

## INVITATION

*“By 2025 Scotland will be regarded as a world-leading learning nation”*  
**An international perspective**

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<b>Venue:</b>	<b>Committee Room 1, The Scottish Parliament</b>
<b>Date:</b>	<b>30 March 2012</b>
<b>Time:</b>	<b>10.00am – 1.00pm</b>
<b>Catering:</b>	<b>Sandwich lunch will be provided</b>
<b>Cost:</b>	<b>FREE</b>

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### Context

Geddes talked of thinking globally and acting locally. However, in today's global village, surely we must be thinking and acting globally. If we are to properly explore the proposition that Scotland will be regarded as a world-leading learning nation by 2025, we need to be mindful of developments in other parts of the world and how Scotland can connect to those places. Very few of the problems Scotland faces are unique and we can learn much from countries where radical thinking is leading to new forms of learning, education and skills and economic benefits.

In this workshop, the project community will hear about case studies from around the world – Ontario, Finland, France, Sweden and the USA via a pre-recorded video conference held with the GGiS / SFF project team. The workshop will then break into a café to discuss what lessons can be drawn for lessons for Scotland and for our project.

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### Register

This event will be hugely valuable as we move towards the scenario elements of the project, over the summer. If you would like to register for this workshop please email [events@ggis.org.uk](mailto:events@ggis.org.uk)

## Biosketches

Contributions to the video conference include:

### Mary Jean Gallagher, Ontario, Canada

Mary Jean Gallagher was appointed Chief Student Achievement Officer of Ontario and Assistant Deputy Minister of Student Achievement in the Ministry of Education in 2008/09.

She brings to this role a deep knowledge of teaching, learning and leading. She began her career as a teacher of mathematics and has experience leading schools and school systems as a principal and superintendent of schools and staff development. Mary Jean served as Director of Ontario's southernmost school district for more than 10 years, and as Chair of the Council of Ontario's Directors of Education in 2006/07. From 1997 to 2000, Mary Jean was Chief Executive Officer of Ontario's Education Improvement Commission.

Mary Jean has a deep commitment to community. She has served as Chair, Director or member with various organisations, including the Arts Council of Windsor and Region, the Essex County District Health Council, the Essex County Health System Reconfiguration Project, the United Way, and the Steering Committee for Leadership Windsor-Essex. Internationally, she spent a month in the Amazon Region of Brazil in 2000 as a Rotary Volunteer in Action, establishing a new university in the region, with a special focus on serving the poor. In 2010, she travelled to India with Rotary and helped with a massive immunisation effort which saw 172 million children vaccinated against polio within two days.

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### Nancy Hoffman, Boston, USA

Nancy Hoffman is a Vice President and Senior Advisor at Jobs for the Future, a national non-profit in Boston focused on improving educational and workforce outcomes for low-income young people and adults. She works with the Early College High School Initiative, a network of over 270 schools in 28 states blending high school and two years of college and with states on aligning and integrating high school and college and developing new pathways to degree completion and careers.

Hoffman has held teaching and administrative posts at Brown, Temple, Harvard, FIPSE, M.I.T. and elsewhere. She co-teaches a course on philanthropy, non-profits and school reform at the Harvard Graduate School of Education. Hoffman serves as a consultant for the education policy unit of the Organization for Economic Cooperation and Development (OECD). Her most recent book, drawing on the OECD's Learning for Jobs initiative is *Schooling in the Workplace: How Six of the World's Best Vocational Education Systems Prepare Young People for Jobs and Life* (Harvard Education Press 2011).

Hoffman holds a B.A. and Ph.D. in comparative literature from the University of California, Berkeley. Other recent publications include, *Women's True Profession: Voices from the History of Teaching* (2003), and, edited with Richard Kazis and Joel Vargas, *Double the Numbers: Increasing Postsecondary Credentials for Underrepresented Youth* (2004), and *Minding the Gap: Why Integrating High School with College Makes Sense and How to Do It* (2007), edited by Hoffman and Vargas with Andrea Venezia and Marc Miller. Hoffman serves on the Massachusetts Board of Higher Education.

## Biosketches

### Professor Michael Osborne

Michael Osborne is Professor of Adult and Lifelong Learning at the University of Glasgow, and experienced in adult education, VET and Higher Education research, development and evaluation. He is Co-leader of the Social Justice, Place and Lifelong Learning Research cluster and Co-director of the PASCAL Observatory on Place Management, Social Capital and Lifelong Learning within the School of Education, and Director of the Centre for Research and Development in Adult and Lifelong Learning within the College of Social Sciences. His research has included: Scottish Higher Education Funding Council/National Health Service (Scotland) funded projects concerned with selection of students in medicine and Veterinary Science (WHAP and WHAN); the development of audit tools for stakeholders within Learning Regions (Indicators project under the Network of Learning Regions (R3L) programme) and projects that develop related learning audits (Lilara), and a sustainable network of learning regions/cities (PENR3L); a major ESRC TLRP project on the Social and Organisation Mediation of University Learning (SOMUL). He is involved in EC-funded LLL projects concerned with the quality of Grundtwig networks (GINCO) and of Learning Regions (R3L+), a KA4 project developing a reservoir of best practice in Learning Regions (Eurolocal) and a KA1 project concerned with tertiary lifelong learning in mid-life (THEMP). He is a member of the team managing the Tempus Project on Lifelong Learning in Palestine. He has co-ordinated a study of universities and regional engagement (PURE) in 17 regions around the world, and is co-convenor of a collaborative group within the Universitas 21 group on research universities and their regions. In 2008 he completed two reviews within pan-European projects funded by the EC of training of adult educators in both the UK and Ireland, and of vocational education and training practitioners in these countries, and has since been involved in other projects concerned with the competencies of adult educators in Europe. He advised the EC in relation to the development of the new integrated lifelong learning programme and was a senior evaluator for the interim review of that programme. He produced the UK report in 2011 on the country's progress in relation to the EC Adult Learning Action Plan for its Budapest conference.

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### Anders Olsson, Värmland, Sweden

Enterprise and Innovation Manager at Region, Mr Anders Olsson has more than 15 years of experience in the area of regional sustainable development. Olsson has worked with learning processes and policymaking for regional development together with OECD, The Pascal Observatory, Nordregio, Nutek, Swedish Ministry of Enterprise and in the region Värmland together with Karlstad University, industry, the cluster organisations, the county administrative board, the county council and the municipalities.

During 2007 – 2008 Olsson was in charge of elaborating the regional development programme. In 2009 he formed a joint research programme between Region Värmland, Karlstad University, the regional cluster organisations and the municipalities of Värmland. During the years of 2009 and 2010 he formed a broad based, systemic, public – private entrepreneurship program for Värmland. In 2011 and 2012 a broad based agreement on cluster development between the cluster organisations, the public sector and the academy in the region.

Some of his specialties are planning and development processes in systemic perspectives. He has grades in physics, mathematics, geography, chemistry, biology, computer science and teaching from Karlstad University and Gothenburg University.

## Biosketches

### Ilpo Laitinen, Finland

Ilpo Laitinen received his PhD. (administrative sciences) from the University of Lapland, and MBA from the University of Jyväskylä. He is a project manager (City of Helsinki) concentrating to employee driven innovation and service innovations and a lecturer of different universities. He has previously been a Research Director of the University of Lapland & City of Helsinki (evidence based management), affiliated with the Universities of Tampere and Glasgow. Dr. Laitinen held several other posts in the City of Helsinki prior to that, including chief strategy manager for Helsinki social services and division director.

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### John Tibbitt

John is currently Head of Policy Analysis for PASCAL International Observatory and honorary Senior Research Fellow at Glasgow University School of Education. He has held research posts in universities, local and central government and has a wealth of experience as a researcher and policy analyst in policy environments. He has worked mostly in the fields of personal social services, lifelong learning and community issues, in all of which he has undertaken research and commissioned and managed substantial research programmes and major statistical surveys to support government policy-making and review.

John has a long-standing interest in developing the research contribution to policymaking. He has co-edited *Building Stronger Communities: Connecting Research Policy and Practice* (NIACE, 2008), in addition to other research reports and papers on other aspects of social policy.

John is now involved in PASCAL's work on place-making and building stronger communities, with a particular interest in the contribution of learning and social media. He is also developing working on benchmarking the engagement of higher education providers with their regions and communities in many parts of the world, and has a particular interest in the concept of the regional university.

