

**A NATIONAL EVALUATION OF THE INCLUSIVENESS  
PROJECTS**

**EXECUTIVE SUMMARY**

**Interim Report to:  
Scottish Executive Enterprise, Transport and Lifelong  
Learning Department**

# A NATIONAL EVALUATION OF THE INCLUSIVENESS PROJECTS

## EXECUTIVE SUMMARY

**Interim Report to:  
Scottish Executive Enterprise, Transport and Lifelong  
Learning Department**

SQW Limited  
*economic development consultants* with Inspire Scotland & NFO Social Research

19 Alva Street  
EDINBURGH  
EH2 4PH

Tel: 0131 225 4007  
Fax: 0131 225 4077  
Website: [www.sqw.co.uk](http://www.sqw.co.uk)

*September 2003*

## **Executive Summary**

---

### **Background**

1. The Beattie Committee was established in April 1998 with a remit to review the needs and provision of services for young people with additional support needs. The Committee identified the lack of ‘joined-up’ service provision for 16-24 year olds as a fundamental weakness of the existing infrastructure and argued the need for a more inclusive approach which placed client needs at the centre of service provision. In response to the Beattie Report the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD) allocated just over £15m in April 2001 to implement a programme of Inclusiveness Projects in each of the then 17 Careers Service areas. This Executive Summary highlights the main conclusions and recommendations arising from the National Evaluation of the Inclusiveness Projects.

### **Added value**

2. The Inclusiveness funding has been a catalyst for significant change in service provision. It has led to the establishment of Key Worker teams across the country. This simply would not have been possible were it not for the availability of funding made available by the Scottish Executive following the Beattie Report. As a result of the establishment of the Inclusiveness Projects a range of value added outcomes have been achieved. These include:
  - a. the development of local partnership networks aimed at improving service provision for young people who would otherwise have been at significant risk of ‘falling through the gaps’ in the existing agency infrastructure
  - b. the development of a wide range of tools, systems and products designed to assist young people making the transition from school or care
  - c. a sharper focus on employability within existing services.

### **Development issues**

3. The Projects have faced significant challenges in their relatively short lifespan. Considerable time and effort has been invested in the establishment of structures, partner-networks and staff recruitment and development processes. This has taken place against a backdrop of the original bids being prepared within a relatively tight



timescale and, more significantly, the establishment of Careers Scotland, given responsibility for managing the Projects, less than a year into the life of Inclusiveness.

4. In most instances Projects underestimated the scale of the task and have not achieved all that they intended within the time given. In spite of this, most Projects have laid solid foundations for the further development of the Inclusiveness approach. These were all fundamental tasks without which subsequent progress would not have been made. These foundations include:
  - a. new structures
  - b. Key Worker teams and induction processes
  - c. solid inter-agency networks and referral systems.

#### Assessing different approaches

5. The Inclusiveness Projects are highly diverse. They are locally determined responses to locally defined priorities. Diversity arises from the relative freedom the local Careers Services and their partners had, when submitting bids, in terms of targeting specific client groups. The result of all this is that each area has developed its own distinctive approach. These approaches seek to address gaps in local service provision and related systems and processes. Each model brings with it its own advantages and disadvantages.

#### Meeting national objectives

6. The Inclusiveness Projects support a number of the Scottish Executive's Social Justice targets regarding the transition of school leavers. In particular they contribute towards the milestone of '*halving the proportion of 16-19 year olds who are not in education, training or employment*'. In order to assess the extent to which the Inclusiveness Projects are helping to achieve this objective solid monitoring data is required. At present this type of information is only partially available. The data on clients, for example, is based upon client interventions which could be multiple in the case of a single client while information on positive outcomes is based upon *uptakes* rather than individual *clients*. Careers Scotland is aware of these issues and has taken steps to address them.
7. **The figures available show that Inclusiveness clients have made 7,611 entries into employment, training and educational outcomes during the first year of operation.** This provides a baseline against which to measure future activity levels. The Careers Scotland statistics go on to examine positive outcomes sustained beyond a three-month period. These figures are less likely to be affected by individual clients



being recorded on more than one occasion. The figures show that Inclusiveness clients have made **sustained entries (beyond three months) into employment, training and educational outcomes in 6,550 instances**. This would suggest that the Inclusiveness Projects are succeeding in achieving a high proportion of sustainable outcomes – 86% of all entries – for their clients.

## **An Inclusive Approach**

### *.... for clients*

8. The intended outcome of the Beattie Report was to develop more inclusive service provision for vulnerable young people making the transition from the school and care environments. The survey of Inclusiveness clients provides evidence that the Key Worker role is providing a different type of relationship from that the clients have experienced with other agencies. **Over 70% of clients rejected the statement that their Key Worker was ‘just another worker they had to see’**. This may be due, at least in part, to the flexibility and intensity of support offered by the Key Worker. **Three quarters of the clients see their Key Workers at least once a fortnight and over 40% see them even more regularly than this. Over 70% of clients are ‘very satisfied’ with the support received from the Key Worker**
9. Establishing a positive relationship at this stage will provide a basis for employability support delivered by or co-ordinated through the Key Worker. **Almost 90% of clients have discussed employability issues with their Key Worker and of these, nearly 95% agree or agree strongly with the view that they ‘felt involved in deciding on their education, training and employment choices’**. This is a positive basis on which to build. The follow-up surveys of Inclusiveness clients should help reveal whether the support received through the Projects is having an impact upon client’s employability characteristics.

### *.... for services*

10. The baseline survey of Projects and case study follow-ups identified a great deal of new and improving partnership working around the needs of vulnerable young people at the transition stage. Inter-agency information and referral systems are improving and more effective transition processes have been established. In turn a number of existing partner organisations, such as colleges and throughcare teams are benefiting from a sharper focus on employability than they would have previously provided. The partners consulted during the case studies were generally very positive about the Key Worker role and able to evidence improved service provision by reference to examples of new or enhanced partnership working and/or improving knowledge and awareness of the client groups concerned.



## Further Development

11. Overall, the consultants in the National Evaluation Team were impressed by the progress that had been made by the Projects and the obvious commitment of the Key Workers and partners. Two clear conclusions emerged:
  - a. the Key Worker role is adding value to existing services
  - b. the partners are responding to the Inclusiveness challenge and working with the Inclusiveness Projects to create more cohesive and client-centred systems and processes.
12. The Key Worker role is central to the activities of the Inclusiveness Projects. We found strong support for the role at a local level and evidence, from the baseline survey of clients, that the role is making a major contribution towards more joined-up service provision for excluded and vulnerable young people. The role is characterised by its flexibility, intensity and responsiveness to need. These characteristics are vulnerable, however to poor caseload management. A key issue here is the need to strengthen inter-agency support mechanisms for clients to ensure that the respective roles of *all* agencies are clarified and delivered.
13. Good progress had been made in some areas in terms of developing tools and products, particularly in terms of information sharing and client assessment. More emphasis is needed, however, on the processes and tools that will help clients move towards employability. Three important areas we would highlight include:
  - a. the need to develop effective action planning tools
  - b. the importance of on-going training and support mechanisms for Key Workers beyond the induction phase – currently being addressed by Careers Scotland
  - c. the move-on process and associated tools e.g. vocational profiling.
14. The final issue that we would highlight is that of mainstreaming. A more strategic approach is required on the part of both the Scottish Executive and Careers Scotland. There are some interesting developments at a local level but the Projects need greater direction. Guidance is needed to help Projects think through:
  - a. what is meant by mainstreaming
  - b. the need to assess what has worked and what has not in terms of the Inclusiveness Projects and Key Worker role
  - c. what the actual options are in terms of mainstreaming.

- 15.** The issue of mainstreaming goes beyond Careers Scotland. The case studies identified a number of interesting developments in terms of other partner organisations including colleges, local authorities and voluntary sector organisations amongst others. An important opportunity will be lost if mainstreaming is not considered in this wider context.