Scotland's Futures Forum

Goodison Group
in Scotland

By 2025, Scotland will be regarded as a world-leading learning nation:

Data Workbook

global learning society

local learning society

market-driven learning society

divided learning society

There are accompanying publications to this paper which can be found at **http://www.ggis.org.uk** or **http:// www.scotlandfutureforum.org**.

We suggest that you approach the four papers in the order listed below:

1   *By 2025, Scotland will be regarded as a world-leading learning nation:* **Key questions and provocations**

2   *By 2025, Scotland will be regarded as a world-leading learning nation:* **Toolkit – Using these scenarios within your organisation**

3   *By 2025, Scotland will be regarded as a world-leading learning nation:* **Scenarios for the future**

4   *By 2025, Scotland will be regarded as a world-leading learning nation:* **Data workbook**

A compilation report of project events and individual event papers are also available on the websites.

Contents

This data workbook has been prepared as a repository for key research, opinion, and views expressed in relation to the proposition explored by the Goodison Group in Scotland / Scotland's Futures Forum: *'By 2025 Scotland will be regarded as a world-leading learning nation'.*

The purpose of the workbook was to act as a key resource for delegates attending the scenario build workshops on 31 August and 3 September 2012. It is important to approach this workbook knowing that it is not exhaustive and has been organised by themed chapters as a simple way of filtering and organising the learning which has emerged from the seminars, events and research: social; technological; economic and business; environmental; political; ethics, values and standards; and international. Moreover, the reader may feel that some of the commentaries set out in the summary columns would be better placed under a different theme. There is no way of filtering all the information with exacting precision. However, the aim was for the data workbook to be accessible and useable to all involved.

Crucially, the material contained within this workbook set out to help delegates identify, consider and rank (by importance and uncertainty) key drivers of change. The material helped to underpin the architecture of the emerging scenarios, and the assumptions, views and forecasts contained here were ultimately used to inform narratives contained within each scenario frame.

Readers of the workbook can simply read the issue summaries, or for a closer examination, refer to the source links supplied.

The materials contained within the workbook were drawn from a number of sources:

i) A desk-based literature review

ii) A series of events around the following themes:
- Early years
- Organisational management and the changing nature of work
- Young people
- International perspectives
- The role of teachers
- The views of parents
- Educational entrepreneurship
- Those regarded as being far from the jobs market
- The higher education sector
- The college sector

iii) Phone interviews with key experts.

Background to the project

This ambitious project is taking a 'futures' look at the learning environment in 2025 and beyond. It is about helping to change attitudes and the ways in which policymakers, educators, employers and all interested parties, as well as learners, think about education and the different forms of learning and skills required for the 21st century.

It has been argued that Scotland has one of the world's best-performing education systems. It has high and improving levels of attainment, a well-qualified and highly professional teaching force, and, in recent years has seen a radical rethink on how its curriculum is shaped and delivered, through Curriculum for Excellence. Standards are high and consistent from school to school. Many features of Scottish education, such as its model of school self-evaluation and its qualifications framework, are studied and copied by countries across the world. These are all important strengths on which to build.

However, this system faces challenges. The rate of improvement in participation and attainment has been slow over much of the past decade. The 2007 OECD review of Scottish schooling, while commending the system's strong performance, consistent standards and inclusiveness, drew attention to an achievement gap that particularly affected children from poor backgrounds, and to low rates of participation post-16. This was highlighted again by the recent University and College Union report, which suggested that in 2011 parts of Glasgow had the worst educational rating in the entire UK. The report claimed, for example, that in Glasgow's North East constituency, 35% of those aged 16 to 64 have no qualifications.

In Scotland more generally there are questions around the preparedness of school leavers for the world of work, and over the extent to which their knowledge and skills will be used in employment.

Equally important, Scottish education must meet the new challenges of a changing economic and social environment. It needs to recognise and respond to the changing skill demands of the labour market, and prepare young people to become the entrepreneurs and job-creators of tomorrow. It also needs to meet ever-rising expectations in a context where public budgets are being reduced.

It is for this these reasons and against this backdrop that this project ambitiously seeks to consider the 'outrageous' proposition that: *"By 2025, Scotland will be regarded as a world-leading learning nation'.*

The issues relating to this proposition are complex and inter-related. However, it is hoped that those who participate in this project will gain valuable insights, fresh perspectives and hear new and emerging evidence. This is not an academic project. It is hoped that the final scenarios to emerge will be of value to engage government, business and the education sectors as they consider how to improve Scotland's ability and capacity to learn in the coming years.

ITEM 1 | THEME **Learning not for learning's sake**

CONTACT, AUTHOR, REFERENCE Lady Susan Rice, GGiS / SFF Launch event
http://www.ggis.org.uk/AutoIndex2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES Success in life or learning is not about achieving targets or a string of qualifications simply on their own; it's how people use them. We need to be clear what we mean by learning. Is simple learning or is its impact, how it's put to use, what matters more? What about the heuristic of learning – are we talking about a particular kind of learning, such as learning by experience, or does it matter… The learning we'll need tomorrow is certainly different from the learning required today.

ITEM 2 | THEME **New social service institutions of 2025**

CONTACT, AUTHOR, REFERENCE Helen Chambers, GGiS / SFF Early years event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20early%20years%20seminar%202011%20report.pdf

ISSUES We can invent new institutions for 2025 providing better interaction with service users. A vulnerable 5 year-old and his/her family may have separate involvement from many professionals, for example, social work, police, GP, health visitor, drugs projects, prison service, the care system, DWP, and get ready for work schemes. In 2025 can we have a 'multi-institutional community', a limited liability partnership with the right legal framework, one staffing structure, one IT structure? Can we invent or find new financial instruments and models to help put wealth back into communities? Let's invent new institutions that are fit for purpose.

ITEM 3 | THEME **The rise of the precariat**

CONTACT, AUTHOR, REFERENCE Prof Guy Standing, GGiS / SFF Unreasonable learners event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

(Guy Standing *The Precariat: The New Dangerous Class*, 2011. London: Bloomsbury Academic.)

(Guy Standing, *Work After Globalization: Building Occupational Citizenship*, 2009. Cheltenham: Edward Elgar Publishing.)

ISSUES [We face a crossroads in addressing what is described as the rise of the precariat.] The precariat is a class in the making, consisting of many millions of people who are suffering similar forms of chronic insecurity. They are reliant upon short-term jobs without any of the labour securities that were built up in the twentieth century. They exist to supply flexible labour and are expected to be adaptable. They do not belong to a community that involves the transfer of codes of ethics, standards, values and ways of living and relating to other people. Rather, they are constantly encouraged to be opportunistic in their attitudes. If they know that, in the future, paths are unlikely to cross again, this leads to a lack of empathy towards those with whom they work and a sense of solidarity is unlikely to be fostered. **The direction we are going makes possible a worse situation in which a neo-fascism plays on the insecurities and anger of the precariat and those who fear joining it. Or we take a different direction, addressing the insecurities and inequalities threatening our civilization.** Social progress is led by the interests and aspirations of the emerging mass class; in today's society it is the precariat. To accomplish this we need to enable the precariat to gain control of their time and be able to access the types of knowledge that they need. Also, every forward march is done through new forms of collective action involving non-governmental organisations, interest groups and occupational associations.

ITEM 4 | THEME **Young people's views on key drivers of change**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Young people event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20Young%20Scot%20seminar%20report%202012.pdf

ISSUES Young people thought the rich / poor divide would only increase in the future. They thought the cost of fuel would rise adversely impacting low income families and that the retirement age would be set at.

ITEM 5 | THEME **The need to think about change differently**

CONTACT, AUTHOR, REFERENCE Prof Graham Donaldson, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES There is a significant section of the Scottish population that continues not to benefit from what we offer in schools. We don't have a problem of failing schools, but the difference between how youngsters perform within our schools is greater than it is in many other countries. Who you are, not what school you go to, matters too much in Scotland; background has a huge impact in terms of success. We can do more within the school system to defeat destiny.

ITEM 6 | THEME **Characteristics of successful learners in the 21 century**

CONTACT, AUTHOR, REFERENCE Prof Graham Donaldson, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES Are persistent, resilient, able to manage impulse, can change, adapt, transfer skills, possess deep knowledge, have skills to access information, as well as retain it, have learnt how to learn and want to learn, possess strong interpersonal/ intrapersonal skills, are responsible, global citizens, have strong core skills, are secure in their values.

ITEM 7 | THEME **Education system failing students, not students failing in system**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Workshop with those regarded as being far from the jobs market

ISSUES ...the point was raised that some people may be described as having learning difficulties but are more able than previously realised. It was argued that these learners should instead be described as having a learning deficit because **formal education had failed them**. To overcome this, delegates thought that additional support needed to be offered to those with a barrier to education.

ITEM 8 | THEME **Community wisdom councils**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Workshop with those regarded as being far from the jobs market

ISSUES ...delegates discussed **learning communities** and the need for community leadership. Delegates thought that there was increased opportunity for citizenship participation and for the development of wisdom councils.

ITEM 9 | THEME **Teaching parenting skills at primary school**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Parents event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20parents%20seminar%202012%20report.pdf

ISSUES ...delegates thought that parents needed to be more involved in understanding their children and therefore more involved in parenting. They argued that this means learning to parent, starting in primary school.

ITEM 10 | THEME **Parent councils & teachers in policy process**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Parents event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20parents%20seminar%202012%20report.pdf

ISSUES ...the real potential for research and the further development of Curriculum for Excellence were identified as opportunities as well as the development of parents' councils.

...delegates expressed a need to get teachers more involved in the policy process, stating that practitioners need to become the experts.

ITEM 11 | THEME **Transitions – individualised approaches & removing barriers**

CONTACT, AUTHOR, REFERENCE *Lost Sheep Looking for Somewhere to Go*, The Poverty Alliance. 2011.
http://www.povertyalliance.org.uk/ckfinder/userfiles/files/EPIC/Reports/EPIC_ResearchReportYOUTHSPACE.pdf

ISSUES Transition from school to employment, education or training, based on the views and experiences of young people in Stirling. Recommends individualised approaches to be at the heart of policy, removing barriers, e.g. reducing travel costs, seeking young people's views, supporting services to address lack of confidence.

ITEM 12 | THEME **Poverty and educational deficit**

CONTACT, AUTHOR, REFERENCE *Poorer children's educational attainment: How important are attitudes and behaviour?*
Joseph Rowntree Foundation (JRF). 2010. http://www.jrf.org.uk/sites/files/jrf/poorer-children-education-full.pdf

ISSUES Part of the JRF project on education and poverty. The research showed that educational deficits emerge early in children's lives, even before entry into school, and widen throughout childhood. Even by the age of three there is a considerable gap in cognitive test scores between children in the poorest fifth of the population compared with those from better-off backgrounds. This gap widens as children enter and move through the schooling system, especially during primary school years.

ITEM 13 | THEME Career guidance for enhancing social mobility

CONTACT, AUTHOR, REFERENCE *High-quality Career Guidance for Enhancing Social Mobility: A submission to the Milburn Review of Social Mobility and Child Poverty.* 2011. UK Careers Sector Strategic Forum.

ISSUES The UK Careers Sector Strategic Forum aims to formulate a national strategic framework for careers information, advice and guidance (IAG) to address the issues of access, transparency, quality, equality, and continuity, and to identify areas where UK-wide co-ordination would be helpful.

ITEM 14 | THEME Education as a route out of poverty

CONTACT, AUTHOR, REFERENCE Joseph Rowntree Foundation, Education and Poverty current project
http://www.jrf.org.uk/work/workarea/education-and-poverty

ISSUES This programme of work explores how poverty affects children's education, and the role of education as a route out of poverty. Children growing up in poverty and disadvantage are less likely to do well at school. This feeds into disadvantage in later life and in turn affects their children. Key message of the evidence is that equality of educational opportunity cannot rely solely on better delivery of the school curriculum for disadvantaged groups, but must address multiple aspects of disadvantaged children's lives.

ITEM 15 | THEME Population projections

CONTACT, AUTHOR, REFERENCE *Population Projections for Scottish Areas*, National Records of Scotland. 2012.
http://www.gro-scotland.gov.uk/statistics/theme/population/projections/sub-national/2010-based/

ISSUES The population of Scotland is projected to rise, but not at an even rate across the country. The report concentrates on the period between 2010 and 2035, and for the first time publishes seven variant projections in addition to the principal projection for Scottish areas. By 2035 we expect the population of Scotland to increase by about 10%. But in East Lothian and Perth and Kinross, we think it will grow by around a third. At the same time, we project the number of people in Inverclyde will fall by about 17% and in Eilean Siar, the Western Isles, by about 11%. The number of children aged 0–15 is projected to increase in half of the 32 council areas, with the largest percentage increases in East Lothian (+41%) and Perth & Kinross (+32%). The largest decreases are projected in Eilean Siar (-34%) and Inverclyde (-27%).

ITEM 16 | THEME Learning society – design of the education system

CONTACT, AUTHOR, REFERENCE *Learning Society: An Outside View of the Design of our Holistic Education System*, Gordon Hall. 2009.

ISSUES The premise of this paper is that the design of our education system should be underpinned by a belief in people and the importance of sound knowledge (wisdom). Knowledge is continually developed by making explicit our underpinning theoretical assumptions and being willing to challenge them in light of modern research. Are the underpinning assumptions supporting the present design of our education system out of date? The paper emphasises the need for the disciplined growth of our knowledge through development of theories by experiment and observation. This disciplined process goes under the name of Scientific Method. It presents actions for the future.

ITEM 17 | THEME Lack of social mobility

CONTACT, AUTHOR, REFERENCE *Understanding Society* http://www.understandingsociety.org.uk/ and
http://research.understandingsociety.org.uk/findings/findings-2012 commissioned by the Economic and Social Research Council; led by the Institute for Social and Economic Research, University of Essex.

ISSUES Initiatives by successive governments to provide better access to higher education for young people from less-privileged backgrounds have failed according to the world's largest longitudinal study. Just a 5% increase in degrees among children of routine and manual workers. An analysis of the social backgrounds of almost 34,000 adults between 22–49 reveal that it is the children of the middle not the working classes, who have benefited the most from the expansion of higher education over the last 15 years.

ITEM 18 | THEME Public services delivery – preventative spend

CONTACT, AUTHOR, REFERENCE *Commission on the Future Delivery of Public Services*, Scottish Government. 2011.
http://www.scotland.gov.uk/Publications/2011/06/27154527/18

ISSUES The Christie Commission believes Scotland's public services are in need of urgent and sustained reform to meet unprecedented challenges. The pressure on budgets is intense and public spending is not expected to return to 2010 levels in real terms for 16 years. Unless Scotland embraces a radical, new, collaborative culture throughout public services, both budgets and provision will buckle under the strain. Tackling these fundamental inequalities and focusing resources on preventative measures must be a key objective of public service reform. Recommends considering how the educational and development infrastructure across the different elements of the public service could be better coordinated.

ITEM 1 | THEME **Mobile technology**

CONTACT, AUTHOR, REFERENCE GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES Mobile technology challenges classroom based learning.

ITEM 2 | THEME **Social networks**

CONTACT, AUTHOR, REFERENCE GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES Young people are very persuaded by social networks. While older people are increasingly using social networks, they use them for a different type of communication. Professional educators in 2025 need to understand and use technology and social media in the same way as their students.

ITEM 3 | THEME **Impact of technology**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Young people event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20Young%20Scot%20seminar%20report%202012.pdf

ISSUES The advances in the use of technology in everyday life and also impacting on education and employment opportunities will include increase in social media for young people, less manual work available, increased use of tablets for information, much more virtual technology in classrooms, even virtual schools. ... [delegates] also expected technology to increasingly replace humans in jobs and online shopping to adversely impact the retail sector. ...[delegates] thought more young people were likely to set up their own companies. Young people also thought that a higher premium should be placed on international relations and communications as these would be the skills required in 2025.

ITEM 4 | THEME **Technology is key to 2025 dream**

CONTACT, AUTHOR, REFERENCE Mari Wallace, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES Creative use of technology is one of the keys to success if the Scottish education dream is to come true by 2025.

ITEM 5 | THEME **Ever more virtual generations**

CONTACT, AUTHOR, REFERENCE Dr James Miller, GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES Many of today's students have never known a world without the internet, mobile phone, texting, video or digital music. An Office for National Statistics survey just two years ago reported that 73% of households had internet access and there were huge variations across the UK. Access levels in Scotland are one of the lowest at 64%. 99% of young people aged 16 to 24 use the internet. 77% of 16 to 24 year-olds access the internet every or almost every day and the most common internet activity is sending or receiving emails. 44% of young people connect to the internet via mobile phone; 75% participate in social networking.

ITEM 6 | THEME **Ways technology can stimulate the would-be learner**

CONTACT, AUTHOR, REFERENCE Dr James Miller, GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES The opportunity is there for technology to nurture communities of learning. These technologies are becoming more and more familiar to this audience through new initiatives like OpenLearn. http://www.open.edu/openlearn/

Informal lifelong learners start with passions and areas of interest and need. What we need are ways to access quality content in new ways, support from outside the institutional sector, ways of gaining credit and recognition for activities, and routes to enter and re-enter formal learning. Our interest is to understand and develop components of the social learning network; to connect learners to each other and their mentors; to help learners evidence their learning process and products, and provide learners with processes and products to help them receive appropriate recognition and external validity. We aim to be technically open to the huge innovation in the cloud, and to be conceptually open to the different learning frameworks that educators want to follow.

ITEM 7 | THEME **Vision for a HE institution of 2025**

CONTACT, AUTHOR, REFERENCE Dr James Miller, GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES A higher education centre which recognises and gives equal value and priority to different modes of learning and intensity of study. An open system that is more responsive to student demand. It is highly attuned to employer requirements, it meets national needs in terms of civic, economic, cultural objectives, it is globally networked and embraces the opportunities that new technologies have to offer.

ITEM 8 | THEME **Access to technology**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES Most of the technological requirements for the learning society of 2025 have been or will be resolved in the next ten years – except perhaps tracking the learning credit back to the individual so their learning can be authenticated. By the end of this year in one region of Brazil, with a population of 128m, every primary school child will have a tablet; why do we struggle to give IT access to our disadvantaged learners?

ITEM 9 | THEME **Access to wireless**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES I can foresee in 2025, in 13 years' time, there will be wireless access in virtually every home. There will be some poor families who will not have this but there will be tablets two-a-penny, they will come right down in price. Every household will have a few tablets with network access. Technology will absolutely be all pervasive and we have got to maximise opportunities that presents.

ITEM 10 | THEME **Educators keeping up to speed with industry requirements**

CONTACT, AUTHOR, REFERENCE GGiS / SFF SME interview

ISSUES Universities and colleges teach the wrong computer languages. We are an IT company; we develop software all the time, and the students who come out have learnt all the wrong software and we have got to teach them it all. It takes them maybe a year before they are bringing any economic benefit in for the company. If only there was better communication and educators asked us what we need. ...even do a local consultation or survey amongst local SMEs.

ITEM 11 | THEME **Free education to anyone anywhere**

CONTACT, AUTHOR, REFERENCE The Khan Academy http://www.khanacademy.org/about

ISSUES An example of the opening up of freely available education on an international scale. A not-for-profit with the goal of changing education for the better by providing a free world-class education to anyone anywhere. All of the site's resources are available to anyone completely free of charge.

ITEM 12 | THEME **ICT in education and the future of schools intranet, Glow**

CONTACT, AUTHOR, REFERENCE Education Scotland ICT in education summit feedback
http://www.engageforeducation.org/2011/11/ict-in-education-summit-summary-of-key-feedback/

ISSUES The team's aims are to change the culture of the use of ICT, improve confidence, promote new behaviours for teaching, deepen parental engagement and strengthen position on hardware and associated infrastructure. In October 2011 over 110 people attended an ICT Summit and up to 900 people participated online discussing the future of ICT in Education, including the evolution towards the new Glow solutions. An ICT in Education Excellence Group was set up in June 2012, consisting of IT and education specialists and end users with the immediate task of scoping the long-term user-centred future of Glow.

TECHNOLOGICAL

ITEM 13 | THEME ICT in education and the future of schools intranet, Glow

CONTACT, AUTHOR, REFERENCE Laurie O'Donnell, one of the 'architects' of Glow, writing in *The Times Educational Supplement Scotland* (*TESS*) http://www.tes.co.uk/article.aspx?storycode=6116609

ISSUES The mainstream tools that are available free on the internet are fine, but to be usable in an educational context they should work off a single directory. It is also important that your stuff can be found easily, irrespective of where and how it was created. Culture, confidence, practice, behaviours and engagement are also important, but so is having the right tools in the right place at the right time. Today's open tools far too often become tomorrow's commercial services. In many free services, such as Facebook, the user is less "the customer" and more "the product", with their personal data (preferences, pictures, contacts and habits) up for sale to the highest bidder – not so bad if you sign up for this as a private individual, but perhaps not something the Scottish Government should be doing on behalf of our children. Looking forward positively, we need the best possible solution to keep Scotland at the cutting edge of learning and technology. Not for its own sake, but as a central means of enhancing the life chances of our young people.

ITEM 14 | THEME ICT competency framework for teachers

CONTACT, AUTHOR, REFERENCE *UNESCO ICT Competency Framework for Teachers*. 2011. http://unesdoc.unesco.org/images/0021/002134/213475E.pdf

ISSUES The Framework emphasises that it is not enough for teachers to have ICT competencies and be able to teach them to their students. Teachers need to be able to help the students become collaborative, problem solving, creative learners through using ICT so they will be effective citizens and members of the workforce. It is arranged in three different approaches to teaching (three successive stages of a teacher's development). *Technology Literacy*, enabling students to use ICT in order to learn more efficiently. *Knowledge Deepening*, enabling students to acquire in-depth knowledge of their school subjects and apply it to complex, real-world problems. *Knowledge Creation*, enabling students, citizens and the workforce they become, to create the new knowledge required for more harmonious, fulfilling and prosperous societies.

ECONOMIC & BUSINESS

ITEM 1 | THEME Economic wellbeing

CONTACT, AUTHOR, REFERENCE Dr Janet Lowe, GGiS / SFF launch event http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES A learning nation must be a prosperous one – where economic wellbeing creates the resources for investment in learning – by society and individuals.

ITEM 2 | THEME The economic benefits of early years investment (mental health)

CONTACT, AUTHOR, REFERENCE Prof Ann Buchanan, GGiS / SFF Early years event http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20early%20years%20seminar%202011%20report.pdf

ISSUES Although there has been huge progress in health and education of children, mental health has stayed static or actually gone down. 8.5% of children in Scotland have a clinically diagnosed mental health disorder, and these are just the tip of the iceberg. Children who have problems become parents with problems – there are strong links between parental mental health and child well-being. Such children are very expensive. Over the life course they will cost a lot of money due to the costs of managing mental health, alcoholism, drug abuse and possibly criminality, plus the lack of earnings in adult life added to the cost of welfare... A child in the UK with a conduct disorder will cost an estimated £70,019 compared with £7,423 for a child with 'no problems'.

ITEM 3 | THEME A basic citizens income

CONTACT, AUTHOR, REFERENCE Prof Guy Standing, GGiS / SFF Unreasonable learners event http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

ISSUES After 25 years, experiments **introducing a basic income** [given by the state] are underway in Brazil, India and other countries. Rather than leading people to be lazy, as many fear about this proposal, basic income is helping to reduce inequality, raise the status of women, reduce child poverty and increase school attendance. This thinking goes in the opposite direction of current welfare reform, which is drifting towards workfare, punitive treatment for those at the bottom of society and more poverty traps. If we are to achieve a learning society by 2025, it will be imperative to be more open in our thinking about what makes a good society.

ITEM 4 | THEME **New basis for economic stability**

CONTACT, AUTHOR, REFERENCE GGiS / SFF supported Educational entrepreneurship event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/Educational_Entrepreneurship_Post_Conference_Report%202011.pdf

ISSUES Community ownership and values based investments, which balance economic development with culture and creativity (as per the Guggenheim regeneration project in Bilbao), will be recognised as the backbone of our economy.

ITEM 5 | THEME **Growth job markets**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Young people event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20Young%20Scot%20seminar%20report%202012.pdf

ISSUES ...[delegates] thought there would be an increased number of jobs within media and possibly the armed forces [resulting from an expected increase in armed conflict and war].

ITEM 6 | THEME **Vital role of authentic work placements**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Young people event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20Young%20Scot%20seminar%20report%202012.pdf

ISSUES A better use of work experience and work placements was considered to be **vital** to ensure that learning is relevant to the careers that young people want to pursue.

Some [delegates] thought that [work placement] opportunities available now were tokenistic and often did not actually provide many new skills. If they could be longer and involved doing "an actual job rather than just making up things to do" there would be more benefits for everyone involved. It could also provide valuable experience that future employers would be looking for. For this to happen, schools would need to take on a more active role than they currently do in setting up work experience placements.

ITEM 7 | THEME **Businesses delivering their own qualifications**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Scotland's Colleges roundtable visioning exercise

ISSUES Our view is education is going to move to employers delivering their own qualifications. There is a necessity to deliver, in a teaching environment, some softer skills, and then actual skills are developed specific to your industry through an employer. This should be done in a regional and local context not a national one. ...we talked about moving away from SQA as the main deliverer of qualifications. We think we should move away from that and into things that are more relevant to the needs of the learner and the business whatever that looks like. ...we also thought there should be far less people at university if there is still a need for that sort of high level research element but that a lot more education had to become vocational.

ITEM 8 | THEME **Flexible HE learning**

CONTACT, AUTHOR, REFERENCE Dr James Miller, GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES Students who continue to work while they study part time can maintain their income and they can up-skill or re-skill while gaining practical work experience.

The positive benefits for employers include cost effectiveness, immediate application of skills in the workplace, staff retention, motivation and the ability to grow.

ITEM 9 | THEME **Competitive – building entrepreneurship and employability into learning**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES Scotland cannot be internationally competitive if we are not driving our citizens to the highest level of skills that they are capable of. That must include making sure that entrepreneurship and employability is really built into what we are doing with students at university. Scotland should be bubbling with entrepreneurship; we are not going to have that sort of dynamism, and we are not going to be internationally competitive, unless we are developing citizens to the highest skills level.

ITEM 10 | THEME Dangers of commodification of higher education

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES The commodification of education may bring Scotland money in the short term but although you can treat education as a business it will soon create many enemies.

ITEM 11 | THEME Student support is all important

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES Most countries have got a grasp of what they seek to do and what their own educational guidelines should be. There is a view that UK universities are destroying their businesses by thinking that commercial distance learning will make a lot of money. Education, as opposed to information, is a structured process and it needs massive support. And if we want to do something meaningful internationally with a strong reputation for quality we have to look at how we support students internationally.

ITEM 12 | THEME Business run / owned universities

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES There are, of course, more diverse routes into higher education which could be much more prevalent in the future... there is a view that an over reliance on this kind of approach, while good for the individual companies, will stifle entrepreneurial thinking. That said, there is evidence that leading companies who undertake such programmes seek to actively encourage entrepreneurial thinking and skills to promote innovation within their businesses.

ITEM 13 | THEME The scale of family run businesses in Scotland

CONTACT, AUTHOR, REFERENCE GGiS / SFF SME Interview

ISSUES The best estimate is that 70–75% of all businesses are family businesses. There is a need to help these family businesses with proper governance arrangements. I would like the professional advisory community to make available learning materials that enable them to develop a much better understanding of the issues that impact on the success of SMEs [most of which will be family businesses].

ITEM 14 | THEME Relations between larger companies and SMEs

CONTACT, AUTHOR, REFERENCE GGiS / SFF SME interview

ISSUES We need to see bigger companies offering mentoring more to SMEs. ...there is a need to spread best practice.

ITEM 15 | THEME Finding people with 'soft skills' is not easy

CONTACT, AUTHOR, REFERENCE GGiS / SFF SME interview

ISSUES ...finding people with technical skills is arguably easier but from an organisational culture point of view finding people with non-academic, emotional or confidence skills is much more difficult because you need to be able to determine that, see that in people before you can have confidence that they will fit with your organisation's culture.

ITEM 16 | THEME Positive impact of employer involvement in education

CONTACT, AUTHOR, REFERENCE *It's who you meet: Why employer contacts at school make a difference to the employment prospects of young adults*, The Education and Employers Taskforce. 2012.
http://www.educationandemployers.org/media/15052/its_who_you_meet_final_report.pdf

ISSUES OECD analysis demonstrates that those countries with education systems which offer combinations of classroom learning and workplace exposure linked to vocational pathways (as through the German-style apprenticeship system) typically experience much lower youth unemployment rates. US research shows that where academic education pathways include considerable employer contacts that positive labour market outcomes are also be to found. New British evidence shows statistically significant positive relationships exist between the number of employer contacts (such as careers talks or work experience) that a young person experience in school (between the ages of 14 and 19) and:

> Their confidence (at 19–24) in progression towards ultimate career goals;

> The likelihood of whether (at 19–24) they are not in employment, education or training (NEET) or non-NEET

> Earnings if salaried

ITEM 17 | THEME **Difficult transitions from education to work**

CONTACT, AUTHOR, REFERENCE *Lost in transition? The changing labour market and young people not in employment, education or training*, The Work Foundation. 2012.
http://theworkfoundation.com/Reports/310/Lost-in-transition-The-changing-labour-market-and-young-people-not-in-employment-education-or-training

ISSUES The number of young people who are NEET has been rising for the last decade. This report examines how the characteristics of NEETs have changed over this period, and how longer-term labour market change has affected the transition for young people from education into employment.

The report shows that young people are finding it increasingly difficult to make the first step into work. It argues that for some the transition into work has become more difficult and that support from service providers should be concentrated on this important stage.

ITEM 18 | THEME **Utilisation of skills**

CONTACT, AUTHOR, REFERENCE SFC / SDS Joint Skills Committee's programme of action research in the utilisation of skills.
http://www.sfc.ac.uk/skills/SkillsUtilisation/SkillsUtilisation.aspx

ISSUES Programme of action research in the utilisation of skills in the workplace is piloting new interactions between universities, colleges, employers and individuals to find out how people use their skills effectively at work. At local level, Community Planning Partnerships are shaping local learning provision towards economic and social priorities.

ITEM 19 | THEME **Parenting and education supporting entrepreneurship**

CONTACT, AUTHOR, REFERENCE Cameron Herold, TEDxEdmonton 2010, 'Raising Kids to be Entrepreneurs' presentation
http://www.tedxedmonton.com/2010/04/cameron-herold-raising-kids-to-be-entrepreneurs/

ISSUES Bored in school, failing classes, at odds with peers: This child might be an entrepreneur. Makes the case for parenting and education that helps would-be entrepreneurs flourish – as kids and as adults.

ITEM 20 | THEME **Skills and skills utilisation**

CONTACT, AUTHOR, REFERENCE *Skills in Focus: Product market strategies and skills utilisation*, SFC / SDS Joint Skills Committee. 2011.
http://www.sfc.ac.uk/web/FILES/Our_Priorities_Skills/Skills_in_focus_-_product_market_strategies_and_skills_utilisation.pdf

ISSUES The paper concludes that any public policy attempt to influence the skill levels required by companies, or how these skills are deployed, must retain a strong sectoral dimension and must seek to influence both product market and competitive strategy.

ITEM 21 | THEME **Leadership and ownership of skills**

CONTACT, AUTHOR, REFERENCE *Employer ownership of skills: Securing a sustainable partnership for the long term*, UKCES. 2011.
http://www.ukces.org.uk/publications/employer-ownership-of-skills

ISSUES A long term agenda intended to build on the commitment of this government and the last to increase significantly the level and quality of participation in skills training in the workplace. These proposals are concerned with 'seeing around the next corner' and responding to the major challenges of making recent apprenticeship growth sustainable, raising quality and maximising opportunities for young people. Longer term, we believe that there needs to be two radical shifts in the leadership and ownership of skills:

> Move from government leadership to employer ownership of vocational training for young people aged 16–24;
> Move from provider led to employer owned adult workforce development

ITEM 22 | THEME **Entrepreneurs as agents of improvement in schools**

CONTACT, AUTHOR, REFERENCE *What Is Educational Entrepreneurship?* K Smith & J Landry Petersen. 2006. NewSchools Venture Fund.
http://tinyurl.com/educationalentrepreneurship

ISSUES In a system governed by the principles of dynamic equilibrium, entrepreneurs may be both important vehicles for getting there and permanent participants in this new environment. By imagining how education can be improved, thinking beyond the current rules and resources, creating new organisations to execute their vision and inspiring others to follow, entrepreneurs may be agents of continuous improvement in public schooling.

ITEM 23 | THEME Employment changes and poverty in 2020

CONTACT, AUTHOR, REFERENCE *The impact of employment changes on poverty in 2020*, Joseph Rowntree Foundation. 2012. http://www.jrf.org.uk/publications/poverty-inequality-employment-structure

ISSUES How will changes in the structure of employment and pay affect income inequality and poverty levels by 2020? Projections suggest long-term labour market trends are set to continue. Examining the impact of these changes on income inequality and poverty levels, this study forecasts a rise in income inequality and poverty levels; cites expected cuts in benefits and tax credits as a major cause of these rises; suggests the impact on the overall level of relative poverty and inequality forecast for 2020/21 made by changes imposed on employment and pay structures will be small. Conducted at a time when the role of skills development in a reformed welfare-to-work policy environment is high on the policy agenda, and when job prospects for less qualified workers look likely to remain poor...

ITEM 24 | THEME Tackling youth employment

CONTACT, AUTHOR, REFERENCE *Report into youth employability*, The Smith Group and the Scottish Government. 2011. http://www.scotland.gov.uk/Publications/2011/11/SmithGroupReport

ISSUES Recommendations include targeting the 'at risk' population, such as ensuring learning outcomes meet individual aspirations and competencies; using trusted role models as mentors; investment in parts of Scotland 'where the NEET problem is highest'. Effective support at critical stages of development, at pre-school early years, and at transition from primary to secondary school. Narrowing the gap between education and the world of work by engaging employer support to provide part-time work, introducing a system of 'Training Champions' (modern journeymen), basing awards on learning, training and work placement performance, linking incentives such as the Education Maintenance Allowance to preparing for work, and ensuring that parents understand how education is preparing young people for employment, and teachers from primary onwards recognise 'the imperative of opening the eyes of their pupils to the world of work'. The public should consider using employment and procurement practices as a way of providing employment, placements or work experience for the NEET population.

ITEM 25 | THEME Higher education

CONTACT, AUTHOR, REFERENCE *Higher Education in Scotland: A critical topic*, David Hume Institute. 2011. http://www.davidhumeinstitute.com/images/stories/publications/HOP/HOP%2090.pdf

ISSUES A collection of 16 essays from principals past and present, to commentators from outwith as well as within Scotland, to key economic analysts of the sector and to a range of informed parties – including GGiS members Sir Andrew Cubie and Prof Jim Gallagher. Wishing to stimulate 'informed, objective and evidence-based' debate. Not all about fees.

ITEM 26 | THEME Role for further education colleges in generation of entrepreneurs

CONTACT, AUTHOR, REFERENCE *Enterprising Futures: The changing landscape and new possibilities for further education*, Gazelle Global. 2012. http://www.thegazellegroup.com/gazelle-publication.php

ISSUES We believe that in the current economic global climate it is vital to foster a new generation of social and commercial entrepreneurs; entrepreneurs who can add value to communities, bring innovation to existing businesses and who can create their own employment with confidence and ambition. FE colleges will play an integral role in achieving this goal, but we must be prepared to make the changes needed to deliver a different outcome for students in the 21st century workplace. The Gazelle Principals Group is committed to transforming curricula to encourage an entrepreneurial mindset in their students that will serve employers well and increase opportunities for all.

ITEM 1 | THEME **Asset-based approach to learning and life**

CONTACT, AUTHOR, REFERENCE Dr Janet Lowe, GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES By 2025 all citizens should be able to combine study, work, family and community in a way that suits their circumstances and preferences so that learning becomes a part of life and not a precursor to life.

ITEM 2 | THEME **Collective responsibility**

CONTACT, AUTHOR, REFERENCE Dr Janet Lowe, GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES To be become a learning nation we will need the principle of collective responsibility for learning by state, individuals and employers, e.g. modern apprenticeships, individual learning accounts, and the open university. Simply putting purchasing power in the hands of learners or employers isn't the answer. Citizens of a learning nation will require a world class information, advice and guidance service so that people can make good decisions. If a person is going to embark on any kind of learning, he or she needs to have a purpose. At the launch event the hope was expressed that the scenarios would provide ideas on how to cultivate an expectation of lifelong learning where the environment is unsupportive.

ITEM 3 | THEME **Use physical assets**

CONTACT, AUTHOR, REFERENCE GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES We have a responsibility to use facilities more effectively; we could make better use of our public building and business premises for community learning. [learning in 2025 may be a 24 hour / 7 day week reality]

ITEM 4 | THEME **Losing intrinsic motivation through bad management**

CONTACT, AUTHOR, REFERENCE Gordon Hall, GGiS / SFF Unreasonable learners event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

ISSUES … [management] is bedevilled by short-termism and we are getting worse at utilising the intrinsic motivation and willing commitment of our people. [including teachers]

ITEM 5 | THEME **Learning environment**

CONTACT, AUTHOR, REFERENCE Prof Guy Standing, GGiS / SFF Unreasonable learners event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

ISSUES The ancient Greeks saw the most important thing for all citizens as being a combination of education, schooling, study and leisure and it involved the public participating in the life of the city. For the society to be a good one, they believed time must be spent in these endeavours and they tried to maximize the potential for people to do so. Yet in the twentieth century, for the first time, labour was put on a pedestal.

ITEM 6 | THEME **Early years environment for healthy brain development**

CONTACT, AUTHOR, REFERENCE Prof Ann Buchanan, GGiS / SFF Early years event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20early%20years%20seminar%202011%20report.pdf

ISSUES When a baby is born the brain is a 'work in progress'; it is not fully developed and it is the interactions we have with the baby which actually develop the neurons and the brain. If you don't get these interactions during the critical period you have a brain which is less developed… the time for maximising the potential of children is from zero to three years old. A focus on early years is a massive opportunity.

ITEM 7 | THEME **Creating a learning environment to nurture talents**

CONTACT, AUTHOR, REFERENCE Dr John Raven, GGiS / SFF Unreasonable learners event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

ISSUES Children have a wide variety of talents that need to be nurtured. It follows that, instead of arranging people in a hierarchy of smart to dull, the task of the educational system is to nurture and recognise these diverse talents. Interestingly, when this is done in a group situation, one finds oneself with an emergent culture of intelligence or enterprise that is actually able to accomplish some real change in a community.

ITEM 8 | THEME **Creating 'thinking classrooms'**

CONTACT, AUTHOR, REFERENCE Dr John Raven, GGiS / SFF Unreasonable learners event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

ISSUES Knowledge has a 'half-life' of a year; people forget 50% after one year, 75% after two years, 82.5% after three years, and so on. The knowledge is out of date when it is taught, doesn't relate to their problems and is forgotten by the time it is needed. What is needed to undertake any kind of activity effectively is a unique combination of up-to-date specialist knowledge – and that specialist knowledge is largely tacit; that is, it consists of knowledge of ways of doing things and can rarely be formulated in words. Nowhere in our formal educational system do we nurture this ability to build up specialist knowledge that enables you to move forward and venture into the unknown.

ITEM 9 | THEME **Building on success**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Unreasonable learners
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

ISSUES There are signs of positive change –16+ Learning Choices [16], Getting it right for every child [17], and Curriculum for Excellence [18] all aim to empower learners. [Reference numbers refer to the seminar report.]

ITEM 10 | THEME **New systems, connections and synergies**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Educational entrepreneurship event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/Educational_Entrepreneurship_Post_Conference_Report%202011.pdf

ISSUES In 2025, we will have an education system independent from local authority and central government control, with new systems of measuring attainment, where schools and parents are trusted to deliver learning. Scotland's communities will be linked up to share ideas, skills and learning methodologies. Social enterprises, whose values complement opportunity for all, will be seen as natural learning resources and partners in the delivery of education and learning. Learning institutions will be encouraged to set up their own social enterprises and to use the surplus created to fund their activities.

ITEM 11 | THEME **The need to value different learning styles**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Young people event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20Young%20Scot%20seminar%20report%202012.pdf

ISSUES The key point that came from the discussions around learning was to change the current education system to one that adopts a much more flexible approach to learning. This relates back to the idea that everyone possesses different learning styles, all of which need to be considered in order for more people to access learning opportunities. They felt that there should be a wider choice of subjects and a much stronger focus on vocational subjects. They thought that more value needed to be placed on extracurricular activities and experiences, not just learning that takes place within a traditional learning environment.

ITEM 12 | THEME **Applicability of knowledge**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Young people event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20Young%20Scot%20seminar%20report%202012.pdf

ISSUES …I don't care about the size of a triangle in maths but I would be more interested to learn about the practical applications of it in jobs.

ITEM 13 | THEME **Similar environmental issues facing other countries looking to achieve a learning society**

CONTACT, AUTHOR, REFERENCE GGiS / SFF International event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20international%20seminar%202012%20report.pdf

ISSUES [International views on the project proposition] **Social inclusion**: Society has become more diverse; it is important that learning embraces a wide range of people and takes forward processes of understanding, social cohesion and social inclusion. **A 'thinking economy'** rather than a manufacturing or a knowledge economy: It is becoming more important for people to have thinking skills that enable them to use existing knowledge in creative ways to tackle ongoing problems. **The explosion in the availability of learning:** In addition to the formal learning system, people can access learning and knowledge in all kinds of informal ways, particularly through the growth of social media. We have to think about how people are critically equipped to best use and make sense of what is available, and how the formal system relates to this growing informality.

ITEM 14 | THEME **Partnership working**

CONTACT, AUTHOR, REFERENCE Matthew Pearce, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES Schools and colleges need to work together to develop community based 'partnership learning', and schools need to involve 'expert' local support.

ITEM 15 | THEME **For some, there is value in learning for personal goals**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Workshop with those regarded as being far from the jobs market

ISSUES Education is not simply a route to employment. There is value for some in learning being itself a goal. Concerns were also raised regarding learners who may have difficulty making their own educational needs known. Delegates argued that we need to **give learners the working knowledge to be able to form their own opinions and express these**. It was also argued that for young people to be able to make their own decisions regarding learning, they need to understand what their options are.

ITEM 16 | THEME **Multiple schooling systems**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Parents event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20parents%20seminar%202012%20report.pdf

ISSUES ...delegates thought that we should look at multiple systems of schooling to ensure that each child receives the education most appropriate to them.

ITEM 17 | THEME **Asset based learning**

CONTACT, AUTHOR, REFERENCE Dr James Miller, GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES Increasingly, without higher education, you will be left out of this world – but higher education does not have to be an undergraduate degree studied full-time. What might happen to the traditional four year degree or the English three-year degree? The Scottish Government's 2010 Green Paper on higher education, Building a Smarter Future, encouraged us to consider different exit points, and advanced entry from schools into second or third year of a degree course. In England there is the prospect of developing two-year university courses and other accelerated provision, for example enabling students to augment conventional face-to-face programmes with distance learning courses as in Canada and the United States.

ITEM 18 | THEME **The importance of a sense of place**

CONTACT, AUTHOR, REFERENCE Dr James Miller, GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES In 2025, a sense of place will be less important. More important will be joint research where we share agreement through culture, character and values.

ITEM 19 | THEME **The centrality of student support**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES If we look at the success of the Open University it is absolutely clear what it is they are seeking to do. Part of its success was building the support for students that is all important. So while the Open University uses all sorts of mediums to help learners, it is the structured support that is key. Technological advances will not change that.

ITEM 20 | THEME **Inequalities of geography and neighbourhoods**

CONTACT, AUTHOR, REFERENCE *Making Better Places: Making Places Better*, Improvement Service. 2011.
Submitted to the Scottish Government's Finance Committee
http://www.improvementservice.org.uk/library/823-christie-commission/view-category/

ISSUES The aim of this paper is to provide evidence into the distribution of positive and negative outcomes within Scotland; to draw attention to the stark inequalities that exist; to demonstrate the distinctive geographical distribution of outcomes and to highlight the strong inter-correlation of positive and negative outcomes at local neighbourhood level. Secondly, and on the basis of this evidence, to link this to wider discussion around public sector reform to improve outcomes for individuals and communities and ensure future financial sustainability. Finally, the critical role of an integrated approach to local place and place 'making' is emphasised.

ITEM 21 | THEME **Towards a cohesive learning society**

CONTACT, AUTHOR, REFERENCE *Advancing Scotland as a Learning Society*, Standards Council of the Community Learning and Development Scotland. 2011. http://www.cldstandardscouncil.org.uk/files/Conversations_Report

ISSUES Following a series of Conversations. It states: [The] general implication is that our nation has not completed its journey towards a cohesive and all impacting learning society... it remains fragmented, a touch narcissistic in places and falls short of being able to claim that we have a learning culture in Scotland for all. The Standards Council via its 'conversations', in which they've asked these questions:

a) What would be the definitive characteristics of a Scottish Learning Society?

b) What are the obstacles that might get in the way of this type of society being created?

c) What are the first steps that should be taken in order to build such a society? The paper ends with the following call: We can't plan our way into the future; we need to learn our way into the future. We are starting a national dialogue with this paper. Will you work with us?

ITEM 22 | THEME **Drivers of change for schooling**

CONTACT, AUTHOR, REFERENCE *2020 Forecast: Creating the Future of Learning*, Knowledge Foundation. 2008. http://www.knowledgeworks.org/sites/default/files/2020-Forecast.pdf

2020 map of forces affecting education http://futureofed.org/2020forecast/

ISSUES Identifies six major drivers of change that are giving individuals and organisations an increasing array of options for creating a world of learning that will be very different from today's system of schooling: Altered bodies; Amplified organisation; Platforms for resilience; A new civic discourse; The maker economy; Pattern recognition

ITEM 23 | THEME **Factors shaping aspirations – parents, places and poverty**

CONTACT, AUTHOR, REFERENCE *The influence of parents, places and poverty on educational attitudes and aspirations*, Joseph Rowntree Foundation. 2011. http://www.jrf.org.uk/publications/influence-parents-places-and-poverty-educational

ISSUES There is a high degree of interest among politicians and policymakers in aspirations, driven by two concerns: raising the education and skills of the UK population, and tackling social and economic inequality. High aspirations are often seen as one way to address these concerns, but how aspirations contribute to strong work and educational outcomes is not well understood. The report examines the nature of aspirations; explores how parental circumstances and attitudes, school, and opportunity structures come together to shape aspirations in deprived urban areas; and argues that the approach to intervention should be reconsidered.

ITEM 24 | THEME **Early intervention – challenging the current claims**

CONTACT, AUTHOR, REFERENCE *The pseudoscience of the parent-bashers*, Stuart Derbyshire, a reader in Psychology at the University of Birmingham. 2011. http://www.spiked-online.com/index.php/site/article/11051/

ISSUES Challenges neuroscience claims: 'the belief that neuroscience has demonstrated the necessity of such an enriched home environment in the 'early years' (or any other period) is utterly baseless'.

ITEM 25 | THEME **Early intervention, parenting and family centres**

CONTACT, AUTHOR, REFERENCE *Early Years and Transformational Change*, Alan Sinclair, The Work Foundation *The case for early engagement* Alan Sinclair, www.centreforconfidence.co.uk/projects.php?p=cGlkPTYxJmlkPTQ0OQ

ISSUES Warns that Scotland must dedicate more time to children to allow them to flourish. Claims the country has practised 'avoidant parenting' for too long and wants more action to be taken to combat mental health and social problems in youngsters. His report claims family centres should be introduced to offer families tailored support to ensure vulnerable youngsters are given the help they deserve. He also claims parents themselves need to spend more time with their children.

ITEM 26 | THEME **Defining a learning nation**

CONTACT, AUTHOR, REFERENCE Frank Coffield, ESRC Learning Society project. 1994.

ISSUES "A learning society would be one in which citizens acquire a high quality general education, appropriate vocational training and a job or a series of jobs worthy of a human being, while continuing to participate in education and training throughout their lives. A learning society would combine excellence with equity and would equip all its citizens with the knowledge, understanding and skills to ensure national economic prosperity and much more besides. The attraction of the term 'the learning society' lies in the implicit promise not only of economic development but a regeneration of our whole public sphere."

ITEM 27 | THEME Mediating learning across schools

CONTACT, AUTHOR, REFERENCE *Evaluation of Scottish Borders Council's Feuerstein Partnership Project*,
University of Strathclyde Quality in Education Centre. 2007. http://strathprints.strath.ac.uk/37571/

ISSUES A pilot programme in Scottish Borders Council schools from 2005. Since the programme includes activities to help pupils to control impulsive behaviour, most pupils selected for the programme had a history of underachieving due to social, emotional or behavioural problems. Two strands: equipping teachers to deliver the FIE programme to the most vulnerable pupils, the other is the adoption of the Feuerstein approach to mediating learning across schools. Mediation, a key plank in the Feuerstein approach, is a type of dialogue that is likely to promote aims expressed in Curriculum for Excellence: e.g. it can help pupils' understanding of how to learn actively, of the consequences of impulsive behaviour, and of strategies for achieving pro-social behaviour. 98% of pupils improved in 'correction of deficient cognitive functions'.

ITEM 28 | THEME Early years vision and priorities

CONTACT, AUTHOR, REFERENCE *The Early Years Taskforce: Shared Vision and Priorities*, Scottish Government,
COSLA, NHS Scotland. 2012
http://www.scotland.gov.uk/Topics/People/Young-People/Early-Years-and-Family/earlyyearstaskforce/visionandprioritiespaper

ISSUES The objective of this early years change programme is to accelerate the conversion of the high level principles set out in the Early Years Framework into practical action. This must deliver tangible improvement in outcomes and reduce inequalities for Scotland's vulnerable children; put Scotland squarely on course to shifting the balance of public services towards early intervention and prevention by 2016; sustain this change to 2018 and beyond. To get it right for children at the greatest risk of negative outcomes this means being safe, healthy, achieving, nurtured, active, respected, responsible and included.

ITEM 29 | THEME Early intervention; collaboration and creativity

CONTACT, AUTHOR, REFERENCE *Joining the Dots: A better start for Scotland's children*. Deacon, S. 2011. Independent report.
http://www.scotland.gov.uk/Resource/Doc/343337/0114216.pdf

ISSUES We need to work more cooperatively and creatively than we have done in the past and to accept shared responsibility, not least as parents, for raising the next generation. We need too to acknowledge where time, energy and effort has been mis-placed in the past – to move on from endless analysis and rearticulation of problems; stop rediscovering, time and again, what is important and get on and do the right things. We need to be less reliant on Government action and intervention to drive the kind of social change most of us want to see. We, all of us, need to unlock resource – human, financial and physical – to ensure our children get a better start in life. We need to bring our efforts together in a collaborative spirit, so that Scotland truly invests in our children and our future.

ITEM 1 | THEME Leadership and political / financial agility

CONTACT, AUTHOR, REFERENCE GGiS / SFF Early years event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20early%20years%20seminar%202011%20report.pdf

ISSUES In relation to early years, we need to have, in 2025, the necessary political leadership, renewed sense of public value (not apathy) and gain the public's righteous anger in the debate. In 2025 communities in Scotland can be cohesive, sustainable and empowered, with people inter-relating and collaborating. Society, in a model closer to that of the Scandinavians, views children and young people in a positive manner, of equal value to adults. More money is spent on early years, with resources targeted at those who need it...

...the intervening years (2012 – 2025) have seen politicians quickly identifying which pilot projects are working and having the agility to invest quickly and substantially.

...we should ask ourselves what we as individuals, parents, families and communities can do, before we ask what the state can do. [What mechanisms / values / community resources etc. might exist in 2025 to support this?]

ITEM 2 | THEME Impact on employment

CONTACT, AUTHOR, REFERENCE GGiS / SFF Young people event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20Young%20Scot%20seminar%20report%202012.pdf

ISSUES [The possibility] of an independent Scotland will impact on employment opportunities.

ITEM 3 | THEME **A vision for the teaching profession**

CONTACT, AUTHOR, REFERENCE Prof Graham Donaldson, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES The extent to which we have a vibrant, thriving and successful education system, and youngsters who are learning highly successfully, will be dependent on the nature and quality of our teachers.

ITEM 4 | THEME **Lessons from high performing systems**

CONTACT, AUTHOR, REFERENCE Prof Graham Donaldson, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf /

ISSUES Clarity of purpose – values and curriculum. High expectations of achievement. Enabling all young people to achieve their potential. Emphasis on early learning. High quality teachers. Culture of professional learning. High quality leadership at all levels. Outward looking – open to but not beguiled by innovation. Intelligent accountability. Reflective and self-evaluative.

ITEM 5 | THEME **Personalised learning**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Scotland's Colleges roundtable visioning exercise

ISSUES We looked at the education journey for an individual being far more controlled by the individual and owned by the individual, to the point where we can see a personalised learning record, which was owned by the individual, travels with the individual through their learning.

ITEM 6 | THEME **An asset based approach to learning**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Scotland's Colleges roundtable visioning exercise

ISSUES We have to start to deliver education to the individual when they need it and at a level that they need it. [It's a caricature but...] ...if a primary school pupil needs a university understanding of physics then they can get that from an appropriate source. And if what was previously a university student needs a primary level understanding of grammar then they get that when they need it. This is then handing control of education to the learner [and the educators become enablers and service providers].

ITEM 7 | THEME **Responsibility for delivering the curriculum**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Scotland's Colleges roundtable visioning exercise

ISSUES We saw, in the future, what were called colleges, being more like 'learning centres' which had the responsibility for running the fabric of the organisation but which didn't have the responsibility for delivering the curriculum. **Curriculum specialist organisations** which supplied teaching services to each of the regional colleges. So if you are an engineering lecturer you would work for an organisation which specialised in engineering education running from primary school to university. And that would then give you an opportunity as an employee to move between different specialisms in your own field and would give you security in that you weren't working for one college; it would give you more of an opportunity for a portfolio career but supported in something similar to a union but with a slightly more positive connotation.

ITEM 8 | THEME **Purchasing power for the learner**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Scotland's Colleges roundtable visioning exercise

ISSUES ... we also talked about free purchase for learning provision so that everyone would have a learning account of £5000 and could choose how they spent it. Rather than colleges, there may be 'Enterprise Centres' or 'Centres of Excellence' to go to. It may be a private training provider, a school, or a college – you could pick your learning from that to best suit your individual needs. That would be much more individualised and tailored rather than going to a specific college to do a course for a specific period of time.

ITEM 9 | THEME **British Sign Language (BSL) Bill**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Workshop with those regarded as being far from the jobs market

ISSUES It was thought that the introduction of a Bill for BSL learning in all mainstream schools could be a real opportunity for all learners.

ITEM 10 | THEME **The balance of academic and practical skills in the classroom**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Parents event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20parents%20seminar%202012%20report.pdf

ISSUES Parents raised the idea of teaching practical skills in the classroom and the importance of allowing children and young people the experience of learning what life is like in a working environment. They also discussed the idea of modern apprenticeships and the suggestion of a 'mentor' to teach practical skills. Overall, delegates thought that there should be a greater balance between teaching vocational skills and academic work.

ITEM 11 | THEME **How joined and strategic are Scottish universities?**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES We have to question if Scottish universities are adequately joined up to deliver for all the people of Scotland. We certainly can't afford to have all areas of study on offer in every university in Scotland. We do not have to start combining universities but we should be looking at far more strategic alliances between universities, ensuring wide provision using different methods. We have to ensure we offer the best providers at different stages within people's careers, aligning higher education provision with continuing professional development.

ITEM 12 | THEME **A nation of divergent thinking**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES Scotland must reinvent itself as a nation to promote divergent thinking – to produce the new kinds of graduates that can use new technologies to better effect. In 2025 Scottish education will have to be bigger in India and China than it is in Scotland; to do that we need to reinvent ourselves, not worry about little bilateral agreements between Scottish universities. We should be using Universities Scotland on a bigger stage to promote global networking.

ITEM 13 | THEME **What is Scotland good at?**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES ...for Scotland to be successful and competitive we need to be more strategic by focusing on what are we good at. What could we do internationally through health and life science, technology and engineering?

ITEM 14 | THEME **What do institutions add to the learning process?**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES Thinking about the society we are trying to create for 2025, we have to seriously question what we mean by institutions and their contribution to the learning process. Moreover, what, if any, formal learning structures can we dispense with?

ITEM 15 | THEME **Framework for long-term change**

CONTACT, AUTHOR, REFERENCE *Transformative Innovation in Education: a playbook for pragmatic visionaries*, Leicester, G., Bloomer, K. & Stewart, D. 2009. Triarchy Press http://www.triarchypress.co.uk/pages/book21.htm

ISSUES The authors explain how the push for 'incremental improvement' has crowded out space for anything more visionary and far-sighted. They provide practical advice, frameworks and worked examples of how to escape the incremental trap: the 'three horizons' framework for long term change as well as templates for resolving dilemmas and conflicts and examples of successful applications. They end by describing six features needed to ensure Curriculum for Excellence becomes a workable policy framework for transformational change in education around the world, not just in Scotland.

ITEM 16 | THEME Devolving school management

CONTACT, AUTHOR, REFERENCE *Devolved School Management Review*, David Cameron report to Scottish Government. 2011.
http://www.scotland.gov.uk/Topics/Education/Schools/Latest/DevolvedSchoolManagement/DevolvedSchoolManagement

ISSUES Sets out proposals for changes to devolved school management procedures in Scotland's schools. Amongst 12 recommendations, he called for the 2006 guidance to be amended, in particular for schools to involve their parent council in budget and improvement planning, and to take account of the views of the pupils and the wider community including local employers and the local authority; and be given stable three-year budgets aligned with their improvement plans.

ITEM 17 | THEME Leadership for sustainability

CONTACT, AUTHOR, REFERENCE WWF Scotland's Natural Change Project http://www.naturalchange.org.uk

ISSUES In 2010/11 a group of leaders from the Scottish education system participated in WWF Scotland's Natural Change Project, embedding sustainability in education. The Project works with people who hold positions of influence in society, offering them potentially life-changing experiences of wild places. The Natural Change Project: Catalysing leadership for sustainability worked with a group of influential people from the education sector who are responsible for leading in a time of unprecedented challenges and rapid change. The Natural Change Leadership Project ran from September 2010 until September 2011... and beyond! The new Natural Change report, examining the changes brought about by the Natural Change approach, how the approach can be used to cultivate leadership for sustainability and where the use of the Natural Change approach is appropriate, is available now.

ITEM 18 | THEME Participation in higher education

CONTACT, AUTHOR, REFERENCE *Time for radical thinking on education*, Ross Martin, The Scotsman. April 2012.
http://www.scotsman.com/news/ross-martin-time-for-radical-thinking-on-education-1-2215303

ISSUES Scotland's 'higher and further education institutions must work harder to serve Scotland's needs and help youngsters fulfil their potential'. Examines why participation levels from low income individuals are lower in a Scotland with no tuition fees and why we have the highest dropout rates in the UK. What more can be done to ensure educational excellence for all? There are too many individual institutions and the sector is 'ripe for rationalisation'. Scottish universities should restructure and create fewer institutions in each of our city regions and consider formal link up with colleges. The length of degree courses should be cut to three years to better integrate study at school and university. With up to 25% cost savings, the resulting money could be ploughed back into maintaining free education. Promote a wider range of positive destinations for school leavers to secure a better balance between further and higher education, employment and training.

ITEM 19 | THEME Impact of devolution on higher education

CONTACT, AUTHOR, REFERENCE *Universities and constitutional change in the UK: the impact of devolution on the higher education sector*, Tony Bruce, Higher Education Policy Institute. 2012.
http://www.hepi.ac.uk/455-2053/Universities-and-constitutional-change-in-the-UK--the-impact-of-devolution-on-the-higher-education-sector.html

ISSUES Considers whether the process of devolution in the UK has encouraged the development of more distinctive higher education policies in Scotland, Wales and Northern Ireland since 1999, and assesses the impact of devolution on the higher education sectors in those nations, concluding that a number of common themes are emerging.

ITEM 1 | THEME   **Democratic principles**

CONTACT, AUTHOR, REFERENCE   Dr Janet Lowe, GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES   Democratic principles demand that we pay equal attention to what happens to the people who don't take the traditional route and to those who do.

ITEM 2 | THEME   **Defining a learning society**

CONTACT, AUTHOR, REFERENCE   GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES   There was a genuine sense from the discussions that in 2025 Scotland is characterised by a society that genuinely values learning, where communities value and nurture relationships and where the education system is motivational and inspiring. Learners move seamlessly from education to the workplace and learning practices reflect the changing nature of work. Technology is accessible and used by everyone for learning.

ITEM 3 | THEME   **Valuing educators**

CONTACT, AUTHOR, REFERENCE   GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES   In 2025, educators are valued members of society and teaching attracts talented, motivated individuals.

ITEM 4 | THEME   **Purpose of learning for the learner**

CONTACT, AUTHOR, REFERENCE   GGiS / SFF launch event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20conference%208%20Sept%202011%20report.pdf

ISSUES   Learners are not always learning for economic reasons, but we need to value all purposes and strands of learning, and invest in all forms of learning.

ITEM 5 | THEME   **Theory must underpin actions**

CONTACT, AUTHOR, REFERENCE   Gordon Hall, GGiS / SFF Unreasonable learners event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

ISSUES   The complex systems that we live within are made up of the parts plus the interrelationships between the parts. Management's task is to manage both the parts and these interrelationships – systems thinking. It is required to address the design of the systems that characterise our society. To state the obvious, a well-designed system produces good results and a chaotic system provides poor results. [a well designed system is required, which includes the education system]

ITEM 6 | THEME   **Evidence of a poorly designed education system**

CONTACT, AUTHOR, REFERENCE   Gordon Hall, GGiS / SFF Unreasonable learners event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20unreasonable%20learners%20seminar%202011%20report.pdf

ISSUES   One could reasonably argue that, in our education system, one third of our students embrace education, one third think it doesn't matter and the final third are totally disengaged. This is not a reflection of the diligence of the teachers but of the design of our education system. Simply measuring the attainment of qualifications is a poor and very limiting means of measuring the effectiveness of the system.

ITEM 7 | THEME   **A vision for Scotland learning culture based on new values**

CONTACT, AUTHOR, REFERENCE   GGiS / SFF Educational entrepreneurship event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/Educational_Entrepreneurship_Post_Conference_Report%202011.pdf

ISSUES   [we see a clear] new vision for Scotland's learning culture – non-hierarchical, open and unfettered by bureaucracy, where equality of opportunity is a given right and where formal and informal learning opportunities are highly valued. We all wish to see an education system which produces multi-skilled adults who can sustain themselves and their communities in the economy of the future. This system will be decentralised and empower communities to address the issues facing them at a local level, to encourage diversity and resilience. This vision calls for a fundamental change to inspection procedures prioritising wellbeing, confidence and the application of learning rather than the mere acquisition of knowledge. By 2025 our education system will provide skills for life and the barriers between education and the rest of society will have been removed. People will be able to record their learning from any environment and have these experiences recognised and valued.

ITEM 8 | THEME **What is learning for?**

CONTACT, AUTHOR, REFERENCE GGiS / SFF International event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20international%20seminar%202012%20report.pdf

ISSUES [an international perspective] **Support for economic development** – we need people with the skills to take forward aspects of development, enabling them to reassess their direction as personal needs, technology and the requirements of work change. **Regeneration in community and cultural development,** where people are living longer and we have greater diversity in the population.

ITEM 9 | THEME **Areas to concentrate on**

CONTACT, AUTHOR, REFERENCE Prof Graham Donaldson, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES We need to raise standards across the board, but particularly in maths, science and basic skills.

ITEM 10 | THEME **Teaching standards**

CONTACT, AUTHOR, REFERENCE Prof Graham Donaldson, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES We need to be selective about who enters the teaching profession, making sure we have the right people to undertake this incredibly important task. We need a much more continuous process of learning for every teacher, and a professional review and development process built into schools as an entitlement, in a way that is neither tokenistic nor threatening. Teaching should be a Masters level profession...

ITEM 11 | THEME **Defining an inspirational teacher**

CONTACT, AUTHOR, REFERENCE Arlene Black, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES ...sees opportunities not barriers; has a flexible approach; is able to respond to emerging needs; creates learning which allows children to explore, question, discover and lead for themselves; is courageous and takes risks; appreciates that they don't know it all but is willing to find out; learns from failure; listens, involves, values and empowers.

ITEM 12 | THEME **Building relationships at the heart of everything teachers do**

CONTACT, AUTHOR, REFERENCE Matthew Pearce, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES It is essential that we keep building relationships at the heart of everything that we do, because if you ask young people when they learn best it is with a teacher who has taken time to get to know them as a learner.

ITEM 13 | THEME **Defining the teacher of the future**

CONTACT, AUTHOR, REFERENCE Mari Wallace, GGiS / SFF Teachers event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20teachers%20seminar%202012%20report.pdf

ISSUES Teachers need to be creative and able to provide highly motivated contexts for learning. They need to be able to collaborate across classes, schools, authorities, the country and the world. They need to have courage and commitment. When appropriate they need to be able to embrace the philosophy that sometimes 'it is better to beg forgiveness than it is to ask permission'. We need teachers who are responsive to the needs of children, not just following programmes of study culminating in exams, and who are ambitious for all their pupils. We need teachers who can communicate in various forms and can continually update their skills. Teachers need to be critical thinkers, constantly reflecting and self-evaluating. They need to be able to cope with change, seeing it as the opportunity to make things better. Teachers need to be confident, spontaneous, willing to make informed decisions and able to multi-task. We need teachers who are facilitator of learning, not controllers of it.

ITEM 14 | THEME **Transition from primary to secondary, a vulnerable time and age**

CONTACT, AUTHOR, REFERENCE GGiS / SFF Parents event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20parents%20seminar%202012%20report.pdf

ISSUES ...delegates discussed the idea of learning in the community and the importance of flexibility. They raised the issue of young people potentially making subject choices too early on and as a result closing off options at a young age. Delegates thought there should be more flexibility throughout the education system with regards to the age at which we learn things. They felt that the barriers set for transition between primary and secondary school were artificial barriers and did not recognise the fact that we all learn at different rates.

ITEM 15 | THEME **What do students want from higher education?**

CONTACT, AUTHOR, REFERENCE Dr James Miller, GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES [students] value personalised learning, flexible and transferrable courses, readily accessible study resources, education which provides transferrable skills required by employers as well as subject knowledge. We know from our own students that their motivation for studying includes personal development, career progression, change in career or simply to complete a qualification. But we need to find a balance. If we are going to allow technology in a learning environment then it is critical that we think about the blend between the digital lifestyle that the students enjoy and the digital work style that we are expecting them to adopt.

ITEM 16 | THEME **School reform**

CONTACT, AUTHOR, REFERENCE *The Commission on School Reform Interim Report*, Reform Scotland and the Centre for Scottish Public Policy. 2012. http://reformscotland.com/index.php/publications/details/1436

ISSUES Initial findings: an appraisal of Scottish education's measurable performances, stakeholders' views with a look into the future. It highlights that Scotland remains above average in reading and science, but is now slipping behind other countries. It concludes that developed economies such as Scotland must be 'continuously innovative and identify where they can add significant intellectual value'. Scotland's schools perform well by international standards, but have slipped in recent years; **they are not the world-leading institutions** that some believe they are. They offer a good quality of education but need to improve. Improvements in exam success have been more modest than in England; this can be attributed to less 'grade inflation' than in English schools. Performance is dependent on levels of deprivation; S2 pupils in poorer areas are half as likely to perform well. Curriculum for Excellence has the potential to lead to significant improvement. Previous reforms have been conceptually ambitious but compromised in implementation because of caution about treating a generation of pupils as 'guinea pigs'. A final report is due in late 2012, which will 'attempt to suggest how Scotland might establish the world's first education system genuinely fit for twenty-first century purpose'.

ITEM 17 | THEME **Lifelong learning**

CONTACT, AUTHOR, REFERENCE *Learning Through Life: The Inquiry into the Future for Lifelong Learning*, Schuller, T. and Watson, D. 2009. http://www.niace.org.uk/lifelonglearninginquiry/

ISSUES The main report of the independent Inquiry into the Future for Lifelong Learning, sponsored by NIACE, which is taking forward the work. Offers an authoritative and coherent strategic framework for lifelong learning in the UK. This will involve: Articulating a broad rational for public and private investment in lifelong learning; a re-appraisal of the social and cultural value attached to it by policy-makers and the public; developing new perspectives on policy and practice.

ITEM 18 | THEME **Changing education paradigms**

CONTACT, AUTHOR, REFERENCE RSA Animate Changing Education Paradigms, adapted from a talk by Sir Ken Robinson. 2010. http://www.youtube.com/watch?feature=player_embedded&v=zDZFcDGpL4U

ISSUES Education and creativity expert questioning the premise behind reforms – the approach, thinking, systems, organisations, assessment...

ITEM 19 | THEME **Collaboration and desire to learn from one another**

CONTACT, AUTHOR, REFERENCE *Let's work together to build new curriculum*, John Coggins, *The Scotsman*. June 2012. http://www.scotsman.com/news/john-coggins-let-s-work-together-to-build-new-curriculum-1-2352708

ISSUES Collaboration and the desire to learn from one another can make Scotland a world leader in education. Scotland has a proud and distinctive tradition in education and a culture where education is highly valued. This is why there is so much debate about the changes being introduced in our schools.

ITEM 20 | THEME **Critique of Curriculum for Excellence**

CONTACT, AUTHOR, REFERENCE *Have we an excellent curriculum or not?* Lindsay Paterson, *The Scotsman*. March 2012. http://www.scotsman.com/the-scotsman/opinion/comment/lindsay-paterson-have-we-excellent-curriculum-or-not-1-2191644

ISSUES A vagueness of purpose at the start of the education reform process means that, eight years on, little that's really new has been created...

ITEM 21 | THEME **Support for Curriculum for Excellence**

CONTACT, AUTHOR, REFERENCE *Excellence requires vision and courage*, Graham Leicester, *The Scotsman*. September 2011. http://journalisted.com/article/2c2n7

ISSUES Critics who target Scottish education and Curriculum for Excellence must accept this policy provides our best hope for future generations.

ITEM 1 | THEME **Characteristics of a learning nation**

CONTACT, AUTHOR, REFERENCE John Tibbitt, GGiS / SFF International event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20international%20seminar%202012%20report.pdf

ISSUES A high level of qualifications and attainment across the population, with the skills and knowledge required for economic developments and for a broader range of benefits. Equality in access and progression, with arrangements in place to allow people to progress in the way that best suits them, in accordance with changing economic and social circumstances. A culture of learning, where learning is an expectation for all – a pervasive, normal feature of social activity – and where learning solutions are sought as a central part of improvement processes in society.

ITEM 2 | THEME **International views on 2025**

CONTACT, AUTHOR, REFERENCE GGiS / SFF International event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20international%20seminar%202012%20report.pdf

ISSUES [international perspectives] [There will be…] an even greater level of diversity in schools. A high focus on increasing participation in post-school education and increasing attainment. Excellence and equity will be even more important. Finding new ways to connect education with the world of work. Focus on systemic improvement. Increased diversity and inequality. Mind brain and education developments: Knowledge of how the brain works is increasing, so learning based on how the brain works will become more relevant. The use of IT will be a major influencer of change. The continued explosion of technology, creating 'anytime, anywhere' learning: Schools will no longer be the only sites for learning, which may produce a society divided by those involved in learning and those who are not, depending upon their access to technology. However, learning could be more cost effective, creating greater equality of access. Investment in blended learning for older people. A need for greater technical expertise than in the past, and need to be willing to invest in enhancing technical skills, including retraining older people. The long term aspiration is for prosperity and competitiveness. Don't know the needs of the future, therefore concentrate on high level skills, and teaching people how to learn and to enjoy learning as a lifelong concept. Teams of teachers working as researchers in schools, in partnership with the children and parents and researchers, creating a new innovation platform for developing, testing, delivering and disseminating new concepts and programmes. Effective regional competence platforms, connecting teachers and employers. Increased possibility for people to learn new jobs at various stages of their lives as people have to work until they are older.

ITEM 3 | THEME **Advice to Scotland from international countries on becoming a learning nation**

CONTACT, AUTHOR, REFERENCE GGiS / SFF International event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20international%20seminar%202012%20report.pdf

ISSUES Focus on achieving equity, beginning in the earliest years of school. Promote higher levels of literacy and numeracy, and critical and higher order thinking. Engage students in customising their education. Teach connectivity of ideas – important for the flexibility of learning needed in future, and the key to learner engagement. Develop a very high regard for the capacity of teachers and leaders and translate this value into action, including encouraging collaboration between and within schools to leverage teachers' own learning and success. Give deep thought to how to focus on creativity in assessment practices in schools so that students see themselves as successful learners. The cost of a learning society, creating the need to engage public private partnerships. Dealing with the speed of change. Young people in school can benefit from learning about: the brain, about the physiology of learning and achievement the role of work – not just career counselling, but about the workplace, psychology, and through hands-on experience. Structures – organisational, operational and regional – should be reformed, avoiding fragmentation. Exploit and promote educational research extensively. Efficiency and effectiveness of business innovation service systems should be constantly assessed and improved.

A long term policy should be created for the widespread use of public data. Funding for research and innovation should be diversified. International best practice and benchmarks should be recognised, and institutions and key people, the 'bridge builders', should be connected to enhance developments. Take measures both from top down and bottom up to create an education system where innovations from teachers and students lead to better schools, and to more efficient and relevant earning. To achieve this, create degrees of freedom for schools and teachers to experiment and innovate in how to learn and how to organise learning. Reduce rules and regulations, whilst remembering to follow up and provide feedback. Encourage those who want to contribute and succeed. Form partnerships with industries that want to contribute with their technology to developing the learning process, e.g. Apple, Ericsson. Recognise and support research in relevant areas, e.g. brain based learning and school development. Establish innovation platforms as arenas for teachers, researchers and industry to meet. Create mechanisms for disseminating new findings and methods.

ITEM 4 | THEME Examples of innovative practice from other countries

CONTACT, AUTHOR, REFERENCE GGiS / SFF International event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20international%20seminar%202012%20report.pdf

ISSUES Developments in pathways through school. Making schools more relevant to the world of work, involving a lot of partnership work with employers, e.g. **Specialist High Skills schools Program**: school courses are set in the context of an industry sector connected to any of 16/17 economic drivers, such as health or engineering, and are relevant to all four destination pathways. Students can complete their apprenticeship at the same time as their secondary school programme. **Dual Credit Programs**, enabling very vulnerable students from 'challenged' areas to take college and school courses at the same time, based at college with support from a school teacher. Provision of real-time labour market data 'scraping the web' to capture information about local, regional and national job openings (working with a database of 56 million jobs), which enables education provision to be checked against employer needs and skills gaps. Community college system becoming more of a direct pipeline from school into the workplace. Focus on closing the racial and income achievement gaps, for example in high schools: A programme modelled on apprenticeships, involving six months in the financial sector. A catholic high school network in which students share work placements. Individualised work placement apprenticeships, mentored by those with expertise. Promote student-centric approaches at all levels, with the focus on testing less and learning more. [In Finland] **a positive culture is promoted towards education and lifelong learning**; everyone in society 'buys into' education. All education is free for everyone, and education is the basis for everything. The best schools are based in the most challenging areas, with the focus on inclusion. ... generic skills – problem solving, analytical, critical thinking, knowledge management and interpersonal skills – are highlighted in all sectors of post-school education; entrepreneurial and management skills are also important. **The 'Children's University' at Karlstad University**, set up to tackle the low interest in natural sciences and technology. Young children and parents are invited to spend time with a professor to develop interest at an early age. The Technical Hunt programme for older students. **Professorship in School Development**, organising teams of teachers to carry out research into their own work with the aim of improvement. Regional competence platforms, connecting employers and teachers.

ITEM 5 | THEME Divergent thinking versus the status quo

CONTACT, AUTHOR, REFERENCE GGiS / SFF Higher education event
http://www.ggis.org.uk/AutoIndex-2.2.4/publications/GGiS%20SFF%20higher%20education%20round%20table%202012%20report.pdf

ISSUES There is a lot that Scotland could do in exporting world-class education and learning as well as providing for our own citizens. We should aim the further education sector into the international field more than is currently the case. In many countries there is an absolute longing for expertise, the knowhow, and the practices that really work and this is a country that has international reputation and could go much further. A shortage of public money will face Scotland for a long time and this approach could well be added to by export earnings.

ITEM 6 | THEME Experience of Singapore

CONTACT, AUTHOR, REFERENCE GGiS / SFF Singapore Delphi interviews

ISSUES By 1997/8 the government realised that other countries were proceeding just as quickly and that Singapore simply couldn't afford to rest on its laurels any further. It really needed to think hard about what kind of strategic priorities they could pursue in the coming decade. That began a national conversation particularly among policy elite about what were the kind of key priorities for the Singapore system. That led into 2004/5 to the rolling out of a **national Educational Programme called Teach Less Learn More** which was essentially a paradoxical framework for thinking about teaching and assessment for Singapore and offered a sort of vision of the kind of teaching and learning that government wished to see implemented in school. At the same time they had implemented **a three stage technology computerisation internet programme** to all schools over a six to seven year timeframe. They are now towards the end of that framework, called the Master Plan 1,2,3.

The third strategy the government took was to invest very heavily in educational research. The first grant given to the National Institute of Education in 2003 was for $50m sing which is very substantial. In 2008 I was able to increase that to $100m and apparently the new team is negotiating with the government for a similar figure or even maybe a little better. The government has invested a huge amount of money in educational research; it hasn't been at all reticent, **on the understanding that they can't make good evidence based policy decisions without having the evidence there to work from.**

They are more than happy to put the money in to get a sense of what is going on in the system, what works, what doesn't, what interventions succeed and what fail. That has had a quite substantial impact on the overall research programme, on the way in which the Ministry thinks about improving the system going forward.

Over the last couple of years the Ministry has **invested significantly in improving professional developments, creating an Academy for Teachers** that will assume broad responsibility for the professional development of the teaching force. It works in very close alliance with the National Institute of Education, responsible for the pre-service and a large part of the inservice programme.

As part of the Teach Less Learn More programme the Ministry decided to reserve **20% of curriculum time for teachers to develop a school or classroom specific curriculum**. I thought this would help link the broader national curriculum to the local community context and the student body. However Singapore has a national high state success system and that broadly drives the entire regime.

They are very committed to investing in the forms of human capital formation that are going to allow Singapore to continue to position itself as a knowledge economy. One of the big challenges for Western countries, including Scotland, is that they still have to position themselves to be a productive knowledge economy one way or another and that will be an ongoing challenge; human capital population will still be an imperative. But it is clear that systems will have to do more than that because clearly there is not going to be work for everyone or that everyone can be educated to the level that a knowledge economy would require.

I think Scotland is wonderfully placed intellectually, historically and culturally to advance a broad conception of education because it was Adam Smith and Ferguson and Hutchison and David Hume who thought you could reconcile honour and virtue. **Scotland is in a wonderful position to articulate a broad, generous expansive notion of education that doesn't ignore the demand of commerce and that of labour market but doesn't stop there. I think Scotland, with a very few exceptions, has the international capital to pull something like that off. I think it is a very exciting prospect.**

ITEM 7 | THEME **Teaching; England**

CONTACT, AUTHOR, REFERENCE *Re-Thinking the Importance of Teaching: Curriculum and Collaboration in an Era of Localism*, RSA Projects. 2012. http://www.thersa.org/__data/assets/pdf_file/0008/570716/RSA-Re-thinking-the-importance-of-teaching.pdf

ISSUES Drawing on experiences from the Area Based Curriculum, this pamphlet highlights some of the challenges concerning teacher identities and capacities raised by both Coalition government ambitions for schools and teachers, and the RSA's work. It argues that a) accountability driven by attainment outcomes, coupled with an absence of support for teachers as curriculum developers may mitigate against real creative autonomy in the profession, and that b) there is a danger that overly narrow definitions of 'teacher quality' could undermine the possibilities for engagement between schools and communities. Taken together, these challenges mean that the opportunity presented by structural reform for the development of a new model of teacher professionalism that supports a more collaborative relationship between schools and communities may be missed.

ITEM 8 | THEME **Cross-national comparisons**

CONTACT, AUTHOR, REFERENCE *Policy borrowing or policy learning? How (not) to improve education systems*, Prof David Raffe, Centre for Educational Sociology, University of Edinburgh. 2011. http://www.ces.ed.ac.uk/PDF%20Files/Brief057.pdf

ISSUES Policy-makers are interested in learning from the experience of other countries, and especially from the countries believed to represent 'best practice'. The influential McKinsey report on 'How the world's most improved school systems keep getting better' reflects this interest. Based on a study of 20 'improving systems' it claims to identify policy interventions which enable all school systems to improve. This Briefing questions its methods and conclusions, and argues for a 'policy learning' approach to cross-national comparisons rather than the 'policy borrowing' approach exemplified by McKinsey.

ITEM 9 | THEME **Maths education – Scotland as role model**

CONTACT, AUTHOR, REFERENCE *Solving the maths problem: International perspectives on mathematics education*, The RSA in partnership with OCR. 2012. http://www.thersa.org/__data/assets/pdf_file/0011/568181/RSA_Maths_report_10_2_12.pdf

ISSUES 'In Japan and China, more than 50 per cent of degrees are awarded in STEM subjects compared to less than a quarter in the UK and only 16 per cent in the United States.' The report recommends that experiences of wide-ranging reforms in 'high-achieving Hong Kong or neighbouring Scotland' should inform debate in England.

ITEM 10 | THEME **Scotland not performing well**

CONTACT, AUTHOR, REFERENCE *A failure to get top marks*, Simon Pia, *The Scotsman*. 2012. http://www.scotsman.com/the-scotsman/opinion/comment/simon-pia-a-failure-to-get-top-marks-1-2287361

ISSUES Schools in Scotland have not been performing well when compared with other countries like China – a major worry for politicians.

ITEM 11 | THEME **Lessons from Nordic countries**

CONTACT, AUTHOR, REFERENCE *Get the best from Finnishing school*, Lesley Riddoch, *The Scotsman*. November 2011. http://www.scotsman.com/the-scotsman/opinion/comment/lesley-riddoch-get-the-best-from-finnishing-school-1-1976668

ISSUES The Nordic educational experience could be a lesson worth learning for Scotland. [Lesley Riddoch is director of Nordic Horizons, a think tank promoting Scottish-Nordic policy exchange http://www.nordichorizons.org]

ITEM 12 | THEME **Qatar; Scotland world-leading reputation**

CONTACT, AUTHOR, REFERENCE *'Building business links with Qatar'*, news release, Scottish Government. October 2011. http://www.scotland.gov.uk/News/Releases/2011/10/31082641

ISSUES The First Minister Alex Salmond visits Qatar to strengthen business links and comments on the two nations' similarities: "This is where Qatar's focus on becoming a global knowledge hub links well with Scotland's considerable reputation as a world-leading education nation. Scotland currently has five of the world's top 200 universities. The creation of the nation's Education City, a 2,500-acre complex for 80 educational, research, science and community development organisations, is testament to the Qatari ambition to develop its knowledge base and I look forward to Scotland playing a role in these developments."

ITEM 13 | THEME **Key facts in relation to Scottish education**

CONTACT, AUTHOR, REFERENCE *Education Sector in Scotland Key Facts*, Scottish Development International. Website 2012. http://www.sdi.co.uk/sectors/education/education-key-facts.aspx

ISSUES Key facts of the Scottish education sector:

50% of Scottish research is rated in top two UK Research Assessment Exercise (RAE) categories.

Five Scottish universities are in the top 200 world rankings – Edinburgh, St Andrews, Glasgow, Dundee and Aberdeen.

Over 30,000 international students currently study at Scotland's 15 universities and specialist HEIs.

Continually wins business from overseas governments, charities, leading international companies and other organisations.

£2.5b turnover in 2007/08 – an additional £3.3b was generated through 'knock-on' effects in other Scottish industries.

£177m funding from the UK Research Council in 2007/08 – representing a disproportionately higher share of all funding available from the Research Councils.

£404m earnings from service provision development in 2007/08 – such as, knowledge transfer, consultancy activity, residences, catering and conference facilities.

ITEM 14 | THEME **Gaelic – an international model**

CONTACT, AUTHOR, REFERENCE *Gaelic Education: Building on the successes, addressing the barriers*, HM Inspectorate of Education. 2011. http://www.educationscotland.gov.uk/inspectionandreview/Images/gebse_tcm4-712947.pdf

ISSUES According to the report covering five years of Gaelic education, Scotland has the potential to become an international model of best practice, but it needs to improve immersion teaching at all stages. Some schools allowed English to be too dominant.

ITEM 15 | THEME **China, Singapore, Korea and India as educational high performers**

CONTACT, AUTHOR, REFERENCE *How High-Performing Nations Teach Global Skills*, Singmaster, H., Asia Society website. http://asiasociety.org/education/learning-world/how-high-performing-nations-teach-global-skills

ISSUES A short summary on the transformation of China, Singapore, Korea and India as educational high performers.

ITEM 16 | THEME **Student outcomes across different performance levels**

CONTACT, AUTHOR, REFERENCE *How the world's most improved school systems keep getting better*, Mourshed, M., Chijioke, C. and Barber, M., McKinsey&Co. 2010. http://www.mckinsey.se/PDF/2010_report_full.pdf

ISSUES This report looks behind 20 school systems from around the world, all of which have experienced an improvement in student outcomes across different performance levels (Armenia, Aspire (a US charter school system), Boston (Massachusetts), Chile, England, Ghana, Hong Kong, Jordan, Latvia, Lithuania, Long Beach (California), Madhya Pradesh (India), Minas Gerais (Brazil), Ontario (Canada), Poland, Saxony (Germany), Singapore, Slovenia, South Korea, and Western Cape (South Africa). The findings show that all these improving systems share a common set of characteristics and similar set of interventions, although they use different approaches. It identifies structures, resources, and processes as the three types of interventions that enable improvement of any system.

[See item 8 – Raffe, D., 2011. which questions the method used for this report]

ITEM 17 | THEME **System**

CONTACT, AUTHOR, REFERENCE *Top 10 Ways to Reform Schools*, Stewart, V., Asia Society. 2012. http://asiasociety.org/initiativelwtw/top-10-ways-reform-schools

ISSUES Identifies what the best school systems are doing right to succeed in the global knowledge economy. Lessons include a high commitment to equity and high-quality teachers and school leaders. Stewart, V., 2012. *A World-Class Education: Learning from International Models of Excellence and Innovation*. Alexandria, Virginia USA: ASCD.

Learning, Work and Life in 2025 – an online questionnaire carried out by Young Scot.

Question 1: **Learning – What helps you learn?**

Responses **315**

Combination of helpful sources

Good technology, interesting lessons and group activities.

A good working environment, good working resources. With a teacher with a really good knowledge of what we are doing.

Teachers, Technology, The Internet, Elders, Relatives

In school we have lots of great thing to help us learn like smartboards as we can use them to look up information or find out things. We also have easy access to the internet if we need to look anything up. We have a wide variation of books and textbooks these help us every day learning to read or research for topics or work. Our teachers help us a lot because they understand the way we learn and make sure we know what to do. Our peers also help as we can talk to each other and explain things that we just don't understand.

Teacher and peers because they can teach or tell you things that you don't already know about. Technology because it teaches you how to work a computer and sometimes not just computers are to do with technology and u can also research things on it. TV because some programmes have good life lessons.

I think that we learn from our teachers by listening carefully and acknowledging all the information. Another way to learn is by researching the internet and using child friendly sites. I often read and I find that by reading regularly it improves your ability to spell.

Teachers, friends, internet, library and family all help you to embrace and learn.

There are lots of things that help me learn but the most important things would probably be a) teachers. Teachers set you work and help you out if you get stuck. b) mistakes. Everybody makes mistakes and everybody learns from them, because nobody's perfect and mistakes help the brain grow stronger. c) Family and friends. If you ever get stuck on anything you can ask family and/or friends to help you. They will give you their best advice and always try to explain it as best as they can.

Teachers and my friends and school resources like maths text books and smartboards and things like that.

Your fellow pupils for example with your group work and presentations.

The internet like laptops etc. Family and friends they could teach you new things. Dictionary and Thesaurus. The teacher who teaches you new things. Your mistakes and your challenges.

I learn a lot from 3 skills, reading, listening and writing. From listening to Teachers, Parents and peers. From reading I learn from textbooks, internet and signs. And from writing I learn to spell words with the skill of reading.

Teachers – they tell you in depth all about what you are learning. Research – (reading, computers, TV) you use all these things to research about things to find out about them – reading gives you information and you learn to read, computers have full information about things and TV has the news which has information about true things around the world. Surroundings – your surroundings teach you things because things like displays and notice boards have information on them. People – they can tell you all about things they know that you might not know about.

Smartboards help me learn as well as the Internet. My peers also help me to learn as I have to listen to what they have to say. Listening and paying attention in class will help me learn. Teachers help everyone learn as they help you improve your reading, writing and researching skills which are extremely important for work when you are older. They also make learning fun even though they can sometimes give you challenging homework.

Teachers because they teach you stuff. Dictionaries because they give you the definition and the spellings of words. The computer because it is full of information. Books because they have lots of information in them.

Teachers + Peers + Family – gives you information that you can embrace and learn from. Internet + Library + Jotters and Other Technology – more information that is recent and correct.

Teachers – they are the base of learning and are the reason we are as smart as we are today! Peers - they share their learning when it comes to group work etc. Challenges/ mistakes – as we learn from our mistakes.

Music and writing lots of notes. Doing bits of different activities to make learning more interesting.
Reading books.

Lists, mind maps, making studying fun.

Loads of things, group work, music...

Teachers, text books and homework.

Using different tech helps me learn as well as teachers giving you enough information per subject.

Imitation learning, mind maps, music, mnemonics

Teachers, music, books

There are many ways which help me learn. Visual revision such as symbols and mindmaps often help.
Also memory games are effective too.

The library, teaching staff, books, the internet, and other people

Books, internet, family members

Peace and quiet and a relaxing place to concentrate. A great availability of teachers help and a fun environment to learn. Learning in a fun way with hands on practical lessons.

Reading through notes over and over again, highlighting things that I need to learn more of, quizzing myself on what I learned in class that day, and asking teachers on things that I am stuck on in order for me to understand.

A good teacher, friendly environment, brightly coloured work, pictures and diagrams

Coloured pens. A friendly, humorous teacher. Not working out of textbooks – they're boring.

Writing, reading, research projects, teacher lectures.

I like to try many different ways to help learn new things, as this keeps me interested in learning and enables me to learn information effectively. This involves making mind-maps, making diagrams, reading information aloud and getting quizzed on my knowledge.

I find typing notes up several times helps me drill information into my head! I also like to listen to music when I am doing homework or revising. I do not find cutting and sticking exercises in school very helpful and I also find working individually produces my best results.

ELearning, more copies of the books in universities' libraries or access to electronical books, student discounts in bookshops, ILA, exchanges and meetings with foreign students.

Music – background music/large notes

Studying helps me learn. I just keep studying and I feel like it helps me learn. And it does when it comes to tests.

School, reading, parents

Teachers, school, parents

Music and school *(2 responses)*

School, documentaries

Working in groups, write things down, school

When you write things then go over it, then work it out. And group work.

Teachers and sticking in at school. Listening.

Teachers, school, and math

Being practical with hands on learning

Colour paper

Technology / Media

Cool technologies like kindles ipads and the internet. Kindles help me with my reading, ipads help me with my technological skills and the internet helps me with all the questions that I want to know.

New iPads and new Amazon Kindles help you learn and also almost everything round about you helps you learn.

I think that the education games and activities helps me learn a lot because it isn't boring and you're learning and not realising and I also think that the smartboards are very good but I do agree that the workbooks and sheets are good because life isn't all just a game.

Computers, Teachers, kindles, Technology

Technology! I really feel that sitting at a computer helps.

Having the right technology in class for university/learning. And the teachers/trainers know how to use it.

Interactive Technology, Funny Teachers

Computers and teachers helping me.

I think that in 2025 people will rely a lot more on technology to learn, especially in schools. There will probably be more opportunities to learn using tablets and interactive technology, particularly for younger children.

Internet – to research

Educational websites

Technology

Smartboards

SQA Website, BBC Bitesize, Scholar

Computers

Facebook

Group work/ partner work/ interactive lessons

Group work *(11 responses)*

Groups *(3 responses)*

Interactive *(4 responses)*

Interactive work *(5 responses)*

Activities

Working with a partner or making it interactive

Group activities, games, quizzes, past papers, discussion

Group tasks and discussions

What helps me learn is when you're working in a group or play a game or activity because it's fun and you're enjoying yourself.

Group work / interactive activities

Sitting and working in groups with people I know and like.

Group work and interactive lessons

Interactive lessons, group work. Not the teacher just talking

Interactive learning. Games and computing help me learn, I focus more when working in a group and listening to each other.

A practical example

Being able to see and take part in practical work and seeing diagrams, pictures etc.

Class discussions and watching interesting films when the class is paying attention.

Making notes, doing FUN activities

Visual aids and hands on activities

Colours and group work

Motivation, good fun lessons

Talking with friends

Good working resources (books, mindmaps, pictures, revision)

Information out of books and computers, also teachers help.

Books – the more you read the more you learn

Books *(3 responses)*

Books, highlighters, teachers

Books, DVDs

Reading *(5 responses)*

Reading and getting help from others

Reading + problem solving

Reading because it teaches you new words. Writing because it teaches you to spell words correctly. Also school because you learn more stuff and you are getting a good education.

Taking and reading over my notes. Highlighting the key words and also reading books related to the subject.

The library, school, books, newspapers

Seeing things that explain how to do something.

Flashcards, reading success guide books. Doing past papers, or just simply note-taking in class.

Pictures + diagrams

Pictures *(3 responses)*

Drawing mind maps, teachers & tutors

Visual aids

Pictures, diagrams, active learning

Visualisation

Visual and doing (experiments)

Drawing

Mindmaps, listening to music, mnemonics *(2 responses)*

Revision, concentration *(2 responses)*

Revising, going over your work

Revision of the work I have already done in class

Repetition (Modern Language), Revision (Tests) , Project Tasks

School *(9 responses)*

College

Reading and writing in school

Teacher / Family / Friends

Teachers *(13 responses)*

Teachers, education, parents, guardians and friends sometimes.

Teachers because they help you learn and make work that is hard easy and fun.

The teachers help me to learn and make learning fun.

Teachers – help me learn

Decent teachers and entertaining methods

Decent teachers. Available teacher assistance. One-to-one time with the teacher.

Teachers, (support teachers) listening, have the best of education, support from others such as parents, friends and guardians.

My teacher helps me learn because she tells us what we're learning about and she helps us find information. My friends also help because we do presentations where we're teaching each other.

An exciting teacher

When teachers explain things easily

Teachers and your fellow peers

A genuinely nice teacher, if the teacher doesn't like working with kids then we have no chance!
Writing info out helps and having a good teacher that you're not afraid of means we can ask questions.

Encouragement from teachers at school

Peers/friends – as when you are stuck they can help

What helps me learn is my peers and family because they help me if I get stuck on something and make me feel more confident in doing it.

Peers – tell me things I don't know

The experiences of other people. They've lived through it and you pay more attention to the real thing not a paragraph which comes out of a textbook or a pretender's mouth. The pretender hasn't actually done it they only act like they have. It should be the real people who have done it who teach it. This will happen in the future!

Well when we're in class the teacher talks loud and she explains in detail of what we have to do and I always like to work in quietness.

Others

Listening *(9 responses)*

Taking notes listening to things. Stuff which you can interact with.

Making notes in class and reading it later at home

Note taking, practical work and being given the chance to do it yourself.

Working by myself

Looking over things

When I pay attention

Paying attention

Thinking and listening

Being more laidback, and able to relax

Making learning fun or making them into songs as I remember lyrics quite easily

Question 2: **Work – What is the most important skill you think that you'll need for working in 2025, and why?**

Responses **315**

ICT Skills

I think IT will be a very important skill since it is ALWAYS improving and getting more complicated!!!

IT because it will help me in my dream of becoming a IT teacher

The ability to use technology because computers are becoming much more popular nowadays

ICT because in 2025 I think a lot of things will be more technical so I think ICT will be a good skill to have.

I think that the most important skill I shall need is ICT. I think this is important because in the future there will be more technology. We will need to know how to work complicated substances for the ability learn

ICT because in schools they are starting to have ipads and kindles

I think ICT will be the most important skill because there will be more technology and things will be more hi-tech than they are now.

ICT because there will be a lot more technology probably in 2025.

Computing – because in 2025 I think that you will need it as they may be a lot of things that are computerised

I think intelligence with new technology developing in the next years. With the world needing solutions to the global warming problem, intelligence will become useful

ICT. I think a lot of technology will be used at work and at school. To be able to learn and earn money you will have to be able to have ICT skills. Currently we have things like smartboards and laptops and I think things will get even more advanced meaning that the only way you will be able to learn will be with technology. Practically every work uses laptops and technology. They will get more technology to be able to work quicker.

I think the most important skill you will need will be technology as I think that there will be a lot of new technology in 2025. If you can't use the technology you won't be promoted. I also think you may need to be able to work on your own or working together.

ICT skills – so you could work computers/ipads etc. so if we had ipads or others built in to our desk we could work them properly!

Technological studies – computers heavily depended on

Technology skills *(4 responses)*

Technology *(3 responses)*

Technology, as it is progressing fast.

To be able to work technology etc. computers, mobile phones, ipads and many more.

Knowledge of technology, and how to use it

Use technology it's changing fast

Technology skills and the ability to talk to new people

Technology skills

Computing technology is taking over

I think it will be computing because there will be lots

Computer skills *(9 responses)*

Working with computers *(3 responses)*

Computers because it'll probably be a big thing in the future

Computing because of technology

Computing, technology

Computing skills because they will be more

Computing (everything going electronic)

Computer skills, manners

Computers because it is the way forward

Computing because electronics are improving everyday

I think that computer skills – even basic – will be the most important skill for working in 2025. This is because most jobs are revolved around a computerised system, such as office work, and also retail shops use this too. Also, by 2025 technology will probably have advanced greatly. Due to this more work places will be using a better computer system within their company.

Computing, as almost everything nowadays is done through computers and it will most likely be the same by 2025.

Being able to make computer generated things, because computers are being used all over the world.

IT skills as computers are such a large part of life now that will be even larger in the future

Being able to use computers

IT skills because everything is computerised

Being able to use computers and modern technology

Computing and group work skills

In 2025 the oil supplies around the world are sure to be severely depleted, more than they are already, and I think that the best skill workers will need is innovative thinking and the ability to work on new technology to keep up with modern life.

Computing, the world is changing so much with computers and technology, but maybe not for the better.

Computing – Because a vast amount of technology will be released and machinery will be operated in the way.

To work a computer

Being good at CDT because I want to be an architect

Being able to use electronic things

Good understanding of computer systems

Internet

Social skills (be able to communicate/ teamwork...)

Listening and communication

Communication is one of the most important skills a person should know.

Communication – because you need to communicate to say and do what is requested.

Communication – you always need to communicate – people need to understand what to do, etc.

I think that the most important skill you will need for working in 2025 is communication. I believe that communication is important to enable you to communicate with your co-workers and employers. This will enable you to have a good relationship with your fellow workers so that you can create a good working atmosphere. And a good working atmosphere will ensure that you will work well alongside your co-workers. As well as giving you the confidence to approach your employers with any issues or even ideas to improve the workplace.

Groups for communication

Communication, because it is essential

Communication

Communication skills and being a people person.

Communication skills will be important and also being a good people person.

Communication and IT skills *(3 responses)*

Communications because you need to be able to communicate with other people

Communication, I want to be a doctor

Good at working in a team, good communication, well mannered

Communication and groups

Talking to people, reading

Team work and communication

Teamwork *(3 responses)*

Teamwork because it always helps

Teamwork – most of the important jobs such as nurse, doctor, engineers require you to be able to work well with others

Team work because it will bring every one closer and make every one friendlier

Working with people

Group work and leadership skills – because as a student of Criminology and Psychology, also the p/t of Forensic Science, I should be able to work on my own, as well as being a useful part of the group to solves people's problems – give them a justice.

The most important skills I will need for working in 2025 are group work as I may need to work with people many times and I will also need to use technology for using computers and much more.

Team work – working with others to complete the job

Cooperation, you need to be able to communicate with a wide range of people

Cooperative skills *(2 responses)*

Cooperation

Co-operation skills

I think the most important skill for 2025 will be to be able to talk to someone face to face because with the way that we are going at the moment seems to look like in 2025 most of us will be talking to machines rather than real people.

Group skills because they occur in everyday life

Ability to work with people.

People skills*(3 responses)*

Social skills

Social skills to help communicate

Social skills are important for getting on with colleagues and bosses

I think that one of the important skills I will need will be the skill to get on with others

Working with others

Extracurricular activities, good communication skills, confident and outgoing,

Cooperation skills

General knowledge/ specific knowledge gained at school (e.g. maths)

Knowledge *(13 responses)*

Good knowledge

The most important skills I will need in 2025 is being good at school subjects like maths English science and computing, because the will help me get a good job when I'm older.

Being good at school subjects because it helps you get a good job

English, Maths and things like that.

Maths and English

Maths and English and administration

Maybe maths because every job includes it in life it all includes some sort of counting.

All of the subjects because all of them help in life.

I think I will need art and maths because I want to be an architect

Maths *(6 responses)*

Maths because technology will change

Maths because you need it for everything

Higher Maths

Maths because in most subject you will need it

English higher to get into uni

Maths and English because you need them everyday

Maths and English because you need them

Maths because you need it for everything

Maths and English

Maths and science

I think maths will be the most important skill I will need in 2025 because you can work with money and solve problems.

Higher English maybe? or Maths

Maths and music; science

Maths and English because they are important skills you need

Literacy skills

The most import skill will be English, debating and the skill of being able to work within a group because the job I want to have u would need all those skills.

Learning and language

Language *(4 responses)*

Language because different cultures are interacting a lot more

Probably for me a teaching skill because I want to be a teacher so I must be able to teach people around me. For example adults and young children. If there is new devices in schools in 2025 then I must be able to teach children who maybe haven't even heard about an ipad or laptop and what they do.

I think teaching is important because they will need them to teach the kids the main subjects. Also teachers are a pretty big part in education

Spelling *(3 responses)*

English

Educational background/ degree

Education *(7 responses)*

Reading and writing *(3 responses)*

One of the most important skills is communication and degree

I think English and maths because every job you go to you will have to do some maths or English, bank? Count, lawyer? Write! you need a good education and some good marks on tests.

Business qualifications and great Highers. We need to make sure that we are fully equipped for the future industry that is ahead of us.

A uni degree because of job losses etc.

Reading because you will always need to read something

Reading

Study books

Writing

School *(2 responses)*

Common sense

The most important skill I will need for work in 2025 will be being smart and having good common sense because if you do not have good common sense you are not really going to get anywhere in life.

Common sense because it's useful.

Problem solving and communication because I want to be a mechanic when I am older

Being brainy because there might not be many jobs

Being brainy

Confidence / presentation skills

Confidence for speaking in front of people

Confidence because if you have to speak to a large amount of people you need confidence

Confidence because if you need to speak in front of people you need confidence.

Confidence and a goal if you do not believe that you can do well, then you won't be able to.

Confidence, 'cause you just will. Social skills. maths

Confidence *(3 responses)*

Confidence, social skills *(2 responses)*

Confidence as I need to be confident in my life choices

Be confident and have good communication skills.

Good communication skills and being confident

Confidence and good communication

I think I will need good communication skills and be confident.

Talking in front of people because it is important for the job I would like to do.

Being taught how to write CVs is what we really need and confidence needs to be built to gain the experience needed to get a job.

Presentations, because when you are going for an interview you will have to present yourself all the time to get a job.

Listening

Listening *(7 responses)*

Listening, speaking

Listening well in class

Listening because if you don't listen you won't know what to do and you won't get anywhere in life.

Talking and listening

Listening, communication, understanding

Combination of various skills

ICT because I think everything will be technological so you will need to know how to work technical things. Science because scientists discover things and make life go on and stuff. Maths because most things need mathematics to work

Problem solving. Technology skills. Common sense.

To be more skilled in the operation of machinery, and to communicate better, also working with busier environments and being able to be focused under pressure.

Organising and listening skills because you would need to organise things to take to work and you would need to listen to instructions.

Working in groups. Writing things down. School.

Others

You'll need to understand about our environment and how it affects us. They will be taught to be grateful and to appreciate everything they have. No one will care about what they want, kids will only care about what them and others need. The children will need to know what the past generation did wrong and what their generation must do better. Any other knowledge is a bonus!

I am a determined person and I think this is a key skill that will help me. I find that if you are determined, you will not be distracted and are focused on your goals and hopes.

Determination, so that I can become what I want to be.

Views and opinions

Kindness *(2 responses)*

Understanding. Don't be shy be confident. If you're unsure of what to do then ask for help otherwise you will never learn.

Dancing so I can be a dancer.

Football so I could become a footballer.

Being personable

Personable

Concentration

Manners and politeness

Manners

Revision

Fastness

I think the skills we will need in 2025 haven't been thought of yet. Some jobs haven't been invented yet.

Fitness – because I am joining the army.

Imagination

Creativity and the ability to come up with new ways to be engaged.

Creative skills, and not just qualifications but life experience. Doing something extra such as charity work.

Initiative so I can think about my choice

Being able to work on my own initiative. This is essential because everyone is out there for themselves.

Experience and plenty of qualifications also maths and English.

Well, probably my memory! I would like to be a teacher when I am older, but for that to happen, I will need to memorise all of the lessons I am learning now! If not, I wouldn't be able to teach any lessons!

Music *(2 responses)*

Mechanical knowledge cause I have an apprenticeship.

Working as a football player.

Working hard

Question 3: **Life – what do you think?**

Responses **315**

Employment / Unemployment

Work *(9 responses)*

Career *(6 responses)*

My work *(4 responses)*

Job *(4 responses)*

The ability to get a job.

Working at a job

My job

Hopefully have my own business and be successful.

To try and get jobs

Trying to get a job/ career choice

Trying to get a job

The amount of jobs

Job availability.

A job. Most likely with computers because of the above.

The thing that will affect my life the most is a job

I believe that my job will affect my life in 2025 the most (hopefully for all the good reasons). As if I am happy and am passionate whilst working, I will lead a positive life. Also, my job would affect my income, therefore if I had a well paid job I would have a better quality of life.

Job and salary cuts, universities tightening entry requirements to do a job we genuinely want to do.

Not sure but for most people, finding a job.

Jobs not being available

Not getting an job

I think that there will not be another jobs in the future for people.

Unemployment

Employment

Working hard *(2 responses)*

Private life + work / money

Family *(9 responses)*

Work and family *(4 responses)*

Having a child *(2 responses)*

People *(2 responses)*

The thing that will affect my life the most in 2025 will maybe be having a family or having work.

Technology because it's going to make the future better with floating cars and cars run on vegetable oil.

My family as I would like children but it may be hard to get a job in 2025.

Whether I will have a job or family

Money and family

Family, career

Relationships and family

Children *(2 responses)*

Having kids

Kids and being an adult

By 2025, I will be 27, so I probably would hope I would have found a soul mate by then! I also think work, as my career aspiration is slightly dangerous and daring :/

Education

Study *(5 responses)*

The experience *(2 responses)*

That we haven't learnt the things we need to know in work so we might need to go back to college or university and that lots of things happen in 13 years so global warming will have changed and so will

Non experience or qualifications

No qualifications

Not going to school

My exam results

College

Working hard in school to achieve the grades I need

What career path I chose, how well I have done in exams

University fees

My schooling now

School

Technology

Technology *(15 responses)*

Technology

Technology (new)

Computers *(4 responses)*

The advance in technology *(4 responses)*

I think the thing that will affect me the most will be the technology

The technology will affect me the most in 2025 because it will be affecting the way I learn continuously.

The New Technology that might be created by 2025

The electronics

Probably all the new technology that might come out and that it would be a little hard to try and learn all the new ways of using it.

Change in technology and money issues

Adapting to changing technological advances

Advanced technology which we will have to use.

Advancements in technology. Global issues due to a deteriorating planet

The amount of machinery that will be used in work places, and the inventions of new transport

Everything shall be more computerised. This may not be a good thing.

Everything will probably be more computerised.

Science

Gadgets

Gadgets and tools

Money / financial situation

Money *(28 responses)*

Money

Money and a big house

Money plus changes

Money & work

Money, jobs

Finding a house / jobs

Change and money

Money issues and difficulty of getting work

I think it will be the wages I am getting or the search for a job.

I think that money will affect me most as the prices are getting higher and higher

Bills

Food, shopping will cost more

Cost

Finance

Houses will get a lot more expensive

Economy

Credit crunch *(5 responses)*

Credit crunch + jobs

Economy *(4 responses)*

Money problems (economy)

Poverty *(3 responses)*

The economy / state of the world / politics

The recession

Hopefully the banks will have sorted everything otherwise I will still not be able to get a mortgage

Country's financial status

There's no jobs, no money, I'm going to be skint.

The recession will affect my life in 2025 the most because people are constantly worrying about money and there are very selfish people in this world who will do hardly anything and still get so much money.

Crash of the dollar, start of nuclear wars, overpopulation, less food, more inhabited areas (less space) nothing is going right for earth at the moment.

Environment

Global warming *(7 responses)*

Climate change *(4 responses)*

In 13 years time think the 1 thing that will affect me is global warming because all around you will be pollution

Global warming will affect the world and people's lives the most in 2025 and the might soon end the world.

Global Warming!!! It's unlikely we'll stop it now as we are used to all of life's comforts. However tomorrow's generation will have no idea! The higher standard of living we have, the lower theirs will be. We may be able to slow down Global Warming today but tomorrow they, next generation, WILL stop it. It's up to us to give them a head start, to make their job less impossible than what it will be. In the end it won't matter if you're rich or poor it will only matter if you tried or cared about Global Warming it is not one man's responsibility. It is every man, woman and child's job to lead the world into a better and more happier era. The era of light, hope and the era of beauty.

I think that global warming will affect my life and everyone else's life

Global warming and the economy.

I think the world being ECO will affect my life in 2025 because already we have lots of new Eco things and we are already getting more. I also think new leaders will change my life seeing as it will be a new generation. Scotland may be independent and if that happens that will definitely affect my life as things could go wrong but then again it all could go right.

The eco system. We are all encouraged to recycle and walk. I think they will stop using paper because to use paper you need to cut down trees which is not good for the environment. I think they will use technology instead of using paper for everything. Cars pollute the planet so I think they will find new forms of transportation – we use cars A LOT today. I think recycling will be a big thing meaning that you will have to recycle everything and there will be new ways to recycle – everything you don't want tends to go to the bin today.

The climate

We will all have eco friendly cars

Petrol *(2 responses)*

Global warming and fossil fuel running out

Global Warming/Financial situations.

I think pollution will affect the world most because there will be a lot of chemicals and there will be a lot of gases. There will be a lot of cars in the world and the fumes. This is why we need to make the world a better place.

Pollution because the rate were going, it would be taking over our lives, from everyone dumping litter on the floor instead of the bins.

I think that pollution will affect our lives because everyone will be trying to prevent global warming so there will be really strict rules about recycling and litter. Also I think that even though technology is really advanced animals will still be in trouble because you can't solve global warming with the push of a button.

Pollution because waste will go into the sea and it will kill all of the creatures

Pollution because littering.

Pollution to the earth will harm the people on earth

Pollution *(2 responses)*

I think that the environment will affect my life the most in 2025.

The environmental situation

I think the environment will affect my life the most because of the rubbish on the ground and dirty looking streets and global warming will affect my life. The quality of our community can have effects on our emotions.

Environment

Combination of impacts

In 2025 I think things that will affect me are things like eco; the climate is so important for the future and jobs will also affect me as you will need to get a job to be able to get money to live a normal life.

Well, obviously medical care and technology etc. will be stronger in 2025, but I would say myself and people around me. I need to believe in myself if I ever want to achieve my goals but if I have supportive people around me, that will definitely make a difference because they will encourage me and help me in whatever I do. But the most important person is me because I can't let anyone bring me down and I have to keep going, whatever the weather!

Well I think that computing can harm people's eyes and also there may be more littering as there is a lot already

I would think Scottish independence and global warming will probably affect a lot of people

The technology in computers and global warming

The new eco cars that are powered by leaves. More people moving into the country. There will be way more pollution on the earth from litter but we can all stop that if we reuse, reduce, recycle. The technology because they will have ipads in schools and all different stuff like that.

Eco powered cars/ leave powered cars. More likely for workers to get promotions. We could learn languages from people in different countries through video. No power stations. Less money and more pollution in the world!

Money, jobs, family

The lack of jobs and the high pregnancy levels and the world walking with the uprise of smack heads

Money; technology; family; food

Money, technology and family

I think that in 2025 there will be more financial trouble and getting a job may be a struggle. People will be trying to get around faster and get more done in shorter timeframes and it will be a very busy way of living. Cities will be crowded and bustling and there will be less countryside as places continue to overcrowd and expand into rural areas.

Drugs and alcohol

Smoking and drinking

Kids. Marriage *(3 responses)*

House and family

Personal independence

Having to be more independent. You have to make your own living and not rely on others.

Having to live independently because there isn't anything that can prepare you for having to do everything by yourself and how to manage bills etc.

Being an adult.

Others

Music *(2 responses)*

The way generations are brought up, everything could be more modern and children may take more for granted.

In year 2025 I'll be 36, so the access to surrogacy will be important thing for me. I'm struggling with tokophobia, so the possibility of having own child with my husband thanks to such woman affects my, our live permanently.

Being an independent Scotland in 2014, August. Independence I think will make us a richer country and a more culturistic and the unemployment problem may be removed with an independent Scotland, since alcohol distilleries were shut down by the UK pacts and may also boost the economy.

Maybe seriously injuring myself and not being able to do much.

Getting old

I think the fact that everything being so different will affect my life so much.

Be a sports person

Girls

Fitness

Eat healthy

Nothing because I think it will all be fine when it gets to 2025.

Fate

I will be old

I will be 25

References to current projects, initiatives and policy; ongoing sources of information and comment; background information; and broader case studies referred to by the project community.

ITEM 1 | THEME **Generic children and young people development**

CONTACT, AUTHOR, REFERENCE Growing Up in Scotland study http://www.crfr.ac.uk/gus/index.html

ISSUES Longitudinal study. GUS follows the lives of thousands of children right across Scotland from infancy through to their teens. As one of the largest studies ever done in Scotland it will provide information to help develop policies and plan services for children and their families.

ITEM 2 | THEME **Policy**

CONTACT, AUTHOR, REFERENCE *Getting it right for every child and young person* Scottish Government http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

ISSUES A way of working consistently and supportively with all Scotland's children, young people, and their families and acting quickly if they need help. It's being used in families, schools, nurseries, health care, social work, law enforcement, housing and some support services for adults. It has been designed to thread through all services and areas that involve children and young people of any age. Taking care of our children's well-being and making sure they are alright - even before they are born – helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

ITEM 3 | THEME **Wellbeing**

CONTACT, AUTHOR, REFERENCE *Social determinants of health and well-being among young people. Health Behaviour in School-aged Children (HBSC) study: international report from the 2009/2010 survey* World Health Organisation. 2012. http://www.euro.who.int/en/what-we-do/health-topics/Life-stages/child-and-adolescent-health/publications/2012/social-determinants-of-health-and-well-being-among-young-people.-health-behaviour-in-school-aged-children-hbsc-study

ISSUES The report presents data from 39 countries on over 60 health and social indicators. HBSC's flagship policy report contributes to our understanding of the social determinants of young people's health, by highlighting inequalities by gender, age, socioeconomic conditions and geography.

ITEM 4 | THEME **Views & aspirations UK**

CONTACT, AUTHOR, REFERENCE *Next Generation UK*, British Council report with YouGov http://www.britishcouncil.org/new/PageFiles/15492/YouGov_Report_v3.pdf?dm_i=12ZA,TX9C,5IZX4F,2G9GY,1

ISSUES Following three reports published in 2009 and 2010 on young people's views and aspirations in Pakistan, Bangladesh and Nigeria, Next Generation UK is a study commissioned by the British Council that seeks to understand the views and aspirations of young people in the UK today. The report presents the findings of a research project that focused on UK undergraduates between the ages of 19 and 21 studying at UK universities.

ITEM 5 | THEME **Stakeholders**

CONTACT, AUTHOR, REFERENCE *For a better future: Customer impact report 2009/10*. Scottish Life. http://www.royallondongroup.co.uk/docs/corporategovernance/customerimpact/CustomerImpactReportScotLife2009.pdf

ITEM 6 | THEME **Policy; skills strategy**

CONTACT, AUTHOR, REFERENCE *Skills for Scotland – a Lifelong Skills Strategy*, Scottish Government. 2007. http://www.scotland.gov.uk/Publications/2007/09/06091114/0

ITEM 7 | THEME **Investment plans**

CONTACT, AUTHOR, REFERENCE New Skills Investment Plans, Skills Development Scotland. http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications.aspx

ISSUES New Skills Investment Plans for key industry sectors such as energy and renewables in particular and Skills Academies, for example in Food and Drink. These are new models of partnership between employers and education, some of which are attracting attention beyond Scotland. They help us to understand what skills are needed for economic success.

ITEM 8 | THEME **Entrepreneurship**

CONTACT, AUTHOR, REFERENCE *Teaching Entrepreneurship to Undergraduates*, Jones, C., Senior Lecturer in Entrepreneurship at University of Tasmania. http://www.teaching-entrepreneurship.com/chp-1.html

ITEM 9 | THEME **Education audio discussion and views**

CONTACT, AUTHOR, REFERENCE EDUtalk, organised by David Noble and John Johnston. http://edutalk.cc/

ISSUES Gathers the voices of educators using mobile and web technologies. It's open to contributions from anyone on any aspect of education. Three main components: EDUtalk, the podcast, audio files from anybody about education; Radio EDUtalk, streaming audio from the EDUtalk library and regular live broadcasts; and EDUtalk conversations, face to face group conversations about education.

ITEM 10 | THEME **Acquisition**

CONTACT, AUTHOR, REFERENCE *High Skills*, P. Brown *et al*, OUP. 2001.

ISSUES Compares skill acquisition systems

ITEM 11 | THEME **Entrepreneurship**

CONTACT, AUTHOR, REFERENCE *What Is Educational Entrepreneurship?* Smith. K. and Landry Petersen, J., NewSchools Venture Fund. 2006. Written for *Educational Entrepreneurship: Realities, Challenges, Possibilities*, Ed. Frederick M. Hess, Harvard Education Press. 2006. http://tinyurl.com/educationalentrepreneurship

ISSUES In a system governed by the principles of dynamic equilibrium, entrepreneurs may be both important vehicles for getting there *and* permanent participants in this new environment. By imagining how education can be improved, thinking beyond the current rules and resources, creating new organisations to execute their vision and inspiring others to follow, entrepreneurs may be agents of continuous improvement in public schooling.

ITEM 12 | THEME **Deprivation**

CONTACT, AUTHOR, REFERENCE Scottish Index of Multiple Deprivation   http://www.scotland.gov.uk/Topics/Statistics/SIMD

ISSUES The SIMD provides a wealth of information to help improve the understanding about the outcomes and circumstances of people living in the most deprived areas in Scotland.

ITEM 13 | THEME **Social enterprise**

CONTACT, AUTHOR, REFERENCE Room 13 Scotland   http://www.room13scotland.com/

ISSUES A social enterprise organisation which encompasses an expanding network of linked studios worldwide. Surrounding these studios is an international community of artists, educators, thinkers and other professionals who share their work and their thinking. It all began in 1994 when a group of students established their own art studio in Room 13, Caol Primary School near Fort William, Scotland. They ran the studio as a business, raising funds to buy art materials and employ a professional artist in residence to work with them. Slowly and organically, Room 13 grew to establish a network of such studios throughout the UK and abroad.

ITEM 14 | THEME **Economies**

CONTACT, AUTHOR, REFERENCE *Varieties of capitalism*, Hall and Soskice, OUP. 2001. For recent critical review see Lauder *et al* in New Political Economy, 13 (1), pp 19–35

ISSUES Compares different models of economic organisation

ITEM 15 | THEME **Poverty**

CONTACT, AUTHOR, REFERENCE *Achieving Our Potential: A framework to tackle poverty and income inequality in Scotland*, Scottish Government. 2008. http://www.scotland.gov.uk/Resource/Doc/246055/0069426.pdf

ISSUES Framework for tackling poverty and inequality

ITEM 16 | THEME **Wellbeing**

CONTACT, AUTHOR, REFERENCE *Towards a Mentally Flourishing Scotland: Implementation and Action Plan,* Scottish Government. 2009. http://www.scotland.gov.uk/Resource/Doc/271822/0081031.pdf

ISSUES Mental wellbeing action plan

ITEM 17 | THEME **Wellbeing**

CONTACT, AUTHOR, REFERENCE *Equally Well: Report of the Ministerial Task Force on Health Inequalities,* Scottish Government. 2008. http://www.scotland.gov.uk/Publications/2008/06/25104032/16

ISSUES Health inequalities report

ITEM 18 | THEME **Social capital**

CONTACT, AUTHOR, REFERENCE *Here We Are – A social capital case study*, Assist Social Capital. 2008. http://www.social-capital.net/docs/hwa%20case%20study%20_final%20.pdf

ISSUES A rural social enterprise on the west coast of Scotland in Cairndow, a village of around 200 individuals on the side of Loch Fyne. We believe HWA is an excellent example of social capital being invested in as a vital resource to build more effective and 'healthier' communities.

ITEM 19 | THEME **Learning**

CONTACT, AUTHOR, REFERENCE The four pillars of education, Jacques Delors http://www.unesco.org/delors/fourpil.htm

ISSUES Learning to know, to do, to live together, to be

ITEM 20 | THEME **Systems – Steiner schools**

CONTACT, AUTHOR, REFERENCE Steiner Schools http://www.steinerwaldorf.org/whatissteinereducation.html

ISSUES The priority of the Steiner ethos is to provide an unhurried and creative learning environment where children can find the joy in learning and experience the richness of childhood rather than early specialisation or academic hot-housing. The curriculum itself is a flexible set of pedagogical guidelines, founded on Steiner's principles that take account of the whole child. It gives equal attention to the physical, emotional, intellectual, cultural and spiritual needs of each pupil and is designed to work in harmony with the different phases of the child's development. The core subjects of the curriculum are taught in thematic blocks and all lessons include a balance of artistic, practical and intellectual content. Whole class, mixed ability teaching is the norm.

ITEM 21 | THEME **Schools Management**

CONTACT, AUTHOR, REFERENCE *Managing Education for Effective Schooling: The Most Important Problem is to Come to Terms with Values*, Raven, J. Unionville, New York: Trillium Press. 1994. http://www.eoswiki.co.uk/wiki/index.php/Managing_Education_For_Effective_Schooling:_Chapter_1

ITEM 22 | THEME **Systems – Feuerstein**

CONTACT, AUTHOR, REFERENCE The Feuerstein Training Centre for the Making of Man   http://www.feuersteintraining.co.uk/

ISSUES Professor Reuven Feuerstein's theory and methodology offer a visionary way forward to address many of the current education agenda issues in Scotland today. The Feuerstein Centre for the Making of Man has been working in partnership with the Scottish Borders Education Authority since 2005, equipping teachers to deliver to vulnerable pupils with a history of underachieving due to social, emotional or behavioural problems.

ITEM 23 | THEME **Technological – Khan Academy**

CONTACT, AUTHOR, REFERENCE Using video to reinvent education, Salaman Khan. 2011. http://www.youtube.com/watch?v=nTFEUsudhfs

ISSUES Talks about how and why he created the Khan Academy, a series of educational videos. He shows the power of interactive exercises, and calls for teachers to consider 'flipping' the traditional classroom script – give students video lectures to watch at home, and do 'homework' in the classroom with the teacher available to help.

ITEM 24 | THEME **More Choices More Chances**

CONTACT, AUTHOR, REFERENCE *16+ Learning Choices*, Scottish Government.
www.scotland.gov.uk/Topics/Education/skills-strategy/progress/sg/economicimprovement/16PlusLearningChoices/16plus

ISSUES More Choices, More Chances, the Scottish Government's strategy to reduce the number of young people not in education, employment or training. It focuses on improving the range of learning options open to young people (both pre and post-16) through Curriculum for Excellence, improving the support available to young people who need it, improving financial support arrangements for young people, improving the use of data about young people and their needs, and partnership working.

ITEM 25 | THEME **Curriculum for Excellence**

CONTACT, AUTHOR, REFERENCE Curriculum for Excellence, Scottish Government.
http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp

ISSUES Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum aims to help every learner develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities: to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

ITEM 26 | THEME **Do attitudes and behaviours affect attainment?**

CONTACT, AUTHOR, REFERENCE *The role of aspirations, attitudes and behaviour in closing the educational attainment gap*, Joseph Rowntree Foundation. 2012 http://www.jrf.org.uk/publications/aspirations-attitudes-educational-attainment-roundup

ISSUES Asks if children's and parents' attitudes, aspirations and behaviours for education really do affect attainment; and whether interventions focused on these can reduce the attainment gap. What it does say is conflicting… it says there is evidence to support more (rolling out of) interventions in parents involvement in education but then says there is little evidence of any positive outcomes. The main conclusion seems to be that we need more and better quality evidence…

ITEM 27 | THEME **Language learning**

CONTACT, AUTHOR, REFERENCE *Language Learning in Scotland: A 1 + 2 approach*, the Scottish Government's Language Working Group. 2012. http://www.scotland.gov.uk/Publications/2012/05/3670

ISSUES Containing recommendations for a new model for Scottish schools based on mother tongue plus 2 languages.

ITEM 28 | THEME **Sure Start England**

CONTACT, AUTHOR, REFERENCE *National Evaluation of Sure Start* http://www.ness.bbk.ac.uk/

The National Evaluation of Sure Start: Does area-based early intervention work? Belsky, J., Barnes, J. and Melhuish, E.C. (Eds), Bristol: The Policy Press. 2007.

ISSUES SureStart is a government led initiative aimed at giving every child the best possible start in life, offering a broad range of services focusing on Family Health, Early Years Care and Education and Improved Well Being Programmes to children aged 4 and under.

ITEM 29 | THEME **Family Nurse Partnership England**

CONTACT, AUTHOR, REFERENCE The Family Nurse Partnership Programme, Department of Health
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_118530

ISSUES A preventive programme for young first time mothers. It offers intensive and structured home visiting, delivered by specially trained nurses (Family Nurses), from early pregnancy until the child is two.

ITEM 30 | THEME **Innovative learning environments**

CONTACT, AUTHOR, REFERENCE *21st Century Learning and Teaching: Innovative Learning Environments*, Centre for Educational Research and Innovation, OECD programme http://www.oecd.org/dataoecd/13/28/40805069.pdf

ISSUES How can individuals be helped to achieve their fullest potential? How can today's schools be transformed so as to create environments that result in the type of teaching and learning that makes individuals lifelong learners and prepares them for the 21st century?

ITEM 31 | THEME **Lifelong learning, Europe**

CONTACT, AUTHOR, REFERENCE Lifelong Learning, European Training Foundation.
http://www.etf.europa.eu/web.nsf/pages/Lifelong_Learning

ISSUES A study showed that in the highest achieving countries of the EU, only 12% of people aged 24-59 participate in at least one week of training every year. In the ETF's partner countries where resources are scarcer and provision of post-secondary education and training tends to be less developed, the proportion of people who have access to lifelong learning is even lower.

ITEM 32 | THEME **Preparatory schools for disadvantaged students, USA**

CONTACT, AUTHOR, REFERENCE Knowledge is Power Program www.kipp.org/about-kipp

ISSUES A US-wide network of free, open-enrolment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and in life. KIPP builds a partnership among parents, students, and teachers that puts learning first. Providing outstanding educators, more time in school learning, and a strong culture of achievement. KIPP schools share a core set of operating principles known as the "Five Pillars": High Expectations, Choice & Commitment, More Time, Power to Lead, and Focus on Results.

ITEM 33 | THEME **Skills policy, England**

CONTACT, AUTHOR, REFERENCE *One Step Forward, Two Steps Back? Skills Policy in England under the Coalition Government,* Jonathan Payne & Ewart Keep, SKOPE Research Paper 102, Cardiff University, 2011.
http://www.skope.ox.ac.uk/publications/one-step-forward-two-steps-back-skills-policy-england-under-coalition-government

ISSUES Examines some of the challenges confronting skills policy in England and considers the prospects of a more integrative and holistic approach to tackling the 'skills problem'. It argues that the political and ideological space is limited, with skills policy likely to focus mainly on skills supply, with vastly diminished state funding/subsidy.

ITEM 34 | THEME **Family Nurse Partnership Programme**

CONTACT, AUTHOR, REFERENCE Family Nurse Partnership Programme, Scotland.
http://www.scotland.gov.uk/Topics/People/Young-People/Early-Years-and-Family/family-nurse-partnership

ITEM 35 | THEME **Early years framework**

CONTACT, AUTHOR, REFERENCE *The Early Years Framework*, Scottish Government. 2008.
http://www.scotland.gov.uk/Resource/Doc/257007/0076309.pdf

ISSUES What happens to children in their earliest years says much about our society and is key to outcomes in adult life. This is now supported by a wide range of research evidence from education, health, justice and economic experts. This framework at its simplest is about giving all our children the best start in life and the steps the Scottish Government, local partners and practitioners in early years services need to take to start us on that journey.

ITEM 36 | THEME **Early intervention**

CONTACT, AUTHOR, REFERENCE *Maximising the potential of children in the Early Years,* Buchanan, A., David Hume Institute seminar paper. 2011. http://www.davidhumeinstitute.com/images/stories/Seminars/Early_Years_Paper_final_version.pdf

ISSUES The full version of the presentation given at the GGiS/SFF seminar October 2011.

ITEM 37 | THEME **Early intervention**

CONTACT, AUTHOR, REFERENCE *Special report 2: Early Childhood Education and Care: Developing a fully integrated early years system*, Children in Scotland. 2011. http://www.childreninscotland.org.uk/docs/CIS_ECECSpecialReport2_001.pdf

ISSUES This special report clarifies the complex education and care divisions for children under 5 in Scotland, and provides practical recommendations for making integrated early years services a reality so that Scotland's Early Childhood Education and Care provision can match the best in Europe.

ITEM 38 | THEME **Early intervention**

CONTACT, AUTHOR, REFERENCE *Early Years Briefing Paper 6: Legislating to improve outcomes for young children in Scotland,* Children in Scotland. 2011. http://www.childreninscotland.org.uk/docs/CIS_EYF_Briefing_paper_6_001.pdf

ISSUES This briefing paper brings together the key characteristics of successful European countries' early years education and care policies (taking Slovenia, Norway, Denmark and Sweden as examples) and sets out how the Scottish Government could begin to legislate for change that will deliver on its pledges.

ITEM 39 | THEME **Early years**

CONTACT, AUTHOR, REFERENCE Early Years Action Fund, Inspiring Scotland, including a list of research papers. http://www.inspiringscotland.org.uk/Home/Our-Funds/Early-Years

ISSUES Run to improve the outcomes for vulnerable young children and to help them to achieve their potential. The fund will increase the voluntary sector capacity to deliver frontline services to children and families.

ITEM 40 | THEME **Early years**

CONTACT, AUTHOR, REFERENCE Play, Talk Read campaign, Scottish Government http://www.playtalkread.org/

ISSUES Launched in 2009; highlights that simple interaction with children under three helps build the child/parent bond and can provide essential social skills, motivation and capabilities that make lifelong learning easier and help build a more successful life in the long term. Seeks to encourage parents and carers to incorporate these three simple steps into their everyday lives, highlighting that children don't need expensive toys or costly visits - it is simple time and attention that make all the difference. Research underpinning the Early Years Framework shows that: During the first three years 75% of brain growth is complete. By the age of three, 50% of our language is in place. Children whose parents talk to them frequently have better language skills than parents who seldom talk to them (at 20 months babies of talkative parents knew 131 more words that infants of less talkative parents. At 24 months the difference was 295).

ITEM 41 | THEME **National guidance early years**

CONTACT, AUTHOR, REFERENCE *Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families,* Learning and Teaching Scotland. 2010. http://www.ltscotland.org.uk/Images/PreBirthToThreeBooklet_tcm4-633448.pdf

ISSUES National guidance identifies the four Key Principles of Rights of the Child, Relationships, Responsive Care and Respect. It aims to improve and enhance evidence-based practice by building on our knowledge of current research and our work with babies, young children and their families.

ITEM 42 | THEME **Parents as early educators, England**

CONTACT, AUTHOR, REFERENCE Parents Early Education Partnership (PEEP) http://www.peep.org.uk/

ISSUES An evidence-based programme, supporting parents and carers in their role as children's first and most important educators. Provide training and support for practitioners working with families, as well as working directly with families in our local community.

ITEM 43 | THEME **Learning**

CONTACT, AUTHOR, REFERENCE Learning blogs, Education Scotland https://blogs.glowscotland.org.uk/glowblogs/eslb/

ISSUES Education Scotland Development Officers share good practice and current events as they work with practitioners across Scotland. This blog includes the latest news from all the teams, with links to their website, Glow Groups and good practice.

ITEM 44 | THEME **Community learning and development**

CONTACT, AUTHOR, REFERENCE Ideas Academy, CLD Standards Council http://www.cldstandardscouncil.org.uk/Ideas_Academy/Index

ISSUES Encouraging an ongoing conversation about advancing Scotland as a learning society. Developing dialogue, debate and conversation that encourages us to lead, think and act beyond boundaries.

ITEM 45 | THEME **Research including international**

CONTACT, AUTHOR, REFERENCE Research Round-Up, Education Scotland
http://www.ltscotland.org.uk/aboutlts/whatwedo/research/researchroundup.asp

ISSUES Bi-monthly educational research scanning service from a range of government departments, educational agencies, research organisations and other, including international, sources.

ITEM 46 | THEME **International**

CONTACT, AUTHOR, REFERENCE *Education in the News*, *Eurydice* http://www.nfer.ac.uk/eurydice/education-in-the-news/

ISSUES *Eurydice*'s current awareness bulletin of recent education news from across Europe and beyond.

ITEM 47 | THEME **Grassroots, positive, teacher forum**

CONTACT, AUTHOR, REFERENCE Pedagoo.org, a blog/forum populated and administered by teachers in their 'spare' time
http://www.pedagoo.org/about/

ISSUES An attempt by a loose collection of educators in Scotland to move beyond the rhetoric and inevitable negativity that surrounds most new initiatives in education. We are interested in ensuring that young people are given every opportunity, support, and helping hand as we guide them to master the skills they will need to thrive in an unknowable future.

ITEM 48 | THEME **Further education innovation**

CONTACT, AUTHOR, REFERENCE Festival of Dangerous Ideas, Scotland's Colleges in partnership with Creative Scotland
http://www.scotlandscolleges.ac.uk/curriculum/festival-of-dangerous-ideas/festival-of-dangerous-ideas.html

ISSUES A week-long series of events held in June 2012 (and planned for 2013), which brought together staff and students from FE, HE, community and arts organisations, to explore risk taking, dangerous thinking and creativity in education. The idea was to 'embolden people at the heart of education to speak up about how to make things better for learners at all levels'.

Acknowledgements

Goodison Group in Scotland

About the Goodison Group in Scotland

The Goodison Group in Scotland (GGiS) was formed in 2005 by its Chair Sir Andrew Cubie CBE and Brian Stevens. The establishment of GGiS was inspired by the work of the Goodison Group, set up in England by Sir Nicholas Goodison and Brian Stevens as a programme of FEdS Consultancy Ltd.

GGiS has continued to operate long after the original Goodison Group ceased to operate in England in 2006. In August 2011 GGiS moved into a new phase, constituted as a company limited by guarantee with charitable status, registered as GGiS (Network) Ltd.

Our vision:
Lifelong learning within a community that treasures the capacity to learn should be the normal expectation of every individual.

Our aim:
To influence debate and practice in business, government and education on the changing nature of learning in the 21st century.

Our purpose:
To bring together experienced people from the worlds of business, government and education to focus on particular themes to do with learning, skills and productivity.

Our objective:
To act as a premier learning network for its members to come together to explore the changing nature of learning in a spirit of open inquiry and to produce high quality research, events and briefings on different aspects of learning suitable in 21st century Scotland.

Our work is guided by five long-term aspirations for learning:

> Every individual citizen should have the opportunity to learn at every age, and should expect to do so.

> The treasure of learning throughout life should be part and parcel of every community in the country.

> The advancement of every individual citizen, through both formal and informal learning, should be the test of all policies and practices.

> There should be constructive debate about lifelong learning between business, government and education and a means of sustaining it.

> The countries of the United Kingdom should make sure that they learn policies and practices from each other.

Who are we?
GGiS has an active, growing network of over 130 individuals and organisations from a range of backgrounds, including business, public service, education and the third sector.

GGiS Board of Directors

> Sir Andrew Cubie (Chair)
> Mark Batho
> Dugdale Bradley
> Professor Graham Donaldson
> Brian Stevens (Company Secretary)

About Scotland's Futures Forum

Scotland's Futures Forum was created by the Scottish Parliament to help its Members, along with policy makers, businesses, academics, and the wider community of Scotland, look beyond immediate horizons, to some of the challenges and opportunities we will face in the future.

Looking beyond the four-year electoral cycle and away from party politics, the Forum seeks to stimulate public debate in Scotland, bringing fresh perspectives, ideas and creativity on how we might prepare for the future now.

SFF Board of Directors

> The Rt Hon Tricia Marwick MSP, Presiding Officer to the Scottish Parliament

> John Park MSP (2009 – 2012)

> Aileen McLeod MSP

> Alex Johnstone MSP

> Lady Susan Rice, Managing Director, Lloyds Banking Group, Scotland

> Anne Douglas, Prospect National Secretary for Scotland and Chairperson of the Scottish Union Learning Board

> Sir Andrew Cubie CBE, Chair of the Goodison Group in Scotland

> Professor Sir Ian Diamond, Principal and Vice Chancellor of Aberdeen University

Paul Grice, SFF Company Secretary and Chief Executive, Scottish Parliament

Donald Jarvie, Head of Business, Scotland's Futures Forum

This project has been undertaken in a genuine spirit of open inquiry as a think-piece, designed to stimulate debate and allow individuals and organisations to question their strategic approaches around learning, skills and education.

For more information regarding this project contact either **info@ggis.org.uk** or **event@scotlandfutureforum.org**