

# **Developing the Young Workforce (DYW) School Coordinators**

**Equality Impact Assessment – Results**

**July 2021**

# Equality Impact Assessment – Results

<b>Title of Policy</b>	Developing the Young Workforce (DYW) School Coordinators
<b>Summary of aims and desired outcomes of Policy</b>	<p>The main role of DYW School Coordinators will be to support senior management in the school to embed the Developing the Young Workforce Strategy and other employer offers within the curriculum. They will create and implement a structure for employer engagement which reflects the school's demographic and maintain a robust network of partners within the local business community. In doing so they support school management in fulfilling national priorities around employability, Career Education Standard and Work Placement Standard.</p> <p>In addition, the introduction of regional School Coordinators will help meet the National Performance Framework.</p>
<b>Directorate: Division: Team</b>	Directorate for Fair Work, Employability and Skills: Young Person Guarantee: DYW Employer Engagement Team

## Executive Summary

The implementation of DYW School Coordinators has been a long term ask from across the DYW network. Following the great success of DYW Coordinator pilots in Glasgow and Fife, we are supporting the introduction of DYW School Coordinators in all mainstream secondary schools across all 21 DYW Regional Groups. The Coordinators will have an impact on:

- Young people – primarily secondary school pupils;
- Secondary school staff members;
- Employers;
- DYW regional group staff who will manage the Coordinators against Key Performance Indicators (KPI);
- Skills Development Scotland (SDS) Careers Advisors;
- MCR Pathway Advisors and;
- Local Authorities.

The DYW School Coordinators may also engage with parents/guardians by offering them opportunities to join sessions alongside their children. This helps both parents and young people have an awareness of the pathways that young people can explore.

The Scottish Government, as per the public sector equality duty of the Equality Act 2010, is required to assess the impact of any proposed new policy or revised policy/policy changes. As such, this Equality Impact Assessment (EQIA) is reviewing the implementation of DYW School Coordinators and to assess the equality impacts it has on the following characteristics: age, disability, sex, pregnancy and maternity, gender reassignment, sexual orientation, race and ethnicity, and religion or belief. The finds of this assessment has been presented in the Key Findings Section below.

Overall, this EQIA has effectively shown consideration of the protected characteristics and thus meeting the equality duty. We put actions in place to ensure the Coordinators have a positive impact on these characteristics. Whilst this policy only focuses on supporting young people (Secondary school pupils) to better access and sustain opportunities, and therefore is not available to other age groups, this focus is justified. As per evidence indicates, young people require additional support to better access and sustain opportunities compared to other age groups. This is particularly acute due to the adverse impacts of the COVID-19 pandemic. However, it is important that other age groups are not displaced as a result of implementing the Young Persons Guarantee – to which the DYW Coordinators contribute to - particularly those which evidence suggests are also likely to have worse labour market outcomes. As such, the Young Person's Guarantee will be an important part of a range of interventions that support people of all age groups access and sustain opportunities. For example, the Scottish Government has committed to delivering a National Transition Training Fund to provide support to 10,000 people facing redundancy and unemployment. These interventions will also be impact assessed under the equality duty.

## Background

Established in 2014, the Developing the Young Workforce (DYW) Regional Groups are a network of 21 industry led groups tasked with strengthening employer engagement with education. The establishment of the groups was a key recommendation in the Youth Employment Strategy – Developing the Young Workforce. The groups work to support pupils in Scotland’s publicly funded secondary schools to bring about a permanent improvement in how employers engage with schools. Through engagement with a network of over 4000 employers they have enriched the school experience for tens of thousands of young people and seek to address longstanding issues in the youth labour market (e.g. occupational segregation in certain sectors).

Strengthening the role of Regional DYW Groups was outlined in recommendations published by the Enterprise and Skills Strategic Board (2020) (ESSB) and the Young Person Guarantee No One Left Behind (2020). The ESSB recommendations identified a need to add capacity through the introduction of funded DYW School Coordinators across all secondary schools.

The main role of DYW School Coordinators will be to support senior management in the school to embed the Developing the Young Workforce Strategy and other employer offers within the curriculum. They will create and implement a structure for employer engagement which reflects the school’s demographic and maintain a robust network of partners within the local business community. In doing so they support school management in fulfilling national priorities around employability, Career Education Standard and Work Placement Standard.

In addition, the introduction of regional school Coordinators will help meet the National Performance Framework, particularly:

- Education – “We are well educated, skilled and able to contribute to society” and
- Fair Work and Business – “We have thriving and innovative businesses, with quality jobs and fair work for everyone.”
- Economy – “we have a globally competitive, entrepreneurial, inclusive and sustainable economy”

It is clear that Covid-19 has had a significant impact on the people of Scotland, in particular young people, who are amongst those hardest hit by the pandemic. That is why the Scottish Government has responded quickly to the Youth Employment challenges and appointed Sandy Begbie to lead the work on the Young Person’s Guarantee. As referenced in Sandy’s report – Young Person’s Guarantee - No-one Left Behind: initial report (2020) -, DYW has an important role in the Guarantee, and the Coordinators will particularly contribute to “ensure[ing] our young people receive the right education that is aligned with the future needs of the Scottish economy.”

Equalities is carefully being considered as part of the implementation of Young Persons Guarantee, and a Young Persons Guarantee EQIA has also been undertaken and published as part of that work.

## The Scope of the EQIA

In order to gather evidence for the Young Person's Guarantee EQIA and therefore into this EQIA , a range of steps were taken. This including: researching a number of Government documents and partner papers to find information; consulting with analysts to determine the robustness of the information; and allowing internal colleagues as well as the Young Person's Guarantee Advisory Board to make comments and add to the evidence.

We are giving due regard to the equality duty by researching a wide variety of information to identify possible data gaps; engaging with equality groups (Intercultural Youth Scotland, Close the Gap, Glasgow Disability Alliance and YWCA Scotland) for their thoughts on this EQIA and; requiring each DYW Regional Group to show evidence of how equality will be advanced throughout the recruitment process and employment of the Coordinators as well as evidence of how those principles will be applied through the recruitment process.

## Key Findings – Tables

### Age

<b>Evidence gathered</b>
<p>As outlined in the September labour market monthly briefing, unemployment rate for 16-24 year olds was at 14.5%, compared with 4.6% for working age population.<sup>1</sup></p>
<p>Further outlined by the Labour Market Monthly Briefing: February 2021 for the period October to December 2020, the unemployment rate for 16-24 year olds in Scotland was 9.7%, compared with 3.5% for 25-34 year olds and 3.7% for 35-49 year olds. Whereas the overall unemployment rate rise (16+) over the year to Oct-Dec 20 was 1 percentage point, the unemployment rate for 16-24 year olds rose by 2 percentage points over the same period.<sup>2</sup></p>
<p>Employees aged under 25 were about two and a half times more likely to work in a sector that is now shut down as other employees.<sup>3</sup></p>
<p>Sectors that shut down as a result of social distancing measures employed nearly a third (30%) of all employees under the age of 25 (25% of young men and 36% of young women).<sup>4</sup></p>
<p>The Resolution Foundation have found a 'disproportionate impact of the coronavirus crisis on the youngest and oldest earners': 9% of 18-24 year olds have lost their job (compared to 3% of all employees) and 24% have been placed on furlough (compared to 15% of all employees).</p>

<sup>1</sup> <https://www.gov.scot/publications/labour-market-monthly-briefing-september-2020/>

<sup>2</sup> <https://www.gov.scot/publications/labour-market-monthly-briefing-february-2021/>

<sup>3</sup> <https://www.ifs.org.uk/publications/14791>

Young people who have recently left education and have recently entered, or are about to enter, the labour market are more susceptible to long-term unemployment and pay scarring. Individuals in employment and education make up large numbers of employees in sectors which have been hardest hit.<sup>4</sup>

Impacts from previous recession:

- When demand is low, this shows up in inactivity as much as in unemployment (that is, people drop out of the labour market entirely).
- Young people have difficulty entering the labour market and, if they are in jobs, they are (most) likely to lose them.
- Older people are encouraged to take early retirement while those who lose their jobs find it particularly hard to re-enter work.
- Older and younger people can be “scarred” (the implications of failing to enter work smoothly or being obliged to leave the labour market entirely are long term and not merely short term).<sup>5</sup>

There is also evidence of direct discrimination during applicant shortlisting, with correspondence studies identifying unequal outcomes on the basis of age, disability, ethnicity, religion and sexual orientation, as well as for women during pregnancy, maternity and when returning to work after time out for caring.<sup>6</sup>

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<sup>4</sup> <https://www.resolutionfoundation.org/app/uploads/2020/05/Young-workers-in-the-coronavirus-crisis.pdf>

<sup>5</sup> [https://www.equalityhumanrights.com/sites/default/files/research-report-47\\_the-equality-impacts-of-the-current-recession\\_0.pdf](https://www.equalityhumanrights.com/sites/default/files/research-report-47_the-equality-impacts-of-the-current-recession_0.pdf)

<sup>6</sup> <https://www.equalityhumanrights.com/en/publication-download/recruitment-workers-low-paid-occupations-and-industries>

## Disability

Evidence gathered
In 2019, the employment rate for those classed as disabled under the Equality Act 2010 was 49.0 percent, which was significantly lower than the employment rate for non-disabled people (81.6 per cent). <sup>7</sup>
In 2019, the disability employment gap was 32.6 per cent. <sup>8</sup>
<sup>8</sup> Disability employment gap across 16-24 year olds in 2019: <ul data-bbox="253 549 577 671" style="list-style-type: none"><li>• Men - 22.3%</li><li>• Women – 16.1%</li><li>• All – 18.8</li></ul>
<sup>9</sup> It is widely acknowledged that disabled people and those with ASN often have lower levels of qualifications and poorer employment outcomes than the general population.
<sup>10</sup> Evidence indicated that disabled people have indicated that they want to be able to access the right support, at the right time, to develop the skills to enter fair work, and greater engagement with parents, carers and education providers to enhance the career aspirations of disabled young people.
<sup>11</sup> Before the last recession, the wage gap between disabled and non-disabled people had narrowed, but following the recession, the wage gap had widened and struggled to get back to its pre-recession level.  The recession also affected activity rates with a fall in these for disabled people as a result of the recession.

<sup>7</sup> <https://www.gov.scot/publications/scotlands-labour-market-people-places-regions-statistics-annual-population-survey-2019/>

<sup>8</sup> <https://www.gov.scot/publications/scotlands-labour-market-people-places-regions-statistics-annual-population-survey-2019/>

<sup>9</sup> [https://www.skillsdevelopmentscotland.co.uk/media/43248/0892\\_equality-mainstreaming-report-full-report.pdf](https://www.skillsdevelopmentscotland.co.uk/media/43248/0892_equality-mainstreaming-report-full-report.pdf)

<sup>10</sup> <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2018/12/fairer-scotland-disabled-people-employment-action-plan/documents/fairer-scotland-disabled-people-employment-action-plan/fairer-scotland-disabled-people-employment-action-plan/govscot%3Adocument/fairer-scotland-disabled-people-employment-action-plan.pdf>

<sup>11</sup> [https://www.equalityhumanrights.com/sites/default/files/research-report-47\\_the-equality-impacts-of-the-current-recession\\_0.pdf](https://www.equalityhumanrights.com/sites/default/files/research-report-47_the-equality-impacts-of-the-current-recession_0.pdf)



## Sex

<b>Evidence gathered</b>
<ul style="list-style-type: none"><li>• <sup>12</sup>Occupational segregation, where gender norms and stereotyping about women’s and men’s capabilities and preferences results in women and men doing different types of work;</li><li>• A lack of quality part-time and flexible working which results in women’s under-representation at management level and in senior grades, and their concentration in lower grades;</li><li>• The undervaluation of “women’s work” such as care, admin, cleaning and retail;</li><li>• Women’s disproportionate responsibility for unpaid care work, and the length of time women have worked part-time in order to combine their caring roles with employment;</li><li>• Biased and un-transparent recruitment, development and progression practices;</li><li>• Discrimination embedded within pay and grading systems, which results in women being paid less than men for doing equal work.</li></ul>
<p><sup>13</sup>Employed women are more likely than employed men to work in sectors more likely to be shut down during the Covid-19 pandemic (as well as being more likely to be key workers).</p>
<p><sup>14</sup>If more women are to be encouraged to view STEM careers as an attractive option, teachers, careers advisors, work experiences and families need to do more to counter gender differences from an early age.</p>
<p><sup>15</sup>Previous recessions have (initially) tended to drive down levels of employment in sectors typically dominated by men. Hence the (initial) rate of job loss has been greater for men.</p> <p>Women were more likely to be employed in less cyclically sensitive occupations and so were relatively protected from unemployment, but where women were employed in male-dominated sectors, they were often the first to be dismissed.</p>

<sup>12</sup> <https://www.closesthegap.org.uk/content/resources/The-Gender-Penalty-Feb-2018.pdf>

<sup>13</sup> <https://www.resolutionfoundation.org/app/uploads/2019/10/Risky-business.pdf>

<sup>14</sup> [https://education.gov.scot/improvement/Documents/Sciences/SCI15\\_GenderBalanceinSTEM/GenderBalanceBriefing\\_tcm4-869326.pdf](https://education.gov.scot/improvement/Documents/Sciences/SCI15_GenderBalanceinSTEM/GenderBalanceBriefing_tcm4-869326.pdf)

<sup>15</sup> [https://www.equalityhumanrights.com/sites/default/files/research-report-47\\_the-equality-impacts-of-the-current-recession\\_0.pdf](https://www.equalityhumanrights.com/sites/default/files/research-report-47_the-equality-impacts-of-the-current-recession_0.pdf)

<sup>16</sup>Close the Gap's research on the impact of Covid-19 on women's labour market equality also noted that women in low-paid jobs will be particularly affected by job disruption. Women are also affected due to a need for unpaid care, and that they are less likely to do a job that can be done from home.

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<sup>16</sup> <https://www.closesthegap.org.uk/content/resources/Disproportionate-Disruption---The-impact-of-COVID-19-on-womens-labour-market-equality.pdf>

## Pregnancy and maternity

### Evidence gathered

<sup>17</sup>Young mothers are significantly more likely to experience pregnancy and maternity discrimination, with six times as many under 25 year olds than average reporting being dismissed from their jobs after they tell their employer they are pregnant

<sup>18</sup>Compared to mothers aged 25 and over, those aged under 20 were less likely to have a qualification at Higher grade or above (17% vs. 80%) or to be employed (21% vs. 83%), and more likely to be in the lowest income quintile (72% vs. 12%) and to live in the most deprived areas.

While mothers aged 20-24 were found to be relatively advantaged when compared with their younger counterparts, they too are still at a significant disadvantage when compared with older parents (50% had a qualification at Higher grade or above, 55% were employed and 40% had a household income in the lowest quintile)."

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<sup>17</sup> <https://www.equalityhumanrights.com/en/our-work/news/power-to-the-bump-unites-young-mothers-fight-against-pregnancy-and-maternity>

<sup>18</sup> <https://www.gov.scot/binaries/content/documents/govscot/publications/research-and-analysis/2017/07/life-chances-young-people-scotland-evidence-review-first-ministers-independent/documents/life-chances-young-people-scotland-evidence-review-first-ministers-independent-advisor-poverty-inequality/life-chances-young-people-scotland-evidence-review-first-ministers-independent-advisor-poverty-inequality/govscot%3Adocument/00522057.pdf>

## Gender reassignment

### Evidence gathered

<sup>19</sup>The Scottish Transgender Alliance observes that the workplace is one of the most likely locations for transphobic discrimination and harassment to occur, and as a result many Transgender people are unemployed, under-employed or self-employed.

<sup>20</sup>In an online survey of Transgender people in the UK in April 2011, employment was identified as being the second top area of concern for the Transgender community, with around a third (31%) of respondents selecting it as their priority. Difficulty in gaining and retaining employment was considered the most important challenge that Transgender people face, with two-thirds of respondents (66%) identifying it as the most important challenge.

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<sup>19</sup> <https://www.gov.scot/publications/scottish-government-equality-outcomes-lesbian-gay-bisexual-transgender-lgbt-evidence-review/>

<sup>20</sup> <https://www.gov.scot/publications/scottish-government-equality-outcomes-lesbian-gay-bisexual-transgender-lgbt-evidence-review/>

## Sexual orientation

### Evidence gathered

<sup>21</sup>The available evidence presents a mixed, and sometimes contradictory, picture of the employment outcomes of LGBO individuals:

- LGBO adults were more likely to be unemployed in 2015 than heterosexual adults. The unemployment rate of LGBO individuals was three times higher than the rate for heterosexual adults (11% and 3% respectively).
- LBGO adults were also less likely to be employed – only 53 per cent were in employment compared to 57% of heterosexual adults.
- Sexual Orientation in Scotland acknowledge that some research contrasts with the statistics described above, and that LGB men and women do not differ from heterosexual people in relation to employment, or show better outcomes. For example, some research indicates that LGB people may have similar rates of employment to heterosexual people. People in same sex couple households were shown to be more likely to hold professional, administration or managerial jobs (59%) than heterosexual men (40%) or heterosexual women (37%) in 2004/05.

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<sup>21</sup> [https://dera.ioe.ac.uk/28209/1/00513240\\_Redacted.pdf](https://dera.ioe.ac.uk/28209/1/00513240_Redacted.pdf)

## Race and ethnicity

### Evidence gathered

<sup>22</sup>The poverty rate was 39% for the 'Asian or Asian British' ethnic groups, and 38% for 'Mixed, Black or Black British and Other' ethnic groups.

The poverty rate amongst the 'White - Other' group was 25% (80,000 people) and that of the 'White - British' group was 18% (860,000 people).

This analysis doesn't take into account differences in the age profiles of the ethnic groups and younger people generally have a higher poverty rating.

<sup>23</sup>While more than half of those furloughed during lockdown had returned to work by September, 9 per cent of those previously furloughed had lost their jobs. This rate was highest for 18-24-year-old young people from minority ethnic and racial background workers, and the low paid.

<sup>24</sup>COVID in Colour (Intercultural Youth Scotland report – 63 Black and POC respondents to ):

- 45% feel that they have less opportunities than their white counterparts and that this disparate access to life opportunities has been highlighted by the impact of the pandemic.
- 59% reported that the lockdown has affected their motivation and crippled their ability to progress with school work
- 57% have expressed concerns about their family or guardian losing their jobs and struggling financially
- 55% aged 15-18 stated that they did not have a backup plan in case they do not receive the grades they expect.

<sup>22</sup> <https://www.gov.scot/publications/poverty-income-inequality-scotland-2016-19/>

<sup>23</sup> <https://www.resolutionfoundation.org/>

<sup>24</sup> <https://interculturalyouthscotland.org/>

- The unexpected cancellation of exams due to Covid-19 is especially troubling given that more than half of the respondents (55%) aged 15-18 stated that they did not have a backup plan in case they do not receive the grades they expect.

<sup>25</sup>The employment rate for the minority ethnic population aged 16 to 64 was 59.3 per cent. This is lower than the rate for white population (75.7 per cent) giving a gap in employment rates between individual from minority ethnic and racial backgrounds and white of 16.4 percentage points.

<sup>26</sup>The gap in the employment rate for the minority ethnic population was largest for ages 16 to 24 (26.1 percentage points)

<sup>26</sup>In addition, as per Scottish Government publication:

4% of White people were unemployed in 2019, compared with 7% of people from all other ethnic groups combined. Black, and Bangladeshi and Pakistani people had the highest unemployment rate out of all ethnic groups (8%) with the White Other ethnic group having the lowest unemployment rate (3%)

<sup>27</sup>In every region in England and in Scotland, unemployment rates were lower for White people than for all other ethnic groups combined.

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<sup>25</sup> <https://www.gov.scot/publications/scotlands-labour-market-people-places-regions-statistics-annual-population-survey-2019/>

<sup>26</sup> <https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/unemployment-and-economic-inactivity/unemployment/latest>

## Religion or belief

### Evidence gathered

<sup>27</sup>Some religious groups are at a higher risk of poverty than other groups. The latest statistics for Scotland find that Muslim adults were the group at highest risk of relative poverty and there are indications that this is the case after controlling for ethnicity. Muslims in Scotland were also the religious group least likely to be in employment.

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<sup>27</sup> <https://www.jrf.org.uk/report/reducing-poverty-uk-collection-evidence-reviews>



## Key Findings – Analysis

### Age

DYW School Coordinators had a positive impact on advancing equality of opportunity and promoting good relations among and between different age groups. Key ways this is evidenced:

- The implementation of the DYW School Coordinators will not cause any discrimination, harassment or victimisation as the Coordinators will be available to all mainstream secondary school pupils.
- As shown by the evidence above, the unemployment rate of young people – some of whom are of secondary school age – is higher than those who are older. In addition, employees aged under 25 were about two and a half times more likely to work in a sector that is now shut down as other employees. The DYW School Coordinators will contribute to tackling this challenge by engaging young people with employers.
- Covid-19 will have a scarring effect on young people. As such, the Coordinators are targeted to mainstream secondary school pupils and will help young people engage with employment and provide opportunities for them to reach employment, despite these challenging times.
- The Coordinators will be available to all mainstream secondary pupils, providing them with a link to Employers. As per the Young Persons Guarantee, this is helping young people understand the world of work and employers understand the important contribution young people can make to their workforce.

### Disability

This EQIA did at first recognise the potential negative impact that could be caused by the implementation of DYW School Coordinators, however the actions below have mitigated this and have instead ensured a positive impact for disabled young people:

The Coordinators will be able to provide support in some Additional Support Need (ASN) schools in order to help those who have a disability and not exclude them. However, the Coordinators will not be available to ASN schools whose majority destination is not in the labour market. However, as the evidence indicates those with a disability do want access the right support and at the right time, and in order to ensure equality and equal opportunities for disabled young people, we are engaging with Enable to provide a more suitable service for these young people.

Enable are providing a programme that will tailor support to young disabled people and provides them with focused and tailored career advice and work experience opportunities to help them to develop and realise their potential. The Stepping Up Project will contribute to the Young Person's Guarantee by connecting disabled young people to fair work, education and productive activities designed to ensure a successful transition into adult life and work. Stepping Up comprises of a 3-stage model and will engage 1152 young people on the programme aged 14-19.

In addition, we are currently working with policy leads in Race Employment, Disability Employment and Gender Employment policy to develop a suite of training to support DYW School Coordinators which will address challenges for young disabled people.

The Scottish Government's disability employment team and Disability Action Plan will also look to tackle challenges referenced in the evidence above.

### Sex

This EQIA has identified the DYW School Coordinator's positive impact on eliminating unlawful discrimination and advancing equality of opportunity:

- As referenced in the evidence, employed women are more likely than employed men to work in sectors more likely to be shut down during the Covid-19 pandemic. The Coordinators will be able to engage with employers and work with SDS careers advisers to recognise the opportunities that are available to both males and females, and the ways in which to support women into sectors.
- For KPI 4, the Scottish Government have suggested that DYW Regional Groups and DYW School Coordinators consider addressing gender imbalance in certain work sectors.
- As part of the Equality training for Coordinators, we will also look to have an gender equality training added.
- The Coordinators will have access to information on occupational segregation across sectors and apprenticeship frameworks. They will work with teachers and with CIAG staff to challenge perceptions.
- The Coordinators will provide support to both male and female students, working with a number of partners who are aware of, have a duty and work to promote equality.
- The Scottish Government's STEM strategy will also continue to tackle gender inequality.

### Pregnancy and Maternity

DYW School Coordinators will have a positive impact on advancing equality of opportunity:

- The Coordinators will not discriminate against those who are pregnant and under KPI 4 will look to support those who need it most.
- There is evidence which shows that mothers/pregnant women face barriers and challenges in work. Supporting individuals from this group link with employers and understand options can help boost their resilience to re-enter the labour market could therefore help to reduce this inequality face

### Race and Ethnicity

DYW School Coordinators will have a positive impact on eliminating unlawful discrimination:

- The DYW Coordinators will be able to work with a number of partners such as SDS careers advisers and CLD networks to promote employer opportunities to young people – including those young people from minority ethnic and racial backgrounds.
- Intercultural Youth Scotland will also be working with DYW Groups to develop work to compliment this approach, and to support young Black people and young people of colour to access available opportunities.
- We will work with IYS to develop an evidence base for a pilot to recruit additional Coordinators who can relate to young people from minority ethnic and racial backgrounds people.
- Partners and employers also have a duty to equality and are expected to adhere to this.

In regards to the protected characteristics; Gender reassignment, Sexual orientation, and religion/belief, the DYW School Coordinators will not discriminate against any of these characteristics and under KPI 4 will look to support those who need it most.

## Describing how Equality Impact analysis has shaped the policy making process

A number of impact assessments are being/have been completed for the Young Person's Guarantee, including an EQIA to ensure that we are considering equality. As part of this, the activity plan (which includes the action of DYW School Coordinators) and EQIA evidence has been reviewed by the Young Person's Guarantee Implementation Group. Members of this group include equality specialists such as Intercultural Youth Scotland and Close the Gap who were able to contribute. An equalities sub group will also be arranged, which will involve DYW leads who are responsible for the DYW School Coordinators.

As previously mentioned, the introduction of DYW School Coordinators has been a long term ask of the DYW Employers Forum. As such, we engaged with the Employers Forum as well as DYW Leads to ensure that any concerns were raised and could be dealt with accordingly.

As part of the bid for DYW School Coordinators, the DYW Regional groups had to show evidence of how equal opportunities will be applied throughout the recruitment process and employment of the Coordinators. This recognises the challenges that many individuals face when applying for a job - as referenced in the evidence - and also ensures that the Scottish Government and DYW Groups (where appropriate) meet the Public Sector Equality Duty.

To promote equality and align with the Young Person's Guarantee, we have articulated 4 overarching policy ambitions that the additional investment for the DYW School Coordinators should fulfil. The four policy ambitions are:

- Supporting those furthest away from the labour market
- Embodying "No Wrong Door" approach
- Enhancing capacity within core DYW Regional Groups
- Enable integration of Young Person's Guarantee

In addition to these ambitions, 4 core KPI's have been created that a number of DYW leads were able to feed into. These KPI's require both DYW Regional Lead and School Coordinator input. The DYW School Coordinators are particularly responsible for delivering and reporting on a section of KPI 1 directly to the regional DYW Lead and to the school and local authority Senior Management Team. The 4 KPI's, one of which centres around equalities, are:

### KPI 1 – DYW Regional Groups and School Coordinator - Employer Engagement and Local Partnerships

DYW Regional Groups, including School Coordinators, to increase employer engagement opportunities, and the number of employers actively engaged in supporting and preparing young people for the world of work. In addition, by working with all those engaged in careers, employment and DYW in the school, devise a local partnership agreement and local working arrangement that embodies "No

Wrong Door” to ensure that young people have seamless access to individual support, advice, guidance and engagement with employers.

#### KPI 2

DYW Regional Groups to support employers with the completion of the Young Person’s Guarantee 5 Asks of Employers proforma.

#### KPI 3 – DYW Regional Groups – Apprenticeships and other Government Initiatives

In collaboration with Skills Development Scotland (and other learning providers) increase the number of employers offering job and apprenticeship opportunities to young people.

#### KPI 4 – DYW Regional Groups and School Coordinators – Equalities

By working collaboratively with specialist partners, increase work-based learning and employer engagement opportunities for those who would benefit most.

Working with school staff, SDS advisors, CLD and other specialist services / partners to identify and support young people who would most benefit from increased work-based learning opportunities and employer engagement.

Your approach should reflect the school’s particular demography and local labour market. Areas you may wish to consider are:

- support for young people at risk of a non-positive destination;
- addressing gender imbalance in certain work sectors - particularly STEM and growth sectors;
- improving employment outcomes for disabled young people;
- addressing challenges for young people from minority ethnic backgrounds; and
- supporting the aspirations of young people from lowest 20% of SIMD areas.

By taking an evidence-based approach and targeting interventions to support these young people, this additional investment and resource can support and assist their transition into the labour market.

[Ref *DYW Glasgow – The Impact of Employer Engagement with Schools.*]

One significant change to the policy that was made to ensure equality was around support for ASN schools. DYW School Coordinators will not be available to ASN schools whose majority destination is not in the labour market. However, the Scottish Government recognises the barriers that individuals with disabilities face and have therefore asked Enable to create a programme, detailed below, to support the ASN schools who will not have a dedicated Coordinator. Officials worked with the disability team and will continue to do so to ensure we are providing appropriate support for disabled young people.

Enable are providing a pilot programme that will tailor support to young disabled people and provides them with focused and tailored career advice and work experience opportunities to help them to develop and realise their potential. The Stepping Up Project will contribute to the Young Person’s Guarantee by connecting

disabled young people to fair work, education and productive activities designed to ensure a successful transition into adult life and work.

Stepping Up comprises of a 3-stage model and will engage 1152 young people on the programme aged 14-19. Enable's proposal has required the Scottish Government to adapt the budget in order to provide this support.

Stage 1 focuses on 'Life after School' including interactive workshops to develop soft skills, resilience and develop aspirations, combined with school-based learning events. Stage 2 is 'Make the Move', where each young person is assigned a dedicated Employment Coordinator who will offer personalised support and interventions to support a successful transition from school. Further training activities could include independent travel, employability skills and exploring options like employment, apprenticeships and further or higher education. Stage 3 is the aftercare service that ensures young people sustain their position destination and supports employers to make the process successful for all involved.

This is currently a pilot however the Scottish Government will consider adapting this wider, where appropriate and possible.

In addition, we are currently working with policy leads in Race Employment, Disability Employment and Gender Employment policy to develop a suite of training to support DYW School Coordinators which will address challenges for young disabled people. To align with the Young Person's Guarantee and the Young Person's Voice, we will look to involve young disabled people into this training, in order to hear their own perspectives and experiences. We will also look to include a section on gender inequality.

When speaking to equality groups, we are also aware that many people who have protected characteristics are keen to see those in support positions having diverse and lived experience. To help address this point, we will work with Intercultural Youth Scotland to develop an evidence base for a pilot to recruit additional Coordinators who can relate to young people from minority ethnic and racial backgrounds people.

Intercultural Youth Scotland will also be working with DYW Groups to develop work to support young Black people and young people of colour to access available opportunities.

## Monitoring and Review

DYW Regional Leads, with support from DYW School Coordinators, are responsible for delivering and reporting on the 4 KPIs. An additional measurement has been added to KPI 1 for DYW School Coordinators:

### **Additional School Coordinator Measurement**

- a) A written partnership agreement for each school
- b) This should include
  - the roles and responsibilities of all partners;
  - utilising data and LMI to inform activity;
  - identify any gaps in provision across partners and recommendations that can mitigate against any identified risks and
  - regular review points and updating partnership agreements where appropriate to ensure continued delivery of the KPI and 'No Wrong Door' approach.

All School Coordinator partnership agreements should be quality assured by the Schools SMT and the DYW Regional Board.

In addition, DYW will also feed into the Young Person's Guarantee and the equality sub group. This provides an opportunity to shape the Coordinators in order to tackle any additional future barriers that individuals may face due to COVID-19.

The DYW groups themselves are expected to adhere to equality.

This EQIA will be regularly reviewed and updated where necessary.



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