

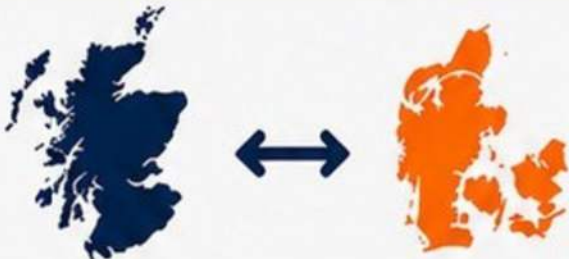
WHAT DOES SUCCESS **REALLY** LOOK LIKE AFTER SCHOOL?

Reimagining success for neurodivergent young people in Scotland's skills system



Young people told us that current measures of success don't capture whether they are truly flourishing.

THE STUDY AT A GLANCE



SCOTLAND ↔ DENMARK

A comparative study



40 INTERVIEWS

Neurodivergent young people (18–25), parents, educators and policymakers



DOCUMENT SOURCES

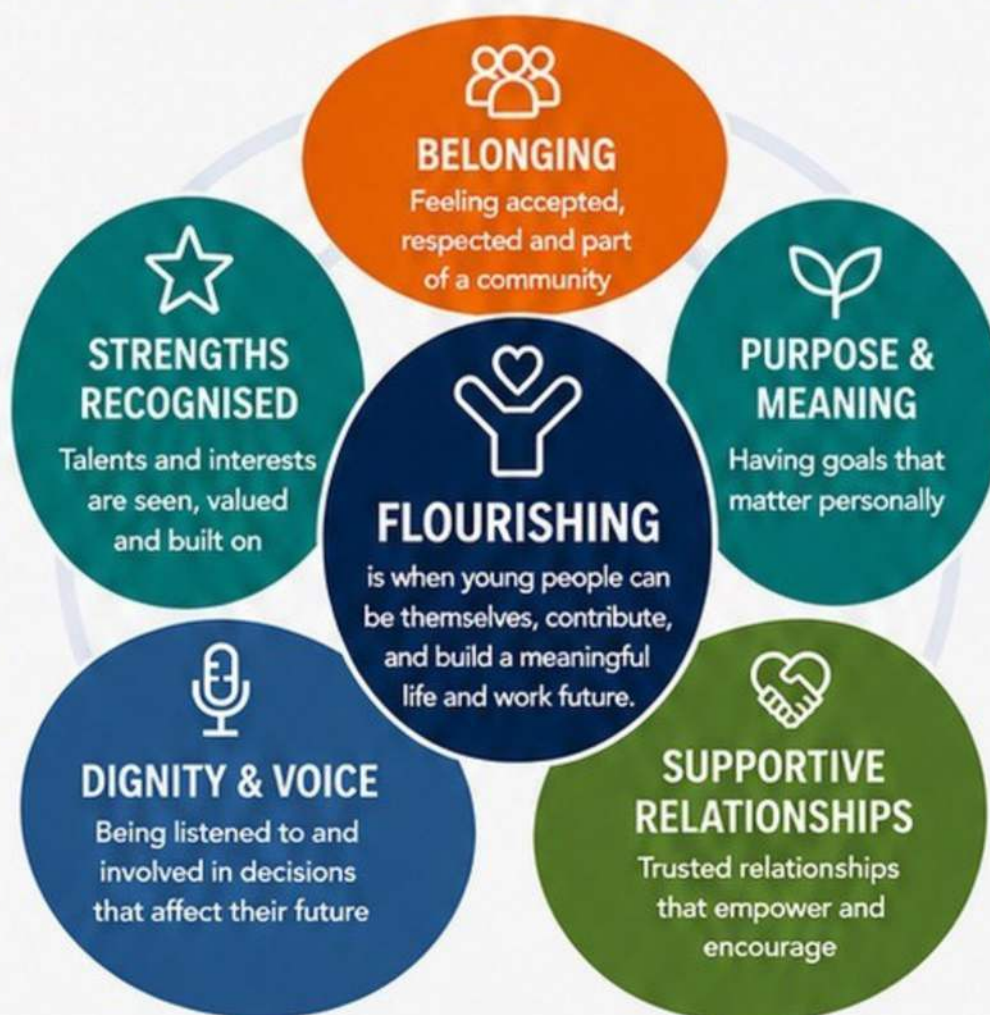
National policies and strategies in both countries



COMPARATIVE APPROACH

What helps – and what hinders – flourishing during transition to adulthood

WHAT HELPS YOUNG PEOPLE FLOURISH



“

The system isn't built for people like me – I have to fit in, not the other way around.

”

Young Person, Scotland

CURRENT SUCCESS MEASURES



Qualifications



Destinations & employment



Attendance & participation



Behaviour & compliance



YOUNG PEOPLE SAY WHAT REALLY MATTERS



Confidence & self-belief



Independence & real-world skills



Meaningful work & contribution



Feeling valued & respected

WHAT THIS MEANS FOR SCOTLAND'S SKILLS SYSTEM

1

RETHINK SUCCESS

Move beyond qualifications to include belonging, confidence, wellbeing and participation.

2

BUILD STRENGTHS-BASED TRANSITIONS

Focus on strengths, interests and aspirations – not deficits. Support what young people can do, not what they can't.

3

CREATE FLEXIBLE PATHWAYS

Education, apprenticeships and employment pathways should adapt to diverse ways of learning and thriving.

4

EMPOWER YOUNG PEOPLE TO SHAPE THEIR FUTURES

Neurodivergent young people advocating for meaningful, personalised, responsive learning experiences.



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