

Learning Resource 7

Ensuring Equality of Opportunities

A resource to ensure that practitioners and school leads take equality issues into account when planning for the delivery of Developing the Young Workforce

For Scotland's learners, with Scotland's educators

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Purpose

This resource forms part of a suite of learning resources which, in total, will provide support to develop practice related to Developing the Young Workforce (DYW). It aims to support the understanding of equalities in the context of **career education** and the development of **skills for learning, life and work**.

It relates directly to the entitlements and expectations set out within the [Career Education Standard 3 – 18](#) and the implementation of the wider DYW programme. It also relates to various quality indicators (QIs) in [How Good Is Our School? 4th Edition \(HGIOS?4\)](#)¹ such as QIs 2.2 (Curriculum), 2.6 (Transitions) and 3.3 (Increasing Creativity and Employability). This resource supports the delivery of recommendations 26-39 in '[Developing the Young Workforce Scotland's Youth Employment Strategy](#)'

[The Career Education Standard 3-18](#) states that:

'It will be the responsibility of all partners to address the issue of equality. While this standard is expressed as a universal entitlement, it needs to be clear that not all young people enjoy the same advantages, nor face the same challenges. Their backgrounds and circumstances must never limit their potential and all partners will seek to develop practice which ensures improved outcomes for *all* young people. All involved in career education should provide advice, guidance and opportunities that contribute to:

- eradicating discrimination; and
- promoting mutual respect and equality of opportunity across genders, social background, disabilities, ethnicities, sexual orientations and religions.'

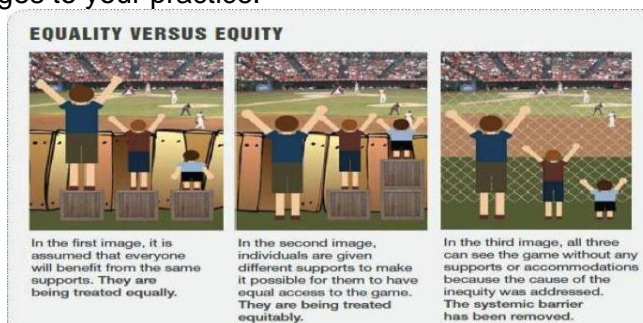
Learning outcomes

As a result of engaging with this learning resource you will have an understanding of:-

- the protected characteristics and how to develop learning and teaching in an inclusive way;
- how to adapt progression pathways to promote positive outcomes for all learners
- equality, equity and the social model of disability;
- the importance of equalities issues within career education and the wider DYW programme.
- how to plan to take forward manageable changes to your practice.

Who is this for?

This resource has been developed to contribute to professional learning for practitioners at all levels working with children and young people within early learning and childcare, primary, secondary, special schools, colleges, private training providers, third sector providers, social work, community learning and development and other specialist learning providers including secure and residential settings.



¹ It also relates to (*How Good is Our Early Learning and Childcare?* (HGIOELC)¹, *How Good is Our College?*¹, *How Good is Our School?*¹),

Definitions

Equality is the removal of discrimination, disadvantage, inequality and / or barriers which can affect people on the grounds of the protected characteristics set out in the [Equality Act 2010](#): age, disability, gender reassignment (transgender), marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We also acknowledge that other groups such as care experienced young people (CEYP) and those affected by poverty may also require additional interventions to ensure equality of opportunity.

Equity means treating people fairly - it is not simply treating everyone in the same way, but providing additional or different support where required. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.

Social model of disability - The social model of disability is a way of viewing the world, developed by disabled people. The model states that people are disabled by barriers in society, not by their impairment or difference. For example - : Karen is a disabled woman with hearing loss. Once the barriers that impact her are removed from society, she will no longer be disabled but she will still have hearing loss.

Consider

Reflect on the illustration of equity and equality and the removal of systemic barriers.

- Consider a scenario where you have considered equality and access - how successful was this and was there anything further you could have done?
- How is your setting developing the awareness of all stakeholders about the social model of disability and the difference between equity and equality?



RECORD any reflections and actions here

Barriers can be physical, like buildings not having accessible toilets or information not being provided in accessible formats. Barriers can also be a result of preconceptions or attitudes, e.g. believing that disabled people have limited career options as a result of their condition or need.

<https://www.scope.org.uk/about-us/social-model-of-disability/>

When designing policies and practices there should be robust systems to avoid creating barriers - carrying out an equity impact assessment would support this

The focus of this resource is to promote equality of opportunity for children and young people regardless of gender, ethnic background, disability or experience of the care system.

The following articles from the United Nations Convention on the Rights of the Child ([UNCRC](#)) are relevant to this resource:-

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children from minority or indigenous groups) every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Setting the context

Children from the identified groups and / or those with additional needs often face significant barriers to access the world of work and are underrepresented in employment, education and training opportunities - teachers and practitioners will need to respond to this constructively. There may also be a need to address the culture of the school and expectations of the pupils, parents and staff.

Developing the Young Workforce Scotland's Youth Employment Strategy refers to the following identified groups which require specific measures in order to provide equality of opportunity -

- Gender - stereotyping in this area continues to exist in education and can contribute to gender segregation - this is prevalent in a significant number of the occupations and careers young people pursue;
- Young people from Scotland's black and minority ethnic communities embark on a narrower range of pathways than young people from the population as a whole and are more likely to experience unemployment;
- Young disabled people are much more likely to experience difficult transitions through education and to be unemployed after they leave education;
- Young care leavers as a group experience some of the poorest educational and employment outcomes of any group of young people in society.

For the purposes of this resource:-

- children and young people with additional support needs (for example young carers; children and young people with social, emotional and behavioural needs or those who have experienced interrupted learning etc.) should be considered when reflecting on the questions within the disability and/or the care experienced sections. Guidance on additional support needs can be found here - [Supporting Children's Learning Statutory Guidance](#)
- children and young people from gypsy / traveller families and refugees and asylum seekers should be considered when reflecting on the questions within the black and minority ethnic section.

Intersectionality - The theory of Intersectionality indicates that where there is an overlap of various social identities, such as race and gender, people may face more barriers. Remember that some children and young people may belong to more than one of the targeted groups, and interventions should reflect this. For more information follow this link <https://www.care2.com/causes/what-is-intersectionality-and-why-is-it-important.html>

Reflective Questions

How are you ensuring that these characteristics are represented positively in resources and planning?

What supports are available to you locally to improve outcomes for children and young people with protected characteristics?



RECORD any reflections and actions here

Section 1 - Identifying needs of learners and culture of school

To achieve sustainable economic growth, we will need to develop the talents of all our young people. We need to offer children and young people from as early as nursery/ primary education a clear picture of all the career choices available to them. We need to equip them with the skills and knowledge to make more informed choices throughout their school studies and beyond. This section will support you to begin to identify the barriers for some groups or individuals in fully accessing all of those opportunities, and to begin to consider what changes are needed to enable them to fully participate.

This section will give you the opportunity to reflect more broadly on the issues impacting on identified groups as they progress through school. Subsequent sections look at each of the groups in more depth.



ACTION – Read the ‘I can’ statements and related illustrative suggestions contained within the Exemplification tool to accompany Career Education Standard (3-18) (section 3 – diversity and equity)

Early	First	Second	End of BGE	Senior Phase
I believe I can do any job.	I believe I can succeed in any area of work.	I believe I can maximise my potential in any type of work	I can demonstrate diverse thinking when exploring learning opportunities and pathways.	<p>I can confidently access and interpret the information I need to make well informed choices about my learning options, pathways and how these relate to possible future careers.</p> <p>(As per Theme 1: I can describe the rights and responsibilities placed on employers and employees and how these relate to creating a positive, productive and sustainable work environment.)</p>

Reflective Questions

- What am I doing to ensure all learners can respond positively to these questions?
- What else do I need to do to ensure equity?

- In what ways are all staff supported in understanding the impacts that unconscious bias can have on our interactions with young people, the assumptions we make and the advice we give?
- How do I ensure that there is adequate progression across the all stages of learning towards future pathways, particularly for those young people with additional support needs.

‘How good is our’ suite of quality improvement frameworks

The themes of equality, career pathways and transitions occur through various quality improvement frameworks such as [How Good Is Our School? 4th Edition \(HGIOS?4\)](#), How Good is Our Early Learning and Childcare? (HGIOELC)², How Good is Our College?³ The QIs of 2.4 (personalised support); 2.6 (transitions); 2.7 (partnerships); 3.1 (ensuring wellbeing, equality and inclusion); 3.2 (raising attainment and achievement) and 3.3 (increasing creativity and employability)

Reflective task

2.4 Personalised support	<ul style="list-style-type: none"> ■ Universal support ■ Targeted support ■ Removal of potential barriers to learning 	3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> ■ Wellbeing ■ Fulfilment of statutory duties ■ Inclusion and equality
2.6 Transitions	<ul style="list-style-type: none"> ■ Arrangements to support learners and their families ■ Collaborative planning and delivery ■ Continuity and progression in learning 	3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ■ Attainment in literacy and numeracy ■ Attainment over time ■ Overall quality of learners' achievement ■ Equity for all learners
2.7 Partnerships	<ul style="list-style-type: none"> ■ The development and promotion of partnerships ■ Collaborative learning and improvement ■ Impact on learners 	3.3 Increasing creativity and employability	<ul style="list-style-type: none"> ■ Creativity skills ■ Digital innovation ■ Digital literacy ■ Increasing employability skills

Using the quality improvement framework relevant to your setting, select one of the QIs and use the reflective questions to consider where strengths are and identify next steps.



RECORD any reflections and actions here

Section 2.1 – Promoting gender balance

Gender segregation exists in a significant number of the occupations and careers young people pursue. It is therefore important to challenge gender stereotyping at an early stage in education including through providing learning opportunities that promote a diverse representation of the workforce.

This will start in early years education with consistent reinforcement in primary and secondary schools - This section explores how early year centres and schools can help to redress gender imbalances in learner pathways, and ensure that young people are not making choices based on gender stereotypes.

Education Scotland's Improving Gender Balance and Equalities (IGBE) team is working with school clusters to explore and assess interventions to address gender imbalances in participation, curricular preferences and learner pathways at every stage (3 – 18 years). Visit the [Improving Gender Balance & Equalities Section on the National Improvement Hub for:](#)

1. [Improving Gender Balance Action guide for ELC practitioners](#) - This action guide provides ideas for how to challenge gender stereotypes within a play-based, child-centred approach.
2. These Improving Gender Balance action guides for [primary](#) and [secondary](#) schools include sections on 'careers awareness and employability'.
3. Developing the Young Workforce: Embedding equality in resources for learning. This brief resource - [DYW- Embedding equality into resources for learning' guide](#) - provides guiding principles for developing and selecting resources that promote equality and diversity.
4. News about professional learning opportunities.

Reflective Questions

- How do I ensure that all opportunities are genuinely available to all genders, based on interests?
- How do I know all formal and informal curricular choices are being accessed by all genders - for example during lunchtime or after school activities, roles in group projects and post-school destinations?
- In what ways does the school/establishment and partners such as SDS actively challenge gender stereotypes and labour market preconceptions?
- What else can we do to ensure that we do not base expectations of children and young people's interests, behaviours and skills on gender stereotypes?
- How do we ensure that career related learning such as work placements, work-based learning offers, employer/employee visits to the school etc. is actively challenging gender stereotyping?



RECORD any reflections and actions here

Section 2.2 – addressing barriers preventing disabled children and young people from having positive outcomes in education, employment and training

The United Nations Convention on the Rights of Persons with Disabilities states that ‘States are to ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning. Education is to employ the appropriate materials, techniques and forms of communication. Pupils with support needs are to receive support measures, and pupils who are blind, deaf and deaf-blind are to receive their education in the most appropriate modes of communication from teachers who are fluent in sign language and Braille. Education of persons with disabilities must foster their participation in society, their sense of dignity and self-worth and the development of their personality, abilities and creativity (Article 24).’

Young disabled people are much more likely to experience difficult transitions through education and to be unemployed after they leave education. The ‘Principles of Good Transitions’ (Scottish Transitions Forum) highlights effective practice for planning for effective transitions for disabled young people

Examples

<https://www.vogue.com/article/lauren-wasser-model-double-amputee-return-toxic-shock-syndrome-activist>

<https://www.thenational.scot/sport/16311150.a-scientist-and-sporting-star-becca-is-a-real-inspiration/>

<https://www.mencap.org.uk/get-involved/campaign-mencap/here-i-am>

<https://www.ambitiousaboutautism.org.uk/understanding-autism/education/moving-up-my-transition-from-school-to-university>

The Route to Employment for People with Learning Disabilities in Scotland: Scottish Commission for Learning Disability Employment TASK Group; Report to Scottish Government Ministers’ states that ‘People with learning disabilities consistently indicate that they want to work. However, there is an estimated employment rate of 7% for people with learning disabilities compared to over 74% for the general population and 45% of disabled people at large.

Using the statistics available from Learning Disability Statistics Scotland for younger people in the age range 21-34 years this drops to 6.5%, increasing to 7.9% in the 35-44 age range before the level decreases again to 6.0% for the 45-54 year olds.’ There is also evidence that this figure is even less for those in areas of high deprivation. Consider how you can work with colleges and employers to improve outcomes for young people with disabilities, including those with learning disabilities



ACTION.

Read the report ‘The Route to Employment for People with Learning Disabilities in Scotland: Scottish Commission for Learning Disability Employment TASK Group;

Report to Scottish Government Ministers and ‘decreasing the disability participation gap’ (Enable)

Look at the case study of [Parkhill Secondary School’s Skills Academy](#)

Reflective Questions

- How can I support disabled children and young people to have smooth transitions through and beyond school? Who do I need to work with?
- How do I ensure that disabled children and young people are given the right information to make informed decisions about life after school?
- What systems do we have in place to ensure parents and carers are fully informed about all routes and pathways and the supports available to access them?
- How do we involve parents, carers and learners in informed decision making?
- What work related learning experiences are available to disabled young people? Are these relevant, purposeful and leading to positive outcomes?
- How do we raise the aspirations of disabled children and young people and their parents about their future pathways?

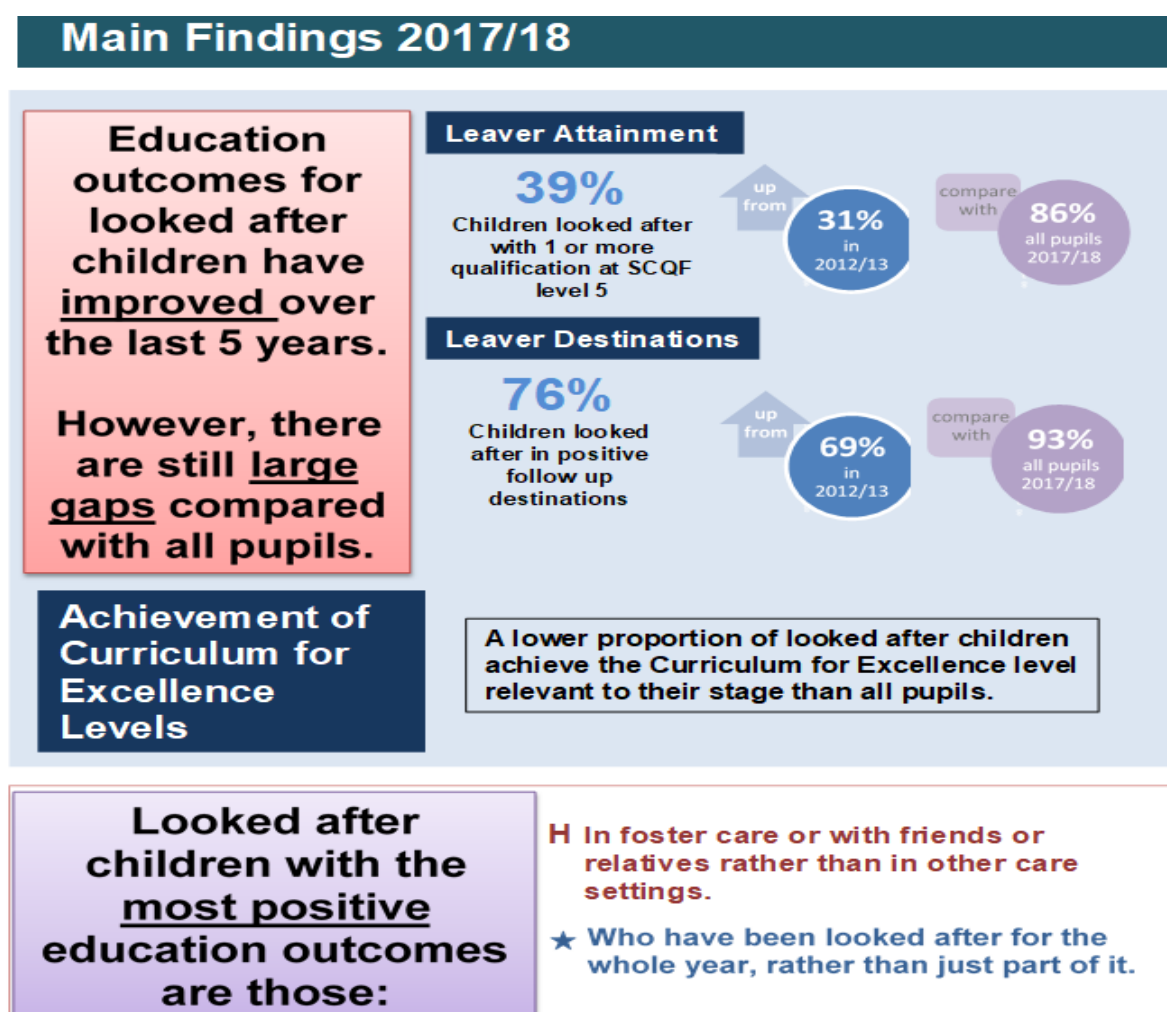


RECORD any reflections and actions here

Section 2.3 – Supporting access to opportunities for care experienced young people

Care experienced young people as a group experience some of the poorest educational and employment outcomes of any group of young people in society. Care experienced young people often go through very unsettled or chaotic periods in their lives. It is important that we as professionals provide consistency, stability and encouragement to support them during these times, and help them to plan ahead for their futures. In addition to this care experienced young people often do not have the social or family networks available to other young people to support them in future planning. In this section we will reflect on how school staff can support care experienced young people against the disadvantages they might face

Educational outcomes of looked after children 2017/18



For more information read the following report, article and case study:

[Educational Outcomes for Looked after Children 2017-18](#)

Outcomes for care experienced children and young people

Kibble Education and Care Centre exemplar

Every corporate parent is expected to fulfil their statutory duties (Section 58) of the [Children and Young People \(Scotland\) Act 2014](#), in their own way, consistent with their purpose and functions. It is through a corporate parent's efforts to fulfil these duties that they will uphold the rights and promote the wellbeing of looked after children and care leavers.



Reflective Questions

- Am I familiar with our corporate parenting plan?
- Do all staff know who the 'designated manager' is who is responsible for identifying and coordinating support for the care experienced young people in the school?
- Do we have a 'support directory' of services and partners who can help to support care experienced young people and overcome any barriers they may face? Who are the other corporate parents in our local area and what are their commitments to support our young care experienced people?
- In what ways are all staff supported in understanding the potential impact of being care experienced on access to opportunities, additional support needs, and future planning and their role as a corporate parent in mitigating this impact?
- As a corporate parent, how do I ensure that social and vocational experiences, such as after school clubs or work placements, are available to care experienced young people?
- How do I specifically support care experienced young people to access these experiences?
- In what ways do I support care experienced young people to access and retain career pathways?
- In what ways do I actively promote the full range of pathways, including those where CEYP are underrepresented such as further or higher education? What is needed of us as corporate parents to support them to pursue these options?
- In what ways do I encourage care experienced young people to 'self-declare' now and in the future?



RECORD any reflections and actions here

Section 2.4– widening pathways for children and young people who come from black and minority ethnic backgrounds

In 2018, 84.7 % of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (5.4 %), Asian Pakistani (2 %) and mixed (1.4 %) ([Summary statistics for schools in Scotland](#)). Additionally, only 1.1% of Scottish teachers were from a minority ethnic background in September 2018 ([Teacher Census](#)). Considering these statistics schools need to explicitly consider how they promote understanding and acceptance of people and cultures from different ethnic backgrounds.

In terms of careers, young people from Scotland's black and minority ethnic (BME) communities tend to embark on a narrower range of pathways than young people from the population as a whole and are more likely to experience unemployment.



ACTION. Read the resource

[Exploring Young Children's Social Identities: Performing Social Class, Gender and Ethnicity in Primary School](#)

Reflective Questions

- Does our staff profile reflect the cultural diversity of our pupil population? If not, how do I proactively recognise diversity and promote inclusion, human rights education, and wider representation within the school community.
- Do I know what barriers exist for young people from BME communities in terms of accessing a wider range of social or vocational experiences? For example, language, culture, or institutional barriers.
- How do I actively remove barriers for young people from BME communities to choose and access a wider range of social and vocational experiences?
- Do I have a balance of material which show people from different ethnic backgrounds in a variety of roles?
- How do I engage with parents whose first language is not English with regard to their child's educational progress and career planning?



RECORD any reflections and actions here

Next Steps: A small test of change

You have now considered a number of aspects around equalities in the context of DYW. Use your reflections and notes from the above process to consider a 'small test of change'.



Consider taking on a small test of change by focusing on 'trying out' the action with one pupil/ one group/one class and seeking to refine the action before developing it for implementation with a bigger group.



You may find the table below helpful in specifying which changes you have chosen to make how you will make them.

Which of the above reflections will I work on?	Action I will take to improve my practice	Who can support me with this? Who can I partner with in this?	When and how will I review the impact/outcome of this action?

Additional reading

General

DYW – ‘Embedding equality into resources for learning’ Guide

Disabled children and young people

<https://www.gov.scot/publications/fairer-scotland-disabled-people-employment-action-plan/>

<https://www.autismstrategyscotland.org.uk/>

<https://keystolife.info/>

<https://www.gov.scot/publications/mental-health-strategy-2017-2027/>

<https://www.facebook.com/BritishDeafAssociation/videos/296807811226302/>

<https://www.facebook.com/BritishDeafAssociation/videos/672001606584463/>

<https://www.facebook.com/BritishDeafAssociation/videos/616111142182817/>

<https://www.facebook.com/BritishDeafAssociation/videos/364952947677995/>

Corporate Parenting and Care Experience issues in education

These are our bairns: a guide for community planning partnerships on being a good corporate parent.

Beyond the Headlines: going to university from care: this briefing looks at the issue of care experienced young people going to university.

Educational attainment of looked after children: this briefing sets out the legislative context for looked after children, summarises policy developments since devolution, and pulls together common themes from the various policy reviews and guidance issued over that period. It also notes where these reports have found progress.

Corporate parenting: promote, opportunities, access: a paper to help corporate parents understand and implement the duty to promote interests, provide opportunities and improve access to service.

Looked after and learning: this booklet draws on decades of research and practice to highlight how to deliver a positive learning experience for every child and improve their educational outcomes.

Propel: website for care leavers providing information on the support available at colleges and universities across Scotland and the UK.

We Can And Must Do Better resource bank: resources for everyone in Scotland concerned with improving the outcomes for looked after children, care leavers and their families.

Equality issues black, minority and ethnic young people in education

[Race equality framework for Scotland 2016-2030](#)

[Human rights education: Theory and practice](#)

[How to engage with ethnic minorities and hard to reach groups: Guidelines for practitioners.](#)

SDS Links

MA Equality Action Plan:

https://www.skillsdevelopmentscotland.co.uk/media/40691/2869_sds_equalities_action_plan_digital_v7.pdf

SDS corporate parenting:

<https://www.skillsdevelopmentscotland.co.uk/about/policies/corporate-parenting/>

Partner Resources on My World of Work:

<https://www.myworldofwork.co.uk/partner-resources>

Apprentice stories (inc. stories from those from equality groups):

<https://www.apprenticeships.scot/apprentice-stories/>

Education Scotland

The Career Education Standard 3-18

DYW Summary page

DYW – ‘Embedding equality into resources for learning’ Guide

External case studies

ADHD	ADHD: The Entrepreneur's Superpower (Dr Dale Archer)
Autism	<p>SDS MA Case Study: https://www.youtube.com/watch?edufilter=NULL&v=AmE0NI1hvf0</p> <p>Carly Fleischmann wanted to be a talk show host like Ellen. Carly is on the autism spectrum and does not communicate verbally. In the first episode of her web series Speechless with Carly Fleischmann, Carly interviews Channing Tatum: https://www.youtube.com/watch?edufilter=NULL&v=a34qMg0aF6w</p> <p>In an article for Ambitious about Autism Ryan Hendry, a second year Law and Politics student with autism and ADHD, discusses his transition from school to University: https://www.ambitiousaboutautism.org.uk/understanding-autism/education/moving-up-my-transition-from-school-to-university</p>
Hearing loss	<p>SDS MA Case Study: https://youtu.be/tPu49Zshotg</p> <p>Action on Hearing Loss Scotland tell of Steven who has found success in his dream job as a Commi Chef: https://www.actiononhearingloss.org.uk/news-and-events/scotland/news/dream-job-is-perfect-recipe-for-young-deaf-chef-from-cumbernauld.aspx</p>
Learning disability	<p>Mencap showcase the employment stories of young people who have a learning disability in their Here I Am campaign: https://www.mencap.org.uk/get-involved/campaign-mencap/here-i-am</p>
Physical / motor impairments	<p>Article on Laura Wasser's return to modelling after having both her legs amputated: https://www.vogue.com/article/lauren-wasser-model-double-amputee-return-toxic-shock-syndrome-activist</p> <p>Article about Becca Sellar, scientist, sporting star and an amputee: https://www.thenational.scot/sport/16311150.a-scientist-and-sporting-star-becca-is-a-real-inspiration/</p> <p>R.J. Mitte, actor, talks about his role in Breaking Bad and living with cerebral palsy: https://youtu.be/Cc-cbcJVw00</p>

Sight loss	<p>Ben Karpilow is an attorney who practices disability law in California. He has a visual impairment and has written his personal story for VisionAware.</p> <p>http://www.visionaware.org/info/emotional-support/personal-stories/working-life-personal-stories/ben-karpilow/1235</p>
Social and emotional behavioural needs	<p>Barnardo's Believe in Me campaign highlights that young people are not their past experiences: https://youtu.be/qUzSee7F340</p> <p>Inspired by his own experiences, Adrian Jones founded the organisation YourStory in London to support young people with social and emotional behavioural needs, through mentoring in sport. The website includes the success stories of some of the young people they work with: https://yourstory.org.uk/success-stories</p>
Specific learning difficulties	<p>SDS MA Case Study: https://youtu.be/DgKZcY56520</p>
Speech, language & communication needs	<p>In this video, Ed Sheeran talks about his childhood stutter and how important it is to be yourself and embrace your differences: https://youtu.be/s8yrdAfVeZo</p> <p>Kate Caryer is a writer who describes herself as "also happening to have Cerebral Palsy and no speech". In this article, she writes about her play Speechless. Channel 4's commitment to include 'alternative voices' saw Kate as a continuity announcer for the broadcaster: https://youtu.be/jLdeWhTZuo8</p>
Refugees /asylum seekers	<p>Aldijana Becirevic, a refugee from the war in Bosnia, talks of how she came to the UK as a child and is now a successful solicitor helping other refugees and asylum seekers.</p> <p>Fawad Afa lost his leg at the age of 19 in Afghanistan. Since being granted refugee status in the UK, he has started a business degree and represented Team GB in the 2012 four nations football tournament.</p> <p>Mojahed Akil, a young computer science student, was forced to flee his home in Syria after his involvement in street protests. On arriving in neighbouring Turkey he realised how difficult it was to find out the information he needed to set up his new life and so he used his skills to develop an app to help other refugees in this situation.</p>

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