

**THE FUTURE OF HIGHER EDUCATION IN SCOTLAND
AND THE UK**

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**FUTURE SCENARIOS FOR
SCOTTISH HIGHER EDUCATION**

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

- Background to the proposition
- Scotland's Futures Forum
- Goodison Group in Scotland
- Process
- Launch February 2013

- Key drivers
- Increased global competition/the demands of social justice
- Four scenarios
- Starkly portrayed

THE SCENARIOS

- **Global Learning Society**

- In this world, government leads the way to a learning society, teaching is a highly regarded profession and education is a key export.

- **Local Learning Society**

- In this world, what matters is equality and social justice. People think locally rather than internationally.

- **Market-driven Learning Society**

- In this world, the market is the driver and universities are the winners. Scotland has embraced globalisation, but it is everyone for themselves.

- **Divided Learning Society**

- In this world, the learning society is divided and people accept that proposition and that is the way it will be.

KEY CHARACTERISTICS OF EACH SCENARIO FOR SCOTTISH HIGHER EDUCATION

- Extracted from the Launch Report
- Some present today
- Many predictable
- Provocations, not recommendations

GLOBAL LEARNING SOCIETY

- Scotland suffers from a 'brain drain'
- Scottish Universities working together to compete successfully for global research and development projects
- A continuing world economic downturn means less international student mobility into Scotland
- Scottish HE bigger in its reach in India than it is in Scotland
- Scotland HE institutions export teaching and skills
- Learners around the world are signing up to Scottish University MOOCs
- Students register, but have a strong sense of social isolation

LOCAL LEARNING SOCIETY

- Fewer people enter and leave Scotland
- Policy direction is focused on making the most of existing talents
- Encouraging lifelong learning is central to all government policy
- There is a strong focus on early years, to foster social equality and to encourage parents to work
- Learning Hubs have replaced traditional colleges – community resources which are open 24/7 to anyone wishing to learn
- World class science has been largely abandoned as too expensive and unnecessarily competitive
- Many are critical of Scottish society having less of an international outlook than used to be the case

MARKET DRIVEN LEARNING SOCIETY

- Scotland is a global player through its universities and there is a sustainable future for Scottish higher education
- By 2016, it had become clear that government could no longer underwrite universities' core funding
- The number of universities dropped from 19 to 8 and those that continue aggressively pursue other funding sources
- The University Fiscal Autonomy Act of 2020 enabled institutions to become wholly private companies, with shareholders
- Some large Scottish companies with international reach have collaboratively established their own universities
- Consultancy work and international student fees are lucrative

MARKET DRIVEN LEARNING SOCIETY (continued)

- There is little collaboration amongst Scottish universities in this global market
- Global marketing is key to global credibility with prestigious brands working with individual Scottish universities – Harvard@Edinburgh
- There is an excellent network of private schools across Scotland, geared to meet the needs of premier investors and Scottish universities
- The number of students attending university from state education fell below 10 per cent this year, 2025
- The remainder of state school pupils go into work or are not in education, employment or training

DIVIDED LEARNING SOCIETY

- Scottish communities are geographically bound by gated communities and deprived outlying areas
- There is a reluctant acceptance of a continuing level of social inequality and social injustice
- The gated communities have established private kindergartens. 80% of their schools are private and feed most of the universities with their undergraduate community. Some universities have outreach community centres, offering a limited range of courses
- Colleges are predominately based in deprived areas, although many employers dismiss the relevance of college qualifications and prefer to carry out training in-house

DIVIDED LEARNING SOCIETY (continued)

- Qualifications gained by pupils in the gated communities are considered essential to obtaining a good job, even although research shows they subsequently apply little of what they have learned when they enter the workforce. Conversely, the study finds that pupils from the “precariat” have virtually no chance of getting a job with their qualifications.
- There is a deep digital divide. Internet access is standard in gated communities and schools expect pupils to have the latest tablets. Only half of the outlying areas have contemporary electronic access – the lowest in Europe

WHERE NOW?

- “I may have to write a think piece!”
- Toolkit
- 20,000 plus engagements
- University courts/officers
- Scenarios provide metaphors for society
- Scottish Parliament presentation and workshop – 5th February 2014
- Some indicators!