PROJECT TITLE: **Young Networks Foundation (YNF) Project**

**RESEARCH QUESTION:**

What opportunities exist for the development of career and learning pathways for young people aged 15-24 in the emerging digital economy, with provision for disengaged students?

**EXECUTIVE SUMMARY OF DUE DILIGENCE REPORT**

**SITUATION:**

**COMPLEXITY OF THE CONTEXT:**

**PARTNERSHIP PURPOSE:**

**PARTNERSHIP NAME: Young Networks Foundation (YNF) Partnership**

|  |  |  |
| --- | --- | --- |
| **PARTNERSHIP MEMBERS**  | **CONTACT (Core connectors )** | **ROLE OF CONTACT**  |
| Young Networks Foundation (YNF) | Julian Foley, Director | Program Developer |
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**ENABLING PARTNERSHIPS**

(This may only be necessary for large areas of strategic intent from the strategic plan )

**LEAD PARTNERSHIP BROKER** The single point of contact for the partners . Allocation of PB time within our project management system and includes the team we assemble to contribute the diverse skills the project needs ))

**ALIGNMENT WITH STRATEGIC PLAN**

(Identify the specific words from the approved strategic plan that justify the resource allocation and our involvement )

**METHODOLOGY**

**CULTURE**

 (The culture we operate within - Same for all projects )

TST PB in BN&W are committed to the following principles to ensure all of our work is

RELATIONSHIP DRIVEN EVIDENCE BASED OUTCOME FOCUSSED

OUR APPROACH – A ROADMAP TO DELIVERY OF STRATEGIC SUSTAINABLE PARTNERSHIPS

(The stages we agree are common to all our work to provide guidelines that can be professionally tweaked to meet contextual requirements. This is initially designed by the lead PB . We access our team expertise as critical friends with different skill sets so we think through the project . The entries into the project management system will have a life of their own as the driving force shifts from Broker Actions to Partnership Actions that we do not control )

**SELF ANALYSIS**

(What does the lead partner want to give /get from the partnership

What level of engagement are they after ( Share information : coordinated activities across partners ; sustainable partnerships

where the partners want shared goals ;shared accountabilities’ shared resourcing ; shared governance arrangements )

**CONDUCT DUE DILIGENCE**

Describe “What is “ with brutal honesty from publicly available data )

**ENGAGE CORE CONNECTORS**

(Strategic Conversation with core connectors from relevant stakeholder groups )

**SYNTHESISE EVIDENCE**

 ( connectors perspectives+ due diligence + research based evidence )



**FACILITATE PARTNERSHIP FEASIBILITY WORKSHOP**

 (user based design)

**DEVELOP SYSTEMS AND STRUCTURES**

 (to Quality Partnership Standards)

**ENABLE PARTNERSHIP SUSTAINABILITY**

(through participative Action Planning )

**PLAN EXIT STRATEGY**

**EVIDENCE BASE**

(Potential partners frequently go directly to solution and are prone to do “More of the same” with minimal disciplined innovation. We are committed to evidence based decision making so finding one or two examples of “ What has worked in other similar situations” acts as a disruptor / challenges pooled ignorance )

RESULTS WE WANT: OUTPUTS OF OUR BROKERAGE

(These are non negotiable and may need to be written in project specific language )

Shared Goal - Partners have a clear, shared, realistic goal

Shared Decision Making - Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made;

Communication - There is effective communication between partners;

Commitment and Investment - All organisations are committed to the partnership and make a considerable investment to it;

Review - Partners monitor and review their partnership and progress towards goals

OUTCOMES OF THE PARTNERSHIP

(These need to be selected from the MERF outcomes statement /Yatmis outcome measures. Much better if partners have made a conscious choice from this list rather than impose from our perspective .My thinking is that if we cannot tick any of these , we should question our involvement)

**EDUCATION AND TRAINING PROVIDERS**

**Indicators:**

* Create opportunities for learning beyond the classroom
* Cater for different learning styles, preferences and life circumstances
* Broaden and deepen learning experiences
* Expand awareness of linkages between education and career opportunities
* Improve young people’s employability, career development, and life skills
* Engage or reengage all young people in education through to Yr 12 or equivalent attainment
* Recognise and accredit community learning

**Key Performance Measurements:**

* Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders
* An increase in the number of education and training providers who have increased opportunities for young people to access trained mentors
* An increase in the number of education and training providers who accredit community-based learning
* Other

**BUSINESS AND INDUSTRY**

**Indicators:**

* Influence the skills and knowledge of the future workforce
* Address skills shortages and meet future skills needs
* Provide opportunities for young people to participate in workforce and community learning
* Provide mentoring resources and opportunities
* Engage their current workforce in young people’s learning
* Contribute to quality career information and advice
* Demonstrate a shared responsibility for learning

**Key Performance Measurements:**

* An increase in the number of businesses providing quality workplace and community learning opportunities for young people
* An increase in the number of businesses providing mentoring/coaching opportunities for young people
* An increase in the number of businesses providing professional development opportunities for teachers and career practitioners
* Other

**PARENTS AND FAMILIES**

**Indicators:**

* Make links between learning and career aspirations
* Be more aware of and better informed about a diverse range of education, training and employment options
* Support learning inside and outside the classroom
* Access supportive networks and services to help their children pursue chosen directions

**Key Performance Measurements**

* An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations
* An increase in the number of parents and families that are better informed about learning and career options
* An increase in the number of parents and families that are confident to interact with education and training providers, employers and community groups to support participation and engagement of their children
* An increase in the number of parents and families that are actively engaged in supporting learning inside and outside the classroom
* An increase in the number of parents and families that are actively involved in career transition planning for their children
* Other

**COMMUNITY GROUPS**

**Indicators:**

* Share knowledge about learning and engagement needs of young people
* Leverage resources to support engagement and learning
* Plan for development of skills and knowledge to address community and workforce needs
* Align effort to increase young people’s participation and engagement in learning
* Align effort to increase young people’s employability and life skills
* Provide mentoring resources and opportunities
* Provide opportunities for all young people to be connected with the community

**Key Performance Measurements:**

* An increase in the number of community groups that partner with stakeholders to build networks and linkages among agencies to support young people
* An increase in the number of community groups that partner with stakeholders to identify and respond to emerging trends and skill needs with reference to young people