

Scotland's Learning
Estate Strategy

Connecting

People, Places and Learning



Helping children,
young people
and learners
of all ages
to reach their
full potential.



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Foreword

£5bn



Since 2007, the Scottish Government and local authorities across Scotland have collectively **invested around £5bn** improving **Scotland's Learning Estate**.

Expanding opportunities for people in Scotland to succeed from nurture through to lifelong learning is a key strategic vision and helping children, young people and learners of all ages to reach their full potential is critical.



The learning estate plays an important role in supporting this ambition. Since 2007, the Scottish Government and local authorities across Scotland have collectively invested around £5bn improving Scotland's Learning Estate.

In 2009 the Scottish Government and CoSLA published a joint School Estate Strategy: *Building Better Schools*. Since then, collectively, we have made great progress in improving the condition of our school estate. In 2018, for the first time, more than 600,000 pupils across Scotland were being educated in schools in good or satisfactory condition.

In our colleges and universities, we have invested in new campuses and buildings and have seen the development of facilities which support the learning needs of students and the economy and deliver on our ambitions for carbon reduction.

These schools, colleges and universities aren't only better because they are in better condition. They are better because they enrich the learner journey. By supporting curricular delivery, fostering relationships with the wider community, linking with other public services, embracing the opportunities through digital technology and, importantly, encouraging parental involvement, these facilities contribute to our national success.

In 2015 the Scottish Government set out a commitment to almost double the funded Early Learning and Childcare entitlement. In 2018, a significant funding package was agreed with CoSLA to deliver a high quality expansion of our Early learning and Childcare estate. That expansion is now underway and delivery modern state of the art facilities for generations to come.

As we reflect on our successes and look ahead we must continue to ensure that we maximise the benefits of working together.

In 2018, in the Year of Young People, the Scottish Government set out its intention to jointly publish a Learning Estate Strategy, co-produced with CoSLA and other partners, to set out a joint vision for our learning estate of the future. This strategy is the culmination of that work. By connecting people, places and learning, be that physically, digitally, through practice or communication, collectively we will ensure that all of our learners are equipped with the skills and knowledge they need to reach their full potential.

By placing the whole learning estate at the heart of meeting the needs of Scotland's communities, learners and businesses and adopting a more integrated approach, we will improve the outcomes for all of our learners and enable sustainable and inclusive economic growth.

We look forward to working with our wide range of partners to implement this strategy.

John Swinney MSP
Deputy First Minister
and Cabinet Secretary
for Education and Skills

Cllr Stephen McCabe
CoSLA Children
and Young People
Spokesperson

Introduction

Excellence and equity underpin the approach to delivering Scottish education. This means focusing all investment on improving outcomes for learners, communities and the economy by enhancing and extending joined up learning experiences. Central to shaping outcomes is learner participation, user engagement and evidence led practice. The learner should be at the heart of decision making in the learning estate across Scotland. Understanding the learner in their specific contexts matters to achieving the ambition of excellence and equity for all.

The refreshed National Performance Framework puts increased wellbeing and sustainable and inclusive economic growth at its heart. These outcomes drive the alignment of policy and investment initiatives across the public sector, to ensure all of Scotland can flourish. The National Performance Framework invites an integrated approach to achieving outcomes, from consideration of local needs and design of services through a one public sector approach, to investment in and stewardship of assets.

Our vision is a Learning Estate which supports Excellence and Equity for All

Since 2007, the Scottish Government and local authorities across Scotland have collectively invested around £5bn in Scotland's Learning Estate.

Working with our delivery partners Scottish Futures Trust (SFT) and the Scottish Funding Council (SFC) and supported by Architecture and Design Scotland (A+DS), we have invested in improving our school estate through the Scotland's Schools for the Future programme and made a significant investment in our college estate through new build campuses and funding to improve the fabric of the college estate. Unlike colleges, universities are not part of the public sector learning estate. However, where possible, we have also invested in development of their campuses in an effort to ensure that learners at all stages have the best experience possible.

Collectively we have supported the expansion of Gaelic school provision and our commitment to investing in Early Learning and Childcare (ELC) is demonstrated through the funded ELC expansion programme. Despite the significant progress made across the estate, there is still more to do as set out in Annex A. An overview of current and future investment plans is also included.

Reflecting on our successes and the drive for continual improvement presents opportunities. These can be harnessed by taking a whole system place-based approach:

- Greater focus on delivering outcomes



- Integrating experiences and locality based services



- Supporting and implementing innovation



- Demonstrating collective leadership



- Adopting a whole life approach



The objective of this strategy is to realise the ambitions of equity and excellence for all, by supporting the conditions for wellbeing and learning across learning stages to support sustainable and inclusive economic growth. Its aim is to set out the principles and priorities to drive an integrated approach to the development of the learning estate across Scotland.

The principles set out will be used to shape joined up investment planning and prioritisation across the learning estate and localities. It is also intended to outline a holistic approach to planning investment and its underlying ethos can and should be applied across other areas of the public estate where appropriate.

Excellence & equity for all

Our vision

a Learning Estate
which supports
excellence and
equity for all.



Delivering the Programme for Government

In September 2017 the Scottish Government published a Programme for Government which set out the following:

- We will take the next steps towards the near doubling of funded ELC, including setting out minimum levels of multi-year funding to deliver the expansion and provide certainty to our councils and providers.

- We will continue to bring forward new proposals under the Scotland's Schools for the Future Programme.

- We will publish a new education infrastructure plan, which will set out proposals to improve the condition of existing schools within the lifetime of this Parliament and our longer-term ambitions to build more '2-18'* campuses and establish an estate that is world-leading in energy efficiency.

- We will consider the findings of the college estates' survey to plan future capital investment and set out proposals as part of an education infrastructure plan.

- Over the course of this Parliament, we will develop a strategic framework for after school and holiday childcare, beginning by assessing the availability of existing provision and setting out what we can do to better meet the needs of families.

- We will ensure that Gaelic medium education remains a priority in Scottish education by promoting the growth of all aspects of Gaelic medium education. In particular, we will ensure that the latest version of the National Plan for Gaelic is published in 2017. It will seek to promote the growth of Gaelic in Scotland through a broad range of actions, particularly to increase the number of Gaelic schools and promote new routes into Gaelic teacher education.

- We will build an Active Nation, boosting investment in walking and cycling and putting

- active travel at the heart of our transport planning. Our actions will include making our towns and cities friendlier and safer spaces for pedestrians and cyclists by increasing investment that supports active travel from £40 million to £80 million per year from 2018-19.

*Due to a change in scope, this now captures learners of all ages.

Having published the college sector estates condition survey in December 2017, having reached a funding agreement to deliver the ELC expansion programme in May 2018, having announced a further £1bn of planned Scottish Government investment in the school estate in November 2018, and with the recent introduction of the University Financial Transactions programme, the publication of this Learning Estate Strategy is the next step in taking forward these commitments.

Historically, decisions about investment in the learning estate have been carried out through separate portfolios in Scottish Government (*as set out in Figure 1*). This strategy seeks to aid coherency and consider the learning estate as a whole (*as set out in Figure ii*) to ensure that we support joint delivery of joint outcomes founded upon:

- a joined-up approach to investment



- consistent application of the guiding principles



- collaborative working



- learning from and building on the successes of recent education investment



- contributing to sustainable and inclusive economic growth



50%

50% of pupils walk, cycle or scoot to school with 25% travelling by bus. Of the remaining 25%, 7% are pupils with special needs travelling by motorised transport and 16% are taken to school by car on the grounds of personal safety.



Fig.i Historic Position



Fig.ii Future Position

A more holistic approach to support our learning estate

Early Learning & Childcare



Schools



Colleges & Universities





The learning estate is a community asset which can support the achievement of improved community outcomes. Investment in the estate should support both the strategic local context, including locality planning, public service reform, creating permeable places that encourage walking, cycling and wheeling, collaboration and strategic asset management, and the economic context, by setting out how the learning estate can support regional or national employers' needs. Investment can be transformational and should contribute to improving outcomes for individuals and communities in line with the National Performance Framework. The learning estate is more than a physical asset and this strategy recognises the importance

of digital transformation across Scotland, looking to harness the benefits it can bring to all learners when taking the learning estate forward into the future. The Hands up Scotland annual census of how pupils travel to school records that 50% walk, cycle or scoot with 25% travelling by bus. Of the remaining 25%, 7% are pupils with special needs travelling by motorised transport and 16% are taken to school by car on the grounds of personal safety. The design, build and location of the school estate should encourage parents and carers confidence to allow their children to walk, cycle or scoot to school.

National Performance Framework Context





This Learning Estate Strategy is being published in the context of the refreshed National Performance Framework (updated in June 2018), which at its heart focuses on creating a more successful country with opportunities for all of Scotland to flourish through increased wellbeing, and sustainable and inclusive economic growth.

Quality education and associated infrastructure are at the heart of many of the national outcomes and their associated indicators and development goals. The specific national outcomes to which this strategy relates most are:

- We grow up loved, safe and respected so that we realise our full potential
- We are well educated, skilled and able to contribute to society
- We are healthy and active
- We live in communities that are inclusive, empowered, resilient and safe
- We have thriving and innovative businesses, with quality jobs and fair work for everyone
- We have a globally competitive, entrepreneurial, inclusive and sustainable economy



7 Outdoor learning and the use of outdoor learning environments should be maximised.

Guiding principles

A young man with a backpack, holding a basketball and a folder, walking. The image is overlaid with a blue tint.

The 2009, joint Scottish Government and COSLA School Estate Strategy: *Building Better Schools* set out 9 guiding principles to guide investment in both the existing and the new school estate. The underlying thinking behind these guiding principles is as relevant now as it was then. These guiding principles also apply equally across the wider learning estate.

The development of this new Learning Estate Strategy and its refreshed guiding principles both build upon and supersede those within the School Estate Strategy to reflect both experience since the original publication and to take a more holistic approach across the whole learning estate.



The guiding principles have been increased to 10 and will apply across the learning estate.

The **Learning Estate Strategy Guiding Principles** are:

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
4. The condition and suitability of learning environments should support and enhance their function;
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
7. Outdoor learning and the use of outdoor learning environments should be maximised;
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and finally,
10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

Meeting our Education Policy ambitions

Delivering the Learning Estate Strategy must be firmly aligned to the policy aims set out in the National Improvement Framework (NIF) of achieving excellence and equity for all children and young people and closing the poverty related attainment gap.

Our learning estate should support the three key national education and skills priorities:

- Getting it Right for Every Child (GIRFEC)
-

- Curriculum for Excellence (CfE)
-

- Developing the Young Workforce (DYW)
-

Our learning estate should also support the following strategies and priorities:

- Learner Participation in Education Settings
-

- Scottish Attainment Challenge
-

- STEM strategy
-

- Digital Learning and Teaching Strategy for Scotland
-

- Skills based learning
-

- Educational and vocational pathways
-

- 15-24 Learner Journey Programme
-

- Gaelic Education Development
-

- Learning for Sustainability
-

- Out of School Care development
-

- Community Learning and Development
-

- Learning Together
-

- The National Walking Strategy, Cycling Action Plan for Scotland (CAPS) and the Long Term Vision for Active Travel in Scotland
-

- The National Walking Strategy
-

- Cycling Action Plan for Scotland
-

- A Connected Scotland
-

- The Climate Change Plan/The Scottish Climate Change Adaptation Programme
-

The power of three

Our learning estate should support the three key national education and skills priorities:

Getting it Right for Every Child (GIRFEC)

Curriculum for Excellence (CfE)

Developing the Young Workforce (DYW)



The Importance of Condition and Suitability

As set out in the Guiding Principles, the condition and suitability of all learning environments should support and enhance their function.

The **Condition Core Fact**; Building better schools: Investing in Scotland's future, published by the Scottish Government, November 2017 sets out:

“Condition is concerned with the current state of the fabric of the school and with safety and security.”

“Schools in good condition
– irrespective of age or design
– signal to all users (pupils, teachers, staff and the community) that learning is a valued activity, that the learning environment is a priority and often gives that all important ‘feel-good factor’.”



The **Suitability Core Fact**; Building better schools: Investing in Scotland's future; published by the Scottish Government, November 2017 sets out:

“Suitability is a measure of whether a school is fit for the purpose of delivering the education curriculum.”

One of the five key factors in establishing the suitability of the estate are the **Environmental Conditions**. Temperature, acoustics, ventilation, natural light and controllability are all examined. The environmental conditions within the learning spaces are assessed as “**fully supporting** learning and teaching”, which is graded as condition ‘A’ good, through to “**seriously impeding** learning and teaching”, which is graded as condition ‘D’ bad.

The University of Salford's publication *Clever Classrooms* (2015) states that:

“Differences in the physical characteristics of classrooms explain 16% of the variation in learning progress over a year” with “light, temperature and air quality most influential, accounting for half the learning impact”.

Condition and suitability are equally important to all other parts of the learning estate.

Over the past 10 years the college sector has benefitted from investment in its estate with a significant number of new build and major refurbishment projects completed. This strategy is aimed at supporting the aspiration of all our learners by providing colleges equipped with the technology, buildings and adaptability to meet the current and future needs of learners to help them reach their full potential.

The 2017 SFC College Sector Estates condition survey highlighted the need for significant investment in the estates of some regional colleges. Based on the Royal Institute of Chartered Surveyors (RICS) condition B definition that ‘the general fabric and services of a building be generally sound (wind and watertight)’.

The SFC has used the findings of the condition survey to develop and refine a prioritisation framework which aims to identify a small number of regional colleges where campus replacement or major redevelopment represents the best value for money, in terms of providing fit-for-purpose, modern teaching estates.

The condition survey also recognises there is a requirement to consider the college estate's fitness for purpose including changes in curriculum delivery, improved flexibility and space efficiency along with the digital infrastructure and carbon reduction measures.

Unlike colleges, universities are not classed as public sector organisations. While that is the case they do receive a significant amount of public funding including capital funding via the SFC to support development of their estates. In recent years universities have also been able to benefit from access to financial transactions funding which has been available for projects designed to reduce the sector's carbon footprint, estates development and improve the student experience.

Learning from Earlier Education Investment Programmes



Pilot projects have been utilised across the SSF programme to develop, demonstrate and disseminate thinking. In other words, learning by doing.

Future investment in the learning estate should be informed by learning from earlier investment programmes. In 2018, the [Scotland's Schools for the Future](#) (SSF) Programme published an Interim Findings Report which draws out findings from more than 100 school projects.

Lessons learned from recent investment in the college sector will also be used to inform development activity. Much of this knowledge is transferrable across the sectors. Annex B sets out themes to consider to build on these lessons learned.

Pilot projects have been utilised across the SSF programme to *develop, demonstrate and disseminate* thinking. In other words, *learning by doing*.

The Lasswade Centre in Midlothian was part of a pilot project along with Eastwood High School in East Renfrewshire that saw two local authorities work together to jointly procure both schools in a £65m ground-breaking collaborative initiative that saved £4m as a result of the partnership approach. This was the first time that two local authorities had come together to procure new schools. The initiative proved so successful that the collaborative model is being used by other local authorities to achieve benefits and savings across the programme.

The Lasswade Centre embraces the principle of learning at the heart of the community by offering a variety of community facilities under one roof. In 2014 the Lasswade Centre won the Best Partnership Category at the Scottish Property Awards.. Since then many other projects in the SSF programme have embraced further integration of community services, with the Loanhead Centre being named Community Development Project of the Year at the 2018 Scottish Property Awards and the Waid Campus in Fife being awarded Project of the Year at the 2018 Education Buildings Scotland Awards. These projects incorporate a wide variety of learning and community provision alongside other public sector services such as local health care.

The reference primary school developed in conjunction with East Dunbartonshire brought the principle of the pilot project approach to the primary sector. Lairdsland Primary School in Kirkintilloch sought to challenge and redefine how we think about the design of the primary estate. Lairdsland has won many awards including the prestigious Royal Incorporation of Architects in Scotland Award and SPACES award for the Civic Building of the Year, in the Education Category. Both were awarded in 2016.



An off-road walking, cycling and wheeling route to Anderson High School in Lerwick was designed and built in a joint partnership between Shetland Islands Council and Transport Scotland, via the Community Links programme managed and delivered by Sustrans. The link was constructed before the new high school and locked-in walking and cycling to the school site.

In 2014, the Inspiring Learning Spaces (ILS) initiative was launched as part of the SSF programme. The £5m fund sought to develop low cost, high impact projects which imagined teaching and learning spaces differently. Local authorities developed a variety of spaces with some opting to trial new types of learning and teaching space to better inform the design and use of forthcoming new-build facilities. An example of this approach can be found in the new West Calder High School which, having opened in August 2018, is fully embracing the learning gained from the ILS spaces developed in the old building to inform the new design and practice. The strength of the Inspiring Learning Space initiative at West Calder High School was recognised when it won Best Inspiring Learning Space at the 2017 Education Buildings Scotland Awards.

Inspiring Learning Spaces are not limited to the confines of new school buildings. [The Inspiring Learning: Space Toolkit](#) is a useful tool to use when thinking how an inspiring learning space could be created in any educational facility.

Collaborative approaches have been undertaken to improve outcomes and deliver enhanced value for money. In the north of Scotland, for the first time ever, three local authorities shared resources and funding to deliver three new secondary school projects. Aberdeenshire Council, Moray Council and The Highland Council are delivering three secondary school projects (Inverurie Community Campus, Lossiemouth High School and Allness Academy) collaboratively using Scottish Government revenue funding support in the most efficient manner. A joint Programme Board was established with representatives from all three local authorities to provide guidance and governance to the project teams. This approach has delivered both monetary and non-monetary benefits. It allows a forum for sharing ideas, best practice and challenge between the three local authorities.

Future investment in colleges can also draw on the experience and lessons learned from previous projects in order to create high quality, sustainable learning environments attractive to learners and staff. A high quality, sustainable, digitally enabled estate is important to deliver a broad and modern curriculum.

City of Glasgow College's new campuses were designed to offer students excellent opportunities now and into the future. The campuses are intended to adapt to the changing needs of learners with an aim to inspire learning and teaching and provide centres of excellence for specialist provision including Nautical Studies.

In 2017 work started on Forth Valley College's new campus at Falkirk which concentrates on cutting edge facilities for science, technology, engineering, sport and healthcare. The new campus is due to open in 2020.

In recent years, project funding has been targeted at specifically-identified university projects. SFC funding has successfully levered in significant capital investment from other sources. SFC contributed to the new Ayr Campus for the University of the West of Scotland, which is being delivered in partnership with Scotland's Rural University College. SFC also made a part contribution to the University of Strathclyde's Technology and Innovation Centre, which brought together industry and academia to develop solutions to challenges in enabling technologies and the low carbon economy.



Enhancing Quality in the Learning Estate

In addition to improving the quality of internal spaces, there are opportunities to further enhance the quality of the learning estate.

Placemaking

Investment in the learning estate offers the opportunity for a place based approach to improve local outcomes, co-ordinating and integrating local services to support communities and progress the public sector reform agenda. The [Place Principle](#) (adopted by the Scottish Government in March 2019) which promotes a shared understanding of place and the need to take a more joined up collaborative approach to services and assets within a place to achieve better outcomes. The lens of place supports a more coherent approach across portfolios to ensure strategies and policies are aligned and helps us consider the impact of policies, interventions and investments as a whole. For capital budgets this means identifying and prioritising the right projects to achieve the goals of the principle and other government objectives. The Place Principle is an enabler which helps us, our partners and local communities unlock the National Performance Framework and make it applicable to where and how we live and work.

Construction Quality

In recent years there have been some examples of poor quality construction in the school estate. The heavily publicised incident at Oxfangs Primary School in Edinburgh placed a focus on the quality of the built environment.

It is essential that any new investment in the learning estate must be of the highest quality in terms of both design and construction. We will work with our partners including Scottish Building Standards and across the construction industry to support a focus on improvement.

The recommendations from the Independent Inquiry into the Construction of Edinburgh Schools (Cole Report), the Scottish Parliament Education and Skills Committee's Report on School Infrastructure and the Construction Procurement Review should be incorporated into planned investment.

Climate Change Mitigation and Adaption

The Scottish Government has an ambitious climate change policy target for all buildings in Scotland to be near zero carbon by 2050. Reaching this target will require a change in attitude towards energy, particularly in relation to new buildings. Increasing energy efficiency in building performance must be amongst the core objectives of all new infrastructure projects for these ambitious targets to be achieved. Achievement of these core objectives needs strategic level support and should be incorporated into planned investment.

In addition to meeting our ambitious emissions targets, it is important to prepare for future climatic change. Scotland's climate has already changed over the last few decades. Climate change adaptation is about responding to the changes we have already seen, and preparing for the challenges and opportunities that we will face in the decades ahead.

Climate change mitigation and adaptation are inherently linked. The more we reduce our emissions, the less we will need to adapt. However, no matter how successful global greenhouse gas emission reduction measures are, it will still be necessary to adapt to climate change. Many impacts of past emissions are already locked-in and will lead to changes in our climate for decades to come.

Over the last century temperatures have increased, sea levels have risen and rainfall patterns have changed, with increased seasonality and more heavy downpours. In the coming years, we are likely to see these trends increasing. We need to ensure our learning environments are able to adapt as the climate continues to change.

Digital

New forms of service delivery, and new and agile forms of learning enabled by digital technology allow integration of learning experiences and the creation of new and diverse skills. The use of digital as part of the planning of the future estate, and future strategies for learning and community use should be incorporated into planned investment.

There are a number of drivers for developing our digital ambitions including increasing digital content and approach to the learning environment along with a desire for developing opportunities for remote learning and helping to widen access to learners in rural areas. Developing innovative digital services will also facilitate improved links to business and enterprise.

To further support our digital aspirations, the Scottish Government continues to invest in the national digital learning environment, Glow, ensuring our learners and educators have free access to a range of industry leading tools and services. We also continue to invest in connectivity for education through the Scottish Wide Area Network. Both areas of investment will remain under review to ensure they remain relevant and appropriate for the education system.



Next Steps



The principles set out in this strategy will be used to shape the future context of joined up investment planning and prioritisation across the learning estate and localities.

There is also a recognition of the importance of linking this strategy to other developing estate strategies across the wider public sector and to the work of the planning review.

By considering the whole system and all its partners when making investment decisions, by adopting more consistent principles, criteria and prioritisation approaches, and by creating a new learning estate culture, we will better enable the joint delivery of improved outcomes.

Ensuring projects form part of sustainable estates which can be maintained in the longer term and make best use of capacity is key to ensuring the long-term impact of the investment and mitigating against any future deterioration.

Organisations responsible for the learning estate should consider the key objectives and guiding principles outlined in this strategy. By working in collaboration with other partners we can collectively explore how we can work together towards a common goal, consider new options and develop new approaches to teaching and learning which improve opportunities and outcomes for our learners. Future investment proposals should be set in the context of this strategy.

Scottish Government and its delivery partners, SFT and SFC, supported by A+DS, are committed to working with local authorities and other learning estate providers to support development work.



Annex A: An Overview

Investment Plans

Local authorities prepared their ELC expansion plans based on the following guiding priorities to infrastructure planning:

- Make best use of what we have;

- Enhance the use of private and third sector capacity; and

- Create new capacity, including outdoor nurseries.

Schools

The Scottish Government's overarching school estate policy is that "no child should have to learn in a school that is in poor or bad condition".

Over the past 11 years there has been unprecedented improvement and investment in Scotland's school estate. Since 2007, 847 school building projects have been completed. By comparison, this is more than double the amount of schools (328) completed over the preceding 8 years. The current school estate comprises 2017 primary schools, 358 secondary schools and 126 special schools.

The proportion of schools reported as being in good or satisfactory condition has increased to 87%. This is substantially higher than in 2007 when the figure was 61 per cent of schools. And the proportion of pupils educated in schools in "poor" or "bad" condition has decreased from 37% of all pupils (around 257,000) in 2007 to 12% of all pupils (around 80,000) in 2018. It is recognised that to achieve the aim of having no child learning in a school in poor or bad condition, there is still more to do.

Since 2009, the Scottish Government has invested more than £1bn in the school estate through the Scotland's Schools for the Future Programme which augments local authorities own spending. Alongside local government investment, the total investment across the estate has exceeded £4bn. The Scottish Government and local authorities are now seeking to continue this partnership and ensure schools are appropriately maintained as we collectively continue to invest in the estate.

In November 2018, the Scottish Government set out its plans to invest a further £1bn in the school estate. The key objectives of this investment are to:

- support the delivery of Scotland's Learning Estate Strategy

- improve the condition and suitability of the learning estate

- establish links across the learner journey where appropriate

- support sustainable estate planning and improved stewardship

Underpinning this new investment is the presumption that it will continue to address the current commitment that "no child should have to learn in a school that is in poor or bad condition". Investment is expected to contribute towards sustainable and inclusive economic growth.

of Current and Future

Gaelic Provision

There have been great steps forward with Gaelic education. In 2007, there was one standalone Gaelic school. The Scottish Government has supported local authorities to deliver a further five Gaelic schools. The Scottish Government wants to continue to work with local authorities to help them realise their ambitions for those who wish to have access to Gaelic education.

The Scottish Government is committed to its continued support for the Gaelic language seeking to grow the number of speakers of the language and return the numbers to that reported in the 2001 census by 2021. In recognition of the key role that Education has in increasing the number of speakers of Gaelic, the Scottish Government established a Gaelic Capital Fund in 2008.

Through the Capital Fund, the Scottish Government has invested more than £31m which has helped meet growing demand for Gaelic Education across Scotland. Since its inception, the Capital Fund has helped deliver the expansion of all stages of Gaelic Education across Scotland including Argyll and Bute, Comhairle nan Eilean Siar, East Ayrshire, East Dunbartonshire, Edinburgh, Glasgow, Highland, North Ayrshire, North Lanarkshire, South Ayrshire and South Lanarkshire.

New investment in the wider learning estate will be complemented by continued financial support for new Gaelic infrastructure projects. A further £4m has been committed by the Scottish Government to supporting Gaelic education projects in 2019/20.

Colleges and Universities

Since 2007, the Scottish Government has allocated over £810m in college capital projects including new campuses and buildings. A further £300 million in Non-Profit Distributing (NPD) revenue funded investment has also been allocated.

Despite the significant investment in the college sector, the SFC's review of college estate in late 2017 classified approximately one-third of the college estate as in poor condition. The figure has since fallen to around one-quarter after taking into consideration investment in the sector estate since that date.

To help address this, the SFC Board approved an Infrastructure Framework for capital investment across both colleges and universities. The framework allows for the prioritisation of major capital projects predominantly from within the college sector and within the context of limited direct capital funding.

The Scottish Government is committed to supporting investment in the college estate and is working with the SFC to refine the approach to creating a pipeline of potential projects which are capable of implementation when the investment funding becomes available and an appropriate financing model is identified. The Scottish Government will work with the SFC to develop a strong evidence based case to support further investment in the future and develop a medium-term capital investment plan that sets out sector wide priorities.

The university estate is significantly larger than the college estate. Approximately 25% of the university estate is in poor condition and the sector has reported a current backlog need of up to £900m. SFC continues to provide capital maintenance funding which, in turn, allows institutions to lever in significantly more investment from other sources. The Scottish Government will also provide Scottish universities with access to up to £60m in Financial Transactions in 2019-20. This builds on Financial Transactions provided in previous years and will be targeted at supporting further university campus development to improve the learner experience and reduce the sector's carbon footprint.

Annex B:

Building on Lessons Learned

To build on lessons learned, early consideration should be given to the following themes which are informed from considerable feedback received from medium to large size projects:

Strategic Leadership: ensuring strategic leadership is embedded at the earliest opportunity will shape outcomes and build a consistent approach to realising benefits

Objectives and Outcomes: objectives and outcomes should be agreed early and be achievable. Procedures should be put in place throughout the whole process to ensure they are realised

Governance: strength, accessibility and continuity of governance are key to ensuring outcomes are realised. Governance should be proportionate to project size and consideration should be given to the inclusion of a Senior Champion on large complex projects

Skillset & Resources: project teams require appropriate skillsets and be allocated sufficient time to achieve outcomes. Continuity of experience from project to project helps improve efficiency and effectiveness and also saves time

Option Appraisals: robust early analysis is essential to inform strategic direction and avoid delays later in the process

Combined Functions: Multi-user facilities create links and increase building usage, making more efficient use of the public estate

Consultation: communicating decisions to stakeholders before implementation improves outcomes and user satisfaction

Learn from others: valuable lessons can be learnt from other people and projects

Feedback loop: completion of post project reviews and post occupancy evaluations is essential to ensure learning is captured and used to inform future developments

Energy use: learning from lower carbon pilot projects needs to be captured and shared to inform further developments

Knowledge share: consider initiatives to make learning more widely accessible, publishing best practice for Senior Responsible Officers, listing all documents and including hyperlinks





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