groups of young people, including those from minority ethnic communities; those with disabilities; and young people in the care system.

Employability fund

The [Employability Fund](#) brings together a number of national training programmes to provide a more flexible, outcome-focused provision for individuals, which is responsive to the local-level needs of employers and the labour market.

All activities supported by the Employability Fund must facilitate individuals' progression along the strategic skills pipeline (as set out in the table below) to sustained employment:

Strategic Skills Pipeline Stage	Nature of Content Expected
Stage 2	Provision should create a foundation upon which individuals can build their employability skills, personal development and core skills
Stage 3	Provision should support individuals in preparing for and sustaining employment, including entry to Modern Apprenticeships
Stage 4	SDS approved industry specific provision should directly enable individuals to access sustained employment.

Note that Stage 1 constitutes 'referral, engagement and assessment': participants may be referred by Skills Development Scotland (SDS), the Department for Work and Pensions (DWP) jobcentre staff, [local authorities](#), colleges and other training providers. Full details of eligibility requirements are set out in the [Employability Fund Rules](#) for 2017/18 (Skills Development Scotland, 2017).

Certificate of work readiness

The Skills Development Scotland Certificate of Work Readiness at [SCQF](#) level 4 has been developed in response to the requests from Scottish employers and their industry advisory bodies to have a national set of generic competencies that indicate that an individual is ready to join the workplace in an entry level job.

It is aimed at 16- to 19-year-olds who have not yet experienced the world of work but who are ready to make the transition into the workplace with the appropriate level of guided support for them. However, it may also be appropriate for other individuals who may wish to demonstrate their work readiness.

Full details are available in the [Arrangements Document for Certificate of Work Readiness \(SCGF level 4\)](#).

3.4 Career Guidance and Counselling

Career guidance and counselling services

Skills Development Scotland

The Scottish Government is committed to all-age, universal career information advice and guidance, with more and better support for those who need it most; for example, school leavers at risk of unemployment and unemployed adults. Publicly-funded careers

services are provided throughout Scotland by [Skills Development Scotland](#) (SDS) which now incorporates Careers Scotland. Its web service, [My World of Work](#), provides free expert information and advice for people at any stage in their careers. Advisors are also based in community and partner premises across Scotland and in SDS's [Customer Contact Centre](#).

Its careers services are shaped by the 2011 Scottish Government's *Career Information, Advice and Guidance Strategy* and the 2014 *Youth Employment Strategy*, which aligns with the 2014 [recommendations](#) of the Commission of Developing Scotland's Young Workforce.

SDS's services are based around Careers Management Skills (CMS) - the skills that allow people to develop their own career plan and map out the education, job and careers choices which can help make that a reality. SDS develops Service Delivery Agreements with local authorities and their community planning partners in order to support local priorities and improve joint planning and service delivery, thereby contributing to the outcomes of improved skills and increased employment. This includes providing support for people at key transition points, such as young people who are looked after or leaving care.

Youth Guarantee

Skills Development Scotland is one of the delivery partners for *Opportunities for All*, the Scottish Government's commitment to an offer of a place in learning or training for all 16-19 year olds. This partially meets the definition of the European Youth Guarantee; see the article on '[Traineeships and Apprenticeships](#)' for further information.

Schools and colleges

[Skills Development Scotland](#) (SDS) delivers information, advice and guidance in secondary schools based on accurate, up-to-date information about the labour market, including job opportunities and the full range of vocational and academic learning and training available. SDS staff advise school pupils on appropriate vocational opportunities and assist them to assess their own potential and plan their career. In many schools, a deputy head teacher or a support teacher co-operates with them to ensure that pupils receive appropriate careers guidance and acts as a link with local industry and with further and higher education. Many higher education institutions have a school liaison service.

Children and young people learn about skills and careers through their [Curriculum for Excellence](#) journeys. The table below shows the type of help and support SDS offers at each stage.

Year group	Early years to P6	P7	S1	S2	S3	S4	S5	S6
Age (years)	3 to 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Career management skills and learning about careers and work in Curriculum for Excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Register and use of My World of Work		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SDS drop-in clinics			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One to one career coaching for those who need it					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One to one career coaching for those making subject choices				<input type="checkbox"/>	<input type="checkbox"/>			
SDS careers advisers at parents' evenings		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information shared with		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

parents about My World of Work								
Group sessions with SDS careers advisers			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group sessions on current and future labour markets						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from: *Curriculum for Excellence in a Nutshell*, The National Parent Forum of Scotland Introduction to Career Education, 2015

Higher education

The UK [Quality Code for Higher Education](#) sets an expectation (in [Chapter 4B: Enabling student development and achievement](#)) that higher education providers must:

have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential. (p.6)

The manner in which they do so is their own responsibility.

While higher education institutions (HEIs) are under no statutory obligation to provide careers information and advice, this is recognised as an important aspect of their overall provision for students. All HEIs have their own careers service staffed by professionals who are trained in this area. The [Association of Graduate Careers Advisory Services](#) (AGCAS) is the professional association for HE careers practitioners.

In many cases, students can still access their university careers service up to three years after graduation. Some universities allow lifelong access.

Funding

Funding levels for Skills Development Scotland are set out in the letter of guidance it receives annually from the Scottish Government. The letter also sets out key targets, objectives and priorities. In the 2015/16 [guidance letter](#), Skills Development Scotland received an £183.5m (€213.9m) grant. This dropped to £176.1m (€205.3m) in the 2016/17 [guidance letter](#).

Quality assurance

Schools

Since April 2014, [Education Scotland](#) has conducted external reviews of Scotland's careers information, advice and guidance services. It publishes reports on provision based on [local authority](#) geographical areas, with some additional reports on themes of national interest.

The 2011 policy paper *Career Information, Advice and Guidance (IAG) in Scotland - A Framework for Service Redesign and Improvement* highlighted the role of partnerships in developing and improving service provision; part of their role involves working with Education Scotland to help support quality assurance and improvement.

The key documents for quality assurance of careers information advice and guidance are:

- the 2015 [External quality arrangements for the review of Careers Information Advice and Guidance services](#)
- the 2015 [Guidance for External Reviewers of Careers Information Advice and Guidance services](#).

Higher education

The Quality Assurance Agency for Higher Education (QAA) carries out reviews to check whether higher education providers are meeting the expectations set out in [Chapter 4B: Enabling student development and achievement](#) of the [Quality Code for Higher Education](#).

The Quality Code provides indicators of sound practice. The indicator most relevant to career guidance and counselling services is Indicator 6:

Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression. (p.16)

This indicator is supported by examples of how it may be interpreted in practice, grouped under the following headings:

- developing academic skills
- developing employability skills
- facilitating career management.

Since autumn 2012, universities have had to supply information on the destinations and salaries of their recent graduates as part of the [Unistats data set](#) collection. This information allows prospective students to compare institutions by employability rates of graduates. Data on the employment of graduates is also included in the annual survey of [Destination of Leavers from Higher Education](#) (DLHE).

Note: currency conversions in this article use the exchange rate £1 = €1.17 (17 February, 2017).

3.5 Traineeships and Apprenticeships

Apprenticeships combine practical training in a job with study. There is no formal traineeship programme in Scotland, although elements of the foundation apprenticeship programme (see below) are similar to a traineeship. This section therefore only covers apprenticeships.

Opportunity for All

Skills Development Scotland is one of the delivery partners for *Opportunities for All*, the Scottish Government's commitment to an offer of a place in learning or training for all 16-19 year olds. This partially meets the definition of the European Youth Guarantee.

The range of opportunities include:

- staying on at school
- pre-employment programmes
- further and higher education
- activity agreements
- additional opportunities offered through the third sector, [Community Jobs Scotland](#) and the Department for Work and Pensions (DWP).

It places a specific focus on 16- to- 19-year-olds who are not already engaged in education, employment or training (NEET).

Information sharing is critical to the success of *Opportunities for All*. The [16+Data hub](#) holds information on 16 to 24-year-olds that can be shared securely between partners, including [local authorities](#), Colleges, the Scottish Funding Council, the Student Awards Agency for Scotland and the Department for Work and Pensions. The data held includes expected school leaving dates, where young people intend to go after school (e.g. job, modern apprenticeship, college or university), and who is receiving career services and welfare benefits.

The Scottish Government and Skills Development Scotland have developed a new [Participation Measure](#) to support the overall ambitions within *Opportunities for All*. The aim of the measure is to show the current activity that 16 to 19-year-olds are participating in at a national and local authority level. The most [recent report](#), published in 2016, outlined that 90.4 per cent of 16-19 year olds were participating in education, training and employment; 4.0 per cent were unemployed or economically inactive; and the remaining 5.6 per cent were recorded as having an 'unconfirmed status'.

Official guidelines on traineeships and apprenticeships

There are five types of apprenticeship in Scotland:

- foundation apprenticeships
- modern apprenticeships (MAs) at [Scottish Credit and Qualification Framework](#) (SCQF) Level 5 and Level 6/7
- technical apprenticeships at SCQF Level 8/9
- professional apprenticeships at SCQF Level 10+
- graduate apprenticeships at SCQF Level 8-11.

Apprentices aged 16-18 are entitled to the apprentice minimum wage of £3.50 an hour. Apprentices are paid for both their normal working hours and the time they spend training as part of their apprenticeship. Apprentices aged 19 and over are also entitled to the £3.50 apprentice minimum wage in the first 12 months of their apprenticeship. After the first 12 months of their apprenticeship, people aged 19 and over are entitled to the age appropriate National Minimum Wage. See the article on '[Labour market situation in Scotland](#)' for details of the National Minimum Wage.

Foundation apprenticeships

Foundation apprenticeships were introduced in 2014/15 and it is intended that they will be available in every school across Scotland by the 2020/21 academic year. They are intended for young people in S5 (age 16/17) and take two years to complete. Foundation apprenticeships allow pupils to spend part of their week out of school, gaining hands-on experience at a local college or employer. They can be a stepping stone into employment, further study at college or university or accelerated entry to a Modern Apprenticeship. In August 2017, they were available in the following subjects:

- business skills
- creative and digital media
- civil engineering
- engineering
- financial services
- hardware and system support
- social services - children and young people
- scientific technologies
- software development
- social services and healthcare.

Modern apprenticeships

A modern apprentice carries out paid full-time work while receiving training towards a vocational qualification. The training must lead to a Scottish Vocational Qualification (SVQ) Level 2 (equivalent to Level 5 of the [Scottish Credit and Qualifications Framework](#) – SCQF) or above and include core skills. Although this is an all-age programme, support is targeted at 16-24 year olds.

Modern apprenticeships (MAs) can take between one and four years to complete, depending on the level of apprenticeship, the apprentice's ability and the industry sector.

There are over 80 [modern apprenticeship frameworks](#), ranging from Accountancy to Engineering and Youth Work. Each is designed to provide a training package that meets minimum standards of competence. The [Modern Apprenticeship Group](#) supports the further development of these frameworks to ensure that they will successfully encourage high rates of participation and completion that they respond to sector-specific needs and priorities in changing economic conditions.

MA frameworks each contain three key components:

- a relevant Scottish Vocational Qualification (SVQ) or alternative competency based qualification
- core skills
- industry linked training.

[Core skills](#) are the five skills that are key to learning and working, namely:

- communication
- numeracy
- information and communication technology
- problem solving
- working with others.

The Modern Apprenticeship Group (MAG) is responsible for approving publically-funded MA frameworks. Only those which are approved are deemed eligible MAs for the purposes of Skills Development Scotland MA Provider Contracts. MA Provider Services cover four main areas:

- identifying and starting eligible employees onto approved MAs which meet the needs of both the employer and the employee
- taking steps to ensure that each MA participant receives the necessary training to meet the requirements of their MA framework
- providing advice and guidance to support each MA participant to achieve their MA
- ensuring that the administrative requirements of the Awarding Bodies and Sector Skills Organisations are met.

Full details and requirements are set out in the [Modern Apprenticeship Programme Rules 2017/18](#).

Technical and professional apprenticeships

Technical and professional apprenticeships were developed in response to feedback from the Scottish Government's *Making Training Work Better* Consultation in late 2011. They offer employers flexible, work-based training, as a tool for developing and up-skilling staff to meet their specific business requirements.

They retain the three elements of modern apprenticeships (a registered qualification, core skills and industry linked training), but have two key differences:

1. there is greater flexibility with respect to the qualification offered; they can be Scottish Vocational Qualification (SVQ), Competence Based Qualifications (CBQs), Higher National (HN) qualifications, professional qualifications and any other qualifications based on current National Occupational Standards (NOS) at [SCQF](#) Level 8 and above
2. core skills are replaced by career skills, which better reflect the work-based requirements at this level; these are grouped under the following headings:
3. business administration
4. management (including business continuity and governance)
5. customer service
6. enterprise.

Further information is available from the SDS [website](#).

Graduate apprenticeships

Graduate apprenticeships provide work-based learning up to Master's level (SCQF level 11). Created in partnership with industry and the further and higher education sector, they combine academic knowledge with skills development. They have a range of entrance and exit points from a Higher National Diploma (SCQF level 8) to a Master's degree (SCQF level 11).

The first Graduate Level Apprenticeships began in 2016 with an initial focus on ICT/Digital, Civil Engineering and Engineering.

Direction of apprenticeships

The Scottish Government's *Youth Employment Strategy* and Audit Scotland's *Review of MAs* were both published in 2014. They have significant policy implications for the Modern Apprenticeship Programme and SDS is already working with Scottish Government and other partners on the areas highlighted below:

- increasing the number of people starting MAs to 30,000 each year by 2020, with two-thirds of these being at higher levels (Level 3 and above)
- aligning MAs with the skills required to support economic growth, with a focus on Science, Technology, Engineering and Mathematics (STEM) areas
- using detailed evidence, including Skills Investment Plans and Regional Skills Assessments, to inform the allocation of MA opportunities across the economy
- continuing to concentrate on the 16-24 year old cohort where the long term returns are likely to be greatest
- improving access to and progression from the MA Programme
- promoting equality of opportunity throughout the MA Programme
- promoting the Scottish Employer Recruitment Incentive, a recruitment incentive package to equip and support smaller and micro businesses to recruit and train more young people
- commissioning independent, external review of off-the-job components of MA delivery (through Education Scotland).

The *Modern Apprenticeship Programme: Service Delivery Policy Statement* (Skills Development Scotland, 2016) provides full details of the purposes and objectives of the MA Programme and policy context.

Promoting traineeships and apprenticeships

Skills Development Scotland maintains the Apprenticeship Scotland [website](#). It provides opportunities for employers to advertise apprenticeship vacancies and for young people to apply for them.

In February 2015, a campaign to promote modern apprenticeship to young women was launched. The campaign highlights the range of opportunities open to young people and encourages them to consider MAs in roles traditionally regarded as male dominated.

There are also a number of national events which promote apprenticeships:

- [Scottish Apprenticeship Week](#) celebrates the contribution made by modern apprentices
- the [Scottish Apprenticeship Awards](#) recognise the achievements of individuals and employers involved in apprenticeships
- the [Scottish Apprenticeship show](#) informs young people about apprenticeships.

Making apprenticeships attractive to employers

Scotland's Employer Recruitment Incentive (SERI) is an initiative prompted by the Scottish Government's commitment to target support at unemployed young people who face the greatest barriers to employment. The objective of SERI is to enable young people to obtain and remain in sustainable employment, including Modern Apprenticeships. It is expected that 25 per cent of MA places allocated to local authorities will support young people who are care leavers, carers, ex-offenders or have a disability.

SERI is administered on behalf of the Scottish Government by SDS and delivered by Scotland's 32 [local authorities](#). It offers employers up to £4,000 when their company creates a new vacancy or new MA. The funding is available as a contribution toward the additional costs of recruiting and sustaining a young person during their first 52 weeks of sustainable employment. It can be used in a number of different ways, including additional supervisory costs, training, initial travel to work costs or wages.

If the company pays the young person the living wage there will be an additional payment of £500 (see the article on '[Labour market situation in Scotland](#)').

Further details are available from the Our Skillsforce [website](#).

Recognition of learning outcomes

Each apprenticeship contains 3 key components:

- a relevant Scottish Vocational Qualification or alternative competency based qualification
- core skills (or careers skills for technical and professional apprenticeships)
- industry linked training.

For modern apprenticeships, the most common qualification is equivalent to an SVQ Level 2 (equivalent to Level 5 of the [Scottish Credit and Qualifications Framework](#) – SCQF). The mandatory qualification(s) in each framework must be within the SCQF.

For information about qualifications in Scotland – see the article on the [National Qualifications Framework](#) in the Eurydice Network's description of education systems.

Funding

Modern Apprenticeships

Modern Apprenticeships (MAs) are a joint investment between employers and public funding. Employers invest the greater amount through wage costs and on-going support, and public funding contributes towards the cost of training. Skills Development Scotland administers the Scottish Government's public funding contribution towards the cost of MA provider services.

Funding priorities are set out annually in the programme rules which are in line with Scottish Government policy imperatives. The [rules for 2017/18](#) are available from Skills Development Scotland.

Other apprenticeships

Mechanisms for funding the other types of apprenticeships are similar to those described for Modern Apprenticeships above.

In addition, Foundation Apprenticeships receive support from the European Social Fund.

Apprenticeship Levy

Following the passing of the [Finance Act 2016](#), a new Apprenticeship Levy was introduced in April 2017 for large employers (including public bodies) who have an annual pay bill of more than £3 million. The levy is set at a rate of 0.5% of an employer's gross wage bill. Each employer will receive a £15,000 allowance, meaning that only those whose total wage bills are more than £3 million pay the levy. Employers only pay the portion of the wage bill that is above the £3 million threshold.

Guidance related to how hiring an apprentice and apprenticeship funding for employers is available from the government [website](#).

Quality assurance

[SDS Quality Standards](#) have been developed to help assess the extent to which each apprenticeship provider maintains capacity and capability to successfully deliver quality provider services throughout the period of the contract. The Quality Standards are designed to focus on continuous improvement and specifically to ensure each MA participant receives training in line with the requirements of the relevant MA Framework. Failure to meet any of the Quality Standards at any time is considered a breach of SDS rules and, in addition to enforcement action, may impact on renewal of MA Provider Contracts. The Quality Standards address nine areas:

- leadership
- planning of training delivery
- staffing
- partnerships and resources
- delivery of training
- learning outcomes
- staff outcomes
- partnership outcomes

- organisational outcomes.

Providers must complete a self-evaluation which demonstrates how they meet all nine SDS Quality Standards. SDS Assessors review the self-assessment and supporting evidence and identify strengths and priority areas for improvement.

When training is provided in a further education college, its quality is assured by Education Scotland. See the article entitled '[Quality Assurance in Adult Education and Training](#)' in the Eurydice Network's description of education systems for details.

3.6 Integration of Young People in the Labour Market

Youth employment measures

The following sub-sections describe welfare and employment initiatives designed to support and assist young people. Some are UK-wide, while others are specific to Scotland.

UK-wide measures

The [Department for Work and Pensions](#) (DWP) is responsible for welfare, pensions and child maintenance policy. The DWP supports all those who are out-of-work, including young people, through the employment and social security network, Jobcentre Plus and through the online job search tool, [Universal Jobmatch](#). DWP also administers the Jobseeker's Allowance (JSA). Various forms of assistance are available to unemployed benefit claimants who may improve their chances of employment through training; some of these are aimed at young people. They are described below.

The Work Programme is the UK Government's welfare-to-work scheme, offering support to the long-term unemployed and some disabled benefit claimants. It has been operating since June 2011 and covers Scotland, Wales and England, and uses co-funding from the EU's European Social Fund. The Work Programme is designed to allow service providers (who run the programme) the freedom to introduce and implement their own ideas and schemes to help unemployed participants find work. Providers may decide to place people in work-related activities, such as work experience placements.

Young people aged from 18- to 24-years are referred to the programme when they have been claiming Jobseeker's Allowance for nine months. (Those aged 25 and over are placed on the programme after 12 months.) Further information on the conditions associated with entitlement to the programme is available in the 2016 House of Commons Library briefing note on the [Work Programme](#).

Note: The Work Programme is expected to be replaced by the Work and Health Programme in the autumn of 2017.

Work experience programme

The Work Experience scheme, as described in a 2015 House of Commons [research briefing](#), is targeted at 18-24 year olds who have little or no experience of work. Young people can participate in the scheme after they have been claiming Jobseeker's Allowance (JSA) for three months but before they join the Government's main welfare-to-work scheme, the Work Programme (typically after claiming for nine months). Entry on to the scheme is voluntary and individuals can choose to leave the placement before it is complete.

Under the scheme, individuals are matched with suitable work experience placements. These last between two and eight weeks, for between 25 and 30 hours a week. Some participants may have their placement extended by up to four weeks if an employer offers to hire them as an apprentice. Participants on the scheme do not receive a wage but continue to receive benefits and must continue to look for permanent work. Travel and childcare costs are also payable, if required.

Sector-based work academies

Sector-based work academies (SBWA) are aimed at claimants (of all ages) who are considered relatively well prepared for employment, with no basic skills needs. Claimants are offered sector-specific training and work experience placements for a period of up to six weeks, followed by a job interview with an employer. Whilst attending a sector-based work academy, people will continue to claim benefits. Any travel and childcare costs associated with taking up a place in an academy will be covered. The job interview may also lead to apprenticeship places, and the training element of the academy may be used as the foundation of apprenticeship training.

In Scotland, the Employability Fund (see below) Stage 4 is used as a mechanism to deliver SBWA.

Youth obligation from April 2017

Since April 2017, 'Youth Obligation' (YO) has been the main welfare programme for young people. It supports 18- to-21-year-olds to take part in work-based learning in order to develop the motivation, skills and experience they need to move into employment. Payment of welfare benefits depends on the young person taking part in a work placement or preparing to begin an apprenticeship or traineeship after six months.

18- to 21-year-olds on a low income are eligible for housing benefit (or the housing element of universal credit) (see the section on '[Housing](#)' in the article on 'Access to Quality Services'). As part of the Youth Obligation this will be removed. The stated rationale, in the UK Government [Summer Budget 2015](#), is to ensure 'young people in the benefits system face the same choices as young people who work and who may not be able to afford to leave home'.

Youth Guarantee

The Youth Guarantee is a European Union approach to tackling youth unemployment which ensures that all young people under 25 – whether registered with employment services or not – get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed. This offer should consist of a job, apprenticeship, traineeship, or continued education and be adapted to each individual need and situation.

The [2016 Youth Guarantee Country Report for the UK](#) contains the following statement about the UK position in relation to it:

The UK supports the aims of the YG, but for subsidiarity and national specificity reasons prefers to continue with its existing approach, inter alia, the Youth Contract, with a focus on providing apprenticeships and work experience. EMCO acknowledges the significant efforts made by the UK to tackle youth unemployment and to address the challenges faced by young people, especially NEETs in accessing the labour market and the fact that measures have some innovative elements. However, further outreach and activation measures targeting specific groups of young NEETs would be welcome, and some groups will need better progression prospects.

Scottish measures

Measures taken by the Scottish Government, and other relevant public agencies, to boost employment and entrepreneurship have a specific focus on 16- to- 19-year-olds, who are not already engaged in education, employment or training (NEET).

Community Jobs Scotland

[Community Jobs Scotland](#) (CJS) is a Scottish government scheme which helps 16- to 29-year-olds get a paid job in the voluntary sector. It is administered by the Scottish Council for Voluntary Organisations (SCVO).

In 2017/18 the programme is targeted at more vulnerable young people, including individuals with a disability or those who are carers, early leavers from the armed forces or who have convictions.

Individual learning accounts Scotland

[Individual Learning Accounts](#) (ILA) provide £200 of funding per year for training which will develop skills or support a career move. They are open to all individuals (not just young people) who earn less than £20,000 a year; do not already hold a qualification at degree-level or above; and who are not undertaking any secondary, further or higher education. Training providers must be registered with Skills Development Scotland, which administers ILA.

Note that following a joint [review](#) of the ILA scheme undertaken by Skills Development Scotland and the Scottish Government, the ILA is being replaced by a new scheme, Individual Training Accounts (ITA), from October 2017. This is to ensure that the scheme truly delivers the skills and training that will help people into employment. Changes include altered course eligibility criteria and Skills Development Scotland will be wholly responsible for the scheme's delivery. Further information about ITA can be found on the Skills Development Scotland [website](#).

Flexicurity measures focusing on young people

The European Commission defines flexicurity as an integrated strategy for simultaneously enhancing flexibility and security in the labour market. It attempts to reconcile employers' need for a flexible workforce with workers' need for security. It is a key element of European Union [Employment Guidelines](#) and the [European Employment Strategy](#).

There is no formal implementation of flexicurity measures for young people or the general population in Scotland or the UK.

An assessment of how far the UK's flexible and lightly regulated labour market amounts to a form of flexicurity is given in the UK country description in the [European Observatory on Working Life](#).

Reconciliation of private and working life for young people

There are no youth-specific policy measures / initiatives to reconcile the private and working lives of young people. As noted in the introduction to this chapter, UK workplaces are increasingly flexible with a growth in self-employment, part-time working, zero-hours contracts and increasing female participation.

All employers, in Great Britain's (England, Wales and Scotland) private and public sectors, are bound by the [Equality Act 2010](#). The Act seeks to protect the rights of individuals and advance equality of opportunity for all, by adding to previous equality legislation where appropriate. Under the Act, the following are 'protected characteristics' –the categories to which the law applies: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Funding of existing schemes/initiatives

Funding for the UK schemes described earlier in this section is generally provided by the [Department for Work and Pensions](#).

The Work Programme functions on a payment-by-results basis: providers of work placements and other services therefore receive a *job outcome payment* after a participant has spent a minimum length of time in employment. Further information is available from the Department for Work and Pensions [website](#).

In Scotland, funding is provided by the Scottish Government and administered by Skills Development Scotland and its partners.

Quality assurance

Work programme

The Work Programme, described above under Youth employment measures, makes use of co-funding under the EU's European Social Fund. The Work Programme functions on a payment-by-results basis as outlined above.

Scottish programmes

SDS has responsibility for making sure that all training funded through the National Training Programmes (NTPs) and individual learning accounts is high quality and brings planned benefits to the learner. Its quality assurance framework is [available](#).

3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities

Programmes and schemes for cross-border mobility

The British Council's [Study Work Create](#) portal brings together information on opportunities for UK students, recent graduates, and young professionals to study, volunteer, work or develop their creativity through international experience. Opportunities include:

- the [Artists' International Development Fund](#), which offers grants of up to £5000 to freelance or self-employed artists in England and Northern Ireland to help them take their work to a global audience
- the [European Voluntary Service](#) (EVS), which enables young people from the UK aged 18 to 30 to volunteer abroad for periods between two weeks to twelve months; the programme funds travel, accommodation, food and insurance costs for each participant
- the [Generation UK – China](#) Summer Language and Internship Programme, which helps students from the UK boost their employability and develop a global mindset through study and work experience opportunities in China
- International Association for the Exchange of Students for Technical Experience ([IASTE](#)) work placements, which give young people over the age of 19 who are enrolled in a science, engineering, technology or applied arts course at a UK university the opportunity to take part in a paid industry traineeship in one of 80 countries
- [Teaching or working in India](#), which offers teaching assistant positions for young people from the UK over the age of 18.

Young Britons, generally aged 18-30 years, may be eligible to apply for working holiday visas in a number of countries.

Legal framework

There is no specific legal framework for the cross-border mobility of young workers, trainees / apprentices and young professional / entrepreneurs.

3.8 Development of Entrepreneurship Competence

Policy Framework

There is no longer a specific strategy for entrepreneurship education (EE) in Scotland. Scotland's approach to enterprise education was developed in the 2002 EE strategy *Determined to Succeed: A Review of Enterprise in Education* and implemented from 2003-2011. Entrepreneurship education has since been mainstreamed through the national curriculum framework known as the [Curriculum for Excellence](#).

At a strategy level, EE is addressed in the Scottish Government's 2014 innovation strategy, '[Scotland Can Do – Becoming a World-Leading, Entrepreneurial and Innovative Nation](#)' and in the 2014 youth employment strategy, '[Developing the Young Workforce](#)'.

[Scotland Can Do](#) is a framework for entrepreneurship and innovation, covering 2013-2020, and is relevant to all levels of education (ISCED 1-8). It reflects the importance given by the Scottish Government to entrepreneurship and innovation, the values that will inform work in this area, and future priorities for action.

CIPD, the main UK organisation for Human Resources professionals, gives a useful [overview](#) of UK approaches in this area, with reference to wider, European-level policy frameworks, in its 2015 briefing paper, '[Encouraging enterprise in education](#)'.

Formal learning

Entrepreneurship in schools

Within Scotland's [Curriculum for Excellence](#), enterprise is a cross-curricular theme, alongside citizenship, sustainable development, international education and creativity. The curriculum framework highlights that such themes need to be developed in a range of contexts. Learning relating to these themes is therefore built into the Experiences and Outcomes standards and expectations for learning and progression across the eight curriculum areas listed below.

- expressive arts
- languages and literacy
- religious and moral education
- social studies
- mathematics and numeracy
- sciences
- technologies
- health and wellbeing.

They are set out in linear development, describing learning progress through the levels. For example, in the Social Studies curriculum area, an aim relevant to enterprise is 'develop an understanding of concepts that stimulate enterprise and influence business'. The experiences and outcomes statements for the different levels are given in the table below.

ISCED 0	Early level – In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.
ISCED 1	First level – I have developed an understanding of the importance of local organisations in providing for the needs of my local community. Second level – Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.
ISCED 2-3	Third level – When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. Fourth level – I can critically examine how some economic factors can influence individuals, businesses or communities.

Further information about enterprise education may be found in the 2016 Eurydice publication entitled '[Entrepreneurship Education at School in Europe](#)'.

Hands-on entrepreneurial experiences

Students are given the opportunity to participate in a range of hands-on business experiences, including those listed below:

- [Tycoons in schools](#) a national enterprise challenge in schools. The competition allows students to start and run a business whilst at school or college, thereby allowing them to gain valuable hands-on experience of what is involved with running a business.

- The [National Enterprise Challenge](#) gives schools the opportunity to set up and manage a business.
- The [Tenner Challenge](#) is aimed at young people aged 11-19 who want to get a taste of what it is like to be an entrepreneur. It gives them a chance to think of a new business idea and set it up, using real money to take calculated risks in the business field, making a profit and a difference.
- [MyBnk](#) is an award-winning UK charity that teaches young people how to manage their money and set up their own enterprise.
- The [Fiver Challenge](#) is for 5–11 year-olds across the UK. which gives participants £5 to set up mini businesses to create products or services they can then sell/deliver at a profit while engaging with their local community.

Entrepreneurship education in higher education

There is no single model that describes the delivery of enterprise and entrepreneurship across higher education providers in the UK. Delivery models include enterprise and entrepreneurship being:

- managed by a central unit
- embedded in the curriculum by subject specialist educators
- embedded in the curriculum under another name such as 'professional studies' or 'personal marketing skills'
- delivered through a careers service
- led or supported through facilities such as incubators, boot camps and extra-curricular clubs and societies.

In the context of extra-curricular activities, some institutions offer summer schools or events that are led by staff or students. Many actively support start-up activities and deliver mentoring support beyond graduation. Students can also gain practical experience through external bodies such as [Enactus](#)), an international not-for-profit organisation that works with leaders in business and education to develop socially responsible entrepreneurs.

[Shell Livewire](#), an online community that offers networking, advice and a chance to win monthly and annual 'grand ideas' awards, is another example of extra-curricular engagement in higher education.

Participation in extra-curricular activities may in some cases be formally recognised and recorded, for example through reference to the personal development process (in which learners identify key areas of learning and development activity that will enable them to either acquire new or develop existing skills and attributes) and use of transcripts, as well as the [Higher Education Achievement Record](#) (HEAR).

There are also stand-alone degree programmes (including master's degree programmes) in some institutions which may involve actual business start-up as an integral requirement.

In 2012, the Quality Assurance Agency for Higher Education (QAA) produced [guidance](#) for UK higher education providers on enterprise and entrepreneurship education. It contains a broad framework that providers can use to articulate learning outcomes that can be applied across a wide range of delivery types.

Cross-sector entrepreneurship education

[Young Enterprise Scotland](#) is a registered charity which works to inspire and equip young people to learn and succeed through enterprise. It works with students across Scotland with a variety of enterprise and entrepreneurship programmes. The programmes are aimed at young people aged 5-30 years across primary, secondary and tertiary education, as well as in prisons, secure and residential units and with community groups.

Non-formal and informal learning

Youth organisations and other bodies involved in providing opportunities for non-formal and informal learning may also enable young people to gain practical experience of business and to develop entrepreneurship competence. Little evidence of these experiences is available.

Educators support in entrepreneurship education

A new initiative, formally launched in September 2015 and which involves a number of partners led by Young Enterprise Scotland, is the [Enterprising Schools](#) project. Its primary focus is empowering educators through continuing professional learning, to build enterprising skills development into their schools and teaching. The stated objectives are to:

- recognise schools for their work in this area and provide a platform for sharing good practice
- encourage schools, from first level through to and beyond senior phase, to develop a whole-school approach to enterprise and entrepreneurial thinking
- make resources available for teaching staff to support enterprise activity and encourage entrepreneurial thinking.

Education Scotland has also worked together with third sector partners in the 'Enterprising Schools' project (Big Idea, Co-operative Enterprise Trust Scotland, Curriculo Solutions, Social Enterprise Academy, and Young Enterprise Scotland) to produce member resources to support teachers to make learning more enterprising and entrepreneurial. The guidelines include Scottish case studies to illustrate the positive impact of the project, from developing young people's entrepreneurial skills, confidence and self-esteem, as well as providing participants with numerous opportunities to develop these skills across the curriculum.

The Economics, Business and Enterprise Association (EBEA) is the professional subject organisation for teachers of economics, business and enterprise.

3.9 Start-up Funding for Young Entrepreneurs

Access to information

Government and charities who provide funding opportunities for young entrepreneurs promote them through all the normal channels, especially on social media. There is, however, no policy mandating that this should be done.

Access to capital

A number of schemes, described below, make capital available to young (and older) entrepreneurs.

New Enterprise Allowance

There is no specific policy measure focused on providing affordable funding for young entrepreneurs in Scotland or the UK. The [New Enterprise Allowance](#) is a government scheme designed to help unemployed people who have a business idea and want to start their own business. It is available to individuals aged 18 and over in Great Britain who are claiming Jobseeker's Allowance (JSA), Employment and Support Allowance (ESA) or lone parents claiming Income Support.

Interested and eligible individuals are referred by the DWP's Jobcentre Plus network to a mentoring organisation, which matches them with a volunteer business mentor. The mentor assists the individual in drawing up a business plan, which is then assessed by the mentoring organisation. If the plan is approved, the individual can access financial support once they stop claiming benefit.

The House of Commons Library published a [briefing](#) on the allowance in 2017.

The Prince's Trust

The [Prince's Trust](#) was founded by HRH The Prince of Wales in 1976 to help 13- to 30-year-olds across the UK who are unemployed or struggling at school to transform their lives. One of the longest-running strands of the charity's work is the [Enterprise programme](#), which provides 18- to 30-year-olds with the support they need to start a business. The programme has four stages:

- meeting the team – what the programme is and how it can help
- exploring – learning about personal finance, legal structures, marketing, finance, and business plans
- building support – flexible one-to-one support to get started with market research, writing a business plan and considering finance; small grants are available to test the viability of a business.
- launch – presentation of business plan to the Business Launch Group who decide if an idea is viable and sustainable. Approved businesses receive two years' mentoring and access to start-up finance if needed:
 - Low interest start-up loans of up to £7,500 (just under €9000) offered through the Start Up Loans Company
 - Small start-up business grants in special circumstances.

Note: [Start Up Loans](#) are available from the Start Up Loans Company. It offers government-backed personal loans for business purposes. The loans are available to businesses which are yet to launch or those that have already started trading. The partners support loan applicants in all regions and industries throughout the UK. They are open to anyone aged 18 and over who meet certain conditions, but are not specifically aimed at young people.

Shell LiveWIRE

The [Shell LiveWIRE Smarter Future Programme](#) is a social investment programme which provides support for young, innovative entrepreneurs.

The award is open to any entrepreneur aged 16-30 years who:

- has been trading for less than a year, or is looking to start trading in the next 6 months
- has an idea that addresses the UK's future transport, energy, or natural resource challenges, or makes urban environments cleaner and more sustainable places to work and live in.

Pre-start businesses are encouraged to apply, as are university spin-outs, product and urban designers, and other relevant design and engineering graduates with innovative business ideas.

3.10 Promotion of Entrepreneurship Culture

Each of the national initiatives and programmes referred to above (under '[Development of Entrepreneurship Competence](#)' and '[Start-up Funding for Young Entrepreneurs](#)') organises special events and activities to promote learning in entrepreneurship and celebrate young people's achievements in this area.

Special events and activities

See article on the '[Development of Entrepreneurship Competence](#)'.

Networks and partnerships

See article on the '[Development of Entrepreneurship Competence](#)'.

3.11 Current Debates and Reforms

Changes to employment measures

A review of the Individual Learning Account scheme, which provides funding for individuals to gain new skills or make a career move, was undertaken by Skills Development Scotland and the Scottish Government. Following this, the ILA is being replaced by a new scheme, Individual Training Accounts (ITA), from October 2017. See the article on '[Integration of Young People Into the Labour Market](#)' for more information. Alternatively, further information about ITA can be found on the Skills Development Scotland [website](#).

4. Social Inclusion

There is no single strategy for the social inclusion of young people in Scotland. However, there are a number of strategies which work alongside other areas to promote social inclusion. These include a strategy to offer young people more choices and more chances to reduce the possibility of them leaving education or training early, the child poverty strategy and the umbrella 'Getting it Right for every Child' (GIRFEC) strategy. These are all covered in this chapter.

[CashBack for Communities](#) is a unique Scottish Government programme which takes money seized from criminals under the proceeds of crime legislation and funds partner organisations to deliver activities and opportunities for young people across the 32 local authority areas in Scotland. Projects under the programme focus on tackling inequalities in areas of deprivation, working with some of the most disadvantaged young people aged 10 to 24.

4.1 General context

Main challenges to social inclusion

UK-wide challenges

The 2016 [State of the Nation Report](#) published by the Social Mobility Commission outlines some of the main challenges to social inclusion in the UK:

- there is an entrenched correlation between educational success and social class
- many areas outside of London and the South East have been 'left behind' in terms of education and employment opportunities
- a gap between individuals who own their own home and those who do not is accentuating this wealth and social divide.

Scottish challenges

A 2016 report, [Is Scotland Fairer?](#), produced by the [Equality and Human Rights Commission](#) highlighted the issues for Scotland:

- Gypsy/Traveller pupils continued to have the lowest educational attainment rates out of all ethnic groups.
- Children from poorer backgrounds performed less well at school than their peers.
- The attainment of [looked after children](#) (those in the care of a local authority) was well below that of other pupils.
- Rates of exclusion from school remained high for some groups, including Gypsy/Travellers, boys, and pupils with [additional support needs](#) (ASN).
- The proportion of young people not in education, employment or training (NEET) did not change over time.
- Bullying was a particular issue for some children and young people, including disabled, and lesbian, gay and bisexual (LGB) children and young people.

- People aged 16 to 24 had the highest unemployment rate and experienced the highest increase in [underemployment](#). Those in work were more likely to be underemployed.
- The steepest declines in average hourly pay were for younger workers.
- Among the groups of people who were particularly vulnerable to homelessness, were young people leaving care.
- Young people leaving care were among the groups of people most vulnerable to homelessness.
- People aged 16 to 24 were much more likely than others to be living in relative poverty after housing costs.

[Education Scotland](#), the national improvement agency for education and lifelong learning, has also identified sectarianism as a challenge to inclusion. Sectarianism was defined in the [final report](#) of the Scottish Government's Advisory Group on Tackling Sectarianism as:

a mixture of perceptions, attitudes, actions, and structures that involves overlooking, excluding, discriminating against or being abusive or violent towards others on the basis of their perceived Christian denominational background. This perception is always mixed with other factors such as, but not confined to, politics, football allegiance and national identity.

See the section on '[Promoting the intercultural dialogue among young people](#)' in the 'Participation' chapter for further information.

Main concepts

In this chapter, the term 'social inclusion' refers to the process which ensures that people who are at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life – and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It also ensures they have a greater participation in decision making which affects their lives and access to their fundamental rights. In this context, social inclusion can be considered as a multi-dimensional concept, which combines various factors, including: income and living standards; the need for educational and decent work opportunities; effective social protection systems; housing; access to good-quality health and other services; and active citizenship.

The terms used to describe policies, initiatives and actions relating to social inclusion have changed over time. To illustrate how they evolved in to the concepts and definitions used currently, this section provides a brief policy overview. It is also worth noting that promotion of social inclusion is embedded and interlinked in all areas of policy in Scotland.

In 1999, two key documents were published. *[Social Justice: A Scotland where everyone matters](#)*, published by the Scottish Executive, shifted the focus slightly from *social exclusion*, the dominant strand in UK Government thinking in this area at that time, to *social inclusion*. The strategy outlined five key target groups and associated milestones to achieve by 2020. Two of these target groups involved children and young people:

- every child matters - giving every child the best possible start in life, regardless of their family background
- every young person matters - giving every young person the opportunities, skills and support to make a successful transition to working life and active citizenship.

[Social Inclusion: Opening the Door to a Better Scotland](#), also published by the Scottish Executive, aimed to achieve social justice for all, including targeted strategies for the most disadvantaged areas.

In 2001, the Scottish Executive launched a series of Social Inclusion Partnerships (SIPs), or multi-agency bodies, bringing together partners from across the public, community

and private sectors, seen as key to promoting social justice. They were launched with the aim of focusing on:

- supporting the most disadvantaged members of society
- coordinating programmes already in existence
- preventing social exclusion.

In 2002, *Better Communities in Scotland - Closing the Gap*, was published as the Executive's community regeneration statement, outlining securing higher incomes as necessary in order to tackle exclusion. *Closing the Opportunity Gap*, also published in 2002, detailed the Scottish Executive action's to tackle poverty and create a fair and equal Scotland.

More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland was published in 2006. It aimed to tackle young people between the ages of 16 and 19 not in education, employment or training (NEET) by building on the *Closing the Opportunity Gap* (see above) initiative and recognising the links between a lack of engagement in the labour market and poverty.

Getting It Right for Every Child (GIRFEC) has been the national approach to improving outcomes and supporting the well-being of children and young people by offering the right help at the right time from the right people since 2006 (although note that its roots can be traced back to 2001; see the Scottish Government [website](#) for more details). 'Included' is one of the eight GIRFEC well-being indicators and requires that children and young people are:

receiving help and guidance to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

Working and Learning Together to Build Stronger Communities (2004) aimed to embed the principles of community learning and development (CLD) more firmly within then Scottish Executive (now Scottish Government) priorities such as the improvement of public services, community regeneration, social inclusion, lifelong learning, youth work and active citizenship. Community learning and development describes a way of working with and supporting communities to increase the skills, confidence, networks and resources needed to tackle problems and grasp opportunities. CLD activity has a strong focus on early intervention, prevention and tackling inequalities. Guidance was updated in 2012's *Strategic Guidance for Community Planning Partnerships: Community Learning and Development*. The update had an increased focus on early intervention and prevention, family learning and post-16 provision. The *National Youth Work Strategy 2014-2019* was developed within the context of this guidance. It and the [2013 Community Learning and Development Regulations](#) provide a platform for work with young people to be recognised a key component of the agenda for young people.

Child poverty

Following the UK Government [Child Poverty Act \(2010\)](#), Scottish Ministers were required to publish a Scottish child poverty strategy. The [first](#) of these was published in 2011, in line with the Government's Economic Strategy, which pledged to "increase the overall income and the proportion of income received by the three lowest income deciles as a group by 2017". The strategy was based on three principles:

1. focusing on early intervention and prevention
2. taking an assets-based approach
3. ensuring that children are placed at the centre of public agency focus.

The second *Child Poverty Strategy for Scotland*, published in 2011, renewed the focus on tackling the underlying causes of poverty and aspired to establishing a society in which no child is disadvantaged by poverty. The strategy was published in the same year as the launch of *Getting It Right for Every Child* (GIRFEC), the Scottish Government's approach to improving outcomes and supporting the wellbeing of children and young people. GIRFEC requires that the needs of children and young people are considered in all areas

of public service provision and establishes eight indicators of wellbeing against which public services can track the quality of life of a particular child or young person.

In February 2017, the [Child Poverty \(Scotland\) Bill](#) was published. When passed, it will lead to the setting of statutory targets for Scotland to reduce the number of children experiencing the effects of poverty by 2030. It will require the Scottish Government to publish a three-year child poverty delivery plan by April 2018 which will be updated every five years and annual reports to measure progress. The Bill responds to the 2016 [Fairer Scotland Action Plan](#).

UK context

Devolution has given the Scottish Government certain powers and responsibilities for a wide range of matters (see the article entitled '[Historical Development](#)' in the Eurydice's Network's description of the Scottish education system for details of devolution arrangements). However, the ambitions set out in the Westminster government's policies relating to social inclusion apply across the United Kingdom and may be of interest. They are set out in the equivalent [England](#) article.

4.2 Administration and Governance

Governance

It is an ambition of the UK government to create a society in which opportunities are shared equally and are not dependent on an individual's family background, geographical location or school attended. The approach to social inclusion is general – improving opportunities for all – and is embedded across all policy areas. An element of this ambition may involve targeting young people.

Responsibility for most policies to create a socially inclusive Scotland is held by the Scottish Government. Therefore, this chapter concentrates on Scotland specific actions; however, if applicable, UK actions are also covered.

UK government departments

The main actor at the level of the UK Government is the [Department for Work and Pensions](#) (DWP), which is responsible for welfare, pensions and child maintenance policy. It administers the State Pension and a range of working age, disability and ill health benefits, including those for young people. The DWP includes a team responsible for poverty and social justice that focuses on creating a fair and affordable welfare system which improves the life chances of children.

Note: Under the [Scotland Act 2016](#), the Scottish Parliament and Ministers have increased responsibility for welfare policy and delivery in Scotland through the devolution of welfare powers. See the chapter on '[Employment and Entrepreneurship](#)' for further details.

Social Mobility Commission

The [Social Mobility Commission](#) (SMC; until 2016 known as the Social Mobility and Child Poverty Commission) monitors progress towards improving social mobility in the UK. It is an advisory non-departmental public body, sponsored by the [Cabinet Office](#), the UK Government's [Department for Education](#) and [Department for Work and Pensions](#). In addition to promoting social mobility in England, it is responsible for publishing an annual report which details the progress made towards improving social mobility in England, Wales and Scotland.

Scottish Government

The main actors within the Scottish Government are as follows:

- the [Children and Families Directorate](#), which is responsible for promoting the rights of and implementing policies related to children and young people

- the [Fair Work Directorate](#), which is responsible for reducing inequality and ensuring that work improves people's lives; it also works to maximise employment opportunities for individuals seeking work and oversees the development of skills across Scotland's workforce
- the [Housing and Social Justice Directorate](#), which works with [local authorities](#) and other statutory partners to ensure that housing in Scotland is of a high-quality and is sustainable; it also works with communities and other partners to tackle poverty and make Scotland fairer, creating communities in which people can flourish
- the [Local Government and Communities Directorate](#), which is responsible for leading on policy in the third sector, alongside equality and human rights policy.

[Education Scotland](#) is the national body for supporting quality and improvements in learning and teaching. It is an executive agency of the Scottish Government.

Local authorities

Local authorities (LAs) in Scotland have a duty to protect and promote the welfare of children in need in their respective areas, and must provide support services which will enable children to remain with their own families (as far as this is possible). LAs are also required to work with statutory partners to check that children's needs are being safeguarded and that child wellbeing is being supported and promoted, as outlined in the Children and Young People (Scotland) Act 2014 (see above).

When there are concerns for a child or young person under the age of 18, LAs are responsible for assessing the individual's wellbeing, using the Scottish Government's eight indicators of wellbeing, as outlined in [Getting It Right For Every Child](#) (see below for more information). One of the eight indicators is 'inclusion': supporting children and young people to get help and guidance to overcome inequalities and supporting them to become members of the communities in which they live.

LAs are also required to look after children in need - children under the age of 18 who: require LA services to achieve or maintain a reasonable standard of health; require LA services to prevent harm to their health; are disabled; are affected by the disability of a family member; are at risk of becoming 'looked after'. See article on ['Access to Quality Services'](#) for more information.

Community Planning Partnerships

Each local authority has a Community Planning Partnership (CPP) which is responsible for community planning. They bring together the local council, NHS boards, police and fire services, and other public bodies and third sector organisations to develop and deliver a community plan.

Children and Young People's Commissioner

The [Children and Young People's Commissioner](#) protects the rights of children and young people in Scotland who are 18 and under, or 21 and under if they have been looked after or are in care. The Commission ensures that their voices are heard and scrutinises Government legislation and policy to examine their effectiveness in respecting children's and young people's rights.

Cross-sectorial cooperation

Achieving social inclusion is a cross-government ambition. At local level, [local authorities](#) (LAs) are, in accordance with the [Requirements for Community Learning and Development Regulations 2013](#), responsible for implementing Government policy on youth services (set out in the [National Youth Work Strategy 2014-2019](#)), which are delivered through partnership activity with third sector organisations.

Each local authority has a Community Planning Partnership (CPP) which is responsible for community planning. They bring together the local council, NHS boards, police and fire services, and other public bodies and third sector organisations to develop and deliver a

community plan. The community plan sets out how better services which may make a difference to people's lives are delivered locally. [Guidance](#) published in 2012 by the Scottish Government) for CPPs on community learning and development sets out the principles within which CPPs should co-ordinate planning of [community learning and development](#) (CLD) provision, including youth work.

4.3 Strategy for the Social Inclusion of Young People

Existence of a National Strategy on social inclusion

There is no single strategy for the social inclusion of young people in Scotland. However, there are a number of strategies which work alongside other areas to promote social inclusion:

- *More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland* (Scottish Executive, 2006)
- *Getting It Right For Every Child* (GIRFEC)
- *Child Poverty Strategy for Scotland* (Scottish Government, 2014-17)

Wider, all-age community learning and development (CDL) policies are also promote social inclusion. See the CDL pages of the Scottish Government and Education Scotland websites.

Scope and contents

Participation strategy

Published in 2006, *More Choices, More Chances: a Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland* includes the following aims:

- preventing young people from becoming NEET
- establishing a system-wide focus on, ambitions for, ownership of and accountability for the NEET group
- prioritising education and training outcomes for the NEET group
- making NEET reduction a key indicator for measuring the success of the pre- and post-16 education systems.

It highlights the difficulties associated with treating the NEET population as a single entity, and instead uses three different groups:

1. the hardest to help young people, with complex needs
2. an 'intermediate' group, comprised of individuals who are less likely to be visible to specialist or targeted intervention staff and may have difficulties with motivation, confidence and skills
3. a 'transition/gap year' group, which is made up of individuals who are taking time out from education before progressing to further or higher education.

The strategy also recognises the link between the risk of becoming NEET and other characteristics, including being in care; being a young parent; low attainment at school; part offending; drug or alcohol abuse; and physical and mental health problems.

A series of preventative actions aimed at individuals in pre-16 education and supportive actions aimed at individuals in post-16 education are outlined, alongside the roles and responsibilities of relevant partners in addressing NEET groups.

See also '[Preventing early leaving from education and training \(ELET\)](#)'.

Getting it right for every child (GIRFEC)

Getting it Right for Every Child (GIRFEC) focuses on improving the wellbeing of children and young people, outlining how organisations involved in delivering children's services

should work together and tailor their support to individuals in order to improve their wellbeing. In order to assess the quality of a child or young person's life and identify the support they need, GIRFEC list eight wellbeing indicators:

1. safe - protected from harm, neglect and abuse
2. healthy - having the highest attainable standards of physical and mental health and access to suitable healthcare and support
3. achieving - being supported and guided in learning and the development of skills
4. nurtured - having a nurturing place to live
5. active - having opportunities to take part in activities which contribute to healthy growth and development
6. respected - being heard and involved in decisions which affect them
7. responsible - encouragement to play active and responsible roles
8. included - support to overcome social, educational, physical and economic inequalities and being accepted in their community.

All services working with children and young people must promote, support and safeguard children and young people's wellbeing.

Child Poverty Strategy for Scotland

The [child poverty strategy](#) (2014-17, Scottish Government) builds on the previous strategy's overarching aims, reformulating them as three key outcomes to work towards:

- maximising household resources - reducing income poverty and material deprivation
- improving children's wellbeing and life chances - breaking inter-generational cycles of poverty, inequality and deprivation by tackling the underlying social and economic determinants of poverty
- children from low income households living in well-designed, sustainable places - addressing area-based factors which heighten the effects of poverty, particularly in areas of multiple deprivations.

There are three principles underpinning the above outcomes:

- early intervention and prevention
- building on the assets of individuals and communities
- ensuring that children's and families' needs and abilities are the focus of services design and delivery.

The child poverty strategy also introduces a new outcomes framework, which moves the focus of policy towards the impacts that policies have on people and communities.

Responsible authority

See '[Governance](#)' in 'Administration and Governance'.

Revisions/Updates

A [Child Poverty Bill](#) was published in February 2017. It forms part of the Scottish Government's overall approach to tackling poverty and inequality in Scotland; also see the [Fairer Scotland Action Plan](#) (2016, Scottish Government). When passed, the Bill will lead to the setting of statutory targets for Scotland to reduce the number of children experiencing the effects of poverty by 2030. It will require the Scottish Government to publish a three-year child poverty delivery plan by April 2018 which will be updated every five years and annual reports to measure progress.

4.4 Inclusive Programmes for Young People

Programmes specific for vulnerable young people

For programmes within the education system aimed at vulnerable young people, see the section '[Educational support](#)' in the article 'Social inclusion through education and training' for further information.

Youth justice system

Youth justice is identified in the National Youth Work Strategy as an area of youth sector work. The importance of preventing offending, in particular, was highlighted by the Scottish Government in 2009 in *Valuing Young People: Principles and Connections to Support Young People Achieve Their Potential*.

The Scottish Government's youth justice strategy for 2015-2020 also places the emphasis on preventing offending. Launched in 2015, *Preventing Offending: Getting it Right for Children and Young People* advances the whole system approach, which includes early and effective intervention and opportunities to divert young people from prosecution. It also places a strategic focus on improving life chances and developing capacity and improvement.

This child-centred, preventative approach is aligned with *Getting it Right for Every Child* ([GIRFEC](#)) and is intended to support the Government's overall ambition to make Scotland the best place to grow up in.

European Social Fund

The European Social Fund is being used to support a Strategic Intervention in the area of [social inclusion and poverty reduction](#) in Scotland. The lead partner is the [Big Lottery Fund](#); other partners include: the Scottish Government directorate for [Local Government and Communities](#) (with responsibility for equalities, human rights and the voluntary sector) and Scotland's 32 [local authorities](#) (LAs). Young people are not targeted directly by this Strategic Intervention, but are affected by its aims and actions, including:

- supporting active inclusion through activity
- increasing the financial capacity of the most disadvantaged individuals and households
- enabling disadvantaged communities to develop solutions to reduce poverty
- increasing the sustainability of Scotland's social economy to support the most disadvantaged groups and areas.

The lead partner (Big Lottery Fund) is required to ensure compliance with European Commission regulations in the allocation of funding, while the Scottish Government, as Managing Authority for the Strategic Intervention, is responsible for monitoring and evaluation.

Funding

Many initiatives and programmes for young people can apply for funds from [CashBack for Communities](#). It is the Scottish Government's vehicle for reinvesting the proceeds of crime back into communities to benefit Scotland's young people. A number of funds are available:

- CashBack for Communities Phase 4 Fund: The CashBack for Communities Programme funds partner organisations to deliver, monitor and report on initiatives across all 32 Local Authority Areas in Scotland.
- CashBack for Communities Facilities Fund: This fund will support not-for-profit community based organisations working with young people within the sports and outdoor learning sectors to apply for funding of up to £150,000 towards improvements to facilities and/or equipment in order to offer high quality sport and physical activities which support the health and wellbeing of young people in areas where there is identified need.

- Youth Work Fund: This focuses on youth work activity and provides grants of up to £10,000.
- CashBack for Creativity Open Arts Fund: This focuses on youth work sector and/or those working with young people to support the delivery of free arts activities
- Small Grants Scheme: This provides funding of up to £2,000 to grassroots groups and units from Youth Scotland, Clubs for Young People Scotland, Girlguiding Scotland, Scouts' Association, Girls' Brigade Scotland and The Boys' Brigade.
- Prince's Trust Development Awards: These are small grants made to individuals to help to cover costs such as: course fees, transport or equipment to help young people get into education, training or employment.

Funding partners include [Creative Scotland](#), the [Prince's Trust](#), [Youth Scotland](#) and [Youthlink Scotland](#).

Quality assurance

Quality assurance mechanisms are described where the programme / intervention is mentioned above.

4.5 Initiatives promoting social inclusion and raising awareness

Intercultural awareness

The main initiatives for promoting intercultural awareness in young people take place in formal education.

The promotion of equality and diversity is an important aspiration in the [Curriculum for Excellence](#) (Education Scotland), the Scottish curriculum for three to 18 year olds. 2011's *Developing Global Citizens Within Curriculum for Excellence* aims to support children and young people to become active global citizens and contains three main areas of learning:

- education for citizenship, which develops the rights and responsibilities of children and young people and encourages them to take thoughtful and responsible action
- international education, which prepares children and young people for life and active participation in a multicultural society and gives them an understanding of Scotland's place in the world
- sustainable education, which enables children and young people to recognise the interdependence of people and the environment.

Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland was published in 2015 by [Education Scotland](#), the national body for quality and improvement in Scottish education. The resource is intended to help schools and educational centres to promote diversity and equality in all instances of planned learning, and provides best practice examples of how to carry this out. Tackling [sectarianism](#) is a feature of the resource; recommendations to schools include:

- overtly respecting the rights of children and pupils;
- encouraging children and young people to learn about their own and other cultures;
- allowing children to build relationships with children from different communities to their own;
- monitoring the promotion of equalities; and different schools sharing buildings and activities.

Young people's rights

Children's rights

Children and young people's rights are set out in the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) of which the UK is a signatory. The Children and Young People's Commissioner for Scotland is responsible for promoting and safeguarding these rights, under the [Commissioner for Children and Young People \(Scotland\) Act 2003](#). The

Commissioner scrutinises legislation which is proposed by the UK and Scottish Governments to ensure that children's rights are upheld in Scotland

The [Children and Young People's Commissioner for Scotland](#)'s website provides resources, including worksheets, leaflets and workshops, for children and young people about their rights, and the Commissioner's role in protecting these rights.

Recognising that further work to raise awareness of young people's rights amongst young people is needed, the Scottish Government passed the [Children and Young People \(Scotland\) Act](#) in 2014. This places a new duty on Scottish Ministers to promote public awareness and understanding of the rights of children. Under the Act, Ministers are required to publish a report every three years, which details the actions they have taken both in order to further UNCRC requirements in Scotland and to promote awareness and understanding of children's rights. The first of these reports is due to be presented to the Scottish Parliament in 2017.

Following the passing of the [Children and Young People \(Scotland\) Act](#), [Education Scotland](#) produced a national professional development [resource](#) for adults working with children and young people to develop their knowledge of the UNCRC.

In 2014, [Together](#), the Scottish Alliance for Children's Rights published the *State of Children's Rights in Scotland*, concluding that the Scottish Government had made insufficient progress in terms of awareness-raising among children and young people and training amongst professionals.

Human rights

There are a number of pieces of legislation setting out rights; covering both young people and adults:

- The [Human Rights Act 1998](#) gives citizens a clear legal statement of their basic rights and fundamental freedoms.
- The [Equality Act 2010](#) extends previous equality legislation and seeks to protect the rights of individuals and advance equality of opportunity for all. Under the Act, the following are 'protected characteristics', the categories to which the law applies: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. Protection from discrimination is valid in schools, colleges, work places, clubs, youth service, hospitals, and council services.
- The [Data Protection Act 1998](#) controls how an individual's personal information is used by organisations, businesses or government. The [Freedom of Information Act 2000](#) gives individuals the right to access recorded information held by public sector organisations. The [Information Commissioner's Office](#) provides advice for education providers on how to comply with the Data Protection and Freedom of Information Acts.

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

Prevent

The [Counter Terrorism and Security Act 2015](#) made the [Prevent Duty](#) a statutory duty for all [local authorities](#), early years providers, schools and higher and further education establishments to have due regard to the need to prevent people from being drawn into radicalisation. This UK-wide duty has three strategic objectives:

- responding to the ideological challenge of terrorism and the threat posed by those who promote it
- preventing people from being drawn into terrorism and ensuring they are given appropriate advice and support
- working with sectors and institutions where there are risks of radicalisation.

Prevent is one of four strands of [CONTEST](#), which is the UK Government's 2011 counter-terrorism strategy. General Scotland specific [guidance](#), guidance for [further education](#) and [higher education](#) institutions has been published. Furthermore, a [Prevent e-learning training package](#) and [PREVENT training courses](#) are available.

The Scottish Preventing Violent Extremism Unit (SPVEU), staffed by the Scottish Government and Police Scotland, is responsible for delivering the Prevent strand of the CONTEST Strategy in Scotland.

[Channel](#) is a police-led multi-agency approach, within the Prevent strategy, to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities and statutory partners, as reflected on the Safeguarding Board: schools; health, police, youth offending services, youth services, children's social care and education. All partners are required to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

The aim of Channel is to safeguard children, young people and adults, and to prevent them from being drawn into committing terrorist related activity. It aims to ensure that vulnerable children, young people and adults of any faith, ethnicity and background receive support before their vulnerabilities are exploited by those who want them to embrace terrorism and before they become involved in criminal terrorist activity.

Education Scotland plays a key part in supporting schools to adhere to their duties under Prevent; [guidance](#) has been published. In addition, the [Curriculum for Excellence](#) emphasises learning experiences which enable children and young people to become more open-minded and empathetic towards each other. One of its four key capacities also focuses on enabling children and young people to become responsible citizens.

4.6 Access to Quality Services

Housing

Under the [Housing \(Scotland\) Act 1987](#), [local authorities](#) (LAs) have a statutory responsibility towards anyone threatened with or experiencing homelessness. LAs must, at minimum, offer temporary accommodation alongside advice and assistance to all homeless households or those at risk of homelessness.

Children who are forced to leave their home when under the age of 16 or children over the age of 16 who have previously been in care, are likely to receive assistance from their LA, who will provide care and accommodation for them. LAs also have a duty to provide accommodation for children and young people over the age of 16 who are leaving care, or who are considered to be 'in need'. All relevant departments of Local authorities (LAs) must endeavour to ensure that relevant partner organisations, including health, voluntary and police services, play appropriate roles in assisting such children in order to best meet their needs.

Foyers are integrated learning and accommodation centres providing safe and secure housing, support and training for young people aged 16-25. In exchange for a personalised service, young people entering a Foyer are expected to actively engage in their own development and make a positive contribution to their local community. This may mean picking up the threads of education, developing skills for independence and greater resilience to overcome barriers

Foyers are typically owned and run by Registered Social Landlords (RSLs), housing associations or housing cooperatives that are registered with the Scottish Housing Regulator. RSLs are not-for-profit organisations that aim to provide good, low cost accommodation for people who really need it.

Further information is available from the [Foyer Federation](#).

[Housing benefit](#) is available to those on a low income. It provides help for all or part of an eligible applicants rent. There is nothing to stop a young person claiming Housing Benefit, but the amount available to those under 35 with no children is restricted to bed-sit accommodation or a single room shared accommodation. This benefit will change with the introduction of the Youth Obligation; see below for further information.

[Universal Credit](#) is a welfare benefit which began a phased introduction across the United Kingdom in 2013. It replaced six means-tested benefits and tax credits: income based Jobseeker's Allowance; Housing Benefit; Working Tax Credit; Child Tax Credit; income based Employment and Support Allowance; and Income Support. It is only available to those over 18 (and under [state pension age](#)) who are not in full time education or training.

The main welfare programme for young people, introduced in April 2017, is the 'Youth Obligation' (YO). It supports 18- to-21-year-olds to gain the motivation, skills and experience to move into work. Young people on the YO are supported by the DWP's Jobcentre Plus network into sector based work academy places, traineeships and helped to apply for apprenticeships (see the article on '[Integration of Young People in the Labour Market](#)' for full details). Payment of welfare benefits is be dependent on the young person taking part in a work placement or preparing to begin an apprenticeship or traineeship after six months.

Linked to this, since April 2017, the housing element of Universal Credit (or Housing Benefit if the claimant has not moved on to Universal Credit) is no longer being paid to young people age 18-21. The stated rationale is to ensure 'young people in the benefits system face the same choices as young people who work and who may not be able to afford to leave home'. The [Universal Credit \(Housing Costs Element for claimants aged 18 to 21\) \(Amendment\) Regulations 2017](#) specify the categories of young people who will be exempt from the removal of the housing costs element of Universal Credit. These exemptions include: those who may not be able to return home to live with their parents; certain claimants who have been in work for 6 months prior to making a claim; and young people who are parents. The House of Commons Library has published a [briefing](#) on the withdrawal of the entitlement from 18- to 21-year-olds.

Social services

Local authorities are responsible for delivering social services for young people, including the care and protection of children and the children's hearing system. The [Scottish Social Services Council](#) works to influence social services policy and ensures that social services have a trusted, confident and skilled workforce. The relevant strategies and initiatives are described throughout this chapter.

Health care

Young people aged under 16 (or aged 16, 17 and 18 and in full-time education) are entitled to free prescriptions, dental treatment (including check-ups), eye tests and vouchers for glasses and free wigs and fabric supports (e.g. surgical brassiere). 16- and 17-year-olds who are not in full time education are entitled to free dental treatment and may qualify for support with other National Health Service treatments if on a low income.

Youth health programme

The [Youth Health Programme](#) supports NHS Health Scotland's [Corporate Strategy 2012-2017](#) and acts as a national coordinating body to support the delivery of youth health improvement policy across Scotland. It seeks to address issues specifically associated with young people. These include risk factors such as sexual health, substance misuse, alcohol, tobacco, obesity, physical activity, mental health and access to relevant services.

The Youth Health Programme aims to:

- assist, coordinate and disseminate relevant data which identifies priority health and wellbeing issues facing young people in Scotland
- seek to influence and support delivery of health policy relating to young people
- work closely with key partners to positively influence a range of health determinants for young people
- strive to develop, gather and communicate the evidence-base with regards to programmes, interventions, actions and activities designed to improve the health and wellbeing of young people
- encourage and support multi-sector responses to improve youth health and address health inequalities
- support networking opportunities and skills development
- influence the development of healthy environments for young people
- support opportunities for young people to participate in work carried out to improve their health.

Walk the Talk

[Walk the Talk](#) is a national initiative to create a youth friendly health service. Its website contains a number of good practice case studies which highlight where actions have been undertaken to engage better with young people and develop youth-friendly health services.

Mental health

The Scottish Government is committed to promoting good mental health, and has set in place a range of actions to support this. Key commitments are set out in the [Mental Health Strategy 2017-2027](#) (Scottish Government, 2017). It addresses children and young people in a number of its actions, including:

- ensuring that every child and young person has access to emotional and mental wellbeing support in school
- providing support and treatment for young offenders
- introducing mental health training for individuals working with young people in educational settings.

[CAMHS](#) (child and adolescent mental health services) are the NHS services that work with children and young people who experience difficulties in their emotional or behavioural wellbeing. They are multi-disciplinary teams, often consisting of:

- psychiatrists
- psychologists
- social workers
- nurses
- support workers
- occupational therapists
- psychological therapists – this may include child psychotherapists, family psychotherapists, play therapists and creative art therapists
- primary mental health link workers
- specialist substance misuse workers.

Young people might be referred to CAMHS to help them deal with disorders or issues, such as anxiety, autism, behavioural problems, bullying, depression, eating disorders, obsessive compulsive disorder, psychotic disorders, including schizophrenia, alcohol and substance abuse.

CAMHS are locally organised. The current commissioning arrangements for them are complex.

See the article on '[Mental health](#)' for further information.

Financial services

There is no legal age limit for opening a bank account, but a bank manager can decide whether to allow a child or young person to open an account. It is a criminal offence to send those under 18 years of age material inviting them to borrow money or obtain goods or services on credit or hire purchase. However, those between 14 and 18 years can enter into a credit or hire purchase agreement if an adult acts as their guarantor.

It is possible to borrow money at any age, but access to loans may be limited because a lender will not usually be able to take a young person to court if they break the terms of a loan. This is because anyone under 18 cannot usually be legally held to a contract. Under 18s can be added to an adult's credit card as an authorised user or may apply for prepaid cards but they will not be given their own card.

Financial Inclusion Action Plan

The Scottish Executive's *Financial Inclusion Action Plan*, published in 2005, outlined the programmes and steps to increase financial inclusion. Although the plan is not aimed at any particular group in Scotland, a number of actions aimed at young people are mentioned:

- the inclusion of financial and entrepreneurship education in schools, outlined in the *Determined to Succeed strategy* (2003, Scottish Executive) is aimed at better preparing young people for the world of work
- local authorities have targeted young people in innovative ways to deliver debt advice
- banks across Scotland have worked with excluded young people to provide financial information.

Note: Following *Determined to Succeed: A Review of Enterprise in Education* (2002, Scottish Executive) financial and entrepreneurship education have been mainstreamed through the national curriculum framework, '[Curriculum for Excellence](#)'.

Financial Conduct Authority

The Financial Conduct Authority ([FCA](#)) is the independent financial regulatory body in the United Kingdom which is financed by charging fees to members of the financial services industry. It publishes a series of occasional discussion papers on specific issues relevant to the FCA's work. Two of these papers, although not focused on young people, are nonetheless relevant:

- [Access to Financial Services in the UK](#), which discusses barriers people face in accessing financial services
- [Consumer Vulnerability](#), which aims to broaden understanding and stimulate interest and debate around vulnerability.

Quality assurance

The services described above are monitored and evaluated to ensure they are of high quality and provide best value.

4.7 Youth Work to Foster Social Inclusion

Policy/legal framework

[Local authorities](#) (LAs) in Scotland are, in accordance with the [Requirements for Community Learning and Development Regulations 2013](#), responsible for implementing Government policy on youth services, which are delivered through partnership activity with third sector organisations.

Our Ambitions for Improving the Life Chances of Young People in Scotland - National Youth Work Strategy 2014-19 is the Scottish Government's strategy for youth work,

developed in partnership with [Youthlink Scotland](#), the national agency for youth work. The strategy outlines five ambitions and their associated outcomes, as follows:

- ensure Scotland is the best place to be young and grow up in - young people are well informed; youth work opportunities are accessible and inclusive; and the value and impact of investment in youth work is recognised by the public, voluntary and business sectors
- put young people at the heart of policy - young people are directly involved in local and national decision making; youth work is firmly embedded at the heart of policies central to young people; youth work makes a positive contribution to young people's health and wellbeing
- recognise the value of youth work - youth work is firmly embedded within broader policy approaches; the youth work sector is valued, understood and acknowledged by the voluntary and statutory sectors
- build workforce capacity - practitioners are well-motivated and well-trained; volunteers are properly supported and encouraged
- ensure impact is measured - youth work organisations self-evaluate; young people are supported to record their own learning through youth practice.

The youth work strategy defines youth work as:

an educational practice contributing to young people's learning and development... Youth work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafés and on the street, whilst using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single gender work to engage with young people.

Main inclusive Youth-Work programmes and target groups

The *National Youth Work Strategy 2014-2019* has a focus on reducing inequalities and targeting specific groups. It recognises that 'both universal and more targeted, specific work have equal validity and importance'. It also recognises that there remains a fundamental need for community-based youth work, although services have been eroded in recent years, and that this continuing need applies especially to the most disadvantaged young people.

The strategy also states that those working with young people are well placed to make early interventions to break cycles of inequality – whether in health, poverty, education or other areas. There is an explicit commitment in the strategy to break these cycles and 'ensure that all young people have opportunities which will improve their life chances'. The implementation plan includes an action to 'encourage the participation of excluded and under-represented young people.'

Many youth work organisations in Scotland have social inclusion as a focus. For example, the [Regen:Fx Youth Trust](#) works with young people from regeneration areas to provide them with activities and projects to take part in, and so to discourage anti-social behaviour.

Youth work providers in the field of social inclusion for young people

[Youth Scotland](#) is a non-uniformed youth organisation in Scotland which delivers quality youth work programmes, information, resources, training and support to community-based youth work. It is a membership organisation with members ranging from small rural youth groups to large urban projects.

Training and support for youth workers engaged in social inclusion programmes

Training covers the general requirements of youth work and non-formal learning. Social inclusion is a key aim of youth work and is therefore embedded across all courses.

Most people enter youth work as either a volunteer or paid worker/apprentice and are typically called youth support workers.

A number of pre-degree awards and training programmes exist for youth workers, including:

- the Professional Development Award (PDA) in Youth Work, designed as induction training for new staff or for existing youth workers who do not yet have any formal qualifications; the award recognises staff who have developed the knowledge and skills of young people
- the Scottish Vocational Qualification 2 or 3 in Youth Work, or work-based apprenticeship route aimed at individuals aged 16-19, which is a Level 6 on the [Scottish Credit and Qualifications Framework](#) (SCQF)
- the Certificate of Higher Education in Working with Young People, which aims to give learners an understanding of the key ideas, issues and policies relating to informal education work with young people and will enable learners to demonstrate reflective practitioner skills; it is a Level 7 on the SCQF
- the Diploma of Higher Education in Working with Young People, which gives learners a sound knowledge and critical understanding of the key ideas and policies relating to youth work and will enable learners to design, implement and evaluate programmes to support young people's development; it is a Level 8 on the SCQF

Many youth workers will have a bachelor's or master's degree in youth work (or community learning) at levels 9, 10 or 11 on the SCQF.

The [Standards Council for Community Learning and Development for Scotland](#) is the professional body responsible for staff involved in community learning and development in Scotland, including youth work. It oversees the registration of practitioners; approves training courses; and oversees the continuing professional development of a sector's workforce.

A 2016 [framework agreement](#), sets out the respective roles, goals and responsibilities of the CLD Standards Council and Education Scotland, the improvement agency.

The [Professional and National Occupational Standards for Youth Work](#) are also in operation in Scotland. These define the competencies required to carry out youth work; they do not equate directly to qualifications, but are agreed standards of performance and knowledge which youth work practitioners may be required to demonstrate, depending on their role and responsibilities.

Financial support

Those undertaking youth work training are eligible for students support; see the section on '[Financial Support for Learners](#)' in the article on 'Higher Education Funding' in the Eurydice Network's description of the Scottish education.

Quality assurance

Progress with the youth work strategy

The youth work strategy includes an implementation plan for the Scottish Government, [Youthlink Scotland](#) and other relevant partners to use as a means of tracking their progress against the strategy's ambitions. Main actions include the following:

- the establishment of a Stakeholder Reference Group Youth Work Strategy (SRGYWS), responsible for overseeing and monitoring its first two years of implementation
- the development of support and training for volunteers
- the development of strategies aimed at encouraging the participation of excluded and under-represented groups
- the establishment of national standards for Youth Work.

Youthlink Scotland also published the [Youth Work Outcome model](#) and is in the process of publishing a range of Youth Work Outcome Indicators. Together, these two documents will help youth organisations to plan and evaluate their services.

Evaluation

Youth Work is an element of [Community Learning and Development](#) (CDL). It is therefore subject to the CDL self-evaluation and inspection regime. HM Inspectors carry out inspections to evaluate the outcomes and impacts of CLD activities in local areas. These inspections focus on the work in communities of relevant [local authority](#) services and their partners in the voluntary sector and in other public bodies.

Effective self-evaluation by groups, services and partnerships is essential to improving performance and delivering better outcomes for learners and communities. The inspection process places a strong emphasis on partners' joint self-evaluation through their use of appropriate quality frameworks:

- [How good is the learning and development in our community?](#)
- [How good is our third sector organisation?](#)

The structure encourages those providing CLD services to consider the quality of their work in relation to six high-level questions:

1. What key outcomes have we achieved?
2. What impact have we had in meeting the needs of our stakeholders?
3. How good is our delivery of key processes?
4. How good is our operational management?
5. How good is our strategic leadership?
6. What is our capacity for improvement?

Inspection by HM Inspectors covers much of the same ground as local self-evaluation. Inspectors will gather evidence, make professional evaluations using the quality and performance indicators and answer at least some of the six high-level questions outlined above. They will write a report which will address the questions outlined, based on evaluations of the evidence gathered, and summarise the key strengths and areas requiring further development in an area. Any self-evaluation which has recently been carried out locally will contribute to the inspection process.

4.8 Current Debates and Reforms

Child poverty Bill

In February 2017, the [Child Poverty \(Scotland\) Bill](#) was published. When passed, it will lead to the setting of statutory targets for Scotland to reduce the number of children experiencing the effects of poverty by 2030. It will require the Scottish Government to publish a three-year child poverty delivery plan by April 2018 which will be updated every five years and annual reports to measure progress. The Bill responds to the 2016 [Fairer Scotland Action Plan](#).

5. Participation

Uniquely, among the nations of the United Kingdom, Scotland has extended the franchise to allow 16- and 17-year-olds to vote. This applies to Scottish Parliament and Scottish local elections. The minimum age to vote in UK General Elections remains at 18.

Education Scotland, the national agency for quality and improvement in education, produced a new resource in 2017 to develop professional capacity in practitioners, schools and community settings to foster and embed the key skills of political literacy in young people. This states 'Engaging with democratic processes and a variety of citizenship issues, both locally and globally, creates the contexts for learners to apply and develop their political literacy skills.'

5.1 General context

Main concepts

There is no official definition of youth participation. This description adopts the following working definition:

Youth participation is a process whereby young people, as active citizens, take part in, express views on, and have decision-making power about issues that affect them.

'[You Decide](#)', a resource published in 2017 by Education Scotland to develop professional capacity in practitioners, schools and community settings to foster and embed the key skills of political literacy in young people, highlights the following:

Participation in a democracy is a vital part of empowering young people to become active and responsible citizens. Engaging with democratic processes and a variety of citizenship issues, both locally and globally, creates the contexts for learners to apply and develop their political literacy skills. (p. 13)

Youth participation is set within the context of the United Nations Convention on the Rights of the Child (UNCRC; see the section on '[Young People's Participation in Policy-making](#)') and 'Getting it Right for Every Child' ([GIRFEC](#)), the Scottish Government's approach to improving outcomes and supporting the well-being of children and young people.

The Scottish Government's [National Youth Work Strategy 2014-2019](#) states:

We support and promote the active participation and engagement of young people in the planning, delivery and management of services, strengthened through Getting it Right for Every Child (GIRFEC) and relevant legislation. This will ensure that the best interests of young people underpin policies, practice and services.

Institutions of representative democracy

Alongside England and Wales, Scotland is a constituent part of the United Kingdom of Great Britain.

The power to make and pass legislation on what are termed 'reserved' matters (such as defence and foreign policy) belongs to the [UK Parliament](#), whilst 'devolved' matters are controlled by the [Scottish Parliament](#).

The UK Parliament consists of:

- the Sovereign (currently the Queen) in Parliament
- the appointed or hereditary House of Lords
- the publicly elected House of Commons.

The House of Commons is the lower house, where most of the work of Parliament is conducted. It is composed of 650 elected members, known as Members of Parliament (MPs), 59 of whom represent Scottish constituencies. Note, however, that a review of parliamentary constituencies is currently underway; proposals include reducing the number of elected members in the House of Commons to 600, with Scotland being allocated 53 seats out of these. More information can be found on the Boundary Commission for Scotland [website](#).

Certain powers and responsibilities have been devolved to elected bodies in Scotland. In 1999, a new Scottish Parliament and Scottish Executive (officially referred to as the [Scottish Government](#) since 2007) were established with legislative and executive responsibility respectively for a wide range of devolved matters, including youth policy, education, training and lifelong learning.

The Scottish Parliament has 129 Members: 73 constituency Members and 56 regional Members. The term of office is normally four years, but for Members elected in May 2016 it will be five years to avoid a clash with the next UK General Election in 2020.

Local government in Scotland comprises 32 unitary local authorities, each governed by a council. The members of each local council are normally elected every four years. The last elections were held in 2017, a year later than normal, in order to avoid a clash with the 2016 Scottish Parliament elections.

The first past the post system, a simple plurality system in which each constituency across the UK returns one MP, is used to elect MPs to the UK Parliament House of Commons and the closed party list system is used to elect Members of the European Parliament. The constituency Members of the Scottish Parliament are elected using the first past the post system and the regional Members are elected on a proportional basis from party lists. This electoral system is known as the Additional Member System (AMS). Local council members are elected by single transferable vote.

Further information on the systems of voting in use can be found on the [Electoral Commission's](#) website.

Voting, which is not compulsory, takes place by secret ballot at polling stations, although voters can opt to vote by post or by proxy.

5.2 Youth participation in representative democracy

Young people as voters

Voting age

A person must register in order to be eligible to vote. Registration to vote may take place from the age of 14. This may be done [online](#).

The voting age for European Parliament and UK Parliament elections is 18.

For Scottish Parliament and Scottish local elections, the [Scottish Elections \(Reduction of Voting Age\) Act 2015](#) extended the franchise to 16- and 17-year-olds.

The franchise for the referendum on independence for Scotland in 2014 was also extended to include 16- and 17-year-olds. However, the minimum age to vote in UK and European Union referendums remains 18.

There are no special provisions in the electoral rules for young people or specific groups of young people.

Turnout in recent elections

European Parliament elections – [Data](#) from the Electoral Commission shows that the overall turnout in the 2014 European Parliament election was 33.5 per cent in Scotland (35.6 per cent UK). There was no age breakdown given.

Scottish independence referendum – Overall turnout in the Scottish Independence referendum in 2014 was 84.6 per cent. Public opinion [research](#) carried out on behalf of the Electoral Commission found that young people were the least likely of any age group to report having voted. Of 16- to 34-year-olds, 69 per cent said that they voted in the referendum compared with 85 per cent of 35-54 year olds and 92 per cent of the 55+ age group. Self-reported turnout amongst 16-17 year olds was 75 per cent, significantly higher than amongst 18-24 year olds (54 per cent).

Scottish Parliament election – According to a [briefing](#) from the Scottish Parliament Information Centre (SPICe), overall turnout in the 2016 Scottish Parliament election was 55.6 per cent for the constituency vote, and 55.8 per cent for the regional vote. There was no breakdown shown by age.

EU membership referendum – According to the Electoral Commission, overall turnout in Scotland in the referendum held on 23 June 2016 on membership of the European Union was 67.2, compared to 72.2 per cent for the UK overall. There was no breakdown shown by age, though it was widely [reported](#) in the media that the turnout for 18-24-year-olds, in the UK overall, was 64 per cent.

Local government election – A [report](#) for the Electoral Commission on the 2017 local elections showed overall turnout at 46.9 per cent. There was no breakdown shown by age.

UK General election – In the 2017 UK general election, according to research conducted by [Ipsos MORI](#), an estimated 71 per cent of those aged 65+ turned out to vote, whilst for those aged under 25 years turnout was 54 per cent, with overall turnout for the UK at 63 per cent. The overall turnout in Scotland was 66.4 per cent, which was a decrease on the 2015 turnout percentage of 71 per cent.

Young people as political representatives

Young people as party members

There is no legislation governing young people as members of political parties. The age at which they can join, other eligibility criteria and the benefits of membership are matters for the parties' own rules. Most of the major political parties have youth wings and/or special membership categories for young people.

Young people as candidates

Candidates for election must be 18 years old or over. The same age limit applies to European and UK Parliamentary elections, Scottish Parliament elections (for both constituency and regional candidates) and local elections.

There are no quotas for young people.

There are no functions reserved for young people in either the UK or the Scottish Parliament.

Young people as elected representatives

UK Parliament – According to a [House of Commons Library Briefing Paper](#) published in 2017, of the Members elected to the UK Parliament in 2017, 52 per cent (339) were aged over 50. The number of MPs aged under 30 increased to 14 (2.2 per cent) (compared to 134 (2.0 per cent) in 2015), the highest proportion ever other than 15 in 2010 (2.3 per cent).

According to [Parliamentary Candidates UK](#), the 2015 UK Parliament included a 20-year-old Scottish member who was the youngest Member of Parliament since the Reform Act of 1832. She was re-elected to Parliament in the 2017 general election at the age of 22.

As noted in the [briefing paper](#) mentioned above, the 2017 general election also confirmed the slow, but steady downward shift, in the age at which politicians start their careers in the House of Commons, with new MPs arriving in the Commons in their 30s and early 40s. For the 2017 intake, the average age is 50.5 years.

Age of MPs (all) by party, 2017: Looking at variations by party, The Scottish National Party (SNP) is the party with the highest number of MPs under the age of 40: 31 per cent compared to the Conservatives' 14 per cent and Labour's 20 per cent. Most of the SNP's MPs are in their 40s and 50s (60 per cent), whilst 9 per cent of SNP MPs are 60 or over.

Age of newly elected MPs by party, 2017: As noted in a second [House of Commons Library Briefing Paper](#) published in 2017, alongside Plaid Cymru, a Welsh political party, the SNP has the lowest number of newcomers to the House of Commons: only one SNP MP with no previous parliamentary experience was elected.

Scottish Parliament – There is no information available on the age composition of the current (fifth) Scottish Parliament, but the 2016 election saw the youngest ever MSP elected, at 21. In the fourth (2011) Scottish Parliament, despite the influx of new Members, the [age profile](#) did not change markedly, with the average age of MSPs staying at 50 years. The only real change in overall age was that the average age of the female MSPs was now older (at 51 years) than the average age of male MSPs (49 years).

Further information on standing for election to the Scottish Parliament is available from the [Electoral Commission](#).

Local government – According to the findings of a survey of local councillors in Scotland, conducted in April 2013 by the [Improvement Service](#), 73.5 per cent of the councillors that responded were aged 50 or over and only 9.9 per cent were under the age of 40. New figures have yet to be published about the age profile of the local councillors elected following the elections in Scotland in 2017.

Community Councils - Community Councillors in Scotland are aged 16 and above.

5.3 Youth representation bodies

Youth parliament

The **Scottish Youth Parliament**, set up in 1999, is a youth-led, rights-based organisation. Its mission, vision and values are based on the United Nations Convention on the Rights of the Child (UNCRC; see the article on '[Young People's Participation in Policy-making](#)'). It exists to provide a national platform for young people to discuss the issues that are important to them, and campaign to bring about change in the areas they consider to have priority.

The Scottish Youth Parliament is a charity with a youth-led organisational structure, as outlined on its [website](#). Its Board of Trustees is advised by experienced leaders in business and the public sector and supported by a team of staff. It receives funding from the Scottish Government.

Elections are held every two years for up to 200 young people to become Members of the Scottish Youth Parliament (MSYPs). MSYPs range in age from 14 to 25 and represent constituencies in all 32 [local authorities](#) throughout the country and several national voluntary organisations.

The Scottish Youth Parliament holds three sittings a year and MSYPs can also sit as members or conveners of committee groups. Each year, MSYPs vote on a topic for a national campaign. At the sitting in October 2015, MSYPs voted to make young people's mental health the subject of their national campaign for 2016. The campaign was supported by a programme of research, advocacy and engagement activities.

The **Scottish Children's Parliament** works primarily with children to engage them in projects and investigations which are related to the UNCRC. The children who participate in the projects learn and practice a wide variety of skills, ways of behaving and values, gaining knowledge and understanding of themselves and others. More specifically, they are given the opportunity to learn more about children's rights and the UNCRC; how these rights are their rights; and adults who can support them. In 2017, members of the Children's Parliament and members of the Scottish Youth Parliament met with the Scottish Cabinet. More information can be found in '[Young People's Participation in Policymaking](#)'.

The **UK Youth Parliament (UKYP)** also provides opportunities for 11-to 18-year-olds to bring about social change. Scotland has 15 seats in the UKYP (out of more than 369 in total), covering the seven UKYP Scottish Regions, in order to give it representation on UK-wide issues. Members must also be sitting members of the Scottish Youth Parliament. See the section on '[Youth Parliament](#)' for England for further information about its structure, members and funding.

Youth councils and/or youth advisory boards

Most local authorities host a Youth Council, or equivalent. This is generally made up of young people, aged between 14 and 25, from different areas and interest groups in the local authority's area. Youth Councillors involve and consult young people on matters of concern to them.

Higher education student union(s)

The [National Union of Students Scotland](#) (NUS Scotland) is an autonomous body within the National Union of Students UK. It is the national representative body of around 500,000 students studying in further and higher education in Scotland and was formed following the merger of NUS in Scotland with the Scottish Union of Students in 1971.

NUS Scotland policy is set by the 19-member Scottish Executive Council (SEC), which meets monthly. The NUS Scotland President, Vice-President (Education), Vice-President (Communities) and eight Scottish Executive Councillors are elected each year at the NUS Scotland Conference, which is usually held in March, by representatives from member students' associations.

There are also elected Liberation and Sections officers. For 2017/18 these are: International Students' Officer; Postgraduate Students' Officer; Asylum and Refugee Officer; Women's Officer; LGBT+ Officer; Black Students' Officer; Disabled Students' Officer. The Mature and Part-time Students' Officer position remains unfilled for 2017/18.

All elected officers hold their posts from 1 July to 30 June, for a maximum of two years.

NUS Scotland Conference is held annually for delegates from students' associations in Scotland affiliated to NUS UK to come together to discuss, debate and vote on the policies for NUS Scotland, as well as to elect new student officers.

NUS Scotland's budget is set at NUS UK's Annual Conference, however, the SEC (Scottish Executive Committee) controls expenditure and finances and staff are managed by the NUS Scotland Director. Funding for NUS Scotland is provided through a mixture of affiliation fees, grants and investment income from private organisations.

School student union(s)

There is no top-level body representing secondary school students. While it is government policy to encourage schools to involve students in the life of the school, it is up to individual schools as to how to do this. School (or pupil or student) councils, representative groups of students who have been proposed and elected by their peers to represent their views and raise issues with the leadership and governors of the school, are common but are not formally organised into networks. See the section on '[Non-formal and informal learning](#)' for more information.

Other bodies

sparqs, student partnerships in quality Scotland, is a charity which was founded in 2003. It is funded by the [Scottish Funding Council](#) to advance education by promoting and environment in which students are able to make a positive and rewarding difference to their own and others' educational experience. As outlined on their [website](#), sparqs provides support to students in both colleges and universities to help them engage with issues relating to the quality of teaching and learning.

[Scottish Borders Youth Voice](#) works to empower young people up to the age of 25 years in decision-making in their local community. It brings together a number of organisations which work with young people and adults within the Scottish borders, including the Scottish Youth Parliament; Youth Voice Teams and Digital Voice, which work to raise young people's issues and increase young people's digital participation respectively; and Youth Chex, which is a team of young grant makers who allocate funding to youth projects in their area.

The British Youth Council ([BYC](#)) is an independent UK-wide charity run for and by young people which works to empower young people and promote their interests at a local, national, European and international level. In 2016, the UK Government confirmed continued funding until 2020 in support of BYC's 'Youth Voice' initiative, which includes the UK Youth Parliament (see [Youth parliament](#)).

The [Youth Select Committee](#), in which young people hold inquiries into issues that they care about to influence policies, forms part of the Youth Voice programme run by the BYC; one of the eleven Committee members is the elected representative for Scotland.

See the equivalent [article](#) for England for further information about their members, structure and funding.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultations

The United Kingdom is a signatory to the United Nations Convention on the Rights of the Child ([UNCRC](#)). Article 12 of the UNCRC affirms that:

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

In practice, this involves an emphasis on consulting young people and encouraging their involvement in local democratic processes and decision making.

A section of the Scottish Government's [website](#) outlines how the Scottish Government involves children and young people in policy-making.

The [first annual meeting](#) of Cabinet members with children and young people occurred in February 2017, encouraging a more systematic, coordinated and sustainable approach to engaging with them at national level. Ten members of the Scottish Youth Parliament and four members of the Children's Parliament met with Cabinet Ministers to discuss issues that are important to them, including Scotland's relationship with Europe and Children and young people's rights in Scotland. Such meetings will help to inform the government's agenda over the following year.

Under the [Local Government in Scotland Act 2003](#), [local authorities](#) are required to consult and cooperate with community bodies and with other public sector bodies as appropriate in the [Community Planning](#) process. According to [statutory guidance](#) issued by the Scottish Executive (now Scottish Government) in 2004, 'communities' could include communities of interest, such as young people; the definition of a 'community body' in the Act has therefore been left deliberately broad to avoid excluding particular communities. The guidance notes that the involvement of bodies will vary from area to area, meaning that the guidance is not prescriptive.

Local authorities also have specific statutory duties to involve children and young people in decision-making on services which fall under the remit of Community Planning Partnerships, such as, for example, the [Schools \(Consultation\) \(Scotland\) Act 2010](#), the [Standards in Scotland's Schools etc. Act 2000](#), the [Children \(Scotland\) Act 1995](#) and the [Antisocial Behaviour etc. \(Scotland\) Act 2004](#).

To help Community Planning Partnerships (CPPs) and their individual partners to interpret their responsibilities under the [Local Government in Scotland Act 2003](#) and other relevant legislation in relation to engagement with children and young people, the Scottish Executive issued an advice note, *Engaging Children and Young People in Community Planning* (2006). The note includes advice on monitoring and evaluating the impact of engagement on decision-making and how to increase participation levels; involving children; reaching and involving excluded groups; and avoiding tokenism.

The Children and Young People's Commissioner Scotland published guidance for local authorities on meeting their consultation duties under the [Schools \(Consultation\) \(Scotland\) Act 2010](#). *Participants, Not Pawns* (2010) includes guidance on appropriate methods and materials to be used in consulting young people and the support to be provided in order to help those who might otherwise have been excluded or disadvantaged in the consultation process; suggestions include adapting or varying the settings and methods used for consultations (to make them more accessible) and the

support available to young people to have their voices heard (by providing assistance for young people whose first language is not English, for example).

Consultations may take place through the representative bodies dealt with in '[Youth representation bodies](#)', but a variety of other methods is also used. These include online consultations, focus groups, street interviews and surveys. The use of social media has become increasingly common in consultations, as this is regarded as a particularly suitable means of engaging young people's interest.

Note that since the passing of [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#), local authorities have been required to develop a three-year plan outlining how community learning and development (CLD) will be delivered in their respective areas. CLD aims to improve the life changes of people of all ages, through personal development, learning and active citizenship and develop stronger, more resilient communities. Local authorities are required to consult relevant partners in drawing up these plans, providing evidence of their assessment of local needs, including the needs of young people.

Note also that since the passing of the [Children and Young People \(Scotland\) Act 2014](#), public bodies such as local authorities must report every three years on the actions they have taken to improve the rights of children and young people in their respective areas, including their right to express their views concerning matters which affect them. Guidance published by the Scottish Government in 2016 for public authorities about their responsibilities under the act can be found [here](#).

Actors

The main public authorities involved in consultation are government departments, government agencies and local authorities.

Also playing a key role is the Office of the Children and Young People's Commissioner Scotland (CYPCS). This role was established by the [Commissioner for Children and Young People \(Scotland\) Act 2003](#). The Commissioner's general function is to promote and safeguard the rights of children (and young people under the age of 18, or 21 for those with experience of Scotland's care system), with particular emphasis on the rights set out in the UNCRC. In carrying out the work of the Office, the Commissioner must involve, and consult both children and organisations working with and for them. The Commissioner must pay particular attention to those children who do not have other adequate means by which they can make their views known.

In 2013, the CYPCS published the [7 Golden Rules for Participation](#) in various versions for different age groups and different languages and to aid accessibility for disabled young people, including a British Sign Language version.

[Youth representation bodies](#), youth organisations, young advisors/experts and individual young people, may all be involved in consultations. See information about the 2008 guidance issued by the Scottish Government below for details about involving children and young people who may be at risk of exclusion.

Information on the extent of youth participation

There is no central source of data or statistics on the level of young people's participation in policy consultations. There is, however, good practice [guidance](#) issued by the Scottish Government in 2008. This recommends that those undertaking consultations identify groups at risk of exclusion from the consultation and take steps to remedy this. Practical suggestions include making the consultation documents available in alternative formats and/or in minority languages. There are also some examples from specific consultations.

In 2010, over 74,000 children and young people took part in the voting element of a national consultation, aimed at identifying what they regarded as the most important issues for them that needed to be addressed. 'A RIGHT blether' was undertaken by the Children and Young People's Commissioner Scotland with children and young people

under the age of 18 (or 21 if the young person had experience of Scotland's care system). An [evaluation report](#) was published in 2011.

A national survey of children and young people (aged 6-25) on the Children and Young People Bill was undertaken in 2012. The Scottish Government collaborated with organisations such as [Young Scot](#) and the [Scottish Youth Parliament](#) in producing suitable materials and identifying the specific groups likely to be under-represented in the survey. Dialogue Groups were used to gather qualitative views from these specific groups of young people, including young homeless, young people in secure accommodation, young people with life-limiting medical conditions, lesbian, gay, bisexual and transgender (LGBT) young people, young Muslim females and young mothers. The Scottish Government has provided [information](#) on how the survey was devised and conducted.

Outcomes

Feedback to a formal government consultation is usually in the form of a published government response to the consultation or a commissioned analysis. Feedback on how responses will contribute to policy-making may also be provided through relevant organisations involved in the consultation. In some cases, a specific version of the response is issued for children and young people, which focuses on their participation as, for example, in the [analysis of responses](#) to the consultation on a draft sports strategy in 2014.

On its website, the Scottish Government publishes the results of consultations under the banner '[We Asked, You Said, We Did](#)'. Alongside summaries of the consultation questions and consultation responses, the Government provides information on what it has done, or proposes to do, as a result of the consultation exercise.

The evaluation report on the 'a RIGHT blether' consultation (see above) described the main impact of the exercise in terms of the increased understanding and awareness of the work of the Commissioner, and of children's rights as set out in the United Nations Convention on the Rights of the Child (UNCRC).

Large-scale initiatives for dialogue or debate between public institutions and young people

The First Minister held a question and answer session with 16- and 17-year-olds on 21 March 2016. Young people who couldn't attend were able to watch the video which was streamed live on YouTube and on the [First Minister's website](#) and the Twitter discussion garnered questions from mental health to homelessness.

The [Year of Young People](#) in 2018 will celebrate young Scots locally, nationally and globally. An Interim Planning Group of children and young people (supported by [Children in Scotland](#), the [Scottish Youth Parliament](#) and [Young Scot](#)) was set up to make recommendations to the Scottish Government on what shape the year should take. Wider consultation included a series of discussions days, online surveys and a [Year of Young People Toolkit](#).

In their [final report](#), published on 8 September 2016, the Interim Planning Group set out four themes for the Year of Young People 2018:

- Participation – looking at how young people can influence public services and decisions which affect their lives
- Education – creating a stronger role for young people in shaping their learning
- Health and Wellbeing – supporting young people to lead healthier, active lives and have opportunities to learn about and improve their mental health and resilience
- Equality and Discrimination – broadcasting the value of young Scots, challenging negative perceptions of young people, and supporting young people to take leading roles in challenging discrimination in all its forms.

See '[Current debates and reforms](#)' for further information.

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

There is no national strategy which solely and specifically focuses on increasing young people's political and civil society participation. However, one of the five ambitions of the Scottish Government, Education Scotland and YouthLink Scotland, as outlined in the [National Youth Work Strategy 2014-2019](#), is to put young people at the heart of policy.

The strategy highlights a number of associated actions that the three aforementioned organisations will take in order to ensure that, through the harnessing of youth work: young people and their contributions are respected and valued; young people have more effective participation and influence in decision making and in changing policies which affect them; young people are directly involved in local and national decision making. An [interim report](#) on the progress made against the strategy's aims, published in 2017, can be found on the Education Scotland website.

Scope and contents

Not applicable.

Responsible authority for the implementation of the strategy

Not applicable.

Revisions/Updates

Not applicable.

5.6 Supporting youth organisations

Legal/policy framework for the functioning and development of youth organisations

There is no top-level policy framework specifically for the functioning and development of youth organisations. However, the Government set out its approach to supporting and working collaboratively with national youth work organisations in the National Youth Work Strategy 2014-2019 entitled [Our Ambitions for Improving the Life Chances of Young People in Scotland](#). The strategy outlines the Government's plans for collaborative working to ensure that young people are engaged in policy and legislative developments and decisions and are directly involved in local and national decision-making.

Moreover, a framework for an open and participative working relationship between the Scottish Government and voluntary sector youth organisations is provided by the [Scottish Compact](#). First published in 1998 and revised in 2003, it is one of four Compacts across the UK. See '[Main concepts](#)' for details.

There is a great variety of youth organisations of different sizes with different governance arrangements. Many are voluntary bodies operating as charities under the [Charities and Trustee Investment \(Scotland\) Act 2005](#) (see '[Financial Accountability](#)').

Public financial support

In addition to the [Revenue Support Grant](#) provided to local authorities from which they fund their youth and community learning and development activities (see '[How youth policy is funded](#)'), the Scottish Government also provides grant funding to external organisations and activities that address its policy priorities.

The [National Voluntary Youth Organisations Support Fund](#) was set up by the Scottish Government to support national voluntary youth organisations to contribute to the achievement of the *National Youth Work Strategy* ambition that:

All young people, in every part of Scotland, should have access to high quality and effective youth work practice.

The Fund is administered by [YouthLink Scotland](#), the national agency for youth work, which is also charged with attracting investment into the youth sector and developing a range of funding opportunities (see '[What is funded?](#)' for further details).

The [CashBack for Communities Facilities Fund](#) is the Scottish Government's vehicle for reinvesting the proceeds of crime back into communities to benefit Scotland's young people. It supports not-for-profit community based organisations working with young people within the sports and outdoor learning sectors. Organisations can apply for funding towards improvements to facilities and/or equipment in order to offer high quality sport and physical activities which support the health and wellbeing of young people. Funding is targeted to disadvantaged young people in areas where there is a demonstrated need and an identified gap in existing provision.

[OnSide Youth Zones](#) is a charity, established in 2008, aiming to build a network of modern youth clubs, called Youth Zones, giving young people safe and inspiring places to go in their leisure time. It operates on the basis of a four-way partnership between the private sector, the community, young people and the [local authority](#). To meet the cost of building and fitting out a Youth Zone, the site is provided by the local authority and the remainder is made up of grants, trusts funding and local philanthropic giving. The annual running costs for a start-up Youth Zone are met 40 per cent by local authority support, 50 per cent by the local private sector and 10 per cent through membership and entry fees from young people.

Initiatives to increase the diversity of participants

[Young Start](#) is a grants programme that distributes money from dormant bank accounts. It aims to create opportunities for voluntary and community organisations working with children and young people aged between 8 and 24 to help them realise their potential, particularly those children and young people who face barriers to doing so.

From 2014 to March 2016, the UK Government made available additional funding for uniformed youth organisations across the UK, the [Uniformed Youth Social Action Fund](#). Managed by [Youth United Foundation](#), this was aimed at creating specific opportunities for young people facing barriers to engaging in social action to join uniformed youth organisations. It targeted young people who were being excluded due to a range of circumstances, such as: young people with disabilities; young offenders in prison; young people in hospital; looked after young people (in the care of the local authority); young people from certain religious groups; or young people living in particular communities such as traveller communities, migrant populations, and isolated rural communities.

To gain funding under the scheme, organisations had to demonstrate that the additional places to be created by the fund would be sustainable for a period of at least two years beyond the end of the fund in March 2016.

5.7 “Learning to participate” through formal, non-formal and informal learning

Policy Framework

The Scottish Government's [programme for government](#) for 2016/17 states:

Children and young people should be involved in the life of their school but also more widely in their communities and nationally (p.17).

The Curriculum for Excellence (see '[Formal learning](#)'), which underpins all learning for 3- to 18-year-olds, emphasises developing values, making informed decisions and promoting positive attitudes.

The [Counter-Terrorism and Security Act 2015](#) introduced a duty on schools, further education colleges and higher education institutions to have due regard to the need to prevent people from being drawn into terrorism. This is also known as the 'Prevent' duty and is one of four elements of [CONTEST](#), the UK Government's counter-terrorism strategy. Prevent Duty [Guidance](#) for Scotland has been issued by the UK and Scottish Governments, as well as sector-specific guidance for [further education colleges](#) and [higher education institutions](#) in Scotland. [Resources](#) to support schools are provided by Education Scotland.

The standards for [registration](#) as a teacher, published by the General Teaching Council for Scotland in 2012, say that the professional values and personal commitment core to being a teacher include:

Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners (p.5).

The standard for [Initial Teacher Education](#), published by the General Teaching Council for Scotland in 2006, specifies what is expected of newly qualified teachers and makes a number of references to citizenship education. In particular, it sets out the expectation that teachers must have acquired:

the knowledge and understanding to fulfil their responsibilities in respect to cross-curricular themes including citizenship, creativity, enterprising attitudes, literacy and numeracy, personal, social and health education and ICT, as appropriate to the sector and stage of education (p.7).

Formal learning

Citizenship is a non-statutory component of the Scottish curriculum. It is not viewed as a separate subject; rather it is seen as a cross-cutting theme.

The framework for citizenship education is provided by the '[Curriculum for Excellence](#)' (CfE). This is a coherent, flexible and enriched curriculum covering the ages of three to 18, which is designed to inform all education, wherever it takes place.

The purpose of the CfE is encapsulated in four capacities: to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. Responsible citizens have respect for others and a commitment to participate responsibly in political, economic, social and cultural life. They also have the capability to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

CfE is described in terms of eight broad curriculum areas: Expressive arts; Health and wellbeing; Languages; Numeracy; Religious and moral education; Sciences; Social Studies; Technologies. The expectations for learning are set out as 'experiences and outcomes' for each broad curriculum area.

Citizenship is one of the themes which needs to be developed in a range of contexts. For example, learning in the [Social Studies](#) will enable students to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking

- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

'Global Citizenship' (encompassing sustainable development, international education and education for citizenship) is also a cross-cutting theme in the curriculum.

Schools decide for themselves how learning for curriculum areas is to be organised and the time to be spent on them.

The senior phase, which covers the final three years of secondary school (compulsory to the age of 16) and which from 16-18 may take place outside school, is the phase when young people build up a portfolio of qualifications. It combines qualifications and curriculum activities which develop the four capacities (see above).

Scottish Government guidance to support the planning, design and delivery of the curriculum, *Building the curriculum 4* (2009), sets out skills for learning, life and work (SfLLW) and shows how they are embedded in the experiences and outcomes and the senior phase. The Scottish Qualifications Authority ([SQA](#)) used the SfLLW framework to develop [National Qualifications](#) which complement Curriculum for Excellence.

According to SQA, citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward-looking towards society; being able to recognise one's personal role in this context; and being aware of global issues and understanding one's responsibilities within these, and of acting responsibly. Qualifications offered by the SQA which help to develop civic and social competences include:

- **The National 5 Modern Studies Course** (level 5 of [Scottish Credit and Qualifications Framework](#), or SCQF). This aims to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Learners also engage with discussions about the changing nature of political systems through studying democracy in Scotland and the United Kingdom.

Detailed course [specifications](#) for level 5 and the other levels at which the qualification are available on the SQA website. They explain the overall structure of the courses, including their purpose and aims and information on the skills, knowledge and understanding that will be developed.

- **The Higher Politics Course** (level 6 of the SCQF). This aims to develop learners' ability to analyse political ideas, events, issues, parties and electoral performance. Learners gain knowledge and understanding of individual rights, duties and citizenship, of significant political concepts and ideologies, and of the complexity of political systems through comparative study.

A detailed course [specification](#) is available on the SQA website.

Note: Education is not compulsory post-16.

Non-formal and informal learning

The Scottish Government has regard to the United Nations Conventions on the Rights of the Child (UNCRC), and Article 12 in particular. This supports the involvement of students (see [Formal Mechanisms of Consultation](#)).

School (Pupil) councils

Under the [Standards in Scotland's Schools etc. Act 2000](#), students have a right to be involved in the decisions made by schools. Pupil councils [also referred to as school or student councils] are a response to the legal and policy requirement for participation, but the precise form and workings of pupil councils are not specified.

According to [Education Scotland](#) (p.13), 'nearly all schools engage learners in the democratic process through participation in bodies like Pupil Councils and Eco committees.'

Involvement in the community

How Good is our School? (2017), produced by Her Majesty's Inspectors within Education Scotland, which helps schools in their self-evaluation and improvement, states that one feature of 'highly effective practice' is that:

There is evidence that children and young people are applying and increasing their achievements through active participation in their local community (p.51).

As part of citizenship education, beyond the formal curriculum, schools also ask pupils to demonstrate good citizenship through practical acts including:

- environmental work (e.g. helping their school become an Eco-School – see below)
- taking part in community projects
- fundraising and other charitable activities
- mock school elections.

[Eco-Schools](#) is an international initiative designed to encourage whole-school action on sustainable development education issues. It is an environmental management tool, a learning resource and a recognised award scheme. It empowers young people to take action towards an economically, socially and environmentally just world. Over 98 per cent of Scotland's [local authority](#) schools now participate in the initiative.

The Duke of Edinburgh's ([DofE](#)) award programme is a youth achievement award for 14-to- 24-year-olds, aimed at fostering social and employability skills. Schools, colleges, universities, youth centres, youth organisations and businesses may become involved in running the programme. Participants are aged 14 to 24 and complete a programme of activities in four or five sections that involve, among other things, helping the community or the environment.

Partnership working

Community Learning and Development (CLD) is the term used to refer to the wide range of programmes and activities in formal and non-formal learning, which are organised at local level. Delivered in partnership with voluntary and community organisations, as well as educational establishments, CLD aims to improve life opportunities for young and adult learners and their families and adults, and to strengthen communities. A [briefing](#) issued by Education Scotland in 2013 looks at the role of CLD and partnership working.

Note that since the passing of [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#), local authorities have been required to develop a three year plan outlining how community learning and development (CLD) will be delivered in their respective areas. See '[Young people's participation in policy-making](#)' for further details.

Youth work and education

The [National Youth Work Strategy](#), developed jointly by the Scottish Government, Education Scotland and YouthLink Scotland, sets out the policy directions for improving outcomes for young people through youth work.

The strategy supports youth work organisations and the youth work sector in Scotland to continuously engage with young people and other professionals through collaborative

ventures with schools, colleges and other bodies providing services for young people. The strategy states that:

Strengthening partnerships between school staff and youth work practitioners remains a priority for [the] Curriculum for Excellence programme, particularly within the planning and delivery of the senior phase (ages 15-18) (p.12).

In 2012 [YouthLink Scotland](#) published *Young People and Curriculum for Excellence: Building Capacities through Youth Work*. This looks at how youth work supports the four capacities of Curriculum for Excellence and explains more about the extent and structure of the curriculum. It includes several case studies.

YouthLink Scotland has developed the Participatory Democracy Certificate, which is worth two credits at [SCQF](#) Level 5 and involves 20 hours of learner activity. In order to obtain the certificate, young people must actively participate in decision-making in groups, developing their communication, decision-making and participation skills in the context of democratic engagement. Further information about the certificate can be found on the YouthLink Scotland [website](#).

Other initiatives aimed at developing social and civic competences

The Bar Mock Trial Competition takes place across the UK and offers students the opportunity to take part in criminal mock trials, in real courts. Students take on the roles of barristers and witnesses and present their case against teams from other schools. Their performances are assessed by judges who volunteer their time. The competition is run by the [Citizenship Foundation](#) and supported in Scotland by the Faculty of Advocates. It has been running since 1991. In that time, more than 53,000 young people have participated. Further information on the [competition](#) is available on the Citizenship Foundation website.

[Youth Scotland](#), a network of youth clubs and groups across Scotland, also provides several training [programmes](#) for young people, enabling them to get involved in the management and leadership of their local groups and communities and to develop their skills and confidence to be able to take part in decision-making. Further information about these projects can be found on the Youth Scotland [website](#).

Quality assurance/quality guidelines for non-formal learning

Education Scotland's *How Good is our School?* (last updated in 2017) provides a suite of quality indicators that support staff in all sectors to look inwards, to scrutinise their work and evaluate what is working well for learners and what could be better. The framework is designed to be used to support self-evaluation and reflection by practitioners at all levels. Quality Indicator 2.7 (Partnerships) aims to capture the school's success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community.

In 2016, Education Scotland published an updated version of *How Good is the Learning and Development in Our Community? Evaluation Resource*. This outlines an approach to self-evaluation for managers and practitioners working directly with young people, among others. A set of quality indicators and performance measures help practitioners identify the strengths in their practice and where further development is required. The indicators include 'Impact on Learners' and 'Partnership Working'. Demonstrable outcomes are shown for each indicator, together with an illustration of what very good performance would look like.

Between 2009 and 2016, HM Inspectors evaluated youth work provision in a school catchment area by participating in Learning Community inspections. This approach linked the delivery of [Curriculum for Excellence](#) capacities both inside a school and in the wider community.

Educators' support

The Education Service of the Scottish Parliament has resources to help with teaching the [Modern Studies](#) curriculum in schools. It also has resources for teaching [Citizenship](#). Although these are aimed at primary and lower secondary level students, some activities could also be used with older groups.

The Education Service of the Scottish Parliament also offers a course for teachers and educators in [Political Literacy](#). It is offered in partnership with [Scotdec](#) and makes use of the resources developed by Education Scotland. It also runs sessions on teaching about the [Scottish Parliament](#).

Education Scotland, the national body for supporting quality and improvement in learning and teaching, maintains the '[You Decide](#)' website which supports teachers and professionals working with young people to develop understanding, skills and participation related to political literacy.

Education Scotland also provides a collection of resources for National Qualifications in [Politics](#) and National Qualifications in [Modern Studies](#).

The [Five Nations Network](#) is a unique forum sharing practice in education for citizenship and values in England, Ireland, Northern Ireland, Scotland and Wales, managed by the [Association for Citizenship Teaching](#). It offers workshops, conferences and funding for small research projects.

5.8 Raising political awareness among young people

Information providers / counselling structures

The Scottish Parliament has a dedicated [Community Outreach Services Team](#), whose role involves:

- providing opportunities to learn about the Scottish Parliament through offering free workshops
- supporting groups and young people to feed their views into inquiries and consultations carried out by the Scottish Parliament Committees
- supporting groups and individuals to have their voices heard and take part in parliamentary processes.

Officers from the team are available to give further information and advice to individuals and groups on getting involved in the work of the Scottish Parliament.

The [Electoral Commission](#) is the official regulator of elections for the UK. Some of its campaigns, such as promoting eligibility to register to vote, are aimed mainly at young people.

[Young Scot](#) is the national youth information and citizenship charity. It provides young people, aged 11 - 26, with a mixture of information, ideas and incentives to help them become confident, informed and active citizens. It does this in a variety of formats, including online, social, apps, magazines, and phone, etc., so young people can access information in a way they are comfortable with.

Youth-targeted information campaigns about democratic rights and democratic values

The UK Government operates within a general system of open government, based on the principle that:

Governments and institutions work better for citizens when they are transparent, engaging and accountable.

Details are in the third [UK Open Government National Action Plan](#), covering the period 2016-2018.

Between 3 August and 20 September 2015, the [Electoral Commission](#) with the support of Electoral Registration Officers (EROs) across the country, launched a new campaign to encourage all 15-17 year olds who were to be eligible to vote for the first time in the Scottish Parliament election in May 2016 to add their details to the electoral register.

The campaign, which was funded by the Scottish Government, was conducted with a range of partners and used both radio and targeted online advertising on social media sites to help to raise awareness about the lowering of the voting age in Scotland.

Also in 2015, the Cabinet Office and the Scottish Youth Parliament developed a [Youth Democracy Resource Pack](#) to encourage young people to register to vote for the first time. In March 2017, the Electoral Commission launched a ReadyToVote campaign, which was run in partnership with education bodies and councils across Scotland.

The campaign, aimed at ensuring that as many 16- and 17-year-olds as possible were registered and able to vote in the Scottish council elections in May 2017, the first Scotland-wide council elections at which 16- and 17-year-olds were eligible to vote. The launch of the campaign was marked with the running of electoral registration and voting workshops for pupils in 200 high schools across Scotland on 1 March. Further information about the campaign can be found on the Electoral Commission [website](#).

[UK Parliament Week](#) has been developed by the Houses of Parliament as part of its Outreach and Engagement Service. It is a programme of events and activities and an online conversation to connect people with the UK Parliament. Although the programme is not specifically targeted at young people, there is a [dedicated section](#) on the website providing ideas for schools and youth organisations to get involved in running or attending events.

In the run up to the UK general election in May 2017, young voters aged between 18 to 24 were able to book a free place on [tours](#) of the Houses of Parliament in Westminster. The move aimed to engage young voters with the democratic process and encourage them to register and vote.

Promoting the intercultural dialogue among young people

[Sectarianism](#) in Scotland is most often related to Protestant and Roman Catholic divisions within Christianity and the bigotry that manifests itself through abusive actions and words.

Education Scotland provides resources to help in tackling sectarianism. It has invested in organisations and agencies to gain a better understanding of sectarianism in Scotland. This has included providing additional funding to police, educational establishments, third sector organisations and researchers. The purpose was to look at what sectarianism is in present day Scotland and the best ways to deal with its consequences. A range of quality assured teaching resources is available from the Education Scotland [website](#).

['Champions for Change'](#) is Nil by Mouth's nationwide schools programme which challenges sectarianism and promotes positive relationships between children from different religious and cultural traditions through educational, cultural and sporting activities. The programme was delivered free of charge in 2015/16 to more than 7,000 pupils in 96 schools across Scotland.

In addition, there are initiatives such as the twinning of denominational and non-denominational schools which has led to positive learning experiences for children and young people. This twinning involves schools sharing a campus, whilst others join in collaborative events with their partners.

Stand Up to Sectarianism is a six-partner consortium comprising: Girlguiding Scotland, the Boys' Brigade, the Girls' Brigade, the Scout Association (Scottish Council), Clubs for Young People (Scotland) and Youth Scotland. Following a pilot project, it is now offering a range of resources and [support](#) including a small grants programme for projects aimed at combating sectarianism and peer education for young people.

YouthLink Scotland, the National Agency for Youth Work, has set up the first independent public [website](#) designed to challenge sectarianism in Scotland, supported by the Scottish Government. It includes a dedicated channel for 13- to 18-year-olds where young people can see other young people's experiences of sectarianism and tell their own stories in the 'Talking Heads' interactive zone.

As outlined in the final report of *New Scots: Integrating Refugees in Scotland's Communities 2014-17*, the Scottish Government funded the 'Sharing Lives Sharing Languages' project, a peer education pilot aimed at building connections between Scottish host communities and refugees and individuals whose first language is not English. The project ran from January to July 2017 and involved peer educators being trained to welcome new Scots and support them to meet new people, learn about the local community and practise their new language skills. Further information about the project can be found on the Scottish Refugee Council [website](#).

Promoting transparent and youth-tailored public communication

Whilst not being specific to young people, the following two documents from the Scottish Government promote transparent public communication:

- In December 2016, the Scottish Government published its first [Open Government National Action Plan](#), developed with the Scottish Civil Society Network and the Open Government Partnership. It outlines how the Scottish Government is committed to financial transparency; measuring Scotland's progress and making information about it accessible; delivering a fairer Scotland; empowering communities through participatory budgeting; and increasing participation in local democracy, including young people's participation (note, however, that the action plan is not specific to young people).
- The 2016/17 [Scottish Government Communications Plan](#) outlines how it will improve the way it works and become more efficient, responsive and effective. As part of its planned improvements, the Digital Communications Team is developing more efficient tools to encourage better engagement and effective online communication across the whole of government; the new website, gov.scot, is improving users' online experience; and all consultations are due to be moved online.

The Scottish Government also supports the use of [plain English](#) and encourages the use of plain English editing services to make sure documents and publications are easy for a wide and diverse range of people to read and understand. In 2011 it published [Principles of Inclusive Communication](#) to encourage employees throughout Government offices to use plain English in public communications.

The [Office of the Children and Young People's Commissioner Scotland](#) has an aim, set out in its [strategic plan](#) for 2016-2020 of ensuring that is efficient, effective and fit for purpose. A key action in support of this is:

maintaining and adapting communication methods to ensure maximum reach to professionals and children and young people.

5.9 E-participation

Online voter registration was introduced in September 2014. This was intended to make the process of registration quicker and easier and to increase registration by under-represented groups, including young people. The system is compatible with all platforms, including smartphones and tablets. In August 2015, data on the operation of the new system, issued by the Cabinet Office for the UK as a whole, showed that the age group making most use of the service was 25 to 34.

There is no provision for electronic voting in either national or local elections.

In the Scottish Youth Parliament's 2015 and 2017 national elections, young people were able to cast their vote either by submitting a paper ballot or through a secure [e-voting](#)

[platform](#) facilitated by [Young Scot](#), the national youth information and citizenship charity, depending on the method chosen by their [local authority](#). A record 80,147 votes were cast in the 2017 election.

For government consultations, the use of online platforms is common (see '[Formal mechanisms of consultation](#)'). The Scottish Government's Digital Education Team also runs the [Dialogue website](#), a platform which allows members of the public to submit their ideas and comments about a variety of policy challenges posted on the platform.

For petitions to the Scottish Parliament, a system of [online petitions](#) is open to all individuals and submissions may be made in any language. Petitions are then considered by the Public Petitions Committee.

The Speaker of the House of Commons's Commission on Digital Democracy encourages participation through various social media. There are also online forums, such as the national online forum held with student representatives from eight Universities, including the University of Strathclyde, in 2014 to discuss the challenges of digital democracy.

The Commission, which is particularly interested in the role of young people in the UK democracy, [reported](#) in January 2015. Its recommendations included that the House of Commons should take further steps to improve active involvement by young people, which might include:

- encouraging young people to participate in the e-petitions system
- youth issue-focused debates which involve young people and MPs.

It also recommended that the House of Commons, as part of its professional communications strategy should pilot and test new online activities, working with national and local partners, to target and engage specific groups who are not currently engaged in the democratic process. One of the potential target groups identified was 18- to 25-year-olds not at university.

'[Skype the Speaker](#)' gives schools across the UK the opportunity to take part in a live Question and Answer session with the Speaker of the UK Parliament's House of Commons, with priority being given to schools in Scotland, Northern Ireland and Wales.

The Digital Economy 'Communities and Culture' [Network+](#) brings together over 300 academics and practitioners under the auspices of the Engineering and Physical Sciences Research Council (EPSRC), one of the UK Research Councils. It works to produce and facilitate activities which respond to the speed and scope of digital change and conceptualise community and culture in a digital age.

The network managed the project entitled 'New Radicals? Digital Political Engagement in Post-Referendum Scotland', with the aim of analysing the development of social media activism since the referendum on Scottish independence in 2014, in order to establish whether social media activism was sustained over a longer timescale, particularly among younger voters.

The findings of the [final report](#), published in 2015, concluded that:

Social media use is largely monological rather than dialogical: Many claims have been made about Twitter's potential as a democratic enabler, particularly for young people. However, whilst we found clear evidence that first-time voters are engaging with Twitter for political purposes, this is rarely done in the context of a dialogue: instead, Twitter is disproportionately used for one-off statements, with a disproportionate tendency towards retweets (rather than original contributions) when dealing with political content.

See '[Young People's Participation in Policy-Making](#)' for transparency in decision-making.

5.10 Current debates and reforms

2018 in Scotland is the [Year of Young People](#) (YoYP). It will involve a programme of events, activities and ideas celebrating young people and their talents, achievements and

potential. Young people themselves were at the heart of the planning and decision-making process for the YoYP: 18 young people were selected in 2015 to act the initiative's co-designers, alongside the Scottish Government.

In the group's [final report](#), published in September 2016, the group set four themes for the YoYP in 2018:

- participation - looking at how young people can influence public services and decisions which affect their lives
- education - creating a strong role for young people in shaping their learning
- health and wellbeing - supporting young people to lead healthier, active lives
- equality and discrimination - broadcasting the value of young Scots and challenging discrimination in all its forms.

Following a consultation event with young people and relevant stakeholders, two further themes were agreed upon: enterprise and regeneration - celebrating young people's role in innovation and entrepreneurship; and culture - celebrating young people's talent and contribution.

The report also included several recommendations with regards to the YoYP, including that it should provide a platform for young people to have their views heard and acted upon and, in the long term, that young people should have a greater say in decisions which affect their lives.

6. Education and Training

There is no statutory curriculum in Scotland. The curriculum framework, Curriculum for Excellence (CfE), allows local authorities who are responsible for education, to adopt their own curricular models while adhering to the tenets of CfE. The senior phase covers the final three years of secondary school (compulsory to the age of 16) and between 16 and 18 it may take place outside school. A range of options is offered in the senior phase and students have much greater freedom of subject choice than in the earlier Broad General Education (BGE) phase for ages 12-15. In the senior phase, learners are entitled to continue developing the capacities of the BGE phase to become successful learners, confident individuals, responsible citizens and effective contributors, as well as achieving qualifications.

Community Learning and Development (CLD) has an important place in the Scottish education system and is underpinned by Scottish Government regulations and guidance. CLD refers to a wide range of informal and non-formal learning, provided by different types of institution, including: community-based adult learning, community development, youth work and volunteering. CLD aims to improve the life chances for people of all ages, but particularly young people, through learning, personal development and active citizenship and develop stronger, more resilient, supportive, influential and inclusive communities. CLD programmes are one of the options available to young people at the end of compulsory schooling (aged 16).

6.1 General context

Main trends in young people's participation in education and training

Participation

The [National Performance Framework](#) (NPF) sets out the Scottish Government's vision for its purpose and the outcomes it wants to achieve. All public services in Scotland are aligned to this single framework.

Under the NPF, the Scottish Government has a national performance indicator to 'increase the proportion of young people in learning, training or work'. This is measured by the proportion of school leavers who are in a positive destination approximately nine

months after leaving school. (The term 'positive destination' includes higher education, further education, activity agreements (see the section '[Formal education: main policy measures on ELET](#)' in the article 'Preventing early leaving from education and training (ELET)', employment, training or voluntary work).

The Scottish Government publishes both initial and follow-up school leaver destination statistics annually. The [statistics](#) on school leaver destinations for 2014/15 show:

- The percentage of school leavers in a positive initial destination in October 2015 was 92.9 per cent.
- The percentage in a positive follow-up destination in March 2016 was 92.0 per cent. This is a 0.5 percentage point increase on the previous year's follow-up figure of 91.5 per cent.
- Looking at the follow-up destinations of 2014/15 school leavers by stage of leaving, it is clear that the majority of leavers who enter Higher Education remain at school until the end of S6 (age 18).

(Source: [Chart 1. Follow-up destination of leavers by stage of leaving, 2014/15](#))

For 2014/15 school leavers, almost two thirds (64 per cent) left at the end of S6 (age 18), a quarter (25 per cent) left at the end of S5 (age 17), and 11 per cent left at the end of S4 (age 16).

Leavers	S6	S5	S4	S3	Other
Number	33,444	13,173	5,814	<50	<20
Percentage	63.7	25.1	11.1	<0.1	<0.1

(Source: [Table 1: Number and percentage of leavers by stage of leaving, 2014/15](#).)

Between 2000/01 and 2008/09, the percentage of S4 pupils (the end of compulsory education) staying on at school until S6 remained largely unchanged at around 45 per cent. However, since 2009/10 the staying on rate has been increasing, reaching 63 per cent in 2015/16 (p.8).

The Scottish Government's *Opportunities for All* policy offers a guaranteed place in learning or training to every 16-19 year old, who is not in employment, education or training. The impact of this policy, and of the support provided by partner agencies, on the 16-19 cohort overall has so far not been fully assessed.

[Skills Development Scotland](#), which has been publishing school leaver destinations data, has therefore, developed a new 'Participation Measure', which will become the measure of the NPF indicator from 2017 and will be published annually. The new measure was published in the form of experimental statistics in 2015 and 2016.

Headline 2016 statistics (still classed as experimental) for participation in education, training or employment from the second report using the [participation measure](#) are:

	Nationally: 16-19	16	17	18	19
Participating %	90.4	98.7	93.9	88.0	81.7
Not participating	4.0	1.0	3.7	5.5	5.8
Unconfirmed	5.6	0.3	2.4	6.6	12.6

Note: Although more than 58 per cent of those with an unconfirmed status are 19-year-olds, many may be in employment. SDS is working with the Scottish Government and Her Majesty's Revenue and Customs to obtain more comprehensive data on those in employment.

The breakdown by type of participation for the entire 16-19 cohort who are participating is 71.3 per cent in education, 16.9 per cent in employment and 2.1 per cent in training or personal development.

The breakdown for those not participating, is that 2.7 per cent are unemployed and seeking employment and 1.3 per cent are not seeking (economically inactive).

The Scottish Government will continue to publish school leaver destinations statistics.

Mobility

Scotland's [International Policy Statement](#), published in 2015 as an update to the framework document originally published in 2008, links international experience in education to :

[the] Government's central purpose of creating a more successful country, with opportunities for all to flourish, through increasing sustainable economic growth.

[...]

For example, we will continue to prioritise foreign language capability and international student exchange opportunities; a more highly skilled and multilingual population will be better placed to participate in an increasingly globalised society and economy. In turn, greater numbers of visitors and investors into Scotland will be confident of successfully operating in a new destination which increasingly speaks their language and is more open to language learning (p.4).

Around half of the outward mobilities which take place in the UK do so within the [Erasmus+ programme](#), the EU's programme for education and training, youth and sport. The rest are arranged through the institutional links which individual higher education institutions have.

The UK's participation in Erasmus+ mobility shows an upward trend. [Figures](#) from the UK National Agency for Erasmus+ indicate that the UK sent students on 15,566 placements in 2013/14 (10,316 study, 5250 work), the highest number up until then since the programme was launched, as Erasmus, in 1987, and including successor programmes.

For Scotland, the increase was even more marked. The total was 2107 in 2013/14 (427 - work, 1680 - study) a 55.61 per cent increase since 2007/08.

In 2014/15 the Scottish Government funded a one-year project by the National Union of Students Scotland to expand awareness of mobility opportunities among students.

As the UK has begun the process of leaving the European Union following the result of the referendum of 23 June 2016, there is currently uncertainty over continued participation in Erasmus+, as for other EU programmes. In the meantime, participation [continues](#) as before.

Access

Scottish Higher Education Institutions (HEIs) no longer charge tuition fees and, as a consequence, the Scottish Government retains a cap on student places.

A 2016 report from the Sutton Trust finds (p. 2):

The gap in university participation between young people from the most and least advantaged areas is higher in Scotland than in the other home nations, although it has closed more quickly than elsewhere. However, Scottish 18 year olds from the most advantaged areas are still more than four times more likely to go straight to university than those from the least advantaged areas.

It also finds that:

.... There has been improved access for disadvantaged students in Scotland as well as in the rest of the UK. However, detailed analysis of Scottish Funding Council (SFC) data reveals in Scotland this has been met almost entirely by the expansion of sub-degree programmes [formal higher education qualifications of less than degree standard, e.g. Diploma of Higher Education (DipHE) and foundation courses at higher education level] in Scottish colleges. Since 2006, 90 per cent of all the growth in entry into Scottish higher education by disadvantaged students has been through sub-degree courses in colleges. The funded places at Scotland's older universities are a notable exception, but there have been few other extra university places taken by disadvantaged students.

Organisation of the education and training system

Education is compulsory between the ages of 5 and 16.

Compulsory secondary education comprises four years, from Secondary 1 (S1) to Secondary 4 (S4), for ages 12 to 15/16.

In terms of ISCED ([International Standard Classification of Education](#)) levels, Secondary 1 to Secondary 3 is ISCED 2 and Secondary 4 to Secondary 6 is ISCED 3.

As regards curricular provision, a Broad General Education (BGE) is provided up to, and including, Secondary 3 (aged 15).

The Senior Phase, which is characterised by increasing specialisation, flexible pathways, student choice and work towards qualifications, runs from Secondary 4 to Secondary 6. While the first year of the Senior Phase (S4) is compulsory, the following two years are optional.

The Senior Phase may be spent entirely in school, or once students reach eligible age, they may go onto further or higher education, training or voluntary work, get a job or take part in community learning and development (CLD) programmes (see below). Students may stay on for a year and then at 17, leave to take up employment, or further or higher education, in keeping with the flexible choices available at this stage.

All secondary schools offer a general education. Some more vocationally oriented courses begin to be offered as well from S3 onwards. Upper secondary education most commonly takes place in secondary schools, with colleges being the other main providers of full-time programmes for students aged 16-18. They are the main providers of vocational courses, as well as offering general education. Further education also covers the provision of courses for people whose first language is not English.

The term 'community learning and development' describes a wide range of informal and non-formal learning, provided by different types of institution , including:

- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- youth work, family learning and other early intervention work with children, young people and families
- volunteer development
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- learning support and guidance in the community.

Higher education is available both at colleges (or further education colleges) and in Higher Education Institutions (HEIs). For a [list](#) of HEIs, see the Scottish Government website.

Training provision is underpinned by the Skills for Scotland [strategy](#) (Scottish Government, 2010). Government funded national training programmes are managed and delivered by [Skills Development Scotland](#). Scottish Vocational Qualifications (SVQs), taken in colleges or in courses offered by employers or other training providers, are the main type of training provision. This type of provision is generally for young adults. For example, [Modern Apprenticeships](#) offer individuals paid employment combined with the opportunity to train at craft, technician and trainee management level. While this is an all-age programme, support is targeted at young people aged 16-24.

For an overview of the education and training system, see the article '[Organisation of the Education System and of its Structure](#)' in the Eurydice national education description for Scotland. More detail is available in the article '[Organisation of General and Vocational Upper Secondary Education](#)', in the '[Higher Education](#)' chapter and in the chapter '[Adult](#)

[Education and Training](#), which covers further education, training, and community learning and development.

Main concepts

GIRFEC ([Getting it Right for Every Child](#)) is the national approach that underpins all policy-making relating to children and young people in Scotland. Its principles are:

- the centrality of the child or young person in decision-making
- a focus on the overall well-being of the child or young person
- early intervention
- joined up working among relevant services.

GIRFEC includes a planning framework, the [Child's Plan](#), for children and young people who require extra support that is not generally available to address their needs and improve their well-being.

For those who require [additional support](#) for learning, there is a presumption in favour of such support being delivered through mainstream education.

6.2 Administration and governance

Governance

Broad national policy for all aspects of Scottish education is laid down by the Scottish Government through the Cabinet Secretary for Education and Skills and the Directorates for Learning; Advanced Learning and Science; Children and Families; and Fair Work.

The [Cabinet Secretary for Education and Skills](#) is responsible for all phases of education, including non-advanced vocational qualifications, with support from three Ministers:

1. [Minister for Childcare and Early Years](#)
2. [Minister for Further Education, Higher Education and Science](#)
3. [Minister for Employability and Training](#).

The [Learning Directorate](#) is responsible for:

- promoting quality implementation of the Curriculum for Excellence
- developing the teaching workforce
- leadership in schools, communities and nationally
- ensuring infrastructure and access to digital technology is available
- implementing a system that focuses on performance improvement, innovation and good practice.

The [Advanced Learning and Science Directorate](#) is responsible for further and higher education provision in Scotland. This includes student support and science. Its responsibilities include:

- developing the young workforce and tackling youth unemployment
- maintaining access to higher education based on the ability to learn and not the ability to pay
- creating the educated workforce required to help drive sustainable economic growth.

The [Children and Families Directorate](#) works across government and with delivery partners to support systems and behavioural change to improve outcomes for children, young people and families. Its responsibilities include:

- implementing policy priorities for children, young people and families
- prioritising action that supports early years and intervention principles
- promoting the rights and views of children and young people.

The [Fair Work Directorate](#) is responsible for promoting a culture of fair work and producing the skilled workforce necessary to realise Scotland's Economic Strategy.

Public agencies with a role in education and training are:

- [Education Scotland](#) is an executive agency that supports quality and improvement in Scottish education. It delivers support activities such as working in partnership with education authorities, advice on curriculum, learning, teaching, assessment and support across sectors. It also delivers challenge activities, such as evaluation, inspection and review.
- The Scottish Further and Higher Education Funding Council (generally referred to as the [Scottish Funding Council](#)) is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges, universities and higher education institutions. It is a non-departmental public body that plays a role in supporting national priorities in widening access to learning, skills, research, knowledge exchange and innovation.
- [Skills Development Scotland](#), also a non-departmental public body, is the national skills body supporting the people and businesses of Scotland to develop and apply their skills. It is one of the delivery partners for the Scottish Government's guaranteed offer of a place in education or training for all 16 to 19-year-olds through *Opportunities for All* (See '[National strategy](#)' in the article 'Preventing early leaving from education and training (ELET)').
- The [Scottish Qualifications Authority](#) (SQA) is an executive non-departmental public body. It develops, assesses and awards qualifications taken in workplaces, colleges and schools. Along with the Scottish Government and Education Scotland it is involved in implementing Curriculum for Excellence.

[Local authorities](#) have statutory duties to:

- provide adequate and efficient school education
- meet [additional support needs](#)
- provide the teaching of Gaelic in schools in Gaelic-speaking areas
- make arrangements for pupils who are excluded from or cannot attend school
- provide adequate facilities for recreational and sporting activities
- provide buildings, equipment and teaching materials
- employ teachers and other school staff
- take responsibility for the curriculum taught in schools, taking account of national guidance.

Many local authorities also have a lead role in the partnership arrangements supporting [Community Learning and Development](#).

The voluntary sector is a significant provider of community learning and development services, especially those working with young people.

Scotland's colleges (previously called further education colleges), which provide much of the country's vocational education and training, as well as a wide range of higher education courses, are publicly funded through the [Scottish Funding Council](#).

Higher education institutions are private bodies that, subject to their degree-awarding powers, are free to design their programmes and awards and to determine the conditions on which they are awarded. They are also responsible for their own staffing, admissions and research.

For further details, see the articles '[Administration and Governance at Central and/or Regional Level](#)' and '[Administration and Governance at Local and/or Institutional Level](#)' in the Eurydice national education system description for Scotland.

Cross-sectorial cooperation

There is no formal mechanism for policy cooperation across sectors, but the comprehensive remit of the [Cabinet Secretary for Education and Skills](#) assists in developing a coordinated approach to education and training. The [Children and Families Directorate](#) works across government to achieve its policy aims.

The Curriculum for Excellence Implementation Group first met in 2012 and is chaired by the Chief Executive of [Education Scotland](#). It brings together key organisations who are directly responsible for major aspects of the implementation of Curriculum for Excellence, such as [Skills Development Scotland](#), the [Scottish Qualifications Authority](#), the [College Development Network](#) and the [Association of Directors of Education in Scotland](#).

At local level, community learning and development (CLD) is provided through Community Planning Partnerships, organisations that cooperate to plan and provide public services in accordance with the [Local Government in Scotland Act 2003](#).

6.3 Preventing early leaving from education and training (ELET)

National strategy

The Scottish Government is ultimately responsible for increasing the proportion of young people in learning, training or work under the [National Performance Framework](#) (see '[Main trends in young people's participation in education and training](#)').

There are a number of strategies and policies which aim to get young people aged 16+ to engage in education, training or the labour market. However the term early leaving from education and training (ELET) is not specifically used in the Scottish context.

The Scottish Government's framework plan for tackling early leaving from education and training, first issued in 2012, is *Opportunities for All*. *Opportunities for All* (OfA) brings together a range of existing national and local policies and strategies as a single focus to improve young people's participation in post 16 learning or training, and ultimately employment. Youth employment and the current [youth employment strategy](#), covering the period 2014-2021 is dealt with in the '[Employment and Entrepreneurship](#)' chapter.

Opportunities for All contains a commitment to offer a place in learning or training to all 16-19 year olds not already engaged in education, employment or training. The commitment extends to participants' twentieth birthdays or beyond for those requiring [additional support](#). All young people are given access to a range of opportunities, including staying on at school, national training programmes (such as Foundation Apprenticeships or Modern Apprenticeships – see '[Official guidelines on traineeships and apprenticeships](#)' in the article on 'Traineeships and Apprenticeships'), university and college courses, Activity Agreements (see the section '[Addressing ELET through non-formal and informal learning and quality youth work](#)') and other opportunities through third sector organisations.

Apart from the Scottish Government, there are many partners essential to implementing strategies in support of this. OfA and related guidance documents mention Education Scotland, [Skills Development Scotland](#), schools, colleges, universities, [Community Learning and Development](#) providers, local authority multi-agency partnerships and the UK Government's Department for Work and Pensions, among others.

The role of schools is key. A guidance [document](#) on Curriculum for Excellence says that every child and young person is entitled to expect their education to provide them with 'support in moving into positive and sustained destinations beyond school' (p.5).

OfA states:

At the point of transition from school to post-school, local authorities and schools are responsible for ensuring that young people at risk of disengaging from further learning or training are identified and that their support needs are assessed and addressed (p.8).

Throughout OfA, the requirements of young people with additional support needs (ASN), the general term in Scotland for special education needs, are emphasised.

The critical elements of this transition from compulsory education are:

- the right learning or training, based on personalisation, choice and progression

- the right support, including timely personal support and career information, advice and guidance
- the right financial support to help young people to participate in the option which is right for them.

There is no specific timeframe covered by Opportunities for All. When issued in 2012, it was accompanied by guidance documents for implementation planning. These were refreshed in 2014 as the [Post-16 Transitions Policy and Practice Framework](#) and accompanying [Data Practice Framework](#).

The effectiveness of the OfA strategy is measured through the school leaver destinations survey (now the 'participation measure' – see '[Main Trends in Young People's Participation in Education and Training](#)').

Formal education: main policy measures on ELET

Financial support mechanisms

As low attainment is associated with the risk of early leaving, the Scottish Government provides [free school meals](#) for children and young people up to the age of 18 to support their educational attainment. Eligible students are those living in families receiving certain welfare benefits, and deemed to be living in poverty.

The [Education Maintenance Allowance](#) is a weekly, term-time payment from the Scottish Government, awarded to students aged 16-19 from low income households in order to support them to continue in education.

The Further Education Discretionary Fund ([FEDEF](#)) is primarily for emergency use and instances of financial hardship. The fund, which is managed by The Scottish Funding Council, is intended to:

- provide financial help to students whose access to, or continuation in, further education may be inhibited by financial considerations
- provide help where students, for whatever reasons, including physical or other disabilities, face financial difficulties.

The funding should be used by colleges for travel and study support, generally in the form of physical items (e.g. a travel pass or study materials or equipment).

Careers information, advice and guidance

Children and young people learn about skills and careers throughout primary and secondary education.

Skills Development Scotland (SDS) provides information, advice and guidance in secondary schools based on accurate, up-to-date information about the labour market, including job opportunities, and the full range of vocational and academic learning and training available.

SDS staff advise school pupils on appropriate vocational opportunities and assist them to assess their own potential and plan their career. SDS supports young people at risk of disengaging with education with advice regarding funding, education and career opportunities.

SDS has developed a '[Partner Zone](#)' on its [My World of Work](#) website, providing additional support for teachers delivering Curriculum for Excellence through ready-made activities that aim to encourage use of My World of Work in the classroom. It was developed in consultation with teaching and support staff in schools and colleges, training providers, youth workers and [community learning and development](#) staff.

There is a policy focus on [looked after children](#) and young people (those in the care of the local authority) or those who have experience of being in care.

The Scottish Funding Council has supported the charity Become to expand its [Propel Scotland](#) website in 2017. This is aimed at inspiring more young care leavers to stay on

in education after the age of 16. The site contains Scotland-specific further education and higher education advice and guidance on key issues such as funding and accommodation. Young people can compare course information from every further education college in Scotland and 94 per cent of all universities in the UK.

Video and written testimony from young people who have taken the next step with their learning, either at college or university, aims to inspire self-belief and motivation to pursue their ambitions.

See the section '[Career guidance and counselling](#)' in the 'Employment and Entrepreneurship' chapter for more detail on career guidance provision.

Transition to the labour market

Activity Agreements form part of the 'Opportunities for All' offer. Activity Agreements are for those young people who may not, without additional support, make a successful transition to work, further education or training. Activity Agreements are in place for young people in all 32 [local authority](#) areas in Scotland.

Activity Agreements set out a formal agreement, between a young person and an advisor, that the young person will participate in a programme of tailored learning and activity based on an assessment of their immediate and future skills needs. They must take account of young people's previous experiences, both in school and outside; they must recognise the wide range of influences on vulnerable young people's lives; and they must form a clear pathway towards more formal engagement with learning or employment.

The priority groups for Activity Agreements are:

- young people identified as being vulnerable to disengagement prior to leaving compulsory education
- young people who initially move into a positive post-school option but who do not sustain it.

Activity Agreements are judged to be successful depending on how far they assist young people to progress into (and sustain) further learning, training and employment.

Further information is available from [YouthLink Scotland](#).

See the article on '[Integration of Young People in the Labour Market](#)' for implementation of the Youth Guarantee.

Incentives for providers

Scottish Colleges are set retention targets (the percentage of a course that is required to be completed) as a condition of securing full funding for each student place. This provides an incentive to put in place support measures that contribute towards retention.

Addressing ELET through non-formal and informal learning and quality youth work

'[My Skills, My Future](#)' is a suite of resources from the [Scottish Credit and Qualifications Framework](#) (SCQF) Partnership aimed at supporting individuals in identifying the skills they have gained from experiences other than formal qualifications.

The resources are targeted mainly at young people at risk of leaving school early, or who have already left school with few or no formal qualifications.

Cross-sector coordination and monitoring of ELET interventions

Delivery of the Opportunities for All commitment to offer a place in learning or training to all 16-19 year olds not already engaged in education, employment or training relies on a system of information sharing being in place.

The [Post-16 Education \(Scotland\) Act 2013](#) made provision for sharing of information on young people's involvement in further and higher education and training a legal requirement for [local authorities](#) and other public bodies. The [Young People's Involvement in Education and Training \(Provisions of Information\) \(Scotland\) Order 2014](#) made under the 2013 Act specified all relevant bodies and the information sharing requirements between them and Skills Development Scotland, the national skills agency. The bodies who are mandated to share information on the provision being accessed by individuals post-16 (including such information as completion or transition to other destinations) are:

- governing bodies of colleges of further education
- education authorities
- the Scottish Further and Higher Education Funding Council (the [Scottish Funding Council](#))
- the Student Awards Agency Scotland ([SAAS](#)).

The UK Government's [Department for Work and Pensions](#), which exercises functions in relation to welfare benefits across the UK, also has a mandate to share information.

Skills Development Scotland maintains a '[16+ Data Hub](#)' which it describes as a 'common sense, joined-up approach between agencies [which] is designed to provide earlier intervention for young people more at risk of finding it difficult to stay in training, education or a job.'

The hub holds information on 16- to 24-year-olds that can be shared securely between partners. The details held include expected school leaving dates, where young people intend to go after school, whether this be into a job, modern apprenticeship, college or university, and information on those who are receiving career services and welfare benefits.

Further information

See also the 2014 joint Eurydice/Cedefop report, *Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures*.

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

The general purpose of processes for validating non-formal and informal learning is to widen participation in formal education amongst those who lack the relevant formal qualifications, for whatever reason. The recognition arrangements are aimed at ensuring that there are no arbitrary and unnecessary barriers to admission or progression; they do not directly target specific groups of learners.

Recognition of Prior Learning (RPL) is the process for recognising learning that has come from experience and/or previous formal, non-formal and informal learning. This article deals with the recognition of non-formal and informal learning.

The Scottish Credit and Qualifications Framework ([SCQF](#)) demonstrates the relationship between qualifications by assigning a level of difficulty or demand to all mainstream qualifications.

It is a principle of the SCQF that:

the design and development of qualifications and learning programmes for the Scottish Credit and Qualifications Framework should facilitate and promote credit recognition for prior informal and non-formal learning and credit transfer(p.3 [SCQF Handbook](#)).

See the article '[National Qualifications Framework](#)' in the Eurydice national education system description for more about the SCQF.

Schools, colleges, universities, professional bodies and employers may all use RPL processes and they are autonomous in the policies and procedures they adopt,

particularly where RPL is used formatively (i.e, as part of continuous assessment) for personal development, career progression etc. Summative (or final) assessment, leading to the award of credits, however, may only be carried out by organisations which have been approved by the Scottish Credit and Qualifications Framework Partnership and they are encouraged to adhere to guidance issued by the partnership, although this is not mandatory.

The approved organisations are known as Credit Rating Bodies (CRBs) and are education providers who have been authorised to carry out credit rating – i.e. they assign an SCQF Level and SCQF Credit Points to learning so it can be recognised on the SCQF. These bodies include universities, colleges and the Scottish Qualifications Authority ([SQA](#)). A full [list](#) is on the SCQF website.

The Credit Points awarded as a result of RPL for informal or non-formal learning are of the same value as credit gained through formal learning.

The SCQF is fully compatible with the European Credit Transfer and Accumulation System ([ECTS](#)).

For higher education, the UK Quality Assurance Agency (QAA) has developed a [Quality Code](#). QAA Scotland has devolved responsibility for the work of QAA in Scotland. *Chapter B6: Assessment of Students and the Recognition of Prior Learning* of the Quality Code says (p. 16) that consideration should be given to the appropriateness of assessment tools for the nature of the prior learning to be assessed. Examples of tools that might be used include:

- a portfolio of evidence
- a structured interview
- completion of a piece of work accompanied by a reflective account of the learning achieved
- artefacts
- a performance-based assessment
- completion of the assessment used to demonstrate learning in the module/programme for which comparability is being claimed.

Other common tools include observation at the workplace, questionnaires and oral interviews.

There are no specific qualifications required for staff involved in validation, although *The UK Quality Code for Higher Education - Chapter B2: Recruitment, Selection and Admission to Higher Education* states (p. 9):

Higher education providers are vigilant to ensure that all those authorised to make decisions on behalf of the provider about whether or not a place should be offered to a prospective student are fully briefed, and competent to do so. This includes ensuring that those making decisions are equipped to counteract the potential for bias that can arise from educational and cultural differences and are able to recognise the potential of prospective students seeking to enter higher education via a variety of different routes.

Staff responsible for validation are supported in developing their professional competences by the Scottish Credit and Qualifications Framework (SCQF) Partnership which offers free workshops for advisers/trainers in the use of the My Skills, My Future toolkit (see below).

The SCQF Partnership also offers [online user guides](#) to recognition of prior learning for both learners and learning providers.

Further information:

The Chapter '[Validation of Non-formal and Informal Learning](#)' in the Eurydice education system description for Scotland.

Scott, D. (2016). [European inventory on validation of non-formal and informal learning - Country Report UK \(Scotland\) - 2016](#)

The European Higher Education Area in 2015: [Bologna Process Implementation Report](#).

For information on validation of learning outcomes in formal education, see the subheading '[Certification](#)' in the article 'Assessment in General and Vocational Upper Secondary Education' in the Eurydice national education system description for Scotland.

For validation of learning outcomes from volunteering, see the article '[Skills recognition](#)' in the 'Voluntary Activities' chapter.

Information and guidance

[My Skills, My Future](#) is a suite of resources provided by the Scottish Credit and Qualifications Framework Partnership aimed at supporting individuals in identifying the skills they have gained from sources other than formal qualifications.

The resources are aimed primarily at young people who have left, or may be about to leave school with few or no formal qualifications. They can, however, also be used with young people who may have been made redundant from their first job, adult returners or the long term unemployed. The toolkit helps them to develop a set of competency based statements that can be used in a CV, to access further training or to use in job applications. Individuals can then work with advisers to agree a future plan of action based on their strengths.

UCAS (the universities and colleges admissions service) has drawn up [structured profiles](#) of some assessed programmes followed by UK students which are not externally accredited to any of the regulatory frameworks. These can be used by higher education providers to inform their admissions decisions, allowing admissions staff to compare less familiar programmes with ones that are more familiar.

Quality assurance

Recognition of Prior Learning (RPL) for the award of SCQF Credit Points must involve a formal assessment or acceptance of evidence of learning which is quality assured. The assessment procedures for RPL, including Credit Transfer, should be consistent with the normal assessment and general quality assurance of the organisation (p.3 of [SCQF Handbook](#)).

A robust quality assurance system is one of the criteria required of organisations by SCQF for approval as a credit rating body (CRB) (p.5). Once approved, CRBs are subject to [external quality assurance](#). This is carried out by [Education Scotland](#) for colleges; by the Scottish Government and auditors for the Scottish Qualifications Authority (SQA); by the Quality Assurance Agency (Scotland) ([QAA Scotland](#)) for higher education institutions; and by the [SCQF Partnership](#) for other CRBs.

For higher education institutions (HEIs), the Quality Assurance Agency's [Quality Code for Higher Education](#) is the definitive reference point.

6.5 Cross-border learning mobility

Policy framework

Scotland's [International Framework](#) includes under its international ambitions that Scotland's people 'are open to international exchanges and learning opportunities' (p.1).

The [UK Strategy for Outward Mobility](#) was funded in 2013 by the then Department for Business, Innovation and Skills and the Higher Education Funding Council for England and has support from the four UK governments. It aims to increase the proportion of UK-domiciled students accessing international experiences as part of their degrees, and widen participation in short-term study and work abroad programmes among under-represented demographic groups.

The Strategy is being [implemented](#) by Universities UK International ([UUKi](#)), the international arm of Universities UK. It established the [Go International](#) programme to

work with higher education institutions, government and sector organisations to help increase the proportion of UK domiciled students with some international experience.

The programme has seven objectives:

- promote the benefits of study and work abroad
- monitor trends in student mobility
- build capacity in UK higher education to facilitate outward mobility
- address barriers to outward mobility
- create a flexible definition of outward mobility
- share best practice in UK higher education
- provide a collective voice for UK higher education.

Go International consults regularly with colleagues who work in study abroad offices within higher education institutions, as well as with civil servants in the UK government and the devolved administrations in Scotland, Wales and Northern Ireland through its [Outward Mobility Network](#).

The policy focus is on outward mobility as the UK is already a popular destination for students coming from outside the UK. The British Council's [Study UK](#) website provides information for foreign students considering the UK as a destination for study abroad.

Further information

See also the European Commission's [Mobility Scoreboard](#) and the [background report](#) for higher education and the Mobility Scoreboard [database](#) for initial vocational education and training.

Main cross-border mobility programmes for students in formal education

Schools' programmes

At secondary level, individual schools may organise visits abroad for pupils in support of their language or other subject learning. Participation in these is voluntary. Occasionally, visits may include exchanges with other schools. External funding from charitable foundations may be available to undertake trips of this nature; example funding specifically for developing pupils' French skills includes the [Lefèvre Trust](#), for pupils studying for [National Qualifications](#) or Highers, and the [Charles de Gaulle Trust](#), for academic and vocational students aged between 17 and 19.

For further information on mobility and other aspects of internationalisation in formal education, see the chapter '[Mobility and Internationalisation](#)' in the Eurydice national education system description for Scotland.

Erasmus+

In [2014/15](#), 46 per cent of all UK mobilities in higher education were facilitated through the Erasmus+ programme and 42 per cent through universities' own links with other institutions (other schemes and sandwich placements accounting for the balance). In 2016/17 there were 2832 study/traineeship Erasmus+ placements involving students from higher education institutions in Scotland – an increase of 41.95 per cent from the first year of the Erasmus+ programme, 2014/15.

Erasmus+ is the European Union programme for education, training, youth and sport. The [Erasmus+ UK National Agency](#) is a partnership between the [British Council](#) and [Ecorys UK](#).

Erasmus+ provides students in higher education with the opportunity to study abroad in Europe for 3 to 12 months (per university cycle) as part of their degree. Students can take part in study mobility at any time during their degree, except for during the first year.

To be eligible students must:

- be registered at a university or college that holds an [Erasmus Charter for Higher Education](#)
- be undertaking higher education studies leading to a recognised degree (or other recognised tertiary level qualification) up to and including the level of doctorate
- be enrolled in a short-term higher vocational education course, which includes foundation degree courses, or be a part-time student (providing study during the period abroad is full-time).

[Participating countries](#) are divided into two groups: programme countries and partner countries. Programme Countries are EU Member States participating fully in the Erasmus+ programme. To do so, they set up a National Agency and contribute financially to the programme. Partner Countries refers mainly to countries neighbouring the EU. Some aspects of the Erasmus+ programme are open to any country in the world (as set out in the Erasmus+ [Programme Guide](#)). From 2015/16 some students have been able to travel outside Europe if their university has applied for funding for [International Credit Mobility](#).

Eligible students receive an Erasmus+ grant provided by the European Commission, paid through their institution, to contribute towards the extra costs that may be encountered from studying abroad. The Erasmus+ UK National Agency sets the Erasmus+ study abroad grant rate for students each year, taking account of the level of demand from institutions (mainly universities).

Students with a severe disability or exceptional special needs may be entitled to extra funding to cover associated costs while abroad.

There are also learner mobility opportunities in VET, through a VET traineeship in a programme country abroad, lasting up to 12 months. Alternatively, learners can gain experience in a workplace or at a VET school where they will also spend time in industry or with another relevant organisation or enterprise. Each project can last either one or two years.

Recent VET graduates from a college, company or other training provider, such as former apprentices, can also take part in mobility opportunities. This is on condition that the Erasmus+ training placement takes place within one year of graduation.

Bilateral programmes

There are also bilateral programmes which support student mobility in specific areas, including:

- [UKIERI](#) UK-India Education and Research Initiative
- [Generation UK](#) - study in India
- [Generation UK](#) - study in China
- Scholarship – [study in Japan](#)

These and other programmes are described on [Study Work Create](#), the British Council's online resource for UK students, recent graduates, and young professionals seeking international opportunities to study, work, volunteer, research or develop their creativity.

Saltire Scholarships (for inward mobility)

Scotland's Saltire Scholarships ([SSS](#)) is a substantial programme of scholarships, offered on a matched funding basis between the Scottish Government and Scottish Higher Education Institutions. The scheme offers up to 100 awards, each worth £4000.

The scholarships are designed to support the promotion of Scotland as a learning nation and a science nation and are therefore targeted at the priority sectors of creative industries, life sciences, technology, financial services and renewable and clean energy. Undergraduate, Masters or PhD level courses in these areas are eligible. Courses must be full time and delivered in Scotland.

Scholarships are available across key priority countries:

- Canada
- China
- India
- Pakistan
- United States of America.

See also the [British Council Scotland's](#) website.

Study in Europe - Portability Pilot

As part of a [pilot initiative](#) to encourage more Scottish students to study abroad, Scottish domiciled students studying at eligible European universities have been able to apply for the same bursary and loan support as students attending university in Scotland. The pilot ran until the end of academic year 2016-17. The scheme may be extended to other countries once its evaluation has been completed.

Promoting mobility in the context of non-formal learning, and of youth work

Erasmus+, the European Union's programme for education, training, youth and sport, [funds](#) different types of mobility for young people and those who work with young them.

Youth exchanges allow groups of young people (aged 13 to 30) from countries participating in Erasmus+ to meet and live together for between 5 and 21 days. Participants jointly carry out a work programme designed and prepared by them before the exchange.

The programme could be a mix of workshops, exercises, debates, role-plays, simulations and outdoor activities. Exchanges allow young people to develop competences; discover new cultures, habits and life-styles through peer-learning; and strengthen values like solidarity, democracy and friendship.

Exchanges may be organised through youth organisations or by informal groups of young people.

For information on mobility programmes in volunteering, see '[Cross-Border Mobility Programmes](#)' in the chapter on 'Voluntary Activities'.

Quality assurance

Erasmus Charter for Higher Education

The Erasmus Charter for Higher Education ([ECHE](#)) provides the quality framework for Erasmus+ funded activities carried out by higher education institutions (HEIs). The aims of Erasmus+ support the European modernisation and internationalisation agendas in higher education, in particular the quality of student and staff mobility.

In order to participate in Erasmus+ projects, HEIs such as universities and other organisations whose core work is in the field of higher education must hold the ECHE. By signing the ECHE, an HEI confirms that its participation in Erasmus+ is part of its own strategy for modernisation and internationalisation. The ECHE is awarded for the full duration of the Erasmus+ programme up to 2020-2021.

For higher education institutions located in [Partner countries](#), the ECHE is not required, and the quality framework is established through inter-institutional agreements between higher education institutions.

For organisations providing vocational education and training, a Call for Proposals for the award of the [VET Mobility Charter](#) is held annually. The Charter aims to reward and promote organisations, through streamlined procedures, as well as continuing to develop quality in mobility.

The Charter is not a compulsory requirement for participation, but its use is encouraged.

Erasmus+ National Agency

The Erasmus+ [UK National Agency](#) monitors and reviews activities performed as part of its work plan and reports to the UK Government, as well as the European Commission.

The UK National Agency also maintains a Country Advisory Group for Scotland, to ensure that the implementation of Erasmus+ responds to the priority interests and concerns of the Devolved Administration and of civil society at large.

Programme beneficiaries monitor and evaluate the impact the mobility experience has had on the participants and report the benefits to the Erasmus+ National Agency, which in turn will analyse the impact within a national context.

Quality Code for Higher Education

Higher education institutions adhere to the Quality Assurance Agency's Quality Code for higher education. [Chapter B10: Managing Higher Education Provision with Others](#) includes (p. 27) as an indicator of sound practice in quality assurance:

Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree-awarding body.

6.6 Social inclusion through education and training

Educational support

The [Equality Act 2010](#) provides a single legal framework that seeks to protect the rights of individuals and advance equality of opportunity for all. It applies, among other public bodies, to schools, further education and higher education institutions. See the section on '[Social cohesion and equal opportunities](#)' for further details.

Scotland aims to have an education system which is inclusive and equal. Most publicly funded schools do not select students on academic criteria and are mixed sex.

Additional support for learning

The legislative framework for the provision of educational support for those who face obstacles of various kinds to participation in education or training is contained in the [Education \(Additional Support for Learning\) \(Scotland\) Act \(2004\)](#), as amended by the [Education \(Additional Support for Learning\) \(Scotland\) Act \(2009\)](#).

The Scottish Ministers have a duty under the [Further and Higher Education \(Scotland\) Act 1992](#) to secure adequate and efficient provision of further education in Scotland and to have regard to the needs of people over school age who have learning difficulties.

The key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible.

The concept of additional needs is a broad one, covering both short- and long-term factors which could present barriers to young people's achievement of their potential. Additional support needs may arise from the learning environment or family circumstances, which may include a home language other than English, disability or health needs and social and emotional factors. Looked after children and young people (those in the care of their local authority) or care leavers may face barriers, and groups such as immigrants and asylum seekers and ethnic minorities may have particular needs.

Getting it Right for Every Child ([GIRFEC](#)) is the Scottish Government's rights-based approach to improving outcomes which underpins all policy, practice, strategy and legislation affecting children, young people and their families.

As part of the GIRFEC approach, the [Children and Young People \(Scotland\) Act 2014](#) introduced the Child's Plan. This is a single planning framework for children from birth to 18, or beyond if still in school, who require extra support to meet their needs and improve their well-being. While this addresses the wider well-being needs of children, not just learning support needs, the plan incorporates any learning specific support plans there may be.

Under the [Education \(Additional Support for Learning\) \(Scotland\) Act \(2009\)](#), where support needs are significant, requiring the involvement of both education and another partner agency and will last more than one year, children and young people may have a statutory co-ordinated support plan (CSP) to bring together all of the support to be provided to meet their learning needs.

A CSP is an education plan prepared by local authorities. It outlines

- the additional support needs
- the objectives that have been set for the child/young person to achieve
- the support required to achieve the objectives.

The [Child's Plan \(Scotland\) Order 2016](#) requires any CSP to be incorporated in the Child's Plan.

Individualised Education Programmes (IEPs) are not statutory documents, but are developed at local level to provide a planning framework to underpin the teaching, learning and support processes by which a child's additional support needs can be addressed. The nature and scale of IEPs will vary with the needs of the individual.

The underlying principle of the Scottish approach to additional support needs is that provision should mainly be in mainstream settings. The general aim is to identify the nature and extent of the individual pupil's additional support needs and to provide appropriate means of meeting them in a context of equality of opportunity for all pupils. That being so, no one approach is laid down specifically for teaching pupils with additional support needs.

Schools may directly employ a learning or pupil support worker, or the post may be shared by more than one school. Such support workers may be specialists or classroom teachers who have undergone specific training. A range of professionals, such as educational psychologists, may be involved in support work and these are generally employed centrally by the local authority.

Disability

Schools and education authorities have a duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils. Since 1 September 2012, the reasonable adjustments duty for schools and education authorities has included a [duty](#) to provide auxiliary aids and services for disabled pupils, a duty which already applied in further and higher education.

Colleges must have regard to the needs of students, including support needs, and make adjustments to ensure that students with disabilities are not placed at a substantial disadvantage. They do this by offering special courses; by using Scottish Qualifications Authority (SQA) modules devised for the purpose; by providing support to students on mainstream courses; and by providing aids to learning for those with particular needs.

Higher education institutions provide a range of appropriate support to those who need it, including English language support for speakers of other languages. Courses and learning/teaching approaches are adjusted where necessary. The specific types of support available vary across the institutions.

English for speakers of other languages

[Welcoming Our Learners](#), Scotland's strategy for English for Speakers of Other Languages (ESOL), sets out its approach to this group, including young people in

secondary school who are given the opportunity to be able to improve their English language skills on the context of curriculum for excellence. They can get recognition of their English language learning through Scottish Qualification Authority (SQA) [ESOL qualifications](#).

Equality in apprenticeships

The *Equalities Action Plan for Modern Apprenticeships in Scotland* sets out a five-year plan which includes specific improvement targets for Modern Apprenticeship participation by young people in four main groups:

- disability
- gender
- minority ethnic groups
- care leavers.

Initiatives to achieve the targets by 2021 include part-time and flexible engagement. Young disabled people are being provided with the highest available level of Modern Apprenticeship funding until they reach 30.

Widening participation in higher education

The Scottish Government's [Programme for Government](#) for 2017-18 includes a commitment (p. 77) to 'drive forward the recommendations of the Commission on Widening Access's Report *A Blueprint for Fairness*, so that every child, no matter their background or circumstances, has an equal chance of going to university by 2030. The Scottish Government:

Expects every university to take action now to ensure that, by 2021, 10% of entrants to each university are from Scotland's 20% most deprived backgrounds. We must also ensure that people are supported not just to go to university, but to stay the course to graduation (p.77).

The programme for government also offers every care-experienced student under 26 going to university this autumn (2017/18) a non-repayable bursary of £7,625 to finance their studies.

(Care-experienced students are those who have been [looked after](#)).

One of the other recommendations of *A Blueprint for Fairness* was that a Commissioner for Fair Access should be appointed to provide strategic leadership and help drive progress across the education system. This [appointment](#) was made in December 2016.

The Equality Challenge Unit ([ECU](#)) works to further and support equality and diversity for staff and students in higher education institutions across all four nations of the UK and in colleges in Scotland. It provides a central resource of advice and guidance for the sector.

ECU is a registered charity funded by the Scottish Funding Council, the Higher Education Funding Council for Wales and Universities UK, and through direct subscription from higher education institutions in England and Northern Ireland.

In August 2016, the Scottish Funding Council published a *Gender Action Plan*, outlining the actions it would undertake in collaboration with colleges, universities and other partners to address gender imbalances.

Through [Outcome Agreements](#), colleges and universities show how they plan to deliver in return for their funding. For 2016-17 these set out how they intend to tackle gender imbalances.

The Sutton Trust is a not-for-profit organisation which focuses on reducing inequality through education. It runs a UK-wide [Summer Schools Programme](#) in which 12 institutions, and around 2500 fifth-year students from publicly funded schools, take part.

Participants get a flavour of life as a first-year undergraduate through a week of taster lectures, workshops and social activities, which gives them the knowledge and insight

they need to make high quality university applications. The programme covers the cost of travel, accommodation, food and activities.

Inclusion through Community Learning and Development

The Scottish Government's 2012 [strategic guidance](#) for on [Community Learning and Development](#) (CLD) stated that within the overall National Performance Framework for public services, CLD's specific focus should be:

- improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship
- stronger, more resilient, supportive, influential and inclusive communities.

One of the principles that underpin practice is:

inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face. (p.3)

Some CLD provision is specifically designed to engage and support different types of disadvantaged groups. There are courses run specifically for certain groups, for example for ethnic minorities, particularly in the form of English for Speakers of Other Languages (ESOL), for industry, for students with Additional Support Needs, for those serving sentences in prison or for groups and individuals in deprived areas.

See also the section '[Youth work to foster social inclusion](#)' in the 'Social Inclusion' chapter.

See '[Special Education Needs Provision within Mainstream Education](#)' and '[Support Measures for Learners in Adult Education and Training](#)' in the Eurydice national education system description for Scotland.

Funding

Educational support measures are funded through [local authorities](#)' normal revenue budgets for additional staffing or resources. Funding is available within general local capital budgets for adapting buildings or providing special equipment.

The Scottish Government, through local authorities, funds [free school meals](#) for pupils up to the age of 18 in families in receipt of certain welfare benefits, who are regarded as living in poverty. This is aimed at improving the attainment of such pupils.

Support measures in higher education are financed through the institutions' grants from the Scottish Funding Council.

Eligible students may apply for [Disabled Students Allowance](#). This is intended to help pay the extra costs incurred by students with a disability such as a long-term health condition or a learning difficulty such as dyspraxia or dyslexia. The amount depends on individual needs.

Social cohesion and equal opportunities

Equality Act 2010

Schools, colleges, universities, youth services and council services all operate in the context of public sector equality duties under the [Equality Act 2010](#). The Act extends previous equality legislation and seeks to protect the rights of individuals and advance equality of opportunity for all. Under the Act, the following are 'protected characteristics' (the categories to which the law applies):

- gender reassignment
- pregnancy and maternity
- race; religion or belief
- sex
- sexual orientation.

School curriculum

There is no statutory curriculum in Scotland. Curriculum for Excellence (CfE) provides a framework for teaching and learning within which schools have freedom over what and how they teach, as long as they adhere to the principles of the framework.

Concepts of inclusion, social justice, equal opportunities, discrimination, etc., may be introduced in any of the curriculum areas, but opportunities may occur more readily in health and wellbeing, religious and moral education and social studies.

In the senior phase (ages 16-18), students move on from the broad general education provided for 3- to 15-year-olds, to more specialisation in working towards taking [National Qualifications](#) (see subheading '[Certification](#)' in the article 'Assessment in General and Vocational Upper Secondary Education' in Eurydice's education system description for Scotland for details of qualifications).

A broad range of options is offered in the senior phase and students have much greater freedom of subject choice than in the earlier phase. Pathways are designed by education institutions at local level to meet the needs of their learners

All learners are entitled to experience a senior phase where they can continue to develop the four capacities (successful learners, confident individuals, responsible citizens and effective contributors) and achieve qualifications. Other entitlements include a continuous focus on developing skills for learning, life and work, namely literacy, numeracy and health and wellbeing

The senior phase builds on the skills developed previously. As these relate to developing concepts of inclusion, social justice, equal opportunities, discrimination, etc., in the Broad General Education phase, these include that within the 'social studies' curriculum area:

The experiences and outcomes for social studies include that pupils will 'develop their understanding of their own values, beliefs and cultures and those of others'.

Source: [Curriculum for Excellence \[Experiences and Outcomes\]](#)

The experiences and outcomes for health and wellbeing (which remains a focus in the senior phase) include:

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

Pupils can expect their learning environment to support them to: 'acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination' (p 12).

The experiences and outcomes for religious and moral education (which continues as a core subject throughout the senior phase) state (p. 213) that learning through religious and moral education enables children and young people to:

- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values.

In planning learning and teaching in religious and moral education, teachers will be able to 'sensitively take account of and value the religious and cultural diversity within their

own local communities, using relevant contexts which are familiar to young people' (p. 214).

See the section 'Formal learning' in the article '[Learning to participate through formal, non-formal and informal learning](#)' for related information on how citizenship is taught through the areas of learning and the [Eurydice report](#) on citizenship education (*forthcoming at time of writing*).

In schools, expectations are also set through the [standards](#) for registration as a teacher which stipulate the professional values and personal commitment required. The 'Social Justice' heading (p.5) includes:

- embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations
- committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation
- valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.

Headteachers have particular responsibility for promoting and modelling these values within their school.

Equality in youth work

The charity [roshni](#), with the Scottish Government's support, has developed a series of free [training courses](#) aimed at youth workers and volunteers to develop their knowledge and skills when working with young people from minority ethnic communities.

In June 2016, [LGBT Youth Scotland](#) was awarded funding for three years through the [Big Lottery Fund](#) to work with over 400 LGBTI young people on an inclusion project. '[Breaking Down Barriers](#)' will see skilled youth workers supporting young people individually and working in groups to develop their skills and confidence so that they can successfully progress to further training and employment.

A major innovation of the programme will be the development of online groupwork and personal support for LGBTI young people who are unable to access services because they are not able to travel because they live in remote areas.

[YouthLink Scotland](#), the national agency for youth work, has a suite of videos freely available, including:

- [PLUS](#): Disability Awareness and Inclusion - focusing on disability, specifically issues of inclusion within mainstream clubs and organisations
- Gara (formerly Glasgow Anti-Racist Alliance, now [CRER](#) - Coalition for Racial Equality and Rights) -focusing on developing effective antiracist work within the youth work sector and exploring the barriers preventing young Black and Minority Ethnic (BME) people from participating in mainstream youth groups
- Down's Syndrome Scotland: Changing Attitudes and Perceptions – looking at barriers to including young people with learning disabilities in society, and the benefits in involving them
- LGBT Youth Scotland: Tackling Equality Issues through Peer Education – highlighting the work of a peer education project, with ideas and activities to support peer education programmes to tackle inequality.

Youth Scotland is the largest non-uniformed youth organisation in Scotland, delivering youth work programmes, information, resources, training and support to community-based youth work. It provides [good practice advice](#) and an activities bank regarding the issue of [sectarianism](#).

See also the section '[Promoting the intercultural dialogue among young people](#)' in the article 'Raising political awareness among young people' for more information on sectarianism.

6.7 Skills for innovation

Innovation in formal education

There is no statutory curriculum in Scotland. The curriculum framework, [Curriculum for Excellence](#) (CfE), allows local authorities who are responsible for education, to adopt their own curricular models while adhering to the tenets of CfE.

The Senior Phase, which covers the final three years of secondary school (compulsory to the age of 16) and which from 16-18 may take place outside school, comprises three years (S4-S6). A broad range of options is offered in the Senior Phase and students have much greater freedom of subject choice than in the earlier phase. Pathways are designed by education institutions at local level to meet the needs of their learners. The precise number and range of qualifications on offer, as well as when they are taken, will be a decision for education institutions to take in consultation with pupils and parents.

All learners are entitled to experience a Senior Phase where they can continue to develop the four capacities of the earlier, Broad General Education (BGE) phase for ages 12-15 (successful learners, confident individuals, responsible citizens and effective contributors) and achieve qualifications. Other entitlements include a continuous focus on developing skills for learning, life and work, namely literacy, numeracy and health and wellbeing, employability, enterprise and citizenship, and thinking skills, and also on how young people will be advised as they plan their own achievement pathways.

The focus on developing skills for learning, life and work is a feature of both the BGE phase and the Senior Phase. The Senior Phase builds on the skills developed previously. As these relate to developing innovation skills, in the BGE phase, these include that within the 'social studies' curriculum area, children and young people will develop:

- curiosity and problem-solving skills and capacity to take initiatives
- the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources.

Source: *Curriculum for Excellence: [Experiences and Outcomes]*

Through learning in the social studies area, pupils will also engage in activities which encourage enterprising attitudes and develop an understanding of concepts that stimulate enterprise and influence business.

Innovation skills are widely associated with technological innovation. In the 'technologies' curriculum area, well-designed practical activities offer children and young people opportunities to develop:

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer-aided design and manufacturing approaches.

Curriculum for Excellence is underpinned by a philosophy of active learning, self-evaluation and reflection for both pupils and teachers. Further [characteristics of this approach](#) include:

- learning independently
- taking responsibility for learning
- collaborative learning
- applying learning and skills development.

These features foster the type of skills which facilitate innovation.

Characteristics which illustrate when young people are active in their learning include, for example:

- constructing ideas about what they are encountering
- developing skills such as problem solving by testing out their ideas
- developing logical and creative thinking skills through doing, exploring and taking initiative
- exploring current developments and issues and how they impact on learners and society, for example, environmental, scientific and technological issues.

The majority of universities provide a Graduate Attributes framework or scheme, setting out the soft skills which students may develop during their time at university, such as entrepreneurship, creative thinking, global citizenship and thinking with curiosity.

Links to some of these are on the [Character Scotland](#) website.

Further information

There are overlaps in the types of skills supporting innovation and those supporting entrepreneurship and creativity. See the article on 'Development of Entrepreneurship [Competence](#)' and see subheading 'Acquiring cultural and creative competences [through education and training](#)' in the article 'Developing Cultural and Creative Competences' for information on these.

See also the chapters [Teaching and Learning in General Lower Secondary Education](#) and [Teaching and Learning in General and Vocational Upper Secondary Education](#) in the Eurydice Network's education system description.

Fostering innovation through non-formal and informal learning and youth work

The National STEM Learning Network is a joint initiative by the Department for Education in England and the [Wellcome Trust](#). The initiative, which is UK-wide, was set up in direct response to concerns about the engagement of young people in science.

Among the programmes and projects run by the network, is the [STEM Ambassadors](#) programme. STEM Ambassadors are volunteers from a wide range of science, technology, engineering and mathematics (STEM) related jobs and disciplines. As well as working with schools and colleges across the UK, the network works with youth and community groups and others to ensure they have access to STEM Ambassadors to engage young people with STEM subjects outside the classroom.

With the support of Government funding, this programme is offered free of charge to education providers and youth and community organisations.

Further information is available from the STEM Ambassadors hubs:

[Science Connects](#) (West Scotland)

[STEM East](#) (East Scotland)

[Aberdeen Science Centre](#) (North Scotland)

British Science Week is an annual programme of Science, Technology, Engineering and Maths events and activities across the UK for people of all ages. It is run by the British Science Association ([BSA](#)). British Science Week supports any type of organiser, including youth and community groups and will help organisers to plan events by providing a range of free activity and support resources.

BSA is also running a new extra-curricular initiative in 2017 for young people aged 11-to-19 to come up with innovative solutions that have the potential to change the world in global health and development issues.

The initiative, [Youth Grand Challenges](#), links with BSA's [CREST Awards](#) programme which is the only nationally recognised accreditation scheme for young people's project work in science, technology, engineering and maths (STEM) subjects. The awards are offered at

six levels and are for 5- to 19-year-olds. CREST gives young people the chance to participate in hands-on science through investigations and enquiry-based learning. The programme can be run in schools, clubs, youth groups, other organisations or at home.

6.8 Media literacy and safe use of new media

National strategy

On 21 April 2017, the Scottish Government published its *National Action Plan on Internet Safety for Children and Young People*, building on previous action plans for 2010 and 2011/12. The new plan sets out actions to be taken over the next four years, with a mid-term progress review in 2019.

The actions include:

- The Scottish Government will work to ensure children and young people are supported to build their own resilience online.
- Through their Digital Learning and Teaching Programme, Education Scotland will support [local authorities](#) in implementing the new Technologies Curriculum guidance, which has a specific focus on digital literacy.
- Education Scotland will ensure inspectors are aware of the expectation to deliver education that encourages innovation, confidence and responsibility in the use of technologies and staying safe online.
- The Scottish Government and Education Scotland will work with the [South West Grid for Learning](#) to promote and update the [360 degree safe tool](#).
- Education Scotland will work with Digital Schools Awards Scotland to develop a link to relevant resources on internet safety for children and young people.
- The Scottish Government will consider what resources are available within youth work organisations on internet safety and whether more can be done to build on and amplify good practice, for consistency, with resources available across Scotland.

The Scottish Government and Education Scotland are mainly responsible for implementation, in partnership with other bodies such as the NHS, Police Scotland and third sector organisations.

The [digital learning and teaching strategy](#) for Scotland, published in 2016, focuses on how teaching and learning can be enhanced through the use of digital technologies and the acquisition of digital skills. Digital literacy, however, is also included, defined as encompassing:

the skills to use technology to engage in learning through managing information, communicating and collaborating, problem-solving and being creative, and the appropriate and responsible use of technology (p.33).

It also includes as a key action for educators to 'ensure that all learners become resilient users of digital technology and can stay safe online' (p.7). In a section on 'The Importance of Cyber Resilience', it states that the Scottish Government and Education Scotland will work with education providers and local authorities to:

ensure that learners and educators are fully aware of the importance of being digitally resilient. This means not only having the technical measures in place for online security, but also teaching learners and educators to be prepared for online threats and ensuring that they can respond and recover if they are encountered (p.19).

The digital learning and teaching strategy aligns with the all-age [cyber resilience strategy](#) for Scotland. 'Education, Skills and Professional Development' is one of the four strategic themes it covers. The priorities under this theme include:

- Every child, young person and adult must have the cyber resilience skills for learning, life and work – to be able to protect him/her self online and achieve the full benefits of a digital economy.

- In learning settings, relevant curricula should drive the development of skills which will help learners to become more cyber resilient.
- Most jobs require knowledge, understanding and skills in digital technology, and this will only continue to grow. Training in all vocational areas, not just digital occupations, must include learning outcomes related to cyber resilience.
- To be successful in integrating cyber resilience at all ages and stages of education, from pre-school to post-employment, teachers and trainers must have the skills, knowledge and understanding to teach cyber resilience. Appropriate learning materials and guidance are required for educators, in both formal and non-formal learning contexts (p 23).

The Scottish Government, Education Scotland and local authorities are responsible for implementing both of the above strategies, with the involvement of appropriate private, public and third sector partners.

The strategies have not yet been evaluated or revised.

Under the [Communications Act 2003](#), Ofcom (the Office of Communications), the independent regulator and competition authority for the UK communications industries, has a responsibility to promote, and to carry out [research](#) in, media literacy. This research covers both [adults](#) (16+) and [children's](#) media literacy.

Media literacy and online safety through formal education

There is no statutory curriculum in Scotland. The curriculum framework, Curriculum for Excellence (CfE), allows [local authorities](#) to adopt their own curricular models for their schools, while adhering to the tenets of CfE and making provision for eight curricular subject areas.

In the senior phase (ages 16-18), students move on from the broad general education provided for 3- to 15-year-olds, to more specialisation in working towards taking [National Qualifications](#) (see subheading '[Certification](#)' in the article 'Assessment in General and Vocational Upper Secondary Education' in Eurydice's national description for Scotland for details of qualifications).

A broad range of options is offered in the senior phase and students have much greater freedom of subject choice than in the earlier phase. Pathways are designed by education institutions at local level to meet the needs of their learners. The precise number and range of qualifications on offer, as well as when they are taken, will be a decision for education institutions to take in consultation with pupils and parents.

There is, therefore, no universal provision of media literacy and online safety education. It is a matter for student choice, given availability, whether a given course is followed or not. Relevant qualifications which may be offered include:

National Qualification in Media

The Scottish Qualifications Authority ([SQA](#)) offers [National Qualifications](#) in [Media](#) at various levels of the Scottish Credit and Qualifications Framework ([SCQF](#)) which provide learners with opportunities to develop theoretical knowledge of the media and to create media content.

Learners who undertake these courses develop their media literacy skills and their knowledge of the key aspects of media literacy, as they learn to create media content that is planned and researched, fulfils a specific purpose and is appropriate to the context and target audience. They also develop their knowledge and understanding of the wider role that media plays in society.

Depending on the level of qualification chosen, students learn the key aspects of media literacy central to an analysis of media content, ranging from a simple to a detailed and complex analysis and the key aspects of media literacy central to creating content at different levels of complexity.

NPA Digital Passport National Progression Awards (NPAs) assess a defined set of skills and knowledge in specialist vocational areas, linked to [National Occupational Standards](#) (see subheading '[Certification](#)' in the article 'Assessment in General and Vocational Upper Secondary Education' in Eurydice's national description for Scotland for more detail about NPAs).

The NPAs in [Digital Passport](#) at SCQF levels 4, 5 and 6 introduce learners to digital literacy techniques that are important in contemporary society such as communication skills, critical analysis, productivity skills and technical skills.

These awards give students the opportunity to develop their knowledge and skills in handling information, in understanding and using computer networks, and in using social media safely, legally and ethically. Learners will also develop confidence and skills in using digital devices such as smartphones, tablets or laptops and they will gain an understanding of digital citizenship that includes educational, community, political and business aspects.

The qualification is available through schools, colleges and training providers.

The Association for Media Education in Scotland ([AMES](#)) is a non-profit membership organisation. It produces a journal, organises conferences and provides media education resources to its members.

Promoting media literacy and online safety through non-formal and informal learning

'Be Smart' is an online safety training programme within the wider '[Choices for Life](#)' programme. Choices for Life is a joint [Police Scotland](#) and [Young Scot](#) initiative aimed at raising awareness amongst young people aged 11-18, about making positive lifestyle choices. The Be Smart Internet Safety Programme addresses the core vulnerabilities facing young people of cyber bullying, sexual content and their online profile.

Be Smart is delivered by Police Scotland on behalf of the Scottish Government using a peer-led approach. A team of young people (including senior school pupils), youth workers and parent groups 'start the conversation' with young people about online safety. These local groups then deliver training workshops to their peer groups in communities across Scotland.

[CEOP](#) operates across the UK and is the child protection command of the [National Crime Agency](#). The CEOP Command's [Thinkuknow](#) programme provides resources, training and support for professionals who work directly with children and young people.

Training includes Keeping Children Safe Online (KCSO), an introductory e-learning course for professionals. Those who complete the course and who register for access to CEOP's Thinkuknow educational resources will be awarded Thinkuknow Trainer status, with access to its full range of resources for delivery to young people and parents/carers.

Raising awareness about the risks posed by new media

[respectme](#), Scotland's anti-bullying service, is fully funded by the Scottish Government. It provides advice and resources on bullying, including cyberbullying and on staying safe online.

In 2014, Police Scotland ran a [Stay Safe Online](#) campaign to raise awareness about online safety for children.

It targeted two age groups, children aged 9 to 12 and children aged 13-16. Advice which the older group received on online safety covered password security, social media posting, sexting, how to deal with inappropriate pictures and who to contact for help.

The [UK Safer Internet Centre](#) exists to promote the safe and responsible use of technology for young people. It is a partnership of three leading organisations: the South West Grid for Learning ([SWGfL](#)), [Childnet International](#) and the Internet Watch Foundation ([IWF](#)).

The partnership was appointed by the European Commission as the Safer Internet Centre for the UK in January 2011 and is one of the 31 Safer Internet Centres of the [Insafe](#) network. The centre has three main functions:

1. Awareness Centre: to provide advice and support to children and young people, parents and carers, schools and the children's workforce and to coordinate Safer Internet Day (see below) across the UK
2. Helpline: to provide support to professionals working with children and young people with online safety issues
3. Hotline: an anonymous and safe place to report and remove child sexual abuse imagery and videos, wherever they are found in the world.

[Safer Internet Day](#) is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people and inspire a national conversation.

Coordinated in the UK by the UK Safer Internet Centre the celebration sees hundreds of organisations get involved to help promote the safe, responsible and positive use of digital technology for children and young people.

The day offers the opportunity to highlight positive uses of technology and to explore the role played by young people, parents, carers, teachers, social workers, law enforcement, companies, policymakers and others in helping to create a better and safer online community. Events and activities are run across the UK.

Globally, Safer Internet Day is celebrated in over a hundred countries, coordinated by the joint [Insafe/INHOPE](#) network, with the support of the European Commission, and national Safer Internet Centres across Europe.

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

Scotland's Learning Partnership ([SLP](#)) is a national voluntary organisation, established to support and encourage people who do not traditionally participate within the education system. Originally called the Scottish Adult Learning Partnership, it changed its name in 2007 to show that it gave equal place to its activities in family learning and work with young learners. It promotes lifelong learning, active citizenship, equality of opportunity and social inclusion.

As most non-formal and informal learning and youth work provision is at a local level, information is available through a variety of individual [local authorities](#), [community and learning development](#) (CLD) partnerships and voluntary sector bodies.

Awareness raising initiatives

The [Awards Network](#) is a forum of providers of non-formal learning awards across Scotland. Its members include the [Scottish Qualifications Authority](#) and [Young Scot](#). It aims to raise awareness of the variety of awards available to young people aged 12 to 25 that use youth work approaches.

The [Awards Network](#) developed the publication, *Amazing Things: a Guide to the Youth Awards in Scotland*, which highlights the range of awards. All secondary schools received a copy of the first and third editions, published by Youth Scotland.

See also the article '[Raising awareness about youth volunteering opportunities](#)'.

6.10 Current debates and reforms

Learner pathways for 15- to 24-year-olds

The Scottish Government, in partnership with key stakeholders, is undertaking a review of the effectiveness and efficiency of learning experiences of all 15 to 24 year olds ('the learner journey'). This was a key commitment in the Education Delivery Plan; Programme for Government; and Enterprise and Skills review. The review is taking places over two stages, with stage 1 running from September 2016 to September 2017.

Further information, including background summary detail, can be found [here](#).

Brexit

The Scottish Government's [programme for government](#) for 2016/17 contained a commitment to ensuring that opportunities for Scottish students to study abroad will continue, even though the result of the June 2016 referendum on UK membership of the European Union means that future UK participation in European mobility programmes is uncertain.

An [update](#) on the website of the Erasmus+ UK National states that the UK Government has confirmed it will underwrite grant payments for Erasmus+ projects agreed while the UK is still a Member State – even if payments continues beyond the point of the UK's exit date.

A Scottish Parliament Information Centre (SPICe) [briefing](#) gives an overview of the issues from the perspective of higher education.

Access/inclusion

The Scottish Government [consulted](#) (until 31 May 2017) on the Draft British Sign Language (BSL) National Plan 2017-2023. Subject to the consultation outcomes, by 2023 Scottish Ministers will take these steps:

- ensure that education authorities and schools know that BSL can be part of the language offer in schools under the [1+2 language policy](#)
- gather information annually on where BSL is being offered in schools as part of the 1+2 language policy
- gather and share examples of good practice in teaching BSL to hearing pupils as part of 1+2, and make sure there is guidance to support this
- make sure that students whose first or preferred language is BSL have a much more positive experience when they make the transition to post-school education
- ensure that schools, colleges, universities and employers are aware of their responsibilities and work together to improve the information given to BSL users.

The Scottish Funding Council (SFC) will establish a steering group to help colleges and universities develop their own BSL plans. [Further details](#) are available.

At the time of writing (September 2017), the only development had been the publication of some [responses](#) to the consultation.

Additional Support Needs

Between 5 June and 28 August 2017, the Scottish Government held a [consultation](#) on a draft ten-year [strategy](#) for learning provision for children and young people with complex [additional support needs](#).

The draft strategy is based on recommendations made in the [Doran Review](#) published in November 2012.

Further and higher education funding

An independent review of the further and higher education student support package was launched on 25 October 2016. This independent review has a [remit](#) to thoroughly review student support to ensure that the entire system is firmly focused on meeting the needs

of all students in further and higher education. The review is scheduled to report to Ministers by Autumn 2017.

The review's remit will include exploring:

- the most effective support for the poorest and most vulnerable students
- the balance of support available to those in further and higher education
- the current repayment threshold and period for student loan debt.

7. Health and Well-Being

Responsibility for the all-age health policy area is spread across three health-related Directorates of the Scottish Government. In addition, the Learning Directorate has responsibility for health and well-being education in secondary schools. There is no single body with specific policy responsibility for the health of children and young people. There are specific services, however, such as CAMHS (child and adolescent mental health services) and school nursing services. These are among the topics covered in this chapter.

Scotland's first sport strategy for children and young people was published in 2014 and covers a ten-year period. It aims to encourage 'lifelong participation in sport'. The key themes are:

- providing opportunities for children and young people to participate in sport
- developing and supporting leaders and workers
- providing great places to be active through sport
- celebrating and communicating opportunities to take part in sport and the talents and successes of children and young people.

The strategy is inclusive, stating that 'sport should be for all, regardless of age, gender, race, disability, geography or other factors which could limit participation'.

7.1 General context

Main trends in the health conditions of young people

The Scottish Schools Adolescent Lifestyle and Substance Use Survey ([SALSUS](#)) is part of a series of national surveys on smoking, drinking and drug use. The survey is conducted on a biennial basis, targeting secondary school pupils in years S2 (aged around 13) and S4 (aged around 15) in [local authority](#) and independent schools. It is commissioned by the Scottish Government to measure progress towards targets for reducing smoking and drug use, and is used to inform the Scottish Government priority of addressing harmful drinking among young people.

The findings of the 2015 wave of SALSUS, published in October 2016, include:

- The prevalence of smoking among 15-year-olds was low; 7 per cent were regular smokers and 5 per cent were occasional smokers.
- Smoking prevalence has dropped markedly over time; since 1996 among 15-year-old boys and slightly later (since 2002 - 2004) among 15-year-old girls. There has been a further small decrease in smoking prevalence among 15-year-old girls between 2013 and 2015.
- The use of e-cigarettes has increased markedly among all groups between 2013 and 2015.
- Two-thirds of 15-year-olds (66 per cent) have had an alcoholic drink.
- After a large decrease in prevalence between 2010 and 2013, drinking in the week prior to the survey has remained unchanged between 2013 and 2015, with the exception of a small decrease among 15-year-old boys.
- Drug use in the last month has been gradually decreasing since 2002. However, between 2013 and 2015 there has been a small increase in the proportion of 15-

year-old boys who took drugs in the month prior to the survey (13 per cent in 2015, compared with 11 per cent in 2013).

- 42 per cent of 15-year-olds have experienced being offered drugs. This proportion has increased between 2013 and 2015. In 2013, 37 per cent had ever been offered drugs.

SALSUS data is also used to produce other reports, including one on [mental well-being](#). This report shows a statistically significant difference between the 2010 and the 2013 results for the overall mental health and well-being of 15 year-old girls. In 2010, 29% of them were abnormal/borderline on the measurement scale used. By 2013, this had increased to 39%.

Trend data for suicide show a steady decrease in its occurrence between 2000 and 2016.

Figures show that for the 15-24 age range:

- In 2000, there were 143 deaths by suicide, amounting to a rate of 22.8 per 100,000 population.
- This showed an overall decrease over the period to 2016, when there were 69 deaths, a rate of 10.4 per 100,000 population.
- For females, in 2000 there were 24 deaths, a rate of 7.7.
- In 2016, there were 23 deaths among females, a rate of 7.0.
- The decrease for males was more significant, with 119 deaths in 2000, a rate of 37.8.
- By 2016, this had decreased to 26 deaths and a rate of 13.8.

Main concepts

No particular concepts identified.

7.2 Administration and governance

Governance

Main governmental and public actors involved in policy-making

All-age policy responsibility for health is shared between three Scottish Government Directorates: the [Health and Social Care Integration Directorate](#), the [Healthcare Quality and Improvement Directorate](#) and the [Population Health Directorate](#).

The [Cabinet Secretary for Health and Sport](#) is responsible for the work of these Directorates, supported by the [Minister for Public Health and Sport](#) and the [Minister for Mental Health](#).

The [Learning Directorate](#) is responsible for health and well-being education in secondary schools under the Cabinet Secretary for Education and Skills.

The Scottish Parliament's [Health and Sport Committee](#) scrutinises the Scottish Government's policies and expenditure in relation to a range of health-related matters.

The Scottish Parliament's [Education and Skills Committee](#) fulfils a similar role in relation to those matters falling within the remit of the Cabinet Secretary for Education and Skills, including schools and further and higher education.

At local level, frontline health care services are the responsibility of [NHSScotland](#), operating through regional [NHS boards](#).

NHSScotland also includes [NHS Health Scotland](#), which is a health board concerned with the reduction of health inequalities and improving health, and the public health agency, [Healthcare Improvement Scotland](#).

The national agency for sport is [sportscotland](#), a non-departmental public body.

[Local authorities](#) are responsible for the provision of sport and recreational facilities. The [Local Government and Planning \(Scotland\) Act 1982](#) states that, with certain exceptions,

a 'local authority shall ensure that there is adequate provision of facilities for the inhabitants of their area for recreational, sporting, cultural and social activities'.

Main non- public actors involved in policy-making

The Young People's Sport Panel (YPSP) is a programme led by [sportscotland](#) and supported by [Young Scot](#), the national youth information and citizenship charity. A group of young people are chosen from across Scotland to ensure that the younger generation is fully engaged with the decision-making process of sport. They represent the views of young people and make sure those views are incorporated into how sport is organised and developed.

[Scottish Student Sport](#) is the co-ordinating membership body for student sport and physical activity. It aims to ensure quality and breadth in well-managed sporting programmes, increase and promote involvement in physical activity and aid and support the development of appropriate professional structures and systems in sport throughout Tertiary Education in Scotland.

The Young People's Sport Panel and Scottish Student Sport were both closely involved in developing the sport strategy (See '[National strategy \(ies\)](#)' in 'Sport, youth fitness and physical activity'.

A range of third sector, voluntary organisations are involved in different ways in influencing health policy. NHS Education for Scotland produced a [report](#) in 2013 which shows many examples of this.

Cross-sectorial cooperation

The Scottish Government's [Children and Young People's Health Support Group](#) is an expert Ministerial advisory group on children and young people's health.

The group focuses on the delivery of improvements in health outcomes and health services for children and young people. Membership consists of a wide range of representatives from key professional groups and decision-makers, including from the voluntary sector, medicine, nursing, allied health professions, local authority social work and education, from services across Scotland.

The [National Strategic Group for Sport and Physical Activity](#) was established in September 2013 to provide an overview of the challenges and opportunities in getting Scotland more active. The group is chaired by the Minister for Public Health and Sport and brings together a range of partners from, health, sport, local government, transport etc..

7.3 Sport, youth fitness and physical activity

National strategy(ies)

Scotland's first sport strategy for children and young people was published in 2014. [Giving Children and Young People a Sporting Chance](#) covers the period up to 2024 and aims to encourage 'lifelong participation in sport', which is viewed as a spectrum of physical activity, not just discrete sports.

The key themes of the strategy are:

- providing opportunities for children and young people to participate in sport
- developing and supporting leaders and workers
- providing great places to be active through sport
- celebrating and communicating opportunities to take part in sport and the talents and successes of children and young people.

The strategy is inclusive, saying (p.8) that 'sport should be for all, regardless of age, gender, race, disability, geography or other factors which could limit participation'. There is a particular focus on those not currently participating in, or disengaged from, sport.

A wide range of stakeholders are involved in implementation of the strategy's objectives, including [sportscotland](#), [Education Scotland](#), [Scottish Governing Bodies](#) of sport, sports clubs, schools, higher and further education institutions, the third (voluntary) sector, volunteers, parents and carers.

The role of [local authorities](#) is regarded as key to the strategy's successful implementation, as they are responsible for ensuring adequate provision of sporting facilities in their local area.

The [National Strategic Group for Sport and Physical Activity](#) is responsible for monitoring the ongoing delivery of the strategy.

At a local level, sport or physical activity strategies may be developed by NHSScotland, local authorities and regional health boards.

Promoting and supporting sport and physical activity among young people

In 2011, the Chief Medical Officers (CMOs) of Scotland, England, Wales and Northern Ireland issued [guidelines](#) for recommended levels of physical activity for different age groups. For children and young people aged 5 to 18 years these were that:

1. All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
2. Vigorous intensity activities, including those that strengthen muscle and bones, should be incorporated at least three days a week.
3. All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.

For further information see *Start Active, Stay Active: a Report on Physical Activity for Health from the Four Home Countries' Chief Medical Officers* and *Everybody Active, Every Day: Protecting and Improving the Nation's Health. An Evidence-based Approach to Physical Activity*.

There is a range of programmes supported by the Scottish Government to support sport and physical activity among young people. Some of these are highlighted below.

Administered by sportscotland from 2008-2015 and by YouthLink Scotland for 2016/17, the [CashBack for Communities Facilities Fund](#) is aimed at community organisations working with disadvantaged young people across Scotland. Grants are available for upgrading equipment and improving facilities with the aim of getting more young people involved in sport and physical activity.

The fund uses money recovered through the [Proceeds of Crime Act 2002](#).

The [Active Girls](#) programme, funded by the Scottish Government, aims to deliver four outcomes:

- increased opportunities for girls and young women to participate in sport and physical activity
- improved access to leadership opportunities and roles for girls and young women in school and community sport
- greater recognition of the power of girls to motivate and inspire their peers and more opportunities to do so
- enhanced knowledge and understanding on the part of the workforce delivering physical education (PE), sport and physical activity to girls and young women.

A range of other initiatives aimed at girls and young women, such as [Fit for Girls](#), [YDance Active](#) and [Girls on the Move](#), are offered as part of the Active Girls programme

[The](#) Active Girls programme also includes promotion of an '[Active Girls Day](#)'.

The Scottish Government set up a [Sporting Equality Fund](#) in 2016, with the aim of finding ways to close the gender gap in participation in sport that emerges in the early teenage

years. Continued funding was confirmed in the Scottish Government's [programme for government](#) for 2017-18 (p.95).

The programme for government also contains a commitment (p.11) to encourage active travel through increased funding.

The charity [Sustrans](#) is funded by the Scottish Government to run the [Active Travel Champions](#) programme. This involves helping young people at university or college to be more active through walking or cycling for more of their everyday journeys. Champions give advice about walking and cycling and/or set up walking and cycling activities and, in return, Sustrans offers training, resources and support.

Funding is also available through Sustrans for schools wishing to improve walking and cycling routes. The [Safer Routes to Schools Fund](#) provides match funding for the development of safe walking and cycling infrastructure associated with school travel.

[Street Soccer Scotland](#) is a non-profit social enterprise that delivers a range of football-related services to socially disadvantaged adults and young people across Scotland. It uses football inspired training and personal development as a medium to empower people who are affected by social exclusion, to make positive changes in their lives. It receives Scottish Government funding under the [Legacy 2014](#) programme.

All-age [community sport hubs](#) are Lottery-funded until 2019 and are one of [sportscotland's](#) key programmes, contributing to the legacy of the 2014 Commonwealth Games, which were held in Glasgow.

A community sport hub is focused on the clubs around a sport centre, community centre, school, park or a playing field pavilion. In some cases, a community sport hub combines a number of these places, or it may centre on a single venue hosting many clubs. The 'hub' is essentially a collective of progressive sport clubs working together in a local community.

A report was published in 2014 of an [evaluation](#) of the programme, commissioned by sportscotland.

Physical education in schools

The senior (upper secondary) phase of education includes years Secondary 4 (S4) to S6 (ages 15/16 to 18). School is compulsory to the age of 16. Although there is no statutory curriculum, health and well-being is one of the eight areas which make up the [Curriculum for Excellence](#) (CfE). Along with the curriculum areas of literacy and numeracy, health and well-being is described in the CfE as being 'recognised as particularly important' and 'the responsibility of all staff'. Schools are expected to provide health and well-being education in line with the 'experiences and outcomes' statements of the CfE. These describe expectations for learning and progression in health and well-being education and extend into the entire senior phase for those remaining at school.

The experiences and outcomes for health and well-being are structured around six organisers, one of which is 'physical education, physical activity and sport'.

Physical education(PE) is described (p. 5) as a platform from which learners can:

build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

Through PE, physical activity and sport, learners :

encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

The experience and outcomes for PE, physical activity and sport also state that learning is 'enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners'.

In 2011, the Scottish Government made a commitment to ensure that, by 2014, every pupil would benefit from at least two hours of PE in primary school and two periods (100 minutes) in S1 to S4 each week (ages 12 to 16). In 2017, 93 per cent of schools met the target of providing at least 100 minutes of PE to all pupils in S1 to S4.

Education Scotland has developed a [resource pack](#) for PE and sport teachers based on the 'Better Movers and Thinkers' pedagogical approach. The resource pack is designed to support teachers to plan and facilitate learning in physical education.

[sportscotland](#) works in partnership with [local authorities](#) to support and promote sports and physical activity through the [Active Schools](#) programme. Active Schools aims to provide more and higher quality opportunities for children and young people to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.

[Information booklet](#)

[Active Schools Report 2015-2016](#)

The sportscotland [School Sport Award](#) is a national, Lottery funded initiative designed to encourage schools to continuously improve PE and school sport opportunities.

One of the award criteria is that 'All pupils should have access to a range of quality extra curricular sports and activities to take part in before, during and after school.'

There are no recommendations for physical education at tertiary level. [Scottish Student Sport](#) is a membership organisation, comprising both students and professional staff from higher and further education institutions across the country. It works in partnership with organisations including sportscotland, the [Scottish Funding Council](#) and [British Universities and Colleges Sport](#) in the delivery of its objectives, one of which is to increase student participation in sport.

Collaboration and partnerships

One of the principles of [Community Sport Hubs](#) is that they 'bring all appropriate (key) partners/ groups/people together' (see '[Promoting and supporting sport and physical activity among young people](#)').

See also '[Collaboration and partnerships](#)' in the article 'Healthy lifestyles and healthy nutrition'

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

Getting it Right for Every Child ([GIRFEC](#)) is the Scottish Government's overall national approach to improving outcomes and supporting the well-being of children and young people by 'offering the right help at the right time from the right people'.

GIRFEC outlines how organisations involved in delivering children's and young people's services should work together and tailor their support to individuals in order to improve their well-being. To assess the quality of a young person's life and identify the support they need, GIRFEC lists eight well-being indicators. Those relating to young people's health / healthy lifestyles and nutrition are:

- healthy - having the highest attainable standards of physical and mental health and access to suitable healthcare and support
- active - having opportunities to take part in activities which contribute to healthy growth and development.

GIRFEC is an ongoing approach . All services working with children and young people – primarily in education, health and social work – share responsibility for its implementation.

An all-age [drugs strategy](#) was issued by the Scottish Government in 2008. No specific time period was set out for the strategy. The Scottish Government, along with NHS Boards and local partners, were mainly responsible for its implementation. In September 2017, the [Programme for Government](#) (2017/18) confirmed that the strategy will be refreshed (see '[Current debates and reforms](#)').

A key priority of the 2008 strategy (*The Road to Recovery*) has been information and education, with an emphasis on promoting health education in schools. This has included continued funding for drugs information campaigns and implementing substance misuse education within the Scottish Government's Curriculum for Excellence programme.

The 2017/18 Programme for Government also confirmed that the all-age alcohol strategy and [framework for action](#) is to be refreshed. This framework launched in 2009 included actions for the years up to 2015. A final [evaluation](#) report was published in 2016.

The Scottish Government, along with [Alcohol and Drug Partnerships](#), which bring together local partners including health boards, [local authorities](#), police and voluntary agencies, have been primarily responsible for implementing the strategy.

The focus of the strategy as regards young people has been on:

- setting up a Youth Commission on Alcohol and Young People (this produced a [report](#) and recommendations in 2010)
- improving substance misuse education within the Curriculum for Excellence
- using the [CashBack for Communities](#) programme to fund a range of partnerships with sporting, arts and business associations to provide diversionary activities for young people
- working with Young Scot to further promote the [Young Scot National Entitlement Card](#) and to increase its use and recognition as a proof of age card (e.g. for purchases of alcohol).

A [tobacco control strategy](#) was published in 2013. The strategy includes five-year milestones towards its aim of creating a tobacco-free generation by 2034. Although an all-age strategy, it has a necessary focus on young people and is based on three themes:

- prevention – creating an environment where young people choose not to smoke
- protection – protecting people from second-hand smoke
- cessation – helping people to stop smoking.

The strategy aims to maintain the continued downward trend in the take-up of smoking among young people. Its modelling work assumes prevalence rates among 15-year-olds will decrease by 2.5 percentage points every two years until reaching a floor of two per cent.

Actions for young people in the strategy include:

- continuing to ensure that young people are aware of the health harms of tobacco use
- continuing efforts to reduce the availability, attractiveness and affordability of tobacco to young people
- working with learning establishments and partner agencies to identify good practice and high quality resources to share on the [GLOW](#) schools intranet site
- working with the youth sector to support smoking prevention programmes
- exploring with relevant bodies, including higher and further education and vocational training providers, the measures that can be developed to support young people aged 16-24 in making decisions about smoking and other health behaviours.

Local tobacco control plans, developed on the basis of the national strategy, are expected to focus explicitly on vulnerable young people, such as [looked after children](#) and young offenders.

The Scottish Government also commissioned [Young Scot](#) to form a Youth Commission on Smoking Prevention. This was composed of young people aged 12-21 from a range of backgrounds. They provided the Scottish Government and local delivery partners with a series of recommendations and solutions to support young people to choose not to use tobacco.

The Commission [reported](#) in 2014.

The main bodies responsible for delivery of the tobacco control strategy are the Scottish Government, local authorities, NHSScotland and the third (voluntary) sector, both individually and in partnership.

Monitoring of implementation is the responsibility of [the Scottish Ministerial Working Group on Tobacco Control](#) and its Prevention Sub-Group (the latter responsible for overseeing the implementation of the preventative actions in the strategy and for advising the Scottish Government on new actions to prevent the uptake of smoking among young people).

Evaluation is the responsibility of the [Research and Evaluation Sub-Group](#).

The [Health \(Tobacco, Nicotine etc. and Care\) \(Scotland\) Act 2016](#) included measures aimed at reducing smoking among young people, such as:

- banning the sale of tobacco and Nicotine Vapour Products (NVPs) to under 18s
- banning the sale of tobacco and NVPs by under 18s without authorisation
- stopping people buying these products for under 18s
- requiring shops to seek proof of age for those who look under 25
- asking tobacco and NVP retailers to register.

The all-age [Sexual Health and Blood Borne Virus Framework](#) was issued in 2011. There was an update in 2015, covering the period up to 2020.

Prevention is a key focus of the framework, which seeks to help:

- support good relationships and sexual health
- prevent poor sexual health and resultant sexually transmitted infections and/or unintended pregnancies
- implement relationships, sexual health and parenthood (RSHP) education to ensure all young people across Scotland have the information and skills to make healthy choices regarding their sexual health.

It recommends that HIV and STIs (sexually transmitted infections) should form part of RSHP education, which should continue to be provided to all young people, in all schools and wherever learning takes place, with delivery in line with equality and diversity legal obligations.

The framework also identifies drug and alcohol misuse as risk factors for poor sexual health which young people may be particularly vulnerable to.

The framework also aims to achieve a reduction in the rate of teenage pregnancy. A separate strategy for young pregnancy and parenthood was issued in 2016, covering the period up to 2026.

Target groups of the strategy are young people who:

- are [looked after](#) and accommodated or care leavers
- have poor attendance at school
- have low educational attainment
- are living in poverty and/or areas of deprivation
- are disabled or who have a learning disability
- have experienced abuse and violence

- are in contact with the justice system
- have parents who had children when they were young
- are, or are at risk of, homelessness.

The strategy reiterates the importance of relationships, sexual health and parenthood (RSHP) education. Other actions include:

- developing appropriate and integrated routes into health and social agencies to respond to the health and social care needs of young people
- determining the appropriate provision of contraceptive services outside of the health environment, dependent on the needs of the local population
- making information on pregnancy available in places frequented by young people and which considers the needs and concerns of young people, particularly concerns about confidentiality
- making accurate and up-to-date information on pregnancy and local services available on local sexual health websites and other websites aimed at young people.

Local authorities, [Community Planning Partnerships](#), the third (voluntary) sector, NHS boards, and the Scottish Government are mainly responsible for implementing the strategy. Local areas develop their own teenage pregnancy strategies to align with the national objectives, but which reflect their particular populations and circumstances.

Encouraging healthy lifestyles and healthy nutrition for young people

The Scottish Government funds [Choices for Life](#), a diversionary and educational initiative delivered by [Police Scotland](#) and supported by [Young Scot](#). Its main objectives are to raise awareness amongst 11- to 18-year-olds regarding the risks and dangers of substance misuse, including smoking, alcohol and drugs, and to empower young people to make informed decisions when faced with challenging situations.

Colleges and universities are encouraged to sign up to the NUS Scotland/Scottish Student Sport [Healthy Body Healthy Mind Award](#), funded by the Scottish Government.

The award requires colleges and universities to work with their student associations and sports unions on health improvement projects. It focuses on the links between physical activity, smoking and mental health and encourages sport and recreational programmes as a means to support health and mental well-being. It also encourages signposting to student services and appropriate external organisations for mental health and stop-smoking support, and the development of creative approaches designed to discourage students from taking up smoking. Under the [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#), there is a duty on government, local authorities and grant-aided (publicly funded) schools to adopt a whole-school approach to integrating health promotion into every aspect of school life.

The [Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#) were introduced in secondary schools in 2009. They contain nutrient and food and drink standards:

- Nutrient standards set out the proportion of nutrients that pupils should receive from an average day's school lunch.
- Food standards and drink standards define the types of food and drinks that pupils should be offered in a school lunch, and their frequency, as well as setting nutritional requirements for specific types of food and drink which may be provided.
- There are also food standards and drink standards for school food and drinks served otherwise than for school lunch, e.g. breakfast clubs, tuckshops, vending machines, mid-morning services, community cafes and after-school clubs.

[Guidance](#) on implementing the regulations was issued by the Scottish Government

Beyond the School Gate provides guidance for local authorities, schools, retailers, caterers and other stakeholders on what they can do to influence the food environment around schools and support children and young people to make healthier choices.

Further [guidance](#) was issued in 2014 to support schools and stakeholders to work in partnership to make improvements in school food and food education

A key driver of diet and nutrition policy is the all-age policy document - *Preventing Overweight and Obesity in Scotland: a Route Map Towards Healthy Weight*.

Health education and healthy lifestyles education in schools

The senior (upper secondary) phase of education runs from years S4 to S6 (ages 15/16 to 18). School is compulsory to the age of 16. Although there is no statutory curriculum, 'health and well-being' is one of the areas that make up the [Curriculum for Excellence](#) (CfE). Along with the curriculum areas of literacy and numeracy, health and well-being is described in the CfE as being 'recognised as particularly important' and the 'responsibility of all staff'. Schools are expected to provide health and well-being education in line with the 'experiences and outcomes' of the CfE. These are statements describing expectations for learning and progression and extend into the entire senior phase for those remaining at school.

Aspects of learning in health and well-being may be taught through 'personal and social education' (PSE). A [review](#) of PSE is being undertaken and is expected to be completed by the end of 2018.

The [experiences and outcomes](#) for the health and well-being curriculum area are structured around six organisers (themes). These are:

- mental, emotional, social and physical well-being (including behaviour, bullying, exclusions, attendance and absence)
- food and health
- substance misuse
- planning for choices and changes
- physical education, physical activity and sport
- relationships, sexual health and parenthood.

The main purposes of learning in health and well-being are described (p.1) as enabling learners to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and well-being which will be sustained into adult life, and which will help to promote the health and well-being of the next generation of Scottish children.

The themes for the experiences and outcomes of health and well-being also include 'relationships, sexual health and parenthood'. While embedded within the health and well-being curriculum area, there is no statutory requirement for sex and relationships education. Within this area:

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer (p.15).

Topics include:

- the influence of popular culture, the media and peer pressure on how young people may feel about themselves
- making informed decisions and choices that promote and protect the sexual health and well-being of the young person and of others
- how to access services, information and support, and rights and responsibilities in relation to sexual health
- the responsibilities of parenthood and its impact on life choices and options
- appropriate sexual behaviour
- commitment, trust and respect in relationships.

Resources and information on health and well-being are available through Education Scotland's [learning blog](#).

[NHS Health Scotland](#) (a national Health Board working to reduce health inequalities and improve health and part of NHSScotland), has produced an educational resource for use by teachers and others to support learning about the relationships, sexual health and parenthood outcomes and experiences of Curriculum for Excellence. Sexual Health and Relationships Education ([SHARE](#)): Safe, Happy and Responsible. Educational Resource is an evidence-informed resource focused on interactive learning for 13- to 16-year-olds.

The Scottish Government has also published [guidance](#) for teachers on the conduct of teaching relationships, sexual health and parenthood education.

Additional resources for the teaching of health and well-being education in Scotland are provided by the UK membership association for teachers of personal, social, health and economic education, the [PSHE Association](#).

Peer-to-peer education approaches

The Scottish Peer Education Network ([SPEN](#)), run by the charity [Fast Forward](#), is a group of peer education charities and other organisations who work with young people and adults on all kinds of issues from sexual health to illegal highs. It provides members with toolkits and resources, training and free consultations and advice. It also organises educational events and networking meetings. It has been endorsed by [Education Scotland](#), with whom it produced a '[Why peer education?](#)' video.

Fast Forward is supported by the [Big Lottery Fund](#) and the Scottish Government.

[Sexpression:UK](#) is a UK-wide, student-led independent charity that empowers young people to make decisions about sex and relationships through the provision by university students of sex education workshops in schools and community settings. The scheme delivers informal, near-peer lead sessions on bodily changes and puberty; safe sex, STIs (sexually transmitted infections) and contraception; sex and consent; relationships and abuse; sexual orientation and gender and sex and the media. The core offer focuses on 14- to 18-year-olds.

Collaboration and partnerships

[Guidance](#) from the Scottish Government for [local authorities](#) and schools on health promotion and nutrition encourages the formation of partnerships:

Genuine participation of pupils, parents, staff, community representatives and partner agencies is essential to encourage, support and develop initiatives for promoting health (p.13).

The guidance goes on to say that it:

is important that schools engage with local partners to ensure that policies and activities which promote health are inclusive and consistent, and are embedded across schools and their communities. Such local partners include Alcohol and Drug Action Teams, specialist health promotion staff, local police, and community and voluntary sector organisations such as substance misuse support services. It is essential that work undertaken by partners in schools is reinforced on an authority-wide basis by

other community services and local authority provision such as sports and leisure and community centres. (p.14)

Education Scotland's [Food for Thought Education Fund](#) gives financial support to schools to develop food and health as a context for learning. The fund aims to improve educators' confidence in providing progressive, high quality learning experiences which help to embed food education into the ethos of their school. It also provides an opportunity to plan and implement learning experiences which build sustainability and capacity for future development.

It is a condition of eligibility that food-based projects include a business or community link. [Business in the Community Scotland](#) is a partner in the Food for Thought Fund and helps establishments to find a business / community link.

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

The Scottish Government funds SALSUS, the [Scottish Schools Adolescent Lifestyle and Substance Use Survey](#), a national survey of tobacco, drug and alcohol use amongst secondary school pupils in Scotland. A range of reports are published using the survey data to monitor trends in teenage lifestyle issues and raise awareness.

[ASH Scotland](#) – Action on Smoking and Health (Scotland) - is an independent Scottish charity taking action to reduce the harm caused by tobacco. ASH Scotland works with a wide range of organisations to engage young people, from community youth groups and family support services through to schools and fostering agencies. Through the information and services it provides, it helps these groups and organisations to support the young people they work with to make positive and healthy choices on tobacco. ASH Scotland's information service is funded by the [British Heart Foundation](#) and the [Scottish Government](#).

The Scottish Government's '[Take Life On](#)' website provides all-age information on small, achievable lifestyle changes to improve health. The Scottish Government also maintains the '[Know the Score](#)' website and helpline which have information on drugs and their misuse, and funds the '[Sexual Health Scotland](#)' website, which provides information on sexual health and relationships.

The [British Nutrition Foundation](#) runs an annual [Healthy Eating Week](#) and has developed resources in support of this. These are all-age, but there are separate sections for schools and for universities.

The [NHS Inform](#) website provides information for all ages on topics including alcohol, contraception, food and nutrition, and mental health and well-being.

The all-age '[HIV Always Hear](#)' campaign has been funded by the Scottish Government and aims to provide the basic facts about HIV, dispel myths, provide statistics and end the stigma attached to HIV.

7.5 Mental health

National strategy(ies)

A ten-year, all-age [Mental Health Strategy](#) was published in 2017.

Planned actions regarding children and young people include:

- improving support for preventative and less intensive services to tackle issues earlier
- reviewing personal and social education (PSE), the role of pastoral guidance in local authority schools, and services for counselling for children and young people
- rolling out improved mental health training for those who support young people in educational settings

- supporting the further development of '[Think Positive](#)' (see 'Improving the mental health of young people' below) to ensure consistent support for students across Scotland
- commissioning the development of a matrix of evidence-based interventions to improve the mental health and well-being of children and young people
- improving quality on anticipatory care planning approaches for children and young people leaving the mental health system entirely, and for children and young people transitioning from child and adolescent mental health services (CAMHS) (see 'Improving the mental health of young people' below) to adult mental health services.

[Local authorities](#), NHS Boards, the third (voluntary) sector and other [community planning partners](#) are mainly responsible for implementing the strategy.

The Scottish Government is also working to develop a new ten-year Child and Adolescent Health and Well-being strategy, addressing both physical and mental health. This is expected to be published in autumn 2017, following a period of consultation with key stakeholders (see '[Current debates and reforms](#)').

The last national strategy to focus exclusively on the provision and development of mental health services for children and young people was *The Mental Health of Children and Young People: a Framework for Promotion, Prevention and Care*.

Prevention of suicide and self-harm is the focus of separate work. Later in 2017, the Scottish Government will engage with stakeholders with a view to developing a new strategy or action plan for publication by early 2018 (see '[Current debates and reforms](#)').

The previous [strategy](#) was all-age and covered the period 2013-2016. It had five themes:

- responding to people in distress
- talking about suicide
- improving the NHS response to suicide
- developing the evidence base
- supporting change and improvement.

Improving the mental health of young people

CAMHS (child and adolescent mental health services) are the NHSScotland services that work with children and young people experiencing difficulties in their emotional or behavioural well-being. They are multi-disciplinary teams, involving a range of different services and professionals who come into contact with young people. See the section 'Health care' in 'Access to quality services' for further information on CAMHS.

[Think Positive](#) is a Scottish Government-funded student mental health project at [NUS \(National Unions of Students\) Scotland](#). The project works to improve student mental well-being and tackle the stigma attached to mental ill health.

The programme's key objectives include:

- creating structural and long-lasting changes – for example through supporting institutions and students' associations to work together on [Student Mental Health Agreements](#), which cover both strategic and practical plans to make improvements in how the institution and students' association work together to tackle the stigma attached to mental ill health and work towards improving the mental wellbeing of their student body
- building capacity within the student body, colleges and universities – this includes delivering Scottish Mental Health First Aid training to students and staff in colleges and universities free of charge, delivering mental health training to academic and teaching staff in universities and colleges, and specific areas of training to students and staff as required. As part of this objective, Think Positive Ambassadors help the project engage more regularly with students on the ground,

enhancing the student voice of the project and increasing its visibility on local campuses

- engaging hard to reach students – Think Positive and [Scottish Student Sport](#) joined together to run the [Healthy Body Healthy Mind Awards](#). These awards highlight those colleges and universities who have worked towards making sport and exercise recognised at their institution as a way to maintain good mental well-being.

'[See Me](#)' is Scotland's all-age programme to end mental health discrimination and stigma, managed by a partnership of the [Scottish Association of Mental Health](#) (SAMH) and the [Mental Health Foundation](#). The programme is funded by the Scottish Government and [Comic Relief](#).

There is a young people-specific section on the [See Me website](#) where a campaign is running to eliminate the taboo associated with mental ill-health, '[It's okay..](#)'.

SAMH also runs a '[Going to Be](#)' campaign for young people to draw attention to the thousands of young people who are being turned away from getting help for their mental health.

SAMH is mainly funded by local authorities and government grants.

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

There is no overall policy framework for mechanisms of early detection and signposting of young people facing health risks. The GIRFEC (Getting it Right for Every Child) approach (see '[National strategy \(ies\)](#)' in 'Healthy lifestyles and healthy nutrition') advocates preventative work and early intervention to support children, young people and their families in all policy areas that affect children and young people.

Similarly, the 2017-2027 all-age mental health strategy (see '[National strategy \(ies\)](#)' in 'Mental health') has a focus on 'improving support for preventative and less intensive services to tackle issues earlier'.

Early detection mechanisms are applied locally through such services and organisations as the school nurse service, CAMHS (Child and Adolescent Mental Health Services), youth work services, general practitioner services, etc.

Young people are signposted to a wide range of projects and programmes operated at local level which are often operated by third sector organisations or charities with government funding.

Stakeholders

The school nursing service forms part of the school health service provided by NHS Scotland. School nurses (along with teachers and lecturers) are recognised as often being in a position to detect problems early through their knowledge of their students. Other public health practitioner roles may include that of teenage pregnancy coordinator, responsible for working towards the aims of the local teenage pregnancy strategy.

Child and Adolescent Mental Health Services (CAMHS) involve cooperation between a range of professionals working with children and young people (see '[Improving the mental health of young people](#)'). The arrangement of the service in '[tiers](#)' is designed to facilitate appropriate interventions at an early stage before problems escalate.

Guidance to stakeholders

[NHS Health Scotland](#) provides a range of free [e-learning courses](#), including one on 'Scotland's Mental Health First Aid: Young People'.

The Royal College of Nursing has published a UK-wide [toolkit](#) for school nurses with advice and guidance, including on early recognition of risky behaviours in young people.

NICE (the [National Institute for Health and Care Excellence](#)) produces guidance which includes detection, risk profiling and referrals, e.g on identification and management of [depression in children](#).

Target groups

Target groups vary according to the intervention area. A [report](#) from the Scottish Collaboration for Public Health Research and Policy identifies risk and protective factors for young people's engagement in risky behaviour.

Funding

Services to support the early detection, signposting and treatment of young people facing health risks, such as CAMHS and schools nurses, are funded by the Scottish Government – usually through the health budget provided to [NHSScotland](#).

7.7 Making health facilities more youth friendly

'Walk the Talk' is a national initiative, led by NHS Health Scotland, that provides support for youth-friendly practice, guided by the World Health Organization (WHO) [framework](#). [Resources](#) from the initiative are available on the NHS Health Scotland website.

Government [advice](#) on age-appropriate care and facilities for young people is set in the context of hospital services, but is also of wider application.

7.8 Current debates and reforms

The 2017/18 [programme for government](#) states that the Scottish Government is working to develop a new ten-year Child and Adolescent Health and Well-being strategy, addressing both physical and mental health. This is expected to be published in autumn 2017, following a period of consulting with key stakeholders.

The programme for government also contains a commitment to give new impetus to preventing avoidable deaths, and to creating a system to ensure that any such deaths are properly reviewed.

Also included are commitments to:

- carry out an audit of CAMHS (Child and Adolescent Mental Health Services) rejected referrals, and act upon its findings
- begin a review of personal and social education (PSE), the role of pastoral guidance in [local authority](#) schools, and services for counselling for children and young people
- launch a new [Active Scotland](#) Delivery Plan with a wide range of actions across all sectors, including:
 - strengthening Community Sport Hubs
 - encouraging more women and girls to take up sport by maintaining the [Sporting Equality Fund](#) with a £300,000 investment
 - establishing a Women and Girls in Sport Advisory Group to help shape future actions.

Regarding the commitment to review counselling services for children and young people, Scotland is the only UK country with no national strategy for school-based counselling services.

The 2017 [Mental Health Strategy](#) confirms that prevention of suicide and self-harm will continue to be the focus of separate work, and that the Scottish Government will engage with stakeholders with a view to developing a new strategy or action plan for publication by early 2018.

The Health and Sport Committee of the Scottish Parliament is also conducting the all-age '[Sport for Everyone](#)' inquiry, which has three key strands:

- sport participation
- Commonwealth Games legacy
- barriers to sport.

An [interim report](#) on phase 1 was published on 3 May 2017 and the Scottish Government's [response](#) on 19 July 2017. Phase 2 of the inquiry is focused on grassroots sport and the importance of developing strategies to remove barriers to participation.

8. Creativity and Culture

Addressing disadvantage in cultural participation, whether due to geographic or economic circumstances is a focus for the Scottish Government. [CashBack for Creativity](#) is a Government initiative which aims to tackle inequalities in the arts by increasing provision for Scotland's most disadvantaged young people. It is part of a programme to reinvest the proceeds of crime back into communities, and is focused on community-based arts programmes.

Scotland's first youth arts strategy for the 0-25 age group was commissioned by the Scottish Government and published in 2013, to cover a ten-year period. A group of young volunteers have been recruited to deliver the strategy alongside Creative Scotland (the public body which supports the arts, screen and creative industries) and the Scottish Government. More details about the strategy and creative and cultural initiatives under it, including the formation of Creative Learning Networks, are given in this chapter.

8.1 General context

Main trends in young people's creativity and cultural participation

There is no single source of data on young people's participation in cultural activities. However, information from a number of different sources, not all youth specific, can be drawn together to give an indication of levels and types of activity.

Data from the [School Omnibus Survey](#) in 2012, which was subsequently analysed by the Scottish Government, shows the following headlines for young people's (11-18) participation in culture:

- 97 per cent of children had attended a cultural event or place in the previous year
- 94 per cent of children had participated in a cultural activity in the previous year.

Moreover, the [People, Culture and Heritage in Scotland](#) report (2015), which was published following an analysis of questions asked about cultural engagement in the Scottish Household Survey in 2013, contains the following [headline figures](#) for cultural participation for young people aged 16 to 24:

- 91 per cent of young people had attended a cultural event in the previous year
- 77 per cent of young people had participated in a cultural activity (including reading) in the previous year.

Barriers to accessing cultural experiences

A number of barriers challenging young people's cultural participation in Scotland were identified in [funding](#) (Creative Scotland, 2013; see article on '[National strategy on creativity and culture for young people](#)' for more information) as follows:

- the **cost** is prohibitive
- the **availability** of local cultural infrastructure varies from area to area
- **geography** and **transport** can act as significant barriers
- **inexperience** and lower levels of **ability** can also act as challenges

- **accessibility** for young people with varying levels of disability is often problematic
- young people from black, asian and minority ethnic backgrounds (**BAME**) are under-represented in the arts as a whole.

Moreover, the strategy also highlights that family environment, socio-economic status and peers and peer involvement all have an effect on the cultural participation levels of young people.

Main concepts

What is Creativity? Scotland's Creative Learning Plan, published in 2013 by Creative Scotland and the Scottish Government (see article on 'National strategy on creativity and culture for young people' for more information), defines creativity as:

the capacity to generate ideas that have value to the individual, to look at familiar things with a fresh eye, to examine problems with an open mind, make connections, learn from mistakes and use the imagination to explore new possibilities.

Moreover, *Time to Shine: Scotland's Youth Arts Strategy for ages 0-25* (Creative Scotland, 2013), says that 'the 'arts' can refer to activity well beyond some traditional definitions', and involves '[engagement] in any creative, expressive or cultural activity in any environment'.

Indeed, 16 separate industries within the creative sector are identified by the [Skills Investment Plan for Scotland's Creative Industries sector](#) (Skills Development Scotland, 2015):

- advertising
- cultural education
- architecture
- computer games
- crafts and antiques
- design
- fashion and textiles
- film and video
- libraries and archives
- music
- performing arts
- photography
- software and electronic publishing
- TV and radio
- visual arts
- writing and publishing.

The value of creativity and culture is framed in several key ways:

- as a means of enabling young people to rise to the challenges of the global economy (*What is Creativity? Scotland's Creative Learning Plan*, 2013)
- preparing young people to constructively challenge the status quo and make a positive contribution to society (*Creativity Across Learning 3-18*, Education Scotland, 2013)
- as a means of bolstering resilience, the well-being of individuals and communities, health, empowerment, confidence, employability and skills, self-discipline, empathy and critical thinking skills (*Time to Shine: Scotland's Youth Arts Strategy for ages 0-25*, Creative Scotland, 2013).

8.2 Administration and governance

Governance

The [Culture, Tourism and Major Events Directorate](#) is responsible for the creativity and culture for young people in Scotland. The Directorate's purpose is to:

- create the conditions for culture, heritage and creative excellence to flourish
- value and nurture arts, culture and heritage
- build Scotland's influence and reputation abroad.

Other main actors include the [Children and Families Directorate](#) and [Local Authorities](#), which are responsible for education, transport, economic development and cultural and leisure services in their respective areas. Several local authorities have created arms-length trusts to deliver cultural services on their behalf, such as [Glasgow Life](#).

Non-departmental public bodies

A number of agencies and public bodies working with the Scottish Government are also of relevance:

- [Education Scotland](#), the body responsible for supporting quality and improvement in learning and teaching
- the [Scottish Qualifications Authority](#), which is responsible for the assessment and certification of qualifications other than degrees
- [Skills Development Scotland](#), which works to ensure that Scotland has a diverse workforce with the right skills to meet the needs of employers
- [Creative Scotland](#), the national development agency for the arts and creative industries
- [General Teaching Council for Scotland](#), which promotes, supports and develops the professional learning of teachers
- [Museums Galleries Scotland](#), the national development body for the museums sector.
- Historic Environment Scotland, which was formed in 2015 by a merger of Historic Scotland and the Royal Commission of the Ancient and Historic Monuments of Scotland
- the [British Council](#), which is the UK's international organisation for cultural relations and educational opportunities.

Non-public actors

Main non-public actors include the following:

- [Young Scot](#), a national youth information and citizenship charity which works with young people aged 11-26
- the [Association of Directors of Education in Scotland](#), which represents the heads of the education services in local authorities
- the [College Development Network](#), which develops the management and leadership of colleges across Scotland and embeds the [Curriculum for Excellence](#) into the college curriculum
- [Creative and Cultural Skills](#), which gives young people across the UK opportunities to learn and work in the creative industries, helps the creative industries to grow economically and ensures that employers benefit from a skilled generation of talent.

Cross-sectorial cooperation

[Creative Learning Networks](#) are formed of partnerships between [local authorities](#), colleges and the culture and communities sectors, working together to ensure that learners are exposed to the best possible creative learning experiences in the context of the [Curriculum for Excellence](#), so increasing their achievements, confidence and skills.

For details of the cross-sectoral cooperation in the youth sector generally, see the article on '[Cross sectorial approach with other ministries](#)'.

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

Scotland's first youth arts strategy, *Time to Shine: Scotland's Youth Arts Strategy for ages 0-25*, was commissioned by the [Scottish Government](#) and published in 2013 by [Creative Scotland](#), the national development agency for the arts and creative industries. The strategy aims to support children and young people to flourish and achieve in and through the arts and creativity and also establish Scotland as an international leader for young people's arts and creativity.

Scope and contents

The strategy is centred around the three objectives of participation, progression and provision. They were developed in consultation with young people. A number of actions to meet these objectives are outlined, using seven guiding principles:

- place young people at the centre of the strategy's aims, ambitions and delivery plans
- work within the context of [Curriculum for Excellence](#) and additional policy frameworks related to young people
- work collaboratively, improve information sharing and peer support and networking
- use digital technology proactively
- work with local and national government
- tackle inequalities
- strive for quality improvement.

Key actions highlighted in the strategy, alongside their associated objectives, include the following:

Participation - engagement

- establish a young people's advisory group to implement the strategy
- explore the opportunities for establishing a sustained programme for arts engagement across all art forms
- work with partners to develop a common understanding of barriers to access and a framework for addressing them
- implement a Young Arts Ambassador's scheme to encourage peer engagement and challenge perceptions of the arts
- establish a National Children and Young People's arts conference every two years to share best practice
- work with partners in formal education to deliver more arts and creative opportunities in line with the curriculum.

Progression - nurturing potential and talent

- establish a national mentoring programme
- develop a youth employment initiative for young people to gain paid employment in the arts and creative industries
- establish a calendar of young people's arts events to celebrate and showcase talent.

Provision - developing infrastructure and support systems

- explore the possibility of establishing a national youth arts network, which would act as an advocate for young people's arts
- develop regional hubs as focal points for young people's arts
- develop a self-evaluation framework for organisations delivering arts for young people.

Responsible authority for the implementation of the strategy

[Creative Scotland](#) is responsible for delivering *Time to Shine*. It received funding from Scottish Government for the first 3 years of its implementation.

Other organisations involved in the implementation of Time to Shine include:

- [Local authorities](#), which are responsible for education, transport, economic development and cultural and leisure services in their respective areas
- [Youth Scotland](#), a membership organisation representing a range of youth work groups, young people and youth workers
- [Young Scot](#), a national youth information and citizenship charity which works with young people aged 11-26
- [YouthLink Scotland](#), the national agency for youth work in Scotland, with a membership of voluntary and statutory youth organisations
- [Skills Development Scotland](#), which works to ensure that Scotland has a diverse workforce with the right skills to meet the needs of employers
- the [Scottish Qualifications Authority](#), which is responsible for the assessment and certification of qualifications other than degrees
- the [Association of Directors of Education in Scotland](#), which represents the heads of the education services in local authorities
- [Scotland's Commissioner for Children and Young People](#), which works to protect the rights of children and young people
- professional arts companies
- cultural organisations
- further and higher education institutions.

Revisions/updates

Time to Shine: Scotland's Youth Arts Strategy for ages 0-25 is Scotland's first arts strategy for young people. However, several additional policies have been published by the Scottish Government and its partners, which are of relevance:

- *Education and the Arts, Culture and Creativity: an Action Plan*, published by the Scottish Government in 2010, which was aimed at developing the impact and role of creativity within and across the curriculum
- *What is Creativity? Scotland's Creative Learning Plan*, published in 2013 by a group of partners including the Scottish Government and Creative Scotland, which sets out their ten- year vision for creativity in education by raising the quantity and quality of creative learning opportunities; the document acts as an overarching policy, which includes [Time to Shine](#), alongside a number of other policies focusing on the arts and creativity
- *Creativity Across Learning 3-18*, published in 2013 by Education Scotland, which examines how creativity and associated skills can be developed in educational contexts.

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

A number of publicly funded programmes and projects, outlined below, aim to counter obstacles to young people's access to culture.

Addressing financial and geographical obstacles:

- [CashBack for Creativity](#), a Government initiative which aims to tackle inequalities in the arts by increasing provision for Scotland's most disadvantaged young people; programmes funded by the initiative must be free to the young people taking part

- the [Youth Music Initiative](#), a Government Initiative administered by Creative Scotland, aims to create access to free, high quality music making opportunities for young people, both through formal and informal contexts
- [Sistema Scotland](#), which is funded by a range of public and private organisations, is a free immersive orchestra programme aimed at increasing the confidence, aspiration and teamwork of children and young people in some of the most deprived communities of Scotland.

Addressing accessibility obstacles:

- the [Create programme](#) from Project Ability, which receives some of its funding from the Cashback for Creativity fund (see above), engages with children and young people with disabilities, aged five to 28, in a wide range of creative activities
- [Solar Bear](#), which receives funding from Creative Scotland, provides individuals from the deaf community with opportunities to make and view theatre performances (note that their work is not specific to young people)
- [Indepen-dance](#), which also receives funding from Creative Scotland, is an inclusive dance company for individuals with disabilities
- [Drake Music Scotland](#), which is a registered charity, works in special and mainstream schools delivering a range of projects aimed at supporting learners to participate in creative music making; note that the organisation also works with adults with disabilities.

Disseminating information on cultural opportunities

Initiatives aimed at informing young people of opportunities to access cultural environments include:

- the [Youth Arts Events Calendar](#), which was launched following the publication of *Time to Shine: Scotland's Youth Arts Strategy for ages 0-25* (Creative Scotland, 2013), publicises arts opportunities for young people across Scotland; the calendar allows users to search for events by age, location, date and category of arts opportunity, in addition to allowing them to add their own events to it
- the [Year of Young People 2018](#), which is funded by the Scottish Government, involves 200 young people recruited to act as YOYP 2018 Ambassadors; the latter will lead on projects and activities in their communities to celebrate young people, disseminating information about their work and opportunities to local communities.

Knowledge of cultural heritage amongst young people

Programmes and initiatives aimed at supporting young people's discovery and appreciation of the cultural and artistic heritage of Scotland include the following:

- [Fèisean nan Gàidheal](#), a membership organisation which funds the development of community-based Gaelic arts festivals for young people; it is funded by Creative Scotland
- the [Young Traditional Musician Award](#) by BBC Radio Scotland and Hands up for Trad, which encourages young musicians to maximise their music potential through the pursuit of a career in traditional music
- the [Junior Fèis programme](#) from Fèis Rois, which organises a five-day residential event for young people to take part in dancing, drama and arts activities, alongside Gaelic language lessons; Fèis Rois also organises regular tuition festivals for young people and adults celebrating Gaelic music and song
- [Traditional Arts and Culture Scotland](#), which encourages collaboration across the three art forms of Scottish storytelling, music and dance and supports and promotes traditional arts activities (note that it is not specific to young people)
- students in secondary school may choose to study the [Scottish Studies Award](#), which introduces them to the heritage, culture and natural environment of Scotland.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

Secondary school curriculum

The [Curriculum for Excellence](#) is intended to develop four key capacities in all young people, making them confident individuals, successful learners, responsible citizens and effective contributors to society. There are eight curriculum areas which are compulsory for all pupils until S3 (14-15 years), which include the curricular areas of the 'expressive arts' and 'technologies'; details are provided below.

Additionally, [Creative Learning Networks](#) involve partnerships between [local authorities](#), colleges and the culture and communities sectors, working together to ensure that learners are exposed to the best possible creative learning experiences in the context of the [Curriculum for Excellence](#), so increasing their achievements, confidence and skills.

Many arts-based organisations will also offer schools programmes, aimed at supporting the curriculum and challenging the barriers faced by young people in accessing the arts. Examples include the schools programme run by the [Filmhouse Edinburgh](#).

The Education Scotland publication [Curriculum for Excellence: Experiences and Outcomes](#), which gives an overview of all the curricular areas within the Curriculum for Excellence, recognises that

the inspiration and power of the arts play a vital role in enabling [...] children and young people to enhance their creative talent and develop their artistic skills. [...] [they] play a central role in shaping our sense of personal, social and cultural identity.

The 'expressive arts' curricular area covers participation in performances and presentations, art and design, dance, drama and music. The Experiences and Outcomes associated with the curricular area of the [expressive arts](#) state that pupils should:

experience the inspiration and power of the arts; recognise and nurture their creative and aesthetic talents; develop skills and techniques that are relevant to specific art forms [...]; be provided with opportunities to deepen their understanding of culture in Scotland and the wider world; and have their learning enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

The [Curriculum for Excellence: Experiences and Outcomes](#) publication recognises that

learning in the technologies provides a strong foundation for the development of all skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity. [...] Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.

The 'technologies' curricular area covers digital literacy; food and textile technology; technological developments in society and business; craft, design, engineering and graphics; and computing science. The Experiences and Outcomes associated with 'technologies' state that pupils should develop

knowledge and understanding of the key concepts in the technologies; curiosity, explanation and problem solving skills; planning and organisational skills; creativity and innovation; skills in using tools, equipment, software, graphic media and materials; skills in collaborating, leading and interacting with others; critical thinking; discussion and debate; searching and retrieving information; making connections between specialist skills; evaluating products, systems and services; presentation and communication skills; awareness of sustainability.

Beyond S3 (14-15), pupils are increasingly given the choice over which subjects they may wish to pursue. Pupils in S5 (16-17) and S6 (17-18) may take the [Scottish](#)

[Baccalaureate in Expressive Arts](#), which requires pupils to study two arts-based courses, alongside English or Maths and an interdisciplinary project.

Further education and training

Many further education colleges offer courses and apprenticeships in a wide range of arts-based subjects for young people aged between 16 and 19. Resources aimed at informing young people of the available choices include a list of colleges offering [craft-related subjects](#) from Craft Scotland; Scottish Drama Training Network colleges offering [drama](#) courses; and current opportunities for young people seeking [creative apprenticeships](#) from Apprenticeships Scotland.

Further information about apprenticeships is available in the article on Traineeships and apprenticeships chapter on Employment and Entrepreneurship.

Finally, young people up to the age of 25 may undertake an arts-based qualification under the [Youth Arts Award scheme](#). Qualifications are on offer in any area of the arts and awards can be achieved at five different levels.

Non-formal learning and youth work

Young people's natural desire to develop their creativity and self-expression remains an important area of focus for youth work and non-formal learning (the learning that takes place outside the formal setting of school, college or work-place – usually referred to in Scotland by the term, Community Learning and Development). However, following budget reductions in all countries of the UK in recent years, and other changes in resourcing in Scotland, some youth organisations no longer offer support for young artistic and cultural activities as part of their general provision. Other organisations, which have developed specialist experience (in relation to performing arts or sports, for example) may continue to offer targeted provision, on behalf of a local authority, area health authority or other commissioning body. This will usually involve close collaboration with cultural and educational institutions at the local level.

The [Arts Award programme](#) supports young people up to the age of 25 to develop their creative and leadership skills through the achievement of a national qualification which is comprised of five levels. Young people participating in the programme experience arts events, participate in arts activities, take on arts-related challenges and share their skills with other young people, recording their achievements and progress. They are supported by an adviser who acts as their mentor and assessor. There are no entry requirements or time limits for completing the award and anyone working with young people can deliver it, from teachers and museum staff to arts practitioners and youth workers across the UK.

Specialised training for professionals in the education, culture and youth fields

Specialised training programmes for professionals are on offer from a large number of organisations through two main methods: curriculum support resources and workshops and continuous professional development activities. Examples include:

- [Creativity Infographics](#), produced by [Education Scotland](#), which improves outcomes for learners by explaining why creativity is integral to the [Curriculum for Excellence](#)
- [Scotland's Enterprising Schools](#), which supports schools to embed entrepreneurial thinking and enterprise activity in their pupils
- [YDance](#), Scotland's National Youth Dance Company, which offers a range of continuous professional development (CPD) resources and training for teachers
- the [Film Access Network Scotland](#), a network of moving image and media organisations which work with young people in the formal and informal education sectors within the context of the Curriculum for Excellence
- the [Creativity Portal](#), which gives teachers and community learning leaders access to CPD resources and examples of best practice to help deliver the [Curriculum for Excellence](#).

Courses are also available for professionals working in the arts and creativity sectors; they are not specifically aimed at young people or those who work with them.

- the [Interchange](#) programme, which is Scotland's only annual training event for professionals who use drama and theatre in their work with young people
- [How Good is Our Culture and Sport?](#) resources from Vocal Scotland and Education Scotland, which are designed to support improvement and effective self-evaluation for sports and culture practitioners
- [Artworks Scotland](#), a national professional development initiative led by Creative Scotland aimed at artists working in participatory settings
- the [Scottish Drama Training Network](#), which acts as a resource for teachers and practitioners supporting professional development and the sharing of expertise
- the [MEd Learning & Teaching in the Performing Arts](#) qualification, available from the Royal Conservatoire of Scotland, focuses on developing teaching skills for the performing arts.

Providing quality access to creative environments

National Youth Performing Arts Companies provide young people with opportunities to develop their creative skills and perform across Scotland. These include the [Scottish Youth Theatre](#), the [National Youth Choir of Scotland](#), the [National Youth Orchestra of Scotland](#) and [YDance](#). Each of the latter receive funding from Creative Scotland.

Additional initiatives and programmes worthy of note include:

- the [Youth Music Initiative](#), a Government Initiative administered by Creative Scotland, which aims to create access to free, high quality music making opportunities for young people, both through formal and informal contexts
- [Sistema Scotland](#), which is funded by a range of public and private organisations, is a free immersive orchestra programme aimed at increasing the confidence, aspiration and teamwork of children and young people in some of the most deprived communities of Scotland
- [Fèisean nan Gàidheal](#), a membership organisation which funds the development of community-based Gaelic arts tuition festivals for young people; it is funded by Creative Scotland
- [Edinburgh International Children's Festival](#), produced by Imagineate and part-funded by Creative Scotland and the Scottish Government, which celebrates the best of children's dance and theatre from around the world on an annual basis
- [Starcatchers](#), a national arts and early years organisation working to improve the lives of children by creating performances and exploring creative activities for them.

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

A number of programmes exist to support the development of entrepreneurial skills in young people through engagement in cultural activities:

- [Youth Arts advisors](#), selected from across Scotland to help guide the delivery of *Time to Shine: Scotland's Youth Arts Strategy for ages 0-25* (Creative Scotland, 2013), the national youth arts strategy; the team of young people ages 14-20 develop new ways for young people to access and engage in arts and creativity
- [Music +](#), a scheme supported by Creative Scotland and run by the Scottish Music Centre, which offers young people aged 14-19 one-to-one mentoring opportunities with music industry professionals, from performance to event promotion
- [Hit the Road](#), a touring project for 14-19- year-old aspiring performers who are in the early stages of their music making careers; participants are invited to training

workshops with industry professionals covering all aspects of touring and support roles such as sound engineering and stage production

- the [Get In project](#) from the Touring Network, which is part-funded by Creative Scotland, gives young people aged 16-26 the training, knowledge and expertise required to programme events they want to see in their communities; the project involves three residential training weekends, mentorship and a bursary to attend a range of performances and events across Scotland, as a means to give people the skills they need to become art event programmers
- the [Glasgow Youth Film Festival](#) is an annual event programmed by young people who are mentored on a year-round basis
- the [Creative Spaces challenge](#), a competition which involves secondary school pupils taking part in a day-long design challenge, which is part-funded by several [local authorities](#) in Scotland
- [Room 13](#), a network of student-run arts studios which was founded in Scotland; each studio facilitates the work of young artists alongside an adult artist in residence; the exchange of skills and creative production enables the studio to raise funds to buy art materials
- [Apps for Good](#), which offers free creative learning programmes for schoolchildren across the UK, teaching them to use new technologies to design and make products which will help them make a difference to their world.

Additionally, [Creative and Cultural Skills](#) gives young people opportunities to learn and work in the creative industries. CCS runs a number of programmes, including Creative Choices, which gives 13-16- year-olds the chance to discover careers in music, theatre, cultural heritage and design.

Support young entrepreneurs in the cultural and creative sectors

Young entrepreneurs in the cultural and creative sectors may benefit from the following programmes and initiatives:

- the [Creative Business Start Up Fund](#), which is part-funded by Creative Scotland and offers training, funding, resources and mentoring support to 18-30- years-olds who want to start their own business in the creative sectors
- the [Clare Emerging Leaders Course](#), which receives funding from Creative Scotland, offers 21 to 30-year-olds in the early stages of their career a five-day residential course covering the skills and knowledge needed to work as a cultural leader
- the [British Council](#) offers young people opportunities to make new connections with creative partners worldwide, through a range of [programmes](#), each focussing on a different country/region and art-form.

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

A number of programmes foster access to and use of new technologies, including:

- the [Sensatronic Lab](#), which is funded by Creative Scotland and is aimed at young people under 25 to help them overcome the barriers of disability and economic and social exclusion; projects enable young people to explore digital technology through the creative arts and music
- [Drake Music Scotland](#), which is a registered charity (part-funded by Creative Scotland) delivering a range of projects in special and mainstream schools aimed at supporting learners to participate in creative music making; the charity uses a range of [inclusive and adaptive technologies](#) in its work which enable participants to take part in activities on an equal basis with other musicians (note that the organisation also works with adults with disabilities)

- [Apps for Good](#), which offers free creative learning programmes for schoolchildren across the UK, teaching them to use new technologies to design and make products which will help them make a difference to their world.

Facilitating access to culture through new technologies

Many local and national organisations are increasingly presenting their collections and other creative output online, giving individuals who cannot physically visit performances or collections the chance to experience them. Although these initiatives are not specifically or solely aimed at attracting young people's interest in culture, they help to counter the economic and geographical barriers to participation in the arts and culture mentioned under the subheading '[Main trends in young people's creativity and cultural participation](#)' in 'General Context'. Leading examples of digitisation and innovative use of technology include the following:

- [Drake Music Scotland](#), which is a registered charity (part-funded by Creative Scotland) delivering a range of projects in special and mainstream schools aimed at supporting learners to participate in creative music making; the charity uses a range of [inclusive and adaptive technologies](#) in its work which enable participants to take part in activities on an equal basis with other musicians (note that the organisation also works with adults with disabilities)
- the [Go Digital Fund](#), which is administered by Publishing Scotland and receives funding from Creative Scotland, supports Scottish-based book publishers to bring their books to a new digital audience; priority is given to publishers of fiction, children's books, poetry and non-fiction of a cultural nature
- [Folkwaves](#), a project by from Hands Up For Trad, promotes Scottish music to radio stations around the world by enabling users to upload their music to the site and enabling broadcasters to download it for free.

8.8 Synergies and partnerships

Synergies between public policies and programmes

Please see the subheading '[Cross-sectorial cooperation](#)' in the article on 'Administration and Governance'.

Partnerships between the culture and creative sectors, youth organisations and youth workers

Nine [Youth Arts Hubs](#) were established following *Time to Shine: Scotland's Youth Arts Strategy for ages 0-25* (Creative Scotland, 2013). These hubs involve partnerships between national and regional youth arts and youth service providers working together to enable young people across Scotland to participate in the arts and explore and develop their creative potential. Initial funding for the development of the Youth Arts Hubs was provided by Creative Scotland.

Additionally, Scottish Film, a consortium comprising Scotland's cultural cinemas and film festivals, works with schools, cinemas, youth organisations and other partners to engage young people with film and the moving image through a range of projects under its [Scottish 5-19 Film Education Programme](#).

Finally, *Is this the best it can be?*, a toolkit developed by Artsworks Scotland, is aimed at practitioners delivering arts and creative learning through collaborative projects and programmes. The toolkit encompasses a set of downloadable tools which support partners to improve and enhance their working.

8.9 Enhancing social inclusion through culture

Fostering equality and young people involvement through cultural activities

Please see the subheading '[Reducing obstacles to young people's access to culture](#)' in 'Promoting culture and cultural participation' for information on projects and initiatives funded by public authorities aimed at promoting social integration amongst young people.

Additional schemes of note include the following:

- the [Sensatronic Lab](#), which is funded by Creative Scotland, is aimed at young people under 25 to help them overcome the barriers of disability and economic and social exclusion; projects enable young people to explore digital technology through the creative arts and music
- [Drake Music Scotland](#), which is a registered charity (part-funded by Creative Scotland) delivering a range of projects in special and mainstream schools aimed at supporting learners to participate in creative music making; the charity uses a range of [inclusive and adaptive technologies](#) in its work which enable participants to take part in activities on an equal basis with other musicians (note that the organisation also works with adults with disabilities).

Combating discrimination and poverty through cultural activities

Programmes and projects aimed at combating discrimination and mitigating the effects of poverty include:

- [Sistema Scotland](#), which is funded by a range of public and private organisations, is a free immersive orchestra programme aimed at increasing the confidence, aspiration and teamwork of children and young people in some of the most deprived communities of Scotland
- [CashBack for Creativity](#), a Government initiative which aims to tackle inequalities in the arts by increasing provision for Scotland's most disadvantaged young people aged 10-24; programmes funded by the initiative are free for the young people taking part.

8.10 Current debates and reforms

Following the publication of *Time to Shine: Scotland's Youth Arts Strategy for ages 0-25* (Creative Scotland, 2013), the National Youth Arts Advisory Group was formed. It brought together 30 young people who helped to determine the priorities for youth arts at local, regional and national levels, so delivering some of the goals outlined in the youth arts strategy. From March 2017, a new group of young volunteers are being [recruited](#) to continue to deliver the strategy along with Creative Scotland and the Scottish Government, in line with the strategy's aim to evaluate progress made every two years.

9. Youth and the World

Youth policies for Scotland do not specifically refer to global issues such as climate change, green production and consumption, human rights, international development and the United Nations (UN) Sustainable Development Goals. Third Sector (voluntary) organisations, rather than government, tend to be involved in the provision of programmes and activities.

[Learning for Sustainability](#) is embedded within the General Teaching Council's Professional Standards for teachers in Scotland. This supports teachers to embrace and promote the principles and practices of sustainability in all aspects of their teaching. There are many resources on offer to teachers and youth workers for continuous learning and development related to the promotion of global issues among young people.

9.1 General context

Main concepts

Youth policies for Scotland do not specifically refer to global issues such as climate change, green production and consumption, human rights, international development and the United Nations (UN) Sustainable Development Goals. However, in line with the UN Convention on the Rights of the Child (UNCRC) and as outlined in its [National Youth Work Strategy 2014-2019](#) (Scottish Government and Education Scotland, 2014), the Scottish Government supports and promotes the active engagement and participation of young people in the planning, delivery and management of services. See the Chapter on '[Participation](#)' for further details.

Youth interest in global issues

The Government does not currently monitor young people's awareness of and interest in global issues. Where monitoring activities have collected data which touches on youth interest in global issues, these may not be specific to young people or to Scotland.

Examples included below cover human rights, sustainable development and green patterns of consumption. No sources for youth interest in UN Sustainable Development Goals are available.

Human rights

According to an [analysis](#) of different surveys of children and young people in Scotland, published in 2013 by the Scottish Government:

- less than half (44 per cent) of the children and young people interviewed in 2010 by the [Children and Young People's Commissioner Scotland](#) had heard of the UNCRC
- children participating in workshops organised by the [Children's Parliament](#) in 2011 had some awareness of human rights and the UNCRC, although this understanding was often in relation to the basic needs of children in other countries; moreover, understanding of children's rights was lowest among children and young people with the greatest need for services.

[Research](#) undertaken in 2016 by [Young Scot](#), a national youth information and citizen charity, in the lead up to the EU referendum, indicated that young people believed that the equal treatment of all people, and the protection of freedoms, were the most important issues.

Sustainable development

Data from [Visions for Change](#), a research paper undertaken by the UN Environment Programme in 2011, presents information on young people's attitudes to and understanding of sustainable development issues. Eight hundred young people aged between 18 and 29 were interviewed from 20 different countries, including the United Kingdom (UK). Main findings for the UK include:

- over half (52.7 per cent) of young people agreed with the statement 'environmental degradation is a current global challenge'
- over one quarter (28.8 per cent) of young people placed the issue of poverty as number one priority
- under one fifth (17.8 per cent) of young people placed the issue of environmental degradation as number one priority
- young people from the UK were found to have higher levels of awareness and interest in sustainability and environmental concerns than young people in other countries; for example, organic, seasonal and local and fair trade products were recognised by them as emerging norms.

Green patterns of production and consumption

According to data collected as part of the 2015 [Scottish Household Survey](#), the majority of young people aged 16-24 believed that climate change was an issue. Just under half (46 per cent) perceived it to be an immediate and urgent problem; while over one quarter (26 per cent) perceived it to be a problem for the future. Under one tenth (8 per cent) believed that it was not really a problem; while only 5 per cent believed that climate change was not really happening.

[Research into active travel](#) (including walking or cycling) undertaken by [Young Scot](#) in 2016 found that over three quarters (over 75 per cent) of the young people across Scotland had never heard the term 'active travel', while under one quarter (24 per cent) did not have access to a bicycle.

Data collected over five years of research highlighted in [Climate Change: Children's Challenge](#) (Unicef UK, 2013) notes the following about children and young people in the UK, aged 11-16:

- over four fifths (89 per cent) were aware of climate change
- almost three quarters (74 per cent) were worried about how climate change will affect the future of the planet, believing that the world will have changed due to climate change by the time they are adults
- almost three quarters (73 per cent) wanted the Government to do more about climate change
- almost two thirds (64 per cent) were worried about how climate change will affect children and families in developing countries.

Furthermore, a survey of over one thousand adults in 2014 by Ipsos MORI for their study on [public perceptions of climate change in Britain](#) highlights the following information about young people aged 16-24:

- when asked about the three most important environmental issues facing the UK, 2 per cent cited energy/fuel/security of supply/alternative power production; 11 per cent cited climate change; 11 per cent cited protecting the environment/dealing with pollution; and 24 per cent cited the environment
- when asked what would be the three most important issues facing the UK in the next 20 years, 5 per cent cited energy/fuel/security of supply/alternative power production; 13 per cent cited climate change; 16 per cent cited protecting the environment/dealing with pollution; and 29 per cent cited the environment
- when asked how concerned they were about climate change, a minority (5 per cent) were 'not at all concerned'; small proportions were 'very concerned' (7 per cent); and the majority 'fairly concerned' (54 per cent)
- on the causes of climate change, no young people agreed with the statement that there is no such thing as climate change; smaller proportions agreed with the statement that it is caused entirely by natural processes (5 per cent) or by human activity (9 per cent); the largest group of young people (46 per cent) believed that climate change resulted partly from natural processes and partly from human activity
- when asked about different climate change strategies, 30 per cent of young people tended to support road pricing
- schemes to reduce traffic in towns and cities; 34 per cent tended to support tax increases to pay for more renewable energy; and half (50 per cent) tended to support the UK signing up to international agreements to limit carbon emissions
- on different methods of energy saving, 28 per cent were 'fairly likely' to cut down the amount they travelled by car; 34 per cent said they were 'fairly likely' to change to a 'green' energy supplier; 40 per cent were 'fairly likely' to buy more energy-efficient appliances; and half (50 per cent) reported being 'fairly likely' to reduce the amount of energy used at home
- two fifths (40 per cent) of young people neither agreed nor disagreed with the idea of making significant changes to their lifestyle in order to help address

climate change; a further 40 per cent tended to agree with the idea of paying more for some goods and services to help address climate change; and 31 per cent tended to agree with the idea that changing their lifestyle would make little difference to climate change.

Finally, [data](#) collected by [Serco](#) and [Future Thinking](#) in 2016 indicated that young people aged 16-34 across the UK were the least likely age group to agree with the statement 'I already recycle all I can'.

9.2 Administration and governance

Governance

Young people's contribution to global policy making is, where it exists, governed by general youth policy governance arrangements, which are described in the article entitled '[Young people's participation in policy-making](#)' in the Chapter on Participation.

Cross-sectorial cooperation

There is currently no sectorial cooperation fostering young people's participation in policy making related to global issues. See the article entitled '[Cross-sectorial approach with other ministries](#)' in the Chapter on 'Youth Policy Governance' for information about the cross-sectorial cooperation which occurs more broadly.

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

Young people can use national forums (the [Scottish Youth Parliament](#), the [Children and Young People's Commissioner Scotland](#), the [UK Youth Parliament](#) and [local Youth Councils](#)) to raise their concerns about global issues with national policy-makers. Note that these forums do not specifically focus on young people's concerns at a global level.

Further information about these forums is provided in the article on '[Youth representation bodies](#)' in the Chapter on '[Participation](#)'.

Global issues exchanges with policy-makers at the international level

Young people from the UK are able to exchange their views on global issues with international policy-makers through the following forums:

- The [UK Young Ambassadors](#) project gives young people from across the UK a voice at an international level about the issues and decisions which affect them. 12 individuals aged 18-25 are elected to represent the views of young people from their respective areas across the UK at international meetings and forums around the world, including climate change and G20 summits.
- The [European Youth Forum](#) is a democratic and youth led platform, which represents national youth councils from across Europe, working to empower young people by representing and advocating their interests and needs. The [British Youth Council](#) is a member of the European Youth Forum on behalf of the whole of the UK.
- The [Commonwealth Youth Forum](#) provides young Commonwealth citizens with the opportunity to discuss issues, share their experiences, identify best practice and build consensus on issues that matter most to them.

In 2015, young people from across the UK were invited to participate in the [Youth Summit 2015](#), which was organised by the Department for International Development ahead of the UN General Assembly which was meeting to agree global development goals. 300 participants made use of the opportunity to have their voices heard on global issues and the 17 Sustainable Development global goals; young people were given the chance to submit their views online if they could not attend the summit in person.

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

Formal learning

A broad range of options is offered in upper secondary education (the senior phase of [Curriculum for Excellence](#), which is generally aimed at students around 15-18), and their freedom of choice with regards to the subjects studied is generally much greater than in earlier years. The National Qualifications on offer at this stage of education may cover global issues; for example, climate change and sustainable development are included in the subject of [geography](#) and students studying [modern studies](#) must demonstrate knowledge and understanding of international issues.

Non-formal learning

The [Youth Awards Network](#) is the national forum of providers of non-formal learning opportunities for young people in Scotland. In 2016, as confirmed by the Scottish Government, over 70,000 youth awards were achieved by young people in Scotland, including the [Participative Democracy Certificate](#) from [YouthLink](#) Scotland, which provides accreditation for young people involved in decision-making groups; and the [John Muir Award](#), which encourages people of all ages to enjoy and care for the natural environment.

Further examples of organisations offering non-formal learning opportunities and resources for young people include:

- The [Citizenship Foundation](#), which inspires young people to take an active part in society. The Foundation runs a number of [programmes](#) and provides [resources](#) relating to citizenship education, including human rights. It also receives funding from a number of organisations, including public funding from the UK Government via the [Cabinet Office](#), and works across the whole of the UK.
- Oxfam GB, which offers initiatives including [Schools for Future Youth](#). This receives funding from the EC and provides a number of resources related to global citizenship education and opportunities for young Oxfam ambassadors to communicate with their peers across Europe
- The [International Citizen Service](#) supports young people aged 18-25 to gain skills and experience by undertaking a voluntary placement in another country. It fosters an awareness of international or global affairs and issues.

Informal learning

For examples of informal learning available in the areas of green production and consumption and climate change, see the article on '[Green volunteering, production and consumption](#)'.

Organisations such as [#iwill](#) and [V inspired](#) may also include informal learning opportunities related to global issues. Moreover, programmes run by [ICS Youth Volunteering](#) support young people to undertake volunteering projects abroad. For more information about this organisation, please see the article entitled '[Cross-border mobility programmes](#)' in the Chapter on 'Voluntary Activities'.

Educators' support

There are many resources on offer to teachers and youth workers for continuous learning and development related to the promotion of global issues among young people. Note that [Learning for Sustainability](#) is embedded within the General Teaching Council's Professional Standards for teachers in Scotland. This supports teachers to embrace and promote the principles and practices of sustainability in all aspects of their teaching.

A notable example of the resources on offer is the [Global Learning Programme Scotland](#), managed by the [International Development Education Association of Scotland](#). The

programme offers practical support to teachers and schools to develop global citizenship across the curriculum through whole-school activities.

Additionally, [Connecting Classrooms](#) and the [International School Award](#) from the [British Council](#) provide teachers with support related to the teaching of global issues. The Connecting Classrooms programme offers teachers the chance to improve their classroom practice, so helping young people develop the skills, knowledge and values to live and work in a globalised economy.

The [International School Award](#) from the [British Council](#) formally recognises international work undertaken by schools. The award is made up of three levels which begin with the introduction of international activities the school curriculum and supports schools to establish links with schools in other countries. This encourages schools to enrich their curriculum, improve their teaching, gain recognition for their international work, and become part of a global network of educators.

A range of public and private organisations also provide resources for teachers and youth workers, including (but not limited to): [human rights activities](#) from Amnesty International; [climate change activities](#) from the Science Museum; an [online teaching resource](#) promoting global issues from the [United Nations Association UK](#); material relating to sustainable development from the [World Wildlife Fund](#) and [Oxfam](#); [world heritage material](#) for young people from UNESCO; resources related to the [Sustainable Development Goals](#) from Oxfam; and [resources](#) related to global issues from Y Care International.

Youth-targeted information campaigns on global issues

Major information campaigns initiated by central government and public agencies aimed at promoting knowledge of global issues among young people include:

- The 2015 [Youth Summit](#), hosted by the Department for International Development (DFID), brought together young people from the UK and their peers from other countries to discuss global issues of shared concern. It was the second Youth summit organised by DFID and it was supported by a large-scale advocacy and information campaign involving young people.
- [Eco-schools](#), which is managed in Scotland by [Keep Scotland Beautiful](#), is an award programme aimed at raising awareness of environmental issues among school children. Schools enrolled on the programme follow seven steps, ensuring that the initiative is pupil-led and involves hands-on, real-life world learning. Schools cover a number of topics which are linked to the curriculum, making changes to areas such as their waste collection, energy and water usage, and then monitor and assess their actions, earning awards as they complete each stage. Registration is free and schools receive regular newsletters and bulletins on regional and national information, including funding and competitions.

Further campaigns aimed at young people have also been launched by charitable organisations in Scotland, including:

- the [Food For Life Scotland Programme](#) from the [Soil Association](#), which works with schools and their pupils to reconnect with food and its sources, teaching them how to grow and prepare good food, including helping to organise school trips to farms for local primary school children
- the [Schools Campaign Network](#) from [Unicef UK](#), which is free for primary and secondary schools to join, giving pupils the resources to take action by creatively raising awareness in their school community, speaking with local politicians and signing petitions related to child rights
- [People and planet](#), which is a network of student campaigns working to defend human rights, protect the environment and alleviate world poverty; the organisation offers training, outreach and resources to groups and campaigns based at schools, colleges and universities across the UK.

Information providers

See links above

Key initiatives

See links above

9.5 Green volunteering, production and consumption

Green volunteering

No centrally-provided programmes or actions aiming specifically to help young people engage in green volunteering activities exist. However, several programmes are on offer to young people from third sector organisations, including the following:

- the [Conservation Volunteers](#) (Scotland branch) offers a number of [Youth Programmes](#) for individuals aged between 16 and 24, including work experience opportunities in conservation and horticulture
- [Green Aspirations Scotland](#) runs a [Youth Volunteer Training Programme](#) aimed at young people between the ages of 18 and 25, teaching them skills in tree identification, woodland management and green woodworking; participants also work towards an award and teach high-school students the skills learned during the first half of their programme
- [The Green Team](#) works with young people in Edinburgh to conserve and restore wild places.

Green production and consumption

[Bike Club Scotland](#), which is run by [Youth Scotland](#) and the cycling charity [CTC](#), works with young people who are not traditionally engaged in physical activity and cycling - particularly young people from minority ethnic communities, disadvantaged areas, women and individuals with disabilities. The programme enables participants to become confident cyclists and to take part in a number of training initiatives, including bike mechanics, risk assessment workshops and cycle ride leader courses. Participants are also given the skills and training to volunteer with other young people by establishing their own bike club, encouraging yet more individuals to use sustainable transport. Bike Club Scotland is part-funded by the [Scottish Government](#) and [Glasgow City Council](#).

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

See the article entitled '[Cross-border cooperation](#)' in the Chapter on 'Youth Policy Governance' for information on international youth work cooperation.

Development cooperation activities

See informal learning opportunities mentioned in the article on '[Raising awareness about global issues](#)'.

9.7 Current debates and reforms

The first annual meeting of Scottish Cabinet Ministers with children and young people took place in February 2017. Four Members of the Children's Parliament and ten Members of the Scottish Youth Parliament discussed a number of key issues with Ministers, including safety in the community and children and young people's rights in Scotland. A number of actions was agreed, including creating year-round opportunities for dialogue between Ministers and children and young people about topical issues. More information about the meeting can be found on the Scottish Government [website](#).

The [National Youth Work Strategy 2014-19](#) (Scottish Government, Education Scotland and Youth Link Scotland, 2014), recognises that there is a need to develop strategies to encourage young people who are excluded or under-represented to participate in policy-making - particularly those living in rural areas; those not involved in youth organisations or volunteering; newcomer children and young people; and young people with a disability. Indeed, in preparation for the [Year of Young People 2018](#), the Scottish Government commissioned three youth organisations to directly engage young people in the festival's co-design, including its brand and logo, making the festival one which celebrates young people's achievements and creating opportunities for them to successfully participate in activities at local, national and global levels.

Glossary

Additional support needs

Additional support needs refers to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. There may be a variety of reasons for such a requirement including having a motor or sensory impairment, being particularly able or talented, having experienced a bereavement, being [looked after](#) by a local authority or having a learning difficulty. The legal framework is provided by the [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) (as amended).

Community Learning and Development (CLD)

Community Learning and Development (CLD) refers to learning and activity programmes to promote the educational and social development of individuals and groups within a [local authority](#) area. It covers a variety of community-based learning and personal development activities, provided by a range of statutory and voluntary organisations, including work with young people.

Community Planning Partnerships (CPP)

Each [local authority](#) has a Community Planning Partnership (CPP) which is responsible for community planning. CPPs bring together the local council, the health, police and fire services and other public bodies and third sector organisations, to cooperate at local level in the development and delivery of a community plan for public services in the area of the local authority.

Local authority

A local authority is a statutory organisation, governed by a council and responsible for local government in its area. There are 32 local authorities with duties and powers in such areas as education, social care, economic development, housing and planning and cultural and leisure services.

Looked after child

Under the [Children \(Scotland\) Act 1995](#), 'looked after children' are defined as those in the care of their [local authority](#) – sometimes referred to as a 'corporate parent'. Reasons children may become looked after, include: they face abuse or neglect at home; they have disabilities that require special care; they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK; they have been involved in the youth justice system.

Revenue Support Grant

The Revenue Support Grant is one of three constituent parts of the block grant which the Scottish Government makes to [local authorities](#), the other two being revenue from non-domestic rates and specific grants. The share of overall revenue funding to be received by each local authority is based on a calculation of relative need.

Scottish Credit and Qualifications Framework (SCQF)

The SCQF is designed to make the Scottish qualifications system easier to understand through demonstrating the relationships between qualifications. It uses two measures, the level of a qualification or learning programme and the number of credit points awarded. The level of a qualification indicates the level of difficulty and the number of credit points indicates the length of time it takes to complete. [Further information](#).

Sectarianism

Sectarianism, as defined in the April 2015 [final report](#) of the Advisory Group on Tackling Sectarianism in Scotland, is:

a mixture of perceptions, attitudes, actions, and structures that involves overlooking, excluding, discriminating against or being abusive or violent towards others on the basis of their perceived Christian denominational background. This perception is always mixed with other factors such as, but not confined to, politics, football allegiance and national identity.

Third Sector Interface

Third Sector Interfaces (TSIs) are funded by the Scottish Government to support and develop local third sector (voluntary) activity in all its forms. There are 32 TSIs each operating within a specific [local authority](#) area and take different organisational forms. Some are single agencies and some are partnerships.

Underemployment

Underemployment may refer to situations where people are working fewer hours than they would like. It may also refer to cases where people are working below the level of education or skills that they have.

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