

Child Rights and Wellbeing Screening Sheet:

Post-school education, research and skills: Purpose and Principles

1. Brief Summary

- 1.1 The Purpose and Principles for post-school education, research and skills sets out a long-term aim and strategic policy narrative for the system to meet its future challenges. It will form the decision making framework on which future reform of the system is based.
- 1.2 Scotland's post-school education, research and skills system sits at a crossroads. In terms of educational outcomes, quality of research, growth in apprenticeships and globally recognised institutions there is a strong story to tell. Yet we know that a confluence of social and economic factors such as an ageing workforce, increasing globalisation, the climate emergency, financial pressures, pace of technological change and pandemic response are challenging both the expectations of learners and employers and the traditional assumptions, structures and modes of delivery for skills, education and research. These drivers mean that we must now reimagine and reform our post-school education, skills and research landscape to deliver for learners, employers and for Scotland as a whole.
- 1.3 In June 2021, the Scottish Funding Council (SFC) published its review [Coherence and Sustainability: A Review of Tertiary Education and Research](#)¹. Through this, the SFC recommended that the Scottish Government should set out more clearly its overall strategic intent for tertiary education and research. This recommendation was accepted by the Scottish Government. The development of the Purpose and Principles for Post-school Education, Research and Skills (Purpose and Principles) will also fulfil this recommendation.
- 1.4 We need the ability to provide more flexible opportunities for more people to access the right learning at the right time, to attract and retain talent, and to support our teaching and research base in their own right as well as in their role as international assets. We also need the ability to improve opportunities and outcomes for the more disadvantaged in society.

National Outcomes

The Purpose and Principles contributes to a range of National Outcomes both directly and indirectly.

Primary National Outcomes links:

- Education: We are well educated, skilled and able to contribute to society
- Economy: We have a globally competitive, entrepreneurial, inclusive and sustainable economy
- Children and Young People: We grow up loved, safe and respected so that we realise our full potential
- International: We are open, connected and make a positive contribution internationally

¹ [Review of Coherent Provision and Sustainability \(sfc.ac.uk\)](https://www.sfc.ac.uk/review-coherence-and-sustainability)

Secondary National Outcomes links:

- Communities: We live in communities that are inclusive, empowered, resilient and safe
- Culture: We are creative and our vibrant and diverse cultures are expressed and enjoyed widely
- Environment: We value, enjoy, protect and enhance our environment
- Fair Work and Business: We have thriving and innovative businesses, with quality jobs and fair work for everyone
- Health: We are healthy and active
- Human Rights: We respect, protect and fulfil human rights and live free from discrimination
- Poverty: We tackle poverty by sharing opportunities, wealth and power more equally

2. What aspects of the policy/measure will affect children and young people up to the age of 18?

- 2.1 The Purpose and Principles sets out and defines where education reform and continuous improvement takes us from and to in the post-school education, research and skills system. This strategy therefore impacts any young person up to the age of 18 who will or is currently engaged in post-school education, as they progress throughout lifelong learning. Specifically, the [UNCRC Articles 28 and 29](#) are relevant to the Purpose and Principles strategy for all children impacted up to the age of 18.
- 2.2 Examples of young people that may be impacted are those who have left school but are under the age of 18 years attending college or university or engaged with youth work Community Learning and Development (CLD). It applies to young people who are undertaking apprenticeships.
- 2.3 Whilst specific aspects of the policy/measure that will affect children and young people cannot yet be defined, our intention is that more detailed Impact Assessments will be considered in the future as policy decisions evolve as part of a programme of reform.

3. What likely impact – direct or indirect – will the policy/measure have on children and young people?

- 3.1 'Direct' impact refers to policies/measures where children and young people are directly affected by the proposed changes, e.g. in early years, education, child protection or looked after children (children in care). 'Indirect' impact refers to policies/measures that are not directly aimed at children but will have an impact on them. Examples include: welfare reforms, parental leave, housing supply, or local transport schemes.
- 3.2 The Purpose and Principles is a high level strategy that is part of a broader reform programme. Its implementation will lead to policy decisions that directly

impact Children and Young People namely those who are or will be within the post-school education system e.g. at college, university, engaged in CLD (youth work) or training through work.

- 3.3 Whilst specific direct and indirect impacts of the policy/measure that will affect children and young people cannot yet be defined, our intention is that detailed Impact Assessments will be considered in the future as policy decisions are defined and implemented.

4. Which groups of children and young people will be affected?

- 4.1 Under the United Nations Convention on the Rights of the Child (UNCRC), “children” can refer to: individual children, groups of children, or children in general. Some groups of children will relate to the groups with protected characteristics under the Equality Act 2010: disability, race, religion or belief, sex, sexual orientation. “Groups” can also refer to children by age band or setting, or those who are eligible for special protection or assistance: e.g. preschool children, children in hospital, children in rural areas, looked after children, young people who offend, victims of abuse or exploitation, child migrants, or children living in poverty.
- 4.2 The Purpose and Principles will lead to policy decisions for the post-school education, research and skills system that will primarily affect young people under the age of 18 who have left school. However, all children and young people from all backgrounds up to the age of 18 could be affected, including those with protected characteristics. According to [Summary Statistics](#) for Attainment and Initial leaver destinations around 51,000 pupils left school in 2019/20; 11% of these left in S4 aged 15-16; 26% left school in S5 aged 16-17 and 63% left after S6 aged 17-17. The number of school leavers is projected to rise towards 60,000 over the next 10 years.

According to the [Pupil Census](#), in 2021 there were 705,000 pupils in school. Around 123,000 pupils (17.5%) were from a minority ethnicity; 233,000 had an Additional Support Need including declared disability with levels of ASN much higher for children living in the most deprived quintile. As of [31 July, 2021](#), 14,946 children in Scotland were Looked After or on the Child protection Register (1.5% of Scotland’s under 18 population). Just over 5,000 children were refugees or asylum seekers. Around 160,000 school pupils lived in a remote town, accessible rural and remote rural area; 5,000 were at a Gaelic medium school; In 2016-2016 there were around 8,000 children aged 12-17 in the [criminal justice system](#).

Latest [data](#) shows that 26% of children in Scotland were living in relative poverty with 10% in persistent poverty, which means they have lived in relative poverty for three of more of the last four years. Long- term poverty is likely to lead to worse outcomes for children.

- 4.3 Whilst specific groups of children and young people affected cannot yet be defined, our intention is that detailed Impact Assessments will be considered in the future as policy decisions are defined and implemented as part of a programme of reform.

5. Is a Children's Rights and Wellbeing Impact Assessment required?

Please state if a CRWIA will be carried out or not. Please explain your reasons.

- 5.1 A proportionate CRWIA will be conducted for the Purpose and Principles for post-school education, research and skills.

6. Sign & Date

Policy Lead Signature & Date of Sign Off: Sarah Wotton 20 April 23

Deputy Director Signature & Date of Sign Off:

Naureen Ahmad Deputy Director Lifelong Learning and Skills, 4 July 23

A handwritten signature in black ink that reads "Naureen" followed by a stylized circular flourish.