



What Sort Of Scotland Do You Want To Live In?

Report on Discussion Groups and Street Stalls to inform the review of the National Performance Framework

In collaboration with:





CHANGING MINDS • CHANGING LIVES

ACKNOWLEDGEMENTS

Carnegie UK Trust in Collaboration with Oxfam Scotland

Author: Pippa Coutts, Carnegie UK Trust Associate & Francis Stuart, Oxfam Scotland for Section 5

© Copyright of this report is held by the Carnegie UK Trust.



The text of this work is licensed under the Creative Commons Attribution-ShareAlike 3.0 Unported License.

To view a copy of this license visit, <http://creativecommons.org/licenses/by-sa/3.0/> or send a letter to Creative Commons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA.

This report is printed on paper that is FSC certified.

Contents



- 1 **Acknowledgements**
- 2 **Introduction**
 - The Context
 - Wellbeing at a Regional Level and Consulting with the Public
 - National Performance Framework Review
 - Carnegie UK Trust and Oxfam Scotland
 - The Report
- 3 **Methods Summary**
- 4 **Findings from Discussion Groups (Carnegie UK Trust)**
 - Education
 - Equality
 - Overlaps between Education and Equality
 - Community Spirit
 - Jobs and Employment
 - Overlaps between a More Equal Scotland and Employment
 - Environment
 - Healthier Lifestyle
 - Quality Healthcare
 - More Power over Decision-Making
 - Economy
 - Safety
 - Feeling Positive and Proud
 - Support for the Vulnerable
 - Care for the Older People
 - Affordable Housing
 - Integrated Transport
 - Support for the Arts and Digital Connectivity
 - Findings from the Prioritisation Exercise
- 5 **Findings from the Street Stalls (Oxfam Scotland)**
 - Findings from the Postcard Exercise
 - Findings from the Prioritisation Exercise
 - Further reflection
- 6 **Discussion**
 - General comments on the public participation exercises
 - Overview of the Findings

Appendix One: Table of Scotland Performs Objectives and Outcomes and OECD Dimensions of Wellbeing

Appendix Two: Wording for the Prioritisation Exercise

Appendix Three: Methods

1. Acknowledgements

Carnegie UK Trust, in partnership with Oxfam Scotland, prepared this report. The report was written by Pippa Coutts, Carnegie Associate. Carnegie UK Trust collected the data, with input from Oxfam Scotland in relation to the street stalls, and support from the Scottish Government. We would like to thank Voluntary Action Scotland for helping to organise the discussion groups, and The Lines Between who supported the data collection. In particular we'd like to thank all the individuals and groups who answered our requests for meetings and street stalls, turned up on the day and actively contributed to many rich discussions.

2. Introduction

The Context

The [National Performance Framework](#) lays out a vision for the future of Scotland. The National Performance Framework was introduced in 2007, to articulate the Scottish Government's core purpose and priorities. It was developed through collaboration between the civil service looking to streamline the departments of government, and a new Government keen to innovate and to measure the outcomes of policy and associated actions

The National Performance Framework summarises the purpose of the Scottish Government as: "creating a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth".

The purpose is expanded on in seven high level targets and five objectives, which are linked to sixteen national outcomes (see Appendix One), with associated measurable indicators of success.

The National Performance Framework has been enshrined in legislation through the [Community Empowerment \(Scotland\) Act 2015](#), which promotes its longevity. The Community Empowerment Act places a duty on Scottish Ministers to consult with people around the national outcomes for Scotland. Also, it states the national outcomes must be set with due regard to the need to reduce inequalities and support people facing socio-economic disadvantage.

The vision and outcomes of the National Performance Framework are compatible with the [United Nations Sustainable Development Goals](#) (SDGs). Scotland has committed to delivering those Goals, and the Scottish Government has said it will use the National Performance Framework to monitor and report on them.

Scotland's National Performance Framework has been recognised as a world leading wellbeing framework for government (OECD, 2014). However, up to now there has been limited involvement of citizens in the framework: people have not been asked about what wellbeing means to them, or what they think should be the Government's vision and purpose.

Wellbeing at a Regional Level and Consulting with the Public

To better understand and monitor societal wellbeing, the OECD has identified 11 domains of wellbeing for a regional level: income, jobs, housing, education, health, environment, safety, civic engagement, access to

services, community and life satisfaction. Although these domains are universally applicable and constant, how we interpret the domains, and what needs to be prioritised within each, is altered by where we live. The relative importance of each to different communities will vary, because people's understanding of what they need to live well differs between areas, and countries. For example, in poorer countries the current priority might be to achieve universal access to primary school education, whereas in more affluent countries the issue might be educational attainment.

It is possible to map nine of the OECD domains of wellbeing map against the outcomes of the National Performance Framework (Appendix One). Arguably, the tenth – life satisfaction – is represented through the inclusion of [WEMWEBS](#) (The Warwick-Edinburgh Mental Well-being scale), which measures mental wellbeing, in the full indicator list, but in the current 16 outcomes there isn't an obvious fit for the domain of civic engagement.

The difference in the domains of wellbeing between areas and the variation between cultures in what indicates positive wellbeing in these domains makes it vital that we gather local level opinions, across Scotland, on what living well means to people living here.

The OECD has found asking citizens what wellbeing means to them is a vital part of establishing meaningful wellbeing frameworks for regions (OECD, 2014b). In 2016, this was emphasised in guidance for regions and cities wanting to develop new, local wellbeing frameworks to inform policy and measure performance (Coutts P., Wallace J., 2016, Carnegie UK Trust). Dialogue with citizens is important because it reveals what matters to people and provides a starting point for government and citizens working together to promote wellbeing.

National Performance Framework Review

Given this context, the Scottish Government has committed to review the existing sixteen outcomes and publish a new set of national outcomes, which take into account what citizens say is important to their wellbeing.

For phase one of the review, the Scottish Government asked Carnegie UK Trust and Oxfam Scotland to gather opinions and views from the public.

This has been carried out through a series of 20 public discussions organised and facilitated by Carnegie UK Trust, and 10 street stalls run by Oxfam Scotland.

Overall, the review has several components and builds on the recent Scottish Government consultations such as [Fairer Scotland](#) and [Healthier Scotland](#).

The purpose of the Healthier Scotland consultation was to “to engage and speak to as many of you as we could, with a particular focus on those whose voices aren't heard as often” (Scottish Government, 2016). The consultation asked specifically “What support do you need in Scotland to live healthier lives” as well as asking about people's priorities for health and social care. Over 9,000 people took part in conversations over six months, as well as online feedback (Scottish Government, 2016). The outputs highlight priorities around wellbeing and connected communities, but also services, targets and journeys of care.

Fairer Scotland asked what matters in terms of tackling inequalities. In the Fairer Scotland consultation, over 7,000 people took part in public events, and more than twice that number visited the social media platforms. The report of the conversation has identified 5 core themes, and in October 2016 the Scottish Government published the Fairer Scotland Action Plan (Scottish Government, 2016b). This outlines five ambitions for a fairer Scotland: a fairer Scotland for all; ending child poverty; a strong start for all young people; fairer working lives; and a thriving third age. These are undoubtedly relevant to Scotland's wellbeing and the National Performance Framework, but the Framework includes additional themes.

We considered the processes and outcomes of these two large conversations before undertaking this smaller scale public engagement exercises. We decided to complement Healthier Scotland and Fairer Scotland conversations with very open discussions – asking “What sort of Scotland do you want to live in” – and, given the large number of participants in those conversations and the insight into the views of the public had already been gathered, we selected a qualitative approach that would allow for a discussion of wellbeing ‘in the round’ and in more depth than the previous public conversations.

Carnegie UK Trust and Oxfam Scotland

[Carnegie UK Trust](#) brought to the review a background and expertise in the development and use of wellbeing frameworks in the UK and beyond. In 2012, Carnegie UK Trust researched and wrote about the impact and use of wellbeing frameworks on policy (Shifting the Dial: from Wellbeing Measures to Policy Practice) and in 2016 published, with the OECD, Guidance on Wellbeing Frameworks for Cities and Regions. The Trust has actively supported the Scottish Government's development of the National Performance Framework, for example through the Carnegie Roundtable on Measuring Economic Performance and Social Progress in Scotland (Carnegie UK Trust, 2011), and the research and recommendations of Shifting the Dial in Scotland (Wallace, J. 2013, Carnegie UK).

Oxfam Scotland is a leader in promoting wellbeing policy and analysis, not least in Scotland – in 2012, creating the Oxfam Humankind Index. A subsequent policy tool was developed in partnership with Carnegie UK Trust.

More recently, Carnegie UK Trust and Oxfam Scotland have been involved in a series of Round Table meetings on the National Performance Framework, chaired by the Cabinet Secretary for Finance.

The Report

The following is a report to the Scottish Government that outlines the major themes and trends of what people said in the discussion groups and the street stalls. It is one strand of the wider National Performance Framework review.

3. Methods Summary

Carnegie UK Trust and Oxfam Scotland worked with the Office of the Chief Statistician and Strategic Analysis in the Scottish Government to design and implement the review with the public from December 2016 – January 2017.

The public engagement exercises focused on the question ‘What sort of Scotland do you want to live in?’ It was agreed from the outset to focus on the views of the general population.

The discussion groups and street stalls were a qualitative research project, to explore in depth the views of a cross-section of the Scottish population. Care was taken to include diversity (particularly geographic and demographic). As both exercises were conducted using convenience samples rather than random samples, and there were relatively few people involved in the consultation, we cannot claim it is representative of Scotland as a whole.

There were 20 discussion groups across the country with people of a variety of ages and stages. They were primarily open conversations asking people to respond to the prompt: ‘In ten years time, I want a Scotland that is...’

In 18 of the groups, participants were also asked to select the 12 outcome statements (using sticky dots) most important to Scotland in the future, from a list of 21 existing outcomes. Participants could put more than one dot against a single outcome. The list was a combination of the current National Performance Framework outcomes, some of the [Sustainable Development Goals](#) (SDGs), and actions from the Scottish National Action Plan on Human Rights. See Appendix Two for a list of the 21 outcome statements.

Separately, Oxfam Scotland ran ten ‘street stalls’ across Scotland engaging more than 300 passers by in the same sticky dots outcomes prioritisation exercise. The locations for the 10 street stalls ensured coverage of both deprived and affluent areas according to the Scottish Index of Multiple Deprivation (SIMD) whilst also covering each of the eight electoral regions.

Full details of the methods are in the Appendix Three.

4. Findings from Discussion Groups (Carnegie UK Trust)

In the discussion groups across Scotland, people gave willingly of their time to talk about what was important to them and their communities to build the sort of Scotland they want to live in. Many people said that they enjoyed taking part in the discussions.

A range of people took part in the discussion groups¹. Table One below provides an overview of the spread of ages that took part. The majority of people were older, with 14 groups where the median age of participants was 45 or more. In three groups the median age was 65 or more; but in two it was under 25.

Table One: Summary of the Age range of the Participants

Age range	16-24	25-34	35-44	45-54	55-64	65 +
Number of Participants	31 ²	8	16	71	41	31
Number of groups	2	2	2	7	4	3

¹ For details see Table Six in Appendix Three.

² This doesn't include the 2nd sixth year school class: see Appendix Three for more details.

The genders of participants were:

- 58% female;
- 40% male;
- 2% identified themselves as other.

Many of the groups were held in rural areas: two were held on islands. Eight were held in one of Scotland's cities (and one of those had a very rural focus).

The discussion groups successfully encouraged people to talk about what was important to them in terms of promoting citizens' wellbeing and a thriving Scotland. The thematic analysis revealed a range of themes important to people for a good life. Some themes were valued consistently highly by the groups, especially education, equality and community.

The relative strength of the themes across the 20 groups is summarised in the word cloud below. The larger the size of the word the more commonly it was discussed.

In the sections below, themes are arranged in the order of importance they appeared to be to the discussion groups. It difficult to ascribe any real difference between many of the later themes, for example sections 13 to 16, so the order is more related to links between topics. Quotes are ascribed to Local Authority areas where the discussion that yielded that comment took place: it is not necessarily where the person lived.



4.1 Education

All the discussion groups, across Scotland, thought “Education” was a priority for the Scotland they want to live in. People said that in ten years they want a Scotland:

“ where there is better education and learning, ” (Dundee)

because of the belief that for citizens of Scotland:

“ if they’ve not got education, they’ve got nothing. ” (Argyll and Bute)

Education is viewed as giving people opportunities:

“ If people are educated, it gives them far more opportunities, it increases their self-confidence, it does so many things, and previously in the olden days, that was one way where people who came from poor backgrounds, from poor households, were able to get up the social ladder to get better jobs, it was because there was free education, it was because there was high quality education that they had access to. ” (Angus)

Perhaps because of this crucial role there is a desire for education to be wide-ranging, tailored to the future and accessible across the life course. People didn’t confine themselves to talking about the quality of formal education or educational attainment, but also stressed aspects like equal opportunities for all children to access good quality education; education throughout life, including informal education, for example from libraries; education for living, and a healthier lifestyle; education for employment, including apprenticeships and in-work progression.

School education is seen as important in providing important, core skills – the 3 Rs – but not least because those are life skills:

“ Because realistically everybody has to be able to write, everybody has to be able to read. Without they basic life skills then you’re going nowhere ” (Glasgow)

Though others were keen to stress there is more to education than basic skills:

“ It’s not simply the three Rs, it’s various other aspects of life as well ” (Ayrshire)

Several groups mentioned the Curriculum for Excellence, and stressed that education should continue to be about meeting individual needs, throughout a person's life:

“ We do have the national policy of get it right for every child, which focuses on the child. I know it's stating the obvious, but it has to be.... keep it right for the individual, so it's really sort of focusing on individual needs. And education is a lifelong thing, so it doesn't just stop in an establishment. ” (Fife)

Related to personalising education, people emphasised the need for an education system that supports other aspects of wellbeing, such as health and employment in an appropriate job.

4.1.1 Education for wellbeing (life skills)

There is a clear aspiration for educational inputs that provide young people with skills for life:

“ Just sort of to make sure that everyone gets sort of the basic tools for life at least. ” (Edinburgh)

“ You're wanting an education for the young people that is a lot more grounded on the real world, I suppose, a lot more practical, making, not just learning. ” (Western Isles)

Participants valued an education system that provides practical skills, such as supporting young people to learn about food production and cooking for healthy eating. Discussion group participants thought that schools had a role to play in promoting good health, especially mental health:

“ I think as well it's the recognition of health being mentally and physically, that whole circle of wellbeing actually. Which I know that we are tapping into now through Curriculum for Excellence and all that, but for that to be recognised and more implemented wider. ” (Dundee)

Some groups mentioned bullying, a risk factor for poor mental health, and the need for that to be constantly challenged, in schools. This overlaps with another priority for wellbeing – keeping people safe. Participants thought schools should explain and demonstrate to young people the harmful effects of drug and alcohol misuse to promote safety and good health.

The discussions revealed a role for education in supporting people's quality of life, promoting everyone's inclusion and community connectedness. For example, people thought the formal education system might contribute to the development of values that people want to see in Scotland, in the future, such as tolerance and respect.

As one person said, education should foster the ability of young people to "engage in intelligent debate". There was a feeling that to deal with the challenges of contemporary society and the future, young people should be encouraged to be critical and creative thinkers.

Participants saw a role in the education system providing young people with confidence, and were particularly concerned that education supports people to develop confidence for employment.

4.1.2 Education for employment

Discussion participants' responses suggested that the measure of schools' success should be steered away from such a strong emphasis on university or college places. There was a strong sentiment that university and college isn't for everyone and that preparing young people for a variety of routes to employment was a vital role for schools. This included a belief that education has a key role in supporting people to be skilled and equipped for employment, especially as the nature of work is changing.

A group of young people summed up the situation for them and their peers:

“ I think we need to address the fact that each individual young person may not take the same route. Looking around this room none of us really are taking the same route into where we want to be. ” (Edinburgh)

So education:

“ should be for the wider world. Because even though a mass majority do go to college and university, there are some that do go straight into a job, into apprenticeships, exactly like yourself. And they do well in them. ” (Edinburgh)

Older people commonly expressed a similar sentiment: that they'd like an education system sophisticated enough to meet everyone's needs and which provides, or links to, vocational training:

“ There is great pressure, these days, to send young people to universities. But, really, it really seems doubtful whether they all need to be there or not. The world isn't confined in occupations to things that you would learn in a university. ” (Argyll and Bute)

One reason given for reducing the pressure on schools to send people to university was that higher education doesn't necessarily lead to a job, or employment:

“ Young people often feel as well that actually, higher education has sold them a bit of a dummy, that actually having a degree, because we made it into a universal qualification, doesn't really have the value and recognition that it used to have, and that actually would looking at things like apprenticeships, really practical stuff, have been better for them. ” (Edinburgh)

The need for more opportunities for apprenticeships, and for schools to link to those schemes, and to employers in general, was frequently mentioned:

“ There's some fantastic, different, completely amazing opportunities that you can get as a modern apprentice. But in school you never hear about them and it's just like oh, so you're going to uni? You're going to college? No? Okay, right. Fair enough ” (Edinburgh)

Alongside this, people felt Scottish society should place more value on vocational pathways to employment, and on skilled trades:

“ That doesn't make them a worse person being just an electrician, rather than having gone for a PhD in genetics. They have just as much value in society and a role to play. ” (Dumfries)

In ten years time, Scotland might have a different work and employment landscape. Although it's not entirely clear how this might change education, given the crucial role education has in employment preparation, the education system should support people. As one person said, education and training will need to encourage:

“ adaptability, an ability to deal with constant barrage of change, emergency, flexibility and adaptability. ” (Fife)

4.2 Equality

People's vision is for a more equal Scotland. That is greater equality between areas (including across rural and urban settings); equality of opportunity, for education and employment; and accepting diversity and promoting the rights and life-chances for people with protected characteristics or from disadvantaged backgrounds:

“ I think equality's essential for any sort of development in a country, not just specifically Scotland, but I think for anywhere to move forward in the society that we're in just now, it's essential, it has to be more equal ” (Ayrshire)

4.2.1 Celebrate and Respect Diversity

A frequently articulated theme was that people want a diverse Scotland, which celebrates and respects difference. People from the islands to the capital talked about the necessity of valuing and nurturing Scotland's culture, but that wouldn't preclude welcoming other people:

“ You can protect your culture, you can be proud of your culture without building a wall around it. ” (Stornaway)

Many people have a vision of Scotland's fair and equal society as being “welcoming to new people” (Stornaway), including people immigrating to Scotland.

People want a Scotland where difference is seen as good and healthy, and having a diverse population contributes to a good quality of life:

“ To be different is to be good, and if you teach people that and you teach people that they have self-worth, they will realise that other people who are different are not bad, and that other people have self-worth ” (Ayrshire)

“ Instead of difference being unhealthy, it's healthy. ” (Fife)

There was an aspiration stated for a tolerant and non-judgmental mindset to prevail. There was an understanding that's not only up to Government, although the education system has an important role to play, but also communities and workplaces can contribute:

“ I think that mind-set and tolerance are the most important things. I don't think quotas/courses are particularly effective. I think if employers just looked at people at face value regardless of anything else that would be much more effective; just look at who they are as people as opposed to the denomination ” (Edinburgh)

Respecting one and other is important:

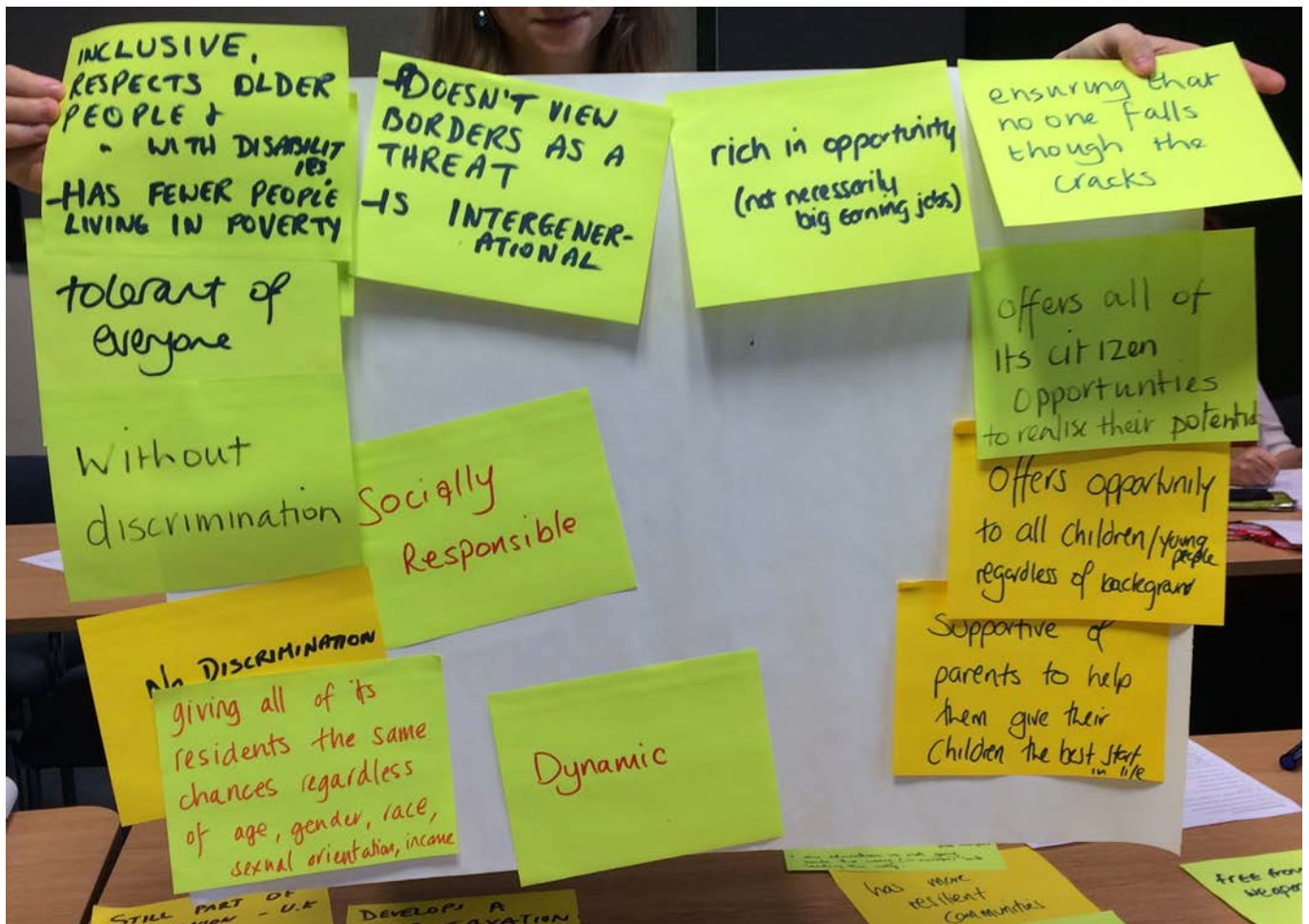
“ Because it's about ethnic minorities, it's about who's in your community, it's about young respecting old. So, it's across the whole, you know... The respect should just be there. ” (Highland)

Although many people have a vision of a more equal and diverse Scotland, there is a feeling we still tend to not understand or to fear difference, and this can make people and services judgmental:

“ So about learning disabilities... definitely, a bit more education about it so there's less judgment. ” (Angus)

“ What I would love to see is Scotland's more inclusive and respects people with disabilities and older people, and... I think we still kind of fear difference, and the other thing that goes along with that in my head is fear of people living in poverty. ” (Angus)

Flipchart of post-its that focus on inclusion, from Exercise Two



4.2.2 Services that treat people equally

There was a sentiment that people living in poverty are treated as second-class citizens. They are one of the groups that struggle to achieve respect or be heard, and are sometimes stigmatised as 'scroungers'.

Services, such as Jobcentres, need to be non-judgmental, and to treat people with an equal measure of respect no matter their background or characteristics.

The vision outlined by participants is for everyone to have fair and equal access to opportunities and to education, health, care and social protection services.

4.2.3 Spatial Equity

Occasional reference was made to a postcode lottery of services, for example with reference to education. However, more frequent was the call for greater understanding of rural areas by people living in towns and for greater parity between urban and rural, for example, in terms of digital connectivity, or affordable housing or job opportunities. Comments from rural focus groups included:

“ opportunities are all governed by geographical regions. And in that respect, we really want to try and even out, if we’re looking at the bigger picture. ” (Fife)

“ We don’t have access to so much stuff. Things cost more and should they cost more because we’re living rurally? It’s the same with access to the internet... I cannot get a lower rate for internet. I’m on a higher rate. I have no choice ” (Aberdeenshire)

There was a perception that the investment in, and power of, rural areas is not on a par with other areas of the country, such as the major cities or the central belt:

“ There’s a feeling that Glasgow & Clyde, and Lothian, the big boys, have got the monopoly. And the smaller areas, such as ours, are dependent on them for a lot of the things. I think people are getting fed up, and they want local involvement. ” (Argyll and Bute)

Related to this, people in rural areas were concerned about the lack of opportunities for young people, which means they are drawn away from the area:

“ There is nothing more than what I want to do is stay in Glasgow and work, or work in a city... not much draws me and keeps me here... as an adult what is there to keep me here: to keep my attention and keep my focus ” (Young person in rural town)

4.2.4 A Fairer Scotland with Less Poverty

All the discussions touched on the desire for a fairer Scotland, particularly tackling income inequality and poverty, and several groups had a vision for a Scotland with no need for food banks:

“ Poverty, I mean, it’s a big issue. It takes away choice. It takes away health. It takes away everything, really, so we should really be doing a bit about looking how do we get out of that horrible thing ” (Aberdeenshire)

To tackle poverty, some people thought that Scotland should aspire to closing the gap in the incomes between the poor and the very rich:

“ Gulf in income between the very, very rich and everybody else and I think Scotland certainly has some values that are around closing that gap. ” (Fife)

However, people did recognise how difficult it is to flatten out income differentials, so thought it was necessary also to support people who are more vulnerable to poverty (for more on this see section 3.14). Conversations about poverty included the experience of in-work poverty, child poverty, fuel poverty; and these can intersect.

4.3 Overlaps between Education and Equality

People pointed out the role that education can play in tackling inequalities, but that it was necessary to ensure that all children had opportunities to access education, and that subjects in schools were taught in a comparable manner. Some said that the education system should be careful not to privilege pupils from more advantaged backgrounds, or who might be seen to be more academic. One person talked about being discriminated against:

“ because maybe you don't have the money to buy the best books or... be able to access the best sort of things that you need. ” (Edinburgh)

Young people in another group pointed out the possibility of the education system, along with workplaces, being areas for practicing:

“ Yeah, so workplaces to be a good place in which to put into practice this idea of equality... But, I would say that education's more important (in tackling inequality) in the sense that you focus on one area and once you get that right people will develop habits that will, you know, last the whole of their lives. ” (Edinburgh)

In one group, in Barrhead, the impact of segregation through denominational schools and on equalities was discussed briefly.

4.4 Community Spirit

Being part of a connected community was seen as very important to living well:

“ Things like the economy, gross domestic product and all the rest of it and, of course, those things are important but are they the most important thing? I think some of the comments around the table around what makes us feel good, what makes us appreciate where we live, is beyond economic issues. It's more about that sense of community, a sense of belonging, solidarity, if I can use that word. ”
(Aberdeenshire)

The discussions clearly showed a desire for local communities where people know each other and support each other.

The participants saw connected communities as places where there is social interaction: you know your neighbours; you get together and build friendships. In addition, people have a vision of communities as support networks, where:

“ People are kinder and where people care for each other. ” (Highland)

People thought that supporting each other and working together can make communities more “resilient”. That can be in the sense of the communities being able to “handle issues”, and the Aberdeenshire group gave the example of when people came together after the area was hit by floods. Resilient communities were seen as places where people can look after themselves with less reliance on public services. They might have more interactions between generations and, through their network of support, help people if they are lonely, or, as they get older:

“ We're talking about, to some extent, is community resilience. So the ability to deal with emergencies... And some of that goes back to all the things we keep talking about, which is about communities, and about communities being there for each other, and about learning basic lifestyles. And it's about us being able to look after ourselves. ” (Highland)

“ Working in more resilient communities where we're sharing skills, we're supporting each other. ”
(Fife)

People felt that connected and resilient communities were important to individual wellbeing and added to your quality of life:

“ When you first come here you feel the fact that people are close-knit and they care for each other... it's just amazing and I think fairly unusual to this area... and if that could be widespread, personally I think it adds a lot to your quality of life. ” (Argyll and Bute)

“ So, in terms of having a happyish, well you know, happy lifestyle, if you know what I mean, it seems the community is a firm stamp on that. ” (Fife)

Some discussions pointed out there are inputs that help bring communities together, for example shared spaces, such as community centres that act as a base for all types of groups and meetings. People said that these community spaces, activities and link workers needed funding

4.5 Jobs and Employment

In ten years time, participants want a Scotland where people are in work, although if they are not they aren't stigmatised for that. Across the country, from Dundee to the islands, people talked about jobs, and most rural areas mentioned the role that creating employment had in keeping young people in the area.

There was a clear sentiment for not just any work but 'good work', which pays sufficient wages to support the individual and their families, and provides people with meaning and purpose:

“ Where (young) people are supported to find meaningful work. ” (Renfrewshire)

“ I think we need to be happy in our work but the big happiness aspect is getting enough money to live your life the way you... ” (Aberdeenshire)

People thought work should be reasonably well paid, pay you enough to live, and be enough to cover the expense, and pleasures, of everyday life. Good work could include the idea of having a career, and having access to training and development in work. Participants said it was important that work provided some type of stability, which was linked to its ability to provide a sufficient income.

Several people spoke about problems with zero hours contracts. One student was concerned that if she was ill and took time off she wouldn't be allotted any more work. Another woman said her daughter wasn't earning a sufficient wage from a zero hours contract, but because she didn't know what hours she was going to be working each week, she couldn't find more work. Zero hours contracts were seen as being unstable, and generally people wanted some stability in work.

There was a view that employed people were working too long hours, and we should be striving for a better work-life balance for everybody, which would have positive effects on health and life satisfaction. People said that work "gets in the way" of taking time for your neighbours and community

“ Everybody's too busy going to work. ” (Falkirk)

A few people saw that a change in this work focus might be forced as the world of work changes in the future, for example with the possibility of increasing automation, and therefore fewer jobs or more part-time work. Although, this might become a positive there was an immediate concern about increasing unemployment:

“ the reality is with the technology and everything that's happening, we're going to have more people out of work. ” (Edinburgh)

4.6 Overlaps between a More Equal Scotland and Employment

Discussions on more equal opportunities for all sectors of society frequently overlapped with discussions about work and employment. This included more equal treatment and opportunities for a variety of groups, such as people with disabilities and people born outside the UK, and reducing the gender pay gap. The need to increase the opportunities for young people, particularly to find jobs, was raised frequently.

Older people often said they "feel for the young" as when they were younger themselves, they expected to leave education and immediately find a job, but that is no longer the case:

“ It's the financial effect, today... Life is so much more challenging now, and I think you have to think of the youth. Because if there's no funding, if there's no money, if there's no, what on earth is gonna happen. ” (Argyll and Bute)

Although some young people in the discussion groups felt they had to fight negative stereotypes of youth, many of the older people spoke about their desire for society that supports young people.

A Scotland that:

“ Appreciates the youth, nurture, develop and aspire for them to grow. And sustain a future here in Scotland, so that, you know, we’re keeping our youth, they’re not disappearing. ” (Highland)

One interviewee, with an interest in developing the National Performance Framework specifically said they’d “like to see a real changeover (from middle age and old), and a bigger emphasis on young people, and targets, and national performance outcomes, which focus on, actually, make things easier and better for young people.”

4.7 Environment

All groups talked about the importance of the environment, and this feeds into two main themes: nature and green spaces; and a sustainable environment with clean air.

Some people felt that individuals or communities often were less in touch with nature than in the past, but it would be good to rekindle those links. One aspect to that was more people being able to access healthy food grown closer to where they live.

There was some interest in changing land use practice, to enable more people to engage with the natural, and local, environment and to support more local food production, lessening food miles. Participants in Stornaway saw crofting as a vehicle for this and the link between developing a sustainable environment and agriculture. This group also discussed the importance of redistribution of land as a mechanism for greater equality and community empowerment.

Being in touch with nature was also about supporting people to enjoy the outdoors, and appreciate Scotland’s natural heritage:

“ Engage with nature and the seasons, understanding what’s going on, not just sit in our buildings all the time, in our cars, that kind of place where people are outdoors a lot more. ” (Stornaway)

This was a sentiment expressed by both city and medium-sized town groups as much as by rural areas. People want:

“ A Scotland where everybody has the opportunity to enjoy wide open spaces. ” (Fife)

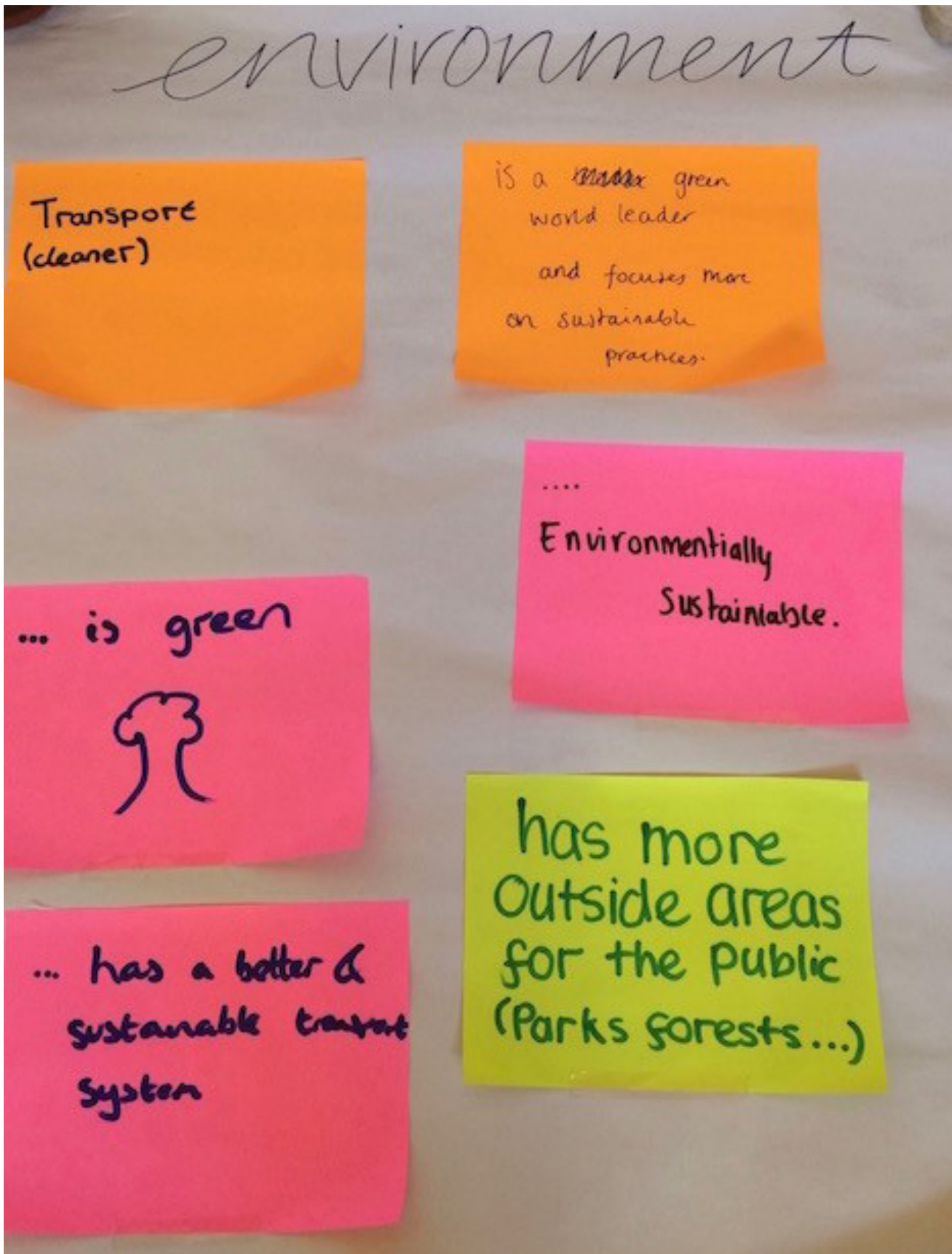
Participants in Glasgow, Edinburgh, Falkirk and Dundee talked about access to green spaces, in town, and having safe open spaces for children to play. They mentioned declining access to nearby green spaces, possibly because of building or because they'd become unsafe. For example, one group talked about the problem of needles littering a wood they used to take their children to, because, they felt those "who don't want to be seen" have moved out to the open areas with the advent of more CCTV in city centres. (Dundee)

Groups identified environmental sustainability as being important, although not everyone clarified what they meant by that. One group of people with experience and knowledge in rural issues and the environment said it included sustainable land management, climate change, flooding, transport, energy and housing. These factors were all environmental concerns mentioned in other interviews:

“ Say the environmental sustainability of some elements of farming, that could be improved. Issues around upland management, around management for mitigating climate change, flooding, all sorts of things that could be put in place. Or ways that we could improve what we do. Yeah, there's lots of other elements of environment sustainability that I didn't think about, like transport, or aviation, or, you know, energy, and houses, you know, all those sorts of things. ” (Edinburgh)

People talked about planning for the future in terms of environmental sustainability, and some thought Scotland was already on a good footing. Most frequently, participants expressed a wish for clean air, but also mentioned the need for carbon-free and sustainable forms of energy.

Flipchart of Post-its that focused on the environment, from Exercise Two



One young person said:

“ In 2027 I want a Scotland that is environmentally conscious and friendly. I want a Scotland where the environment is protected and renewable energy provides most of the energy. ” (Edinburgh)

There was a desire for Scotland to lead, and be self-sufficient, in clean energy:

“ Every country, now, has to reduce their carbon emissions between now, and, what was it, 2020, or thereabouts. I think if we can set a standard to match the rest of the world, we'd be doing quite well... I mean, they're starting to decommission oilrigs, already, so. If we need to start importing it, then the price of our goods will go up. And we'll need to become self sufficient, then. ” (Cupar)

One young person made the point that that it was vital to educate the population about “what the future holds” in terms of the environment.

4.8 Healthier Lifestyle

Discussion group participants had a vision of Scotland as a healthier nation. In some cases, participants referred to problems with alcohol or drug misuse. One young person in an Edinburgh group said that “Scotland's got a significant alcohol problem” and college students in Fife suggested more effort was needed to restrict alcohol consumption, such as enforcing the legal age for buying alcohol.

A few people expressed the view that there's a need to consider the causes of alcohol and drug misuse:

“ Don't know anybody, any child who wants to grow up to be... you know, dependent on drugs or alcohol. Things happen to people. And I think it may well be that we need to, as a society, we need to look at some of these things, you know, to look at some of the causes of that. ” (Fife)

More generally, people thought that the population should take responsibility for being healthier, but that health services were needed to back this up and to support people when necessary.

In terms of a healthy Scotland, good food and teaching people about healthy eating and cooking was mentioned relatively frequently. People wanted a Scotland in ten years time where everyone has access to affordable, good food.

People saw it as important to:

“ Ensure that everybody can access a decent food quality, so that they're able to have a healthier living. Because people, with the obesity seriously rising. ” (Edinburgh)

There was some discussion around the barriers to that – fruit and vegetables may be more expensive than processed food; fast food is more readily available; and people may lack skills and knowledge around what is healthy food and how to cook it.

For example, one person said:

“ Fruit and veg is so expensive that it makes people not want to buy them and eat them... compared to a ready meal. So we need to not just tell people what they should be doing but also make it available through regulations for supermarkets or big companies who actually control how people interact with food, for example. ” (Dundee)

Discussion groups said mental health is important. They talked about healthier work and promoting young people's mental health. Some groups mentioned the need to work in schools to support young peoples' mental health, to make it easier for young people to talk about mental health and to know where to go for mental health support. Although it was mentioned that the stigma of mental illness is declining, people thought that talking about mental health problems was not easy, as a discussion with young people highlighted:

“ It's like a sort of a really almost taboo topic and we've all gone very quiet and it sort of shows that we're a bit scared to speak about certain things and we don't really understand and we're all quite edgy around it and I think maybe we don't know as much as we feel we should and that sort of thing. ” (Edinburgh)

Promoting good mental health was also connected to the discussion about having readily accessible health services.

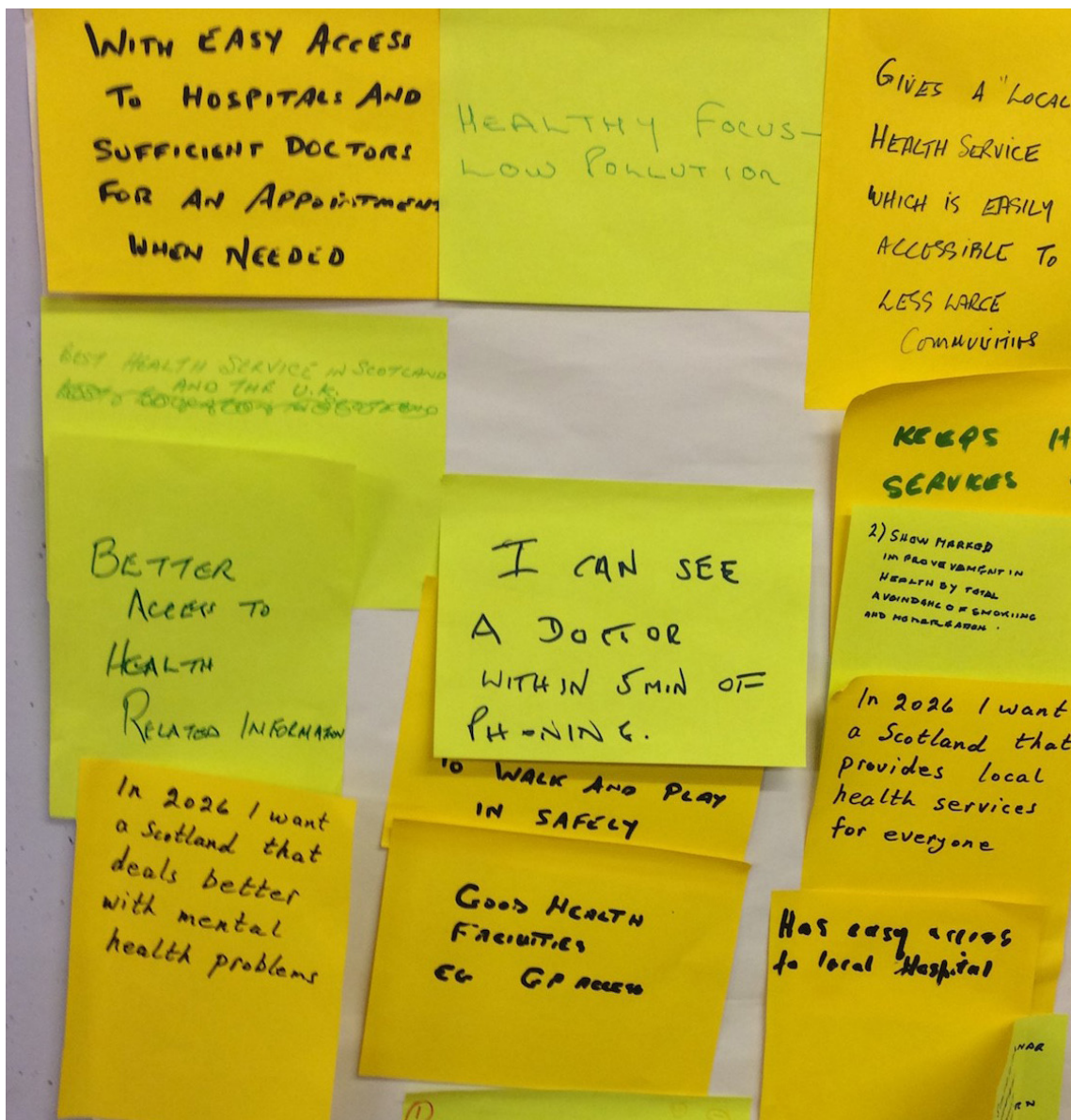
4.9 Quality Healthcare

Although there was a sentiment that there should be a focus on health education and supporting people to take responsibility for their own health, discussants clearly thought free healthcare should be available too:

“ there’s also one side is kind of helping people who’ve got into a bad situation with their health. ”
(Dundee)

A couple of participants questioned whether or not there will be the resources available for a free NHS in ten years time.

Flipchart of post-its from Exercise Two, from a group of older people



The general sentiment was that people valued an NHS which is free at the point of need, with the sort of service people would like described at various points as timely, equitable, responsive and respectful. A few groups talked about decreasing waiting times and, for a couple of groups with predominately older people, the desire to have more timely access to GPs and more local care and support.

Some groups said that appropriate mental health care and treatment was difficult to access, with two groups of young people in Edinburgh bringing up the point that people are waiting for too long for appointments, given the potentially serious nature of mental health issues.

“ People who are brave enough to go and say right, I do have a mental health problem. And go and see a psychologist or whatever. You go and say to your doctor and they'll say okay, we will refer you. Okay, but when will I get an appointment? Just when the letter comes in. Which can be months down the line. ” (young person in Edinburgh)

4.10 More Power over Decision-Making

Many discussion groups talked about communities having more influence on decisions that affect them.

It was seen as being:

“ about making sure that you get an opportunity to have a say in the decisions that have an impact in your life. ” (Highland)

A few people mentioned the possibility of increasing engagement with the current political system and political parties, but more often the discussion was about encouraging bottom-up planning and decision-making. This means as well as well having a say, communities feel that they should be heard; and there should be respect for locally based solutions. People said that it was about giving communities more decision-making power:

“ More power to local communities. ” (Argyll and Bute)

and

“ Local people having power and ownership. ” (Falkirk)

Some people also expressed the view that with this power would come responsibility and that perhaps mistakes, in prioritising and planning, would still be made:

“ I think so but I think we have to understand that in doing that we’re going to make a lot of mistakes along the way the same as the system that we’ve got makes mistakes. ” (Aberdeenshire)

Some people saw this enhanced move to local decision-making as being about developing local democracy to ensure that that local areas, boroughs or communities, have more control.

For several groups this was linked to the perceived need for government (at all levels) to respect locally derived plans and projects and to decentralize government and statutory sector:

“ Basically, the centralising of power in the councils, and especially the government, it’s actually gave us less control of our own lives in our community. Because you’re having things like, in planning, you’ll have guys in the planning committee, and they’re all from round this area, but there’s actually, if there’s none of them from your area, and yet, they’ll make a decision affecting all the folk in your area, right. That’s not right.” ” (Falkirk)

As one group of older people in Argyll said, there is feeling that “local democracy should come back to the people”. That wasn’t just about structures, but more about engaging with local people in a meaningful way and valuing their view point.

Overall, civic engagement and empowering people in their communities was seen as important for the future, which one participant summed up as:

“ In terms of what you want for your children, I would want them to feel that they were part of a community, an active community, that did feel it was powerful and had influence. ” (Edinburgh)

4.11 Economy

Discussion participants recognised the importance of the economy, although there was less in-depth discussion and ideas around it than for many other themes.

A few people said given the outcomes people wanted, for example around education and health, there

was need to raise money to meet this expenditure, and for Scotland to “balance the books.” (Dumfries).

As one person said there was a need for Scotland to be able to have adequate money available to be able to maintain its services and protect people and their expected standards of living:

“ You need to be prosperous to do anything. In third world countries they can't protect themselves against disease etc. without services, so prosperity is protection. ” (Edinburgh)

People were particularly interested in a vibrant economy, “because it supports people to find jobs, which is valuable.” (Falkirk)

The focus groups participants mentioned that Scotland should be aiming to attract and support businesses. One idea was that the country aims to be a world leader in sectors like renewable energy and tourism:

“ That could improve our economy because if we're world leaders in these areas then money's going to be pumped in. If we're like a renewable leader then people are going to... We could be doing different things across the world. ” (Edinburgh)

Another group mentioned the role of creative industries, and another the possibility of more support for social enterprises.

Some barriers to growing the economy were raised. For example, the need for increased research and development and better infrastructure, including IT, particularly to support local business in more rural area, and to increase opportunities for home working.

4.12 Safety

A few discussion groups raised the issue of national security. They mentioned the need for Scotland to be a “secure and safe country”. (Fife)

More frequently mentioned was the idea of feeling safe in your own environment.

A small city group talked about how they felt children were not as safe as they had been in previous generations. For example, a parent was very concerned about allowing their upper primary child to walk to school at the end of the street, with no roads to cross, because of the feeling that “anything could happen” (Glasgow). This was linked to a worry about the negative effect of technology on children and the possibility of online bullying:

“ People have got access to so many different things nowadays; it’s just making it so unsafe. (Glasgow) ”

Another group pointed out that the “past wasn’t a golden as we think it was” and referred to the recent revelations about historic child abuse.

A few discussions raised the desire for a low crime rate, for protection by public services, visible police on the streets and an effective criminal justice and prison system. One group debated local safety with some saying they didn’t feel safe in the streets and others pointing out the area was very safe: but it was acknowledged that people’s perception were valid and should be taken into account.

However, many of the discussions on safety linked to tolerance. As one person said, their vision is for a Scotland where:

“ We don’t engender discord by prejudices and identifying differences that then begin to start to be more hostile and then it becomes a less safe place to live in. ” (Aberdeenshire)

If society is tolerant and accepting of diversity, people can be confident to be openly themselves, wherever they are:

“ I think it’s the spectrum of safety. It’s about individual safety. Communities feeling safe as well, so it’s a spectrum, it’s not just a... we should feel safe to walk our streets; we should feel safe to be ourselves, stuff like that. ” (Kirkcaldy)

4.13 Feeling Positive and Proud

Some participants envisioned a Scotland where citizens are proud of their national identity and culture.

People wanted to celebrate what Scotland has, including its culture as well as physical attributes like its natural heritage. This included an ambition for Scotland to be:

“ recognised by others as a good place to live. ” (Angus)

In terms of Scotland's outlook, people not only thought that we should celebrate Scotland's assets, but also that the people of Scotland should be encouraged to be hopeful, aspirational and optimistic:

“ Aspirational is the word and that ties into a lot of things. ” (Falkirk)

There was a sense this will bring out the best in people and communities, and contribute to a thriving Scotland.

Again this links to equality, as promoting aspiration could be about valuing everyone's (different) talents and attributes, seeking to increase individuals' self-confidence and supporting young people. As one person with a disability said, their vision is that for everyone, "Scotland (will) be a can-do society not a can't-do society" (Fife).

4.14 Support for the Vulnerable

A theme discussed several times was building a Scotland that "cares for the most vulnerable people" (Western Isles). That includes some people from groups like families in poverty, older people, carers, pre-school children, the homeless and people with disabilities:

“ Being socially responsible is that we look after those in society who need us to look after them. ” (Arbroath)

As mentioned in section 3.2.4, some people thought that it's impossible to eradicate poverty, so the state needs to support people experiencing poverty:

“ It would be foolish to think we can eradicate poverty, I think there will always be those who sort of slip between the sort of system and the cracks in it, but I think it's about making sure that the systems do help the people most in need. ” (Western Isles)

A few participants expressed the need for a respectful, fair system of social protection, and one group talked about the negative effects of welfare benefit sanctioning:

“ Sanctioning now, it's just crazy. When I was a housing officer, the amount of people that I had coming in that were sanctioned and that then has a knock-on effect on their housing benefit ” (Fife)

Another group emphasised the important role of unpaid carers and pointed out the need to look after their health and wellbeing.

Discussion participants also saw a role for communities in supporting people most in need. At times this was linked to desire for a Scotland where people are kinder, have more empathy and compassion for others.

4.15 Care for the Older People

One group that might, in some cases, be classed as more vulnerable, are the elderly.

Participants raised the need for appropriate support for older people because the population in Scotland is seen as increasingly aging, so including more elderly and potentially vulnerable people; and because it was a topic that affected them or their peers.

One group especially mentioned the need for society to recognise and utilise the skills and experience of older people. Other groups talked about ensuring older people who were less mobile or healthy were not forgotten:

“ Another thing is old people, they're left at the side now. Now, they've fought wars, they've worked all their life, and I find that old people, they don't get the help they need now, they're just shoved aside. (Dundee)

”

There was some discussion about the sort of care people wanted for older people whose health or independence was failing. There was support for older people to have a choice, between going to supported accommodation (a home) for older people or staying in their own home, but generally the preferred direction of travel was increasing care in the community:

“ A system in place that's not just going to put them in a home unnecessarily, that there is the ability to look much more locally at what can be done ” (Aberdeenshire)

4.16 Affordable Housing

Participants in a number of the groups identified concerns around access to affordable housing, referring to the issue as “generation rent”.

Young people said it was difficult trying to access housing, not least because both buying and finding social housing were complicated. Renting privately was seen as less secure than having a social housing landlord:

“ No security, after your six months’ tenancy, then you could be given two months’ notice at any point. ” (Highland)

People wanted more affordable, good quality housing, and groups in rural areas specially mentioned how that was important for them:

“ In rural areas, in particular if you want... to get families in and to get children back in the school, you do need to offer a house and you need to offer a job. ” (Western Isles)

The feeling from some was that the priority around house-building ought to change to focus on more affordable housing:

“ Housing that’s getting built now, they’re all for buying, what about the people that can’t afford housing to buy, can’t get a mortgage, there should be more affordable housing for the people. ” (Dundee)

4.17 Integrated Transport

Groups from across Scotland talked about the importance of integrated transport. For example, in Barrhead they mentioned issues around bus and train times not being synchronised, and people wanted “affordable good transport links” and “better transport infrastructure”.

Rural areas to the west and south talked about better links to the cities, like Edinburgh and Glasgow, and possible benefits for employment and the local economy. The lack of effective, affordable transport harms people’s ability to find work:

“ There might be jobs there but they can’t get to the jobs. Look at Amazon, for example, there’s folks camping out because they can’t get into their work, it’s ludicrous. ” (Fife)

The transport infrastructure was seen as important for connecting up different parts of Scotland. As one person in Edinburgh talking about the opportunities for Scotland to make more of its (human) resources said:

“ Places are, sort of, disconnected from the rest of the country or from the Central Belt or from... if you don't have good connections, sort of, transport-wise or internet-wise or you feel isolated from the central decision making. ” (Edinburgh)

There was a feeling that Scotland could be more “creative” with its transport challenges, and one person who talked about the need to look at Scotland's outcomes in the round, said that transport should be considered with the need for a greener environment. So there was a need for “expanding more use of virtual stuff” (Highland). A group of young people said more could be done to support safe cycling as a way of protecting the environment:

“ More affordable trains so people don't drive, more bike lanes around the city. You always hear about accidents with cyclists, which puts people off. ” (Edinburgh)

4.18 Support for the Arts and Digital Connectivity

Two other themes that were mentioned, but less frequently than any of the others above were support for the arts and digital connectivity.

4.18.1 Support for the Arts

Related to supporting creativity and artists one participant said they'd like a Scotland that:

“ values independent contribution from artists, musicians, craft people and writers: independent thinkers. ” (Renfrewshire)

One group of young people said supporting the arts was important, in the same way it was important to encourage Scottish culture, because:

“ Life's not all about figures and statistics; without arts life kind of loses its colour and you need it to have an enjoyable life, I think. ” (Edinburgh)

The same group pointed out the positive effects of participation in the arts on mental health and wellbeing.

4.18.2 Digital Connectivity

Some groups from rural areas, or with a rural interest, said that digital connectivity was essential for everyone. They were particularly concerned to increase people's access to super-fast broadband, and said this would enable employment and the economy in rural areas.

One group talking about rural areas, recognised that super-fast broadband could be used for “tele-medicine and all sorts of things”, and that broadband speed wasn't just an issue for the countryside:

“ I mean, urban areas complain about broadband speeds, as well, it's not just rural areas. We just shout very loudly about it. ” (Edinburgh)

4.19 Findings from the Prioritisation Exercise

When there was time at the end of the discussions, participants were given a sheet of 21 outcomes and asked to choose the 12 that they thought were most important for living well in Scotland. The results were summarised by totaling the number of dots allocated to each of the 21 outcomes over all the exercise. Overall, there were 1,825 dots and two outcomes at the top of the table had practically the same number of dots (both are around 7% of the total). The results of the ranking are in Table Two below. Column three in the table shows the percentage of the total dots used in the exercise ascribed to each outcome.

Table Two: Ranking of the Outcomes through the Prioritisation Exercise

Rank	Description	%
1	Our children have the best start in life	7.0
2	Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others	6.9
3	Hunger and poverty are reduced	6.3
4	We are educated and skilled; and Scotland is known for innovation	5.9
5	People maintain their independence as they get older and get appropriate support	5.9
6	Inequalities are reduced	5.7
6	Public services are high quality and respond to local people's needs	5.1
8	Our young people are successful learners and responsible citizens	5.0
9	We have access to affordable, reliable, sustainable and modern forms of energy	5.0
10	We value and enjoy our environment and protect it for future generations	4.9
10	We value human rights and put them at the heart of what we do	4.9
12	There are more and better employment opportunities	4.8
13	We live our lives safe from crime, disorder and danger	4.7
14	Life chances for children, young people and families at risk improve	4.6
15	We take pride in a strong, fair and inclusive national identity	4.5
16	Scotland is an attractive place for doing business	4.3
17	We live longer, healthier lives	3.6

18	We live in well-designed, sustainable places where we can find the services we need	3.4
19	We achieve gender equality	3.1
20	Urgent action is taken to combat climate change	2.7
21	We reduce our local and global environmental impact	2.6
		100

The most popular outcome is one currently in the National Performance Framework – *our children have the best start in life* – and this is in line with education being the domain that emerged as the priority of the discussion groups. The outcome ranked fourth can also be readily linked to education. *Scotland's communities are supportive and resilient* was ranked highly, just as it had been in the discussions.

The outcome ranked third – *hunger and poverty are reduced* – is not currently in the National Performance Framework. It was also highlighted as important in the discussions, with a relatively high priority being set on tackling poverty, and having a fair society.

Human rights weren't directly mentioned in the conversations, but it was ranked around the mid-point in the prioritisation exercise. Two of the other outcomes that were additional to the National Performance Framework outcomes, gender equality and combatting climate changes, came at the foot of the ranking. Perhaps, given the environment's place in the conversations the apparent lack of interest in *combating climate change and reducing our environment impact* is surprising, but there are several environmental related outcomes in this list and protecting *the environment for the future and modern energy* were a higher rank.

5. Findings from the Street Stalls (Oxfam Scotland)

This chapter has been written by Oxfam Scotland – Francis Stuart and Gill Armstrong with the support of Imogen Adams. It outlines the findings from the postcard and prioritisation exercises undertaken by Oxfam in Ayr, Dundee, Edinburgh (Morningside), Glasgow (West End), Glasgow (Govan)³, Greenock, Inverness, Motherwell, Perth and St Andrews. These exercises are explained in Appendix Three. The outcomes included in the prioritisation exercise (see Appendix Two) were the same as those used in the discussion groups (see 3.19).

The findings below are a snapshot of public opinion rather than a representative view of the people of Scotland, because of the relatively small sample sizes involved in the consultation and the use of a convenience sample (rather than a random or probability sample).

5.1 Findings from the Postcard Exercise

In the first street stall exercise, people were asked to complete a card which stated: 'I would like to live in a Scotland that...'. Participants were encouraged to express their own values and aspirations in a language and manner that was suitable to them⁴.

In total, 94 participants took part in this 'postcard' exercise, generating a total of 178 comments. The word cloud below illustrates all of the words, or a close derivation of it, participants wrote.

³ Fifteen women from the women's drop-in centre and community group 'Tea in the Pot' participated in the first street stall exercise.

⁴ See Appendix Three for more details.

Relationships and People: There were 13 comments relating generally to the quality of relationships and the nature of people. These were spread fairly equally between themes relating to: community spirit and togetherness; having tolerance for different views; being friendly to people and welcoming of change; and Christian values.

Energy and Sustainability: Half of the 12 comments relating to sustainability and energy were about the need for environmental protection and sustainability while a third raised concerns about wind-farms.

Social Housing: The majority of the 11 comments relating to social housing were about affordability, but there were also comments about the need to build more council housing as well as the need for assured tenancies and affordable council tax.

Government: More than half of the nine comments relating to government, centered on issues of accountability, transparency and improved policymaking, including in relation to local government. Two comments were about reducing the size of government while one was about increasing the budget to be spent on services.

Constitution: Four of the ten comments relating to the constitution were about Scotland being independent, four were about Scotland remaining part of the UK and two were about remaining part of the EU.

Crime and Safety: Of the eight comments on crime and safety, three were about the need for safe spaces, three were about having a tough criminal justice system, one was about drugs and the other was about community policing.

Jobs and Industry: The majority of the eight comments relating to jobs and industry were about more and better paid employment opportunities, however, there were also comments about 'bringing back industry'.

Local Amenities and Leisure Services: There were eight comments about local amenities and leisure services. These covered a wide range of amenities such as playparks and greenspace, local shops, better local rail services and a cinema.

Older people: Six of the seven comments about older people related to the need for better support and care, while one related to improved attitudes to the elderly.

Homelessness: There were four comments about homelessness with all of them relating to the availability of support and accommodation for those who are homeless.

Immigration: There were three comments about immigration. Two of these comments related to placing restrictions on immigration while one comment was supportive of further immigration.

Rural Areas: Two of the three comments about rural areas were about support and investment in general, while one was about support for small-scale farming.

Media: There was one comment about the media, which focused on 'truthful reporting'.

5.2 Findings from the Prioritisation Exercise

A total of 312 individuals, 179 women and 133 men, participated in the prioritisation exercise. This replicated the exercise undertaken in the focus groups, with participants given 12 dots to spread across 21 statements. The results of this exercise are detailed in Table 3.

Table Three: Oxfam Street Stall Prioritisation

All (312)		
Rank	Description	%
1	Hunger and poverty are reduced	8.3
2	Our children have the best start in life	6.5
3	We value and enjoy our environment and protect it for future generations	5.7
3	We value human rights and put them at the heart of what we do	5.7
5	Life chances for children, young people and families at risk improve	5.6
6	People maintain their independence as they get older and get appropriate support	5.6
7	Inequalities are reduced	5.3
8	Public services are high quality and respond to local people's needs	5.3
9	Urgent action is taken to combat climate change	5.1
10	We live our lives safe from crime, disorder and danger	4.8
11	Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others	4.8
12	We are educated and skilled; and Scotland is known for innovation	4.7
13	Our young people are successful learners and responsible citizens	4.6
14	We achieve gender equality	4.2
15	There are more and better employment opportunities	3.9
16	We live longer, healthier lives	3.9
17	We have access to affordable, reliable, sustainable and modern forms of energy	3.8
18	We take pride in a strong, fair and inclusive national identity	3.1
19	Scotland is an attractive place for doing business	3.1
20	We live in well-designed, sustainable places where we can find the services we need	2.8
21	We reduce our local and global environmental impact	2.7

As can be seen from the table above, participants particularly valued the following statements:

- 'hunger and poverty are reduced';
- 'our children have the best start in life';
- 'we value and enjoy our environment and protect it for future generations';
- 'we value human rights and put them at the heart of what we do'.

Statements which seem to be less valued, appearing at the bottom of the list include:

- 'we reduce our local and global environmental impact'⁵ ;
- 'we live in well-designed, sustainable places where we can find the services we need';
- 'Scotland is an attractive place for doing business'.

Gender Comparison

There are some gender differences within what participants prioritised most. As breaking down the data reduces the sample size, care is needed not to over-interpret these results.

Table Four: Gender Comparison in Street Stalls

Women (179)			Men (133)		
Rank	Description	%	Rank	Description	%
1	Hunger and poverty are reduced	8.2	1	Hunger and poverty are reduced	8.6
2	Our children have the best start in life	6.4	2	Our children have the best start in life	6.8
3	People maintain their independence as they get older and get appropriate support	6.1	3	We value and enjoy our environment and protect it for future generations	5.9
4	We value human rights and put them at the heart of what we do	5.6	4	We value human rights and put them at the heart of what we do	5.8
4	Public services are high quality and respond to local people's needs	5.6	4	Life chances for children, young people and families at risk improve	5.8
6	We value and enjoy our environment and protect it for future generations	5.6	6	Inequalities are reduced	5.7
7	Life chances for children, young people and families at risk improve	5.4	7	Urgent action is taken to combat climate change	5.1
8	Urgent action is taken to combat climate change	5.1	7	We are educated and skilled; and Scotland is known for innovation	5.1
9	Inequalities are reduced	5.0	9	Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others	5.0
10	Our young people are successful learners and responsible citizens	5.0	10	Public services are high quality and respond to local people's needs	4.9
11	We live our lives safe from crime, disorder and danger	5.0	11	People maintain their independence as they get older and get appropriate support	4.8

5 While this could be perceived as contradictory to the fact that participants ranked 'we value and enjoy our environment and protect it for future generations', it is interesting that rather than both statements appearing in the middle of the list, they polarised in different directions. This suggests participants preferred the more positive framing of enjoying and protecting the environment over the more behavioural statement around reducing our impact.

12	Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others	4.7	12	We live our lives safe from crime, disorder and danger	4.7
13	We achieve gender equality	4.5	13	We live longer, healthier lives	4.2
14	We are educated and skilled; and Scotland is known for innovation	4.4	14	Our young people are successful learners and responsible citizens	4.0
15	There are more and better employment opportunities	4.0	15	There are more and better employment opportunities	3.9
16	We take pride in a strong, fair and inclusive national identity	3.9	15	Scotland is an attractive place for doing business	3.9
17	We have access to affordable, reliable, sustainable and modern forms of energy	3.8	17	We have access to affordable, reliable, sustainable and modern forms of energy	3.8
18	We live longer, healthier lives	3.7	18	We achieve gender equality	3.7
19	We live in well-designed, sustainable places where we can find the services we need	2.9	19	We take pride in a strong, fair and inclusive national identity	3.1
20	We reduce our local and global environmental impact	2.8	20	We live in well-designed, sustainable places where we can find the services we need	2.8
21	Scotland is an attractive place for doing business	2.6	21	We reduce our local and global environmental impact	2.5

In relative terms, statements which female participants seem to value more than male participants include:

- 'people maintain their independence as they get older and get appropriate support';
- 'public services are high quality and respond to local people's needs';
- 'our young people are successful learners and responsible citizens';
- 'we achieve gender equality';
- 'we take pride in a strong, fair and inclusive national identity'.

Some of this divergence may reflect caring responsibilities, which still disproportionately fall more to women more than men. Gender equality also may be valued higher as a result of women in Scotland being systematically disadvantaged in a number of ways ⁶.

Statements which male participants appeared to value more than women include:

- 'inequalities are reduced';
- 'we are educated and skilled, and Scotland is known for innovation';
- 'Scotland is an attractive place for doing business'.

⁶ <https://www.engender.org.uk/content/the-problem/>

Some of this may reflect men's traditional role and their comparative position within the economy, with less subsequent concern stated by men for more immediate caring responsibilities or concerns.

Deprived and Affluent Comparison

The results were also split between areas that are deprived and more affluent, as determined by SMID ranking. It should be noted this process is not definitive due to the complexity of the SIMD and the fact that surrounding areas also need to be taken into account before determining whether the street stall locations were likely to have engaged participants living in deprived or affluent areas ⁷.

The table below compares the results generated in St Andrews, Morningside in Edinburgh and Byres Road in Glasgow (classed as affluent) with those from Ayr, Greenock, Motherwell and Govan in Glasgow (classed as deprived). The results from Dundee (where we were part of an ethical trade fair), Inverness and Perth are excluded from the deprived and affluence splits outlined below, as they were identified as mixed areas (engaging deprived and affluent participants). The results generated in these areas therefore only feature in the aggregated column on the left-hand side of the table.

A total of 117 responses were generated through stalls located in areas defined as deprived and 92 responses were generated from street stalls located in areas defined as affluent. Again, care is needed not to over-interpret these results due to the small sample sizes.

Table Five: Area Comparison in Street Stalls

All – deprived, affluent and mixed (312)			Deprived areas (117 = 66 women & 51 men)			Affluent areas (92 = 50 women & 42 men)		
Rank	Description	%	Rank	Description	%	Rank	Description	%
1	Hunger and poverty are reduced	8.3	1	Our children have the best start in life	8.0	1	Hunger and poverty are reduced	8.4
2	Our children have the best start in life	6.5	2	Hunger and poverty are reduced	7.9	2	We value human rights and put them at the heart of what we do	6.7
3	We value and enjoy our environment and protect it for future generations	5.7	3	Life chances for children, young people and families at risk improve	7.1	3	Inequalities are reduced	6.3
4	We value human rights and put them at the heart of what we do	5.7	4	People maintain their independence as they get older and get appropriate support	6.1	4	Urgent action is taken to combat climate change	6.3
5	Life chances for children, young people and families at risk improve	5.6	5	We live our lives safe from crime, disorder and danger	6.0	5	Public services are high quality and respond to local people's needs	6.0

⁷ We did not ask participants to identify their characteristics (other than gender) as our experience is that this would have been a barrier to engagement therefore the analysis is based on the location of the street stall based on the SIMD.

6	People maintain their independence as they get older and get appropriate support	5.6	6	Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others	5.7	6	We value and enjoy our environment and protect it for future generations	5.9
7	Inequalities are reduced	5.3	7	We value human rights and put them at the heart of what we do	5.1	7	Our young people are successful learners and responsible citizens	5.4
8	Public services are high quality and respond to local people's needs	5.3	8	We value and enjoy our environment and protect it for future generations	5.0	8	Our children have the best start in life	5.0
9	Urgent action is taken to combat climate change	5.1	9	Public services are high quality and respond to local people's needs	4.7	9	We are educated and skilled; and Scotland is known for innovation	4.7
10	We live our lives safe from crime, disorder and danger	4.8	10	We take pride in a strong, fair and inclusive national identity	4.4	10	We live longer, healthier lives	4.5
11	Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others	4.8	10	Our young people are successful learners and responsible citizens	4.4	10	Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others	4.5
12	We are educated and skilled; and Scotland is known for innovation	4.7	10	There are more and better employment opportunities	4.4	12	There are more and better employment opportunities	4.4
13	Our young people are successful learners and responsible citizens	4.6	10	We live longer, healthier lives	4.4	12	Life chances for children, young people and families at risk improve	4.4
14	We achieve gender equality	4.2	14	We achieve gender equality	4.0	12	We have access to affordable, reliable, sustainable and modern forms of energy	4.4
15	There are more and better employment opportunities	3.9	15	Urgent action is taken to combat climate change	3.9	15	People maintain their independence as they get older and get appropriate support	4.3

16	We live longer, healthier lives	3.9	16	We are educated and skilled; and Scotland is known for innovation	3.7	16	We live our lives safe from crime, disorder and danger	4.1
17	We have access to affordable, reliable, sustainable and modern forms of energy	3.8	17	Scotland is an attractive place for doing business	3.6	17	We achieve gender equality	3.5
18	We take pride in a strong, fair and inclusive national identity	3.6	17	Inequalities are reduced	3.6	18	We reduce our local and global environmental impact	3.2
19	Scotland is an attractive place for doing business	3.1	19	We live in well-designed, sustainable places where we can find the services we need	3.2	19	We live in well-designed, sustainable places where we can find the services we need	3.0
20	We live in well-designed, sustainable places where we can find the services we need	2.8	20	We have access to affordable, reliable, sustainable and modern forms of energy	3.1	20	Scotland is an attractive place for doing business	2.8
21	We reduce our local and global environmental impact	2.7	21	We reduce our local and global environmental impact	1.7	21	We take pride in a strong, fair and inclusive national identity	2.6
		100			100			100

There is a degree of similarity between the results generated in areas defined as deprived and affluent which suggests a shared level of priority. 'Poverty and hunger is reduced' is valued very highly by both groups, reflecting it's primary position in the overall ranking (see Table 3).

There are, however, some differences suggested by the data. While the results should be viewed with caution, it seems participants in deprived areas favoured, in relative terms to those in affluent areas:

- 'our children have the best start in life';
- 'life chances for children, young people and families at risk improve';
- 'people maintain their independence as they get older and get appropriate support';
- 'we live our lives safe from crime, disorder and danger';
- 'Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others'.

In contrast, participants in affluent areas seemed to favour, in relative terms to those in deprived areas:

- ‘we value human rights and put them at the heart of what we do’;
- ‘inequalities are reduced’;
- ‘urgent action is taken to combat climate change’;
- ‘public services are high quality and respond to local people’s needs’.

People living in deprived areas appear more likely to be concerned with immediate and pressing concerns (relating to children, safety, and care for the elderly). People in affluent areas appear to be relatively more concerned with what could be described as more abstract concerns (such as human rights and climate change). However, it is noticeable participants in affluent areas particularly valued the outcome ‘inequalities are reduced’.

5.3 Further reflections

In the delivery of the street stalls, the facilitators were engaged – unprompted – by members of the public in wider discussion. Two of these stories are offered here to give examples of concerns people raised.

One woman asked one of the facilitators to write the postcard for her because she was emotional and struggling to tell her story. Her son had mental health problems and had been seeing various health professionals but had been told that his condition was not serious enough to qualify for this. The woman explained that her son had subsequently killed himself. Her card reads: *“Mental health services responding appropriately – diagnosing correctly and giving immediate support – suicide prevention”*.

A woman with extremely limited mobility, in an electric wheelchair spoke about the impact of benefit changes on her life. She had a second wheelchair, which allowed her to get in and out of bed but it was being repaired. Although she had been offered a carer to help her to bed, she then couldn’t get back out until the morning and struggled with being completely helpless. She explained that as a result of this, she had decided to stay in her chair overnight instead. A postcard from her reads: *“If Government and professional bodies could put themselves in other shoes and consider the ramifications of their policies”*.

6. Discussion

6.1 General comments on the public participation exercises

This is a report from Carnegie UK Trust and Oxfam Scotland, which contributes to the review of the National Performance Framework. Although a small-scale project it has yielded a rich seam of ideas from citizens across Scotland. Many people who took part said that they enjoyed the experience. People were keen to have feedback on how their input is used, and on the National Performance Framework review undertaken by the Scottish Government.

In carrying out this project, we were struck by the interconnectedness of the conversations about different aspects of wellbeing. Participants would frequently draw links between the different domains of

wellbeing. This is perhaps not surprising when you consider the consultation sought to investigate people's perceptions of what's important to societal and community wellbeing by asking, *What sort of Scotland do you want to live in?* Wellbeing is a multi-dimensional concept, and one of the advantages of having a wellbeing framework, like the National Performance Framework, is that it allows you to understand how the dimensions of wellbeing might interact. It is this richness of analysis which makes such frameworks valuable.

A recognised challenge to conducting wellbeing conversations is that the participants can focus too heavily on what affects them personally. In this project, we didn't feel that was often the case: the participants were eager to discuss what they consider to be important for the future wellbeing of Scotland and all its citizens. While personal anecdotes were shared, there was far more focus on what binds us together than on individual circumstances.

It is also worth noting that the participants were keen to stress the importance of investing in the future of Scotland, through education, the environment and reducing inequalities. We noticed much of the discussion was focused on the next generation rather than more immediate issues. This could have been encouraged by the 10 year timeframe of the discussion groups' second exercise – *'In ten years time I want a Scotland that is...'*

Similarly, it was noticeable that the groups and street stall participants found talking about high-level 'outcomes' relatively easy. Specific policies were mentioned occasionally, but the focus of the discussion was on the impact on the people of Scotland.

6.2 Overview of the Findings

This report of community-based discussions and ranking of national outcomes has indicated citizens think **education** is essential to the wellbeing of Scotland. In the dots exercise undertaken by the discussion groups participants, one of the education national outcomes was the outcome ranked first: *Our children have the best start in life* (Table 2). This outcome was the second most prevalent in the street stalls' prioritisation exercise (Table 3). In addition, another education related outcome – *We are educated and skilled and Scotland is known for innovation* – was in the top five of the outcomes selected by the discussion group participants (Table 2). It wasn't ranked so highly in the street stalls (Table 3).

In the discussions, it was clear that participants saw the priority as education in a wide-sense, particularly equal opportunities for education; education that helps us to say what we think and to be confident; education in life skills, and healthy behaviours; and education for work, and in work; as well as education throughout the life course, ongoing after school and college.

The emphasis on education intersects with other themes, such as a healthier Scotland and greater equality. The link between education and tackling inequality is that education is seen to lead to more opportunities for a better life. Discussion groups also pointed out the importance of people being treated fairly, not discriminated against, by the education system and their peers in education. People thought there is a strong, and could be even stronger, link between education and employment. Responses also suggest that a belief that broad based education has the potential to equip people for employment, and could and should lead to routes to employment, such as apprenticeships for young people.

Education was also viewed as a means of delivering a healthier Scotland, with both school and population-based education seen as having a role to play in providing knowledge about mental health, healthy lifestyles and supporting people with skills for life, like cooking, and healthier habits, like exercising.

Another topic that came out strongly through both the street stalls and the community-based discussion was **equality**. Both prioritisation exercises ranked the specific outcome inequalities are reduced in the top third. Perhaps more strikingly, both the street stalls and discussion groups highly valued the outcome hunger and poverty are reduced, with it appearing in the top five rank for both. While we did not record data on the socio-economic background of participants, the location of the discussion groups and a number of the street stalls means that we can be confident that the issue of inequality matters to a great deal of Scottish people, not just those currently experiencing poverty or inequality. This outcome is not currently in the National Performance Framework (it comes directly from the Sustainable Development Goals).

From the analysis of the discussion themes, it is apparent this is related to the desire for a more 'equal' Scotland, through tackling income inequalities and supporting people experiencing poverty. Promoting *life chances for people at risk* is also linked to overcoming inequalities – providing equality of opportunity – as well as an education system that meets the needs of all people, no matter their background or circumstances.

Equality was also seen to be vital to achieving employment outcomes. For example, people wanted more equal treatment and opportunities for a variety of groups, such as people with disabilities and people born outside the UK, in finding and keeping employment.

Providing appropriate care support for older people, people living in poverty or experiencing hunger, as well as people finding it difficult to access housing or transport can all be linked to the desire for a more equal Scotland.

Another key theme emerging from the project is the importance of community. The priority given to **community** connectedness in discussion groups was reflected in their prioritisation exercise – *Scotland's communities are strong, resilient and supportive* was the second most prevalent selection (Table 2). What is surprising, given its significance to the discussion groups, is that the outcome wasn't as important to people taking part in the street stalls. This may be due differences in where and how the two exercises were delivered. For example, the street stalls were more urban than the discussion groups. A possible explanation for the difference is that the discussions were in an interactive group setting and (outside of Edinburgh and Glasgow) generally they were held in a community facility – factors which may have placed the idea of community at the forefront of people's minds – while the street stalls were individual engagements.

In the discussion groups, people frequently talked about the role of community in other domains, such as supporting the vulnerable, ensuring local safety, protecting the environment and making local decisions. The implication in many cases was that people were looking for support to build communities where individuals and communities took responsibilities, for example around health and the local environment. In some sense this was about building skills (again potentially linked to education) and capacity. It was reflected in a general idea of Scotland being a 'can do' type of place.

People involved in the project thought **civic engagement** was important, and they expressed a desire for more opportunities to make decisions that affect them, and their wellbeing. This was often raised through the idea of communities becoming included, in an effective way, in decision-making, for example around local public spending, and the voice of communities being heard by more centralised public bodies (including local authorities). As noted earlier, there is currently no clear outcome in the National Performance Framework that would embody the principle of strengthening democratic values and behaviours in Scotland.

The **environment** was another recurrent theme in the discussions: particularly, environmental sustainability and the immediate and natural environment, such as green spaces. This could be said to be consistent with the outcome *we value and enjoy our environment* being ranked third in the street stalls. However, it is noticeable that another outcome related to the environment – *we reduce our local and environmental impact* – was at the foot of both rankings (Tables 2 and 3).

An existing outcome ranked highly in the project – in the top five for both exercises – was *people maintain their independence as they get older* (Table 2 and Table 3). Supporting the **independence of older people** was discussed across all the conversations, but it didn't feature as much as some other topics, like the environment or healthier lifestyles or jobs and employment. So it's not clear why the prioritisation exercise ranked this so highly. However, several of the discussions about community connectedness did refer to the role of the community in providing support for older people, possibly helping them maintain their independence and stay at home, as well as the desire for more connection between the generations (section 3.2.4). In addition, we know that more than a third of those in the discussion groups were over 54 years old (see Table 1), so may, arguably, have been relatively more interested in older people's issues.

Another noticeable finding from the project is the priority people placed on what may be seen as less concrete topics, which cut across several domains. They include, Scotland being a place where people have hope and aspiration, and communities where people are kind and look out for one and other. In the street stall ranking big, overarching concepts, such as valuing the environment and human rights, were highly prized.

In the discussions, there wasn't a great deal of focus on service provision in many areas, such as the police or hospitals. People did say that services should be there to provide support, when other avenues, such as the community, fail to effectively provide this.

It was noted several times at the end of some discussion groups that participants had been talking about aspirations, and that there were challenging next steps with regard to putting these ideas into practice. Overall, there is perhaps a further conversation to be had with people across Scotland on who is responsible for achieving the national outcomes, and how the responsibilities of individuals, the community and government are to be balanced.

Appendix One:

Table of Scotland Performs Objectives and Outcomes and OECD Dimensions of Wellbeing⁸

NPF Objectives	NPF Outcomes	OECD Dimensions
Wealthier and fairer	attractive place for doing business	Income and wealth
	more and better employment opportunities	Availability and quality of jobs
	strong, fair and inclusive national identity	
Wealthier and fairer and Healthier	public services are high quality, continually improving, efficient and responsive to local people's needs	Accessibility of Services
Smarter	better educated, more skilled renowned for our research and innovation	Education and skills
	Our young people are successful learners, confident individuals, effective contributors and responsible citizens	
Smarter and Healthier	Our children have the best start in life and are ready to succeed	
	improved the life chances for children, young people and families at risk	
Healthier	We live longer, healthier lives	Physical and mental health
	tackled the significant inequalities in Scottish society	Good governance
	maintain their independence as they get older,	Physical and mental health
Healthier and safer and stronger and greener	We live in well-designed sustainable places where we are able to access the amenities and services we need	Housing Access to Services
Safer and stronger	We live our lives safe from crime, disorder and danger	Safety
	have strong, resilient and supportive communities	Community
Greener	Protect our built and natural environment	Quality of the natural environment
	reduce the local and global environmental impact of our consumption and production	

⁸ Sources:

Column One and Two – Scotland Performs, accessed at <http://www.gov.scot/About/Performance/scotPerforms/outcome>.

Column Three: OECD 'How's Life in Your Region Indicators Overview', OECD Regional Wellbeing Database. The OECD Wellbeing Topics not included in column 3 are civic engagement and life satisfaction

Appendix Two: Wording for the Prioritisation Exercise

The first 16 statements below relate to the existing national outcomes, while the five statements highlighted in red are additional statements based on an analysis of the alignment between the national outcomes, the Sustainable Development Goals (SDGs), the Scottish National Action Plan on Human Rights, and the Fairer Scotland and Healthier Scotland consultations.

1. Scotland is an attractive place for doing business
2. There are more and better employment opportunities
3. We are educated and skilled; and Scotland is known for innovation
4. Our young people are successful learners and responsible citizens
5. Our children have the best start in life
6. We live longer, healthier lives
7. Inequalities are reduced
8. Life chances for children, young people and families at risk improve
9. We live our lives safe from crime, disorder and danger
10. We live in well-designed, sustainable places where we can find the services we need
11. Scotland's communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others
12. We value and enjoy our environment and protect it for future generations
13. We take pride in a strong, fair and inclusive national identity
14. We reduce our local and global environmental impact
15. People maintain their independence as they get older and get appropriate support
16. Public services are high quality and respond to local people's needs
17. We value human rights and put them at the heart of what we do
18. Hunger and poverty are reduced

19. We achieve gender equality
20. We have access to affordable, reliable, sustainable and modern forms of energy
21. Urgent action is taken to combat climate change

Appendix Three: Methods

Carnegie UK Trust and Oxfam Scotland have been involved in a series of Round Table meetings on the National Performance Framework chaired by the Cabinet Secretary for Finance. Following on from this engagement, and the passage of the [Community Empowerment \(Scotland\) Act 2015](#), the organisations were asked to undertake a small-scale project to gain insights into what people in Scotland think about the kind of Scotland they would like to live in. The focus of the work was on the views of the general population. To find out people's opinion on this, we used a qualitative approach: and this is detailed below.

This work was undertaken in the context of recent large-scale consultations, Fairer Scotland and Healthier Scotland. It does not stand-alone and contributes to a review of the National Performance Framework by the Scottish Government.

Carnegie UK Trust ran discussion groups and Oxfam Scotland delivered the street stalls.

Oxfam Street Stalls

Oxfam conduct 10 street stalls in both deprived and affluent areas according to the Scottish Index of Multiple Deprivation (SIMD) whilst also covering each of the eight electoral regions. The locations selected were: Ayr, Dundee, Edinburgh (Morningside), Glasgow (West End), Glasgow (Govan) ⁹, Greenock, Inverness, Motherwell, Perth and St Andrews.

Most sites were city-centre locations and, given the time of the year, included indoor shopping centres.

The street stalls involved two main exercises; informed by Oxfam's experience of the producing both the Oxfam Humankind Index and 'Decent work for Scotland's low paid workers: a job to be done'¹⁰. Firstly, people were asked to complete a card which stated: 'I would like to live in a Scotland that...'. Participants were encouraged to express their own values and aspirations in a language and manner that was suitable to them. For participants with writing difficulties, the street stall facilitators filled in their card(s) on their behalf.

Secondly, people were asked to undertake a prioritisation exercise. They were each given 12 sticky dots to spread across 21 different statements (see Appendix Two). Participants were asked to spend their full 'budget' of dots across the various statements. They were also allowed to place more than one dot next to a particular statement, if they wished.

The street stall facilitators had a number of interesting conversations with participants – sometimes lively, sometimes moving – and generally found that members of the public engaged by the consultation were interested, engaged and positive about being asked for their view.

Limitations

The findings from the street stalls are a snapshot of public opinion rather than a representative view of the

⁹ Fifteen women from the women's drop-in centre and community group 'Tea in the Pot' participated in the first street stall exercise

¹⁰ policy-practice.oxfam.org.uk/publications/decent-work-for-scotlands-low-paid-workers-a-job-to-be-done-619740

people of Scotland, because of the relatively small sample sizes involved in the consultation and the use of a convenience sample (rather than a random or probability sample). A total of 94 people took part in the postcard exercise and 312 in the prioritisation exercise. When the 312 is disaggregated – for example, into women and men, and between deprived and affluent areas – the sample sizes are even smaller. This is a consequence of the budget available for this consultation. Thus, while we hope the results are of interest, and contribute to wider consultations undertaken, we do not claim that they are ‘representative’ of the Scottish population at large, of the views of women and men, or the views of people in deprived areas and affluent areas.

Carnegie UK Trust Discussion Groups

The Carnegie UK Trust arranged and facilitated 20 discussion groups. The Trust worked through intermediaries to invite people across the country to attend discussion groups. The Trust worked with the Voluntary Action Scotland, VAS, to contact Third Sector Interfaces in each Local Authority. All the Third Sector Interfaces were contacted with a letter explaining about the discussion groups and asking them to pull together a group of citizens at a time and place that suited them. Eight discussion groups were arranged this way.

Secondly, paying attention to the geography of these groups, the Trust made a list of interest and community groups that represented various ages and stages – school children, young people, adults of working age, and people who are retired.

Carnegie contacted 36 agencies on this list and after considerable follow-up arranged 12 focus group discussions. For the last interview, at Boroughmuir High School, the school arranged for two sequential interviews with two sets of one year group. The output of only one of these groups has been included in the analysis as there is some repetition, and because each were large groups so including two groups might have biased the findings towards the output from that one place.

The details of the 20 discussion groups’ locations and participants ages and genders are displayed in Table Six. These were gathered from an “About Me” sheet circulated at the end of the discussion for people to fill in anonymously. There were questions about employment status, disability, ethnicity and sexual orientation, but they were completed less frequently. The data is available on request.

Following on from feedback about recent national conversations, such as Fairer Scotland, we were particularly keen to reach rural areas, and held two discussion groups on islands. However, several of the city-based groups we contacted to take part weren’t able to find sufficient people to participate and had to cancel the planned discussions: specifically five groups in Glasgow.

In all cases it was stressed that the discussion was to be held with local people, not simply employees of the intermediaries.

The discussions were to investigate with community members across Scotland, “What kind of Scotland would you like to live in?”

To do this a semi-structure topic guide was developed. This had three sections:

1. a brainstorming exercise;
2. a discussion of what sort of Scotland do you want to live in, facilitated by individuals completing post-it notes, and then working together to discuss commonly occurring themes;
3. the prioritisation exercise used for the street stalls.

The focus group discussions took place between December 2016 and February 2017. The discussion groups generally took between one hour and an hour and a half, and were tape-recorded with permission. Notes were taken by a note-taker as a back up. In a couple of instances where the recording did not work the notes were used for analysis.

The recordings were transcribed. The transcripts were uploaded to '[deedose](#)' – an application that facilitates the coding and analysis of qualitative data – to aid analysis.

A stepped thematic analysis of the transcripts was undertaken. Following good practice in qualitative research, firstly the transcripts of the discussions were read, and a thematic framework was developed for classifying and summarising the data. Two people did this, to minimise bias, with suggested headings and subheadings then compared and developed into a final list. The headings and subheadings reflected what was commonly expressed as being important to the sort of Scotland participants said they wanted to live. Then data were extracted manually from the transcripts with deedose. This classifying of data within the common thematic framework aids analysis of the different priorities people have for living well in Scotland, and the comparative strengths of feeling about these priorities. The analysis has been written up in the report. A schematic representation of the analysis process is below.

The report includes quotes of phrases spoken by participants, because they help illustrate the themes that emerged and deepen the readers' understanding of what participants said was important.

Summary of Analysis Process

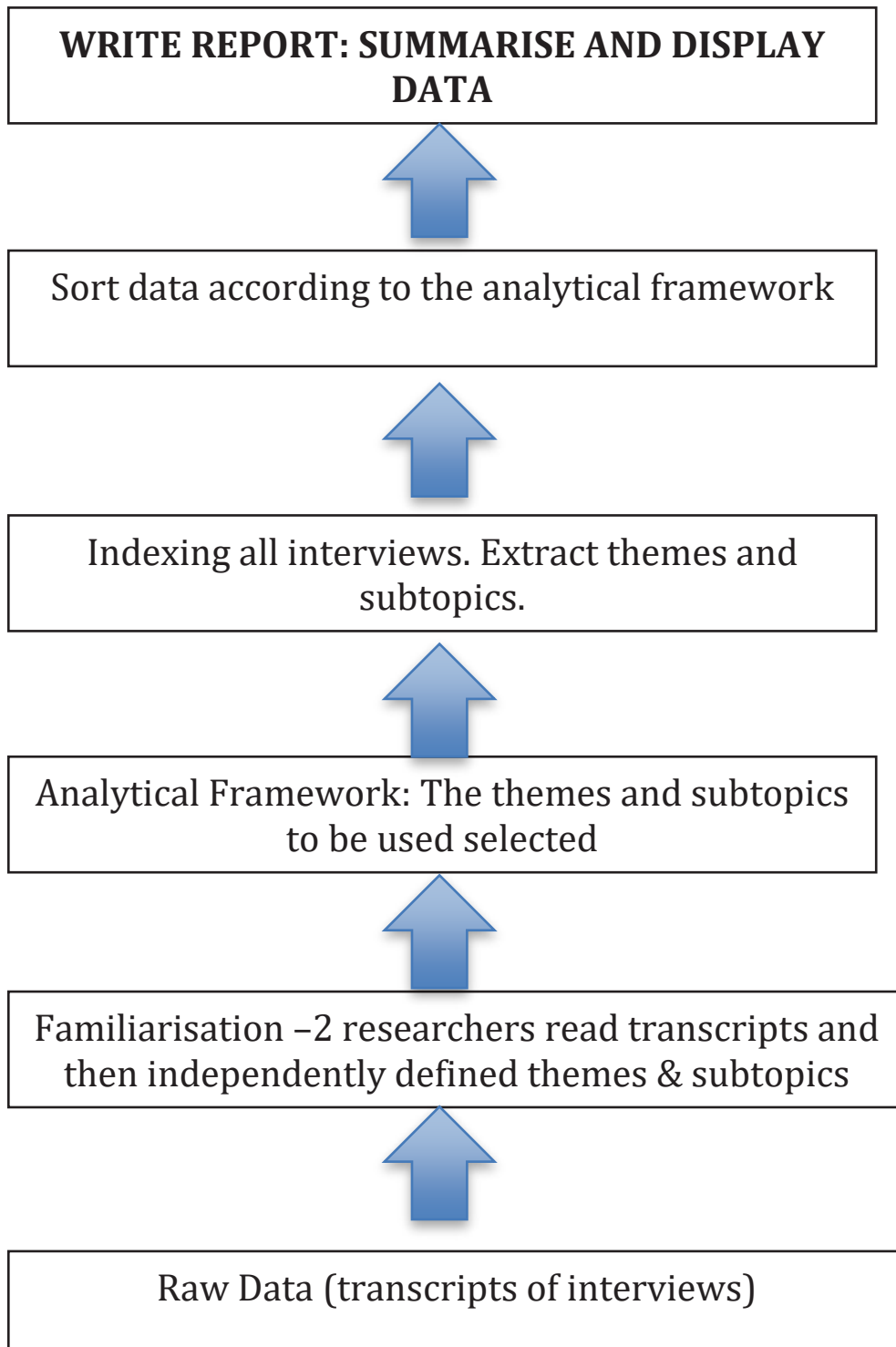


Table Six: Discussion Group Details

	Location	Date	Participants: number	Participants: average age	Gender
					M
1	Cupar	23 Nov 2016	7	64	5
2	Barrhead	26 Nov 2016	9	72	4
3	Dumfries	29 Nov 2016	7	42	3
4	Edinburgh	30 Nov 2016	5	36	2
5	Edinburgh	30 Nov 2016	10	17	3
6	Edinburgh	01 Dec 2016	7	44	2
7	Edinburgh	06 Dec 2016	3	51	-
8	Arbroath	07 Dec 2016	14	48	4
9	Inverness	08 Dec 2016	9	54	3
10	Helensburgh	10 Dec 2016	15	74	6
11	Falkirk	14 Dec 2016	7	58	4
12	Saltcoats	13 Jan 2017	19	44	5
13	Inverurie	20 Jan 2017	13	50	8
14	Dunfermline	23 Jan 2017	5	33	3
15	Kirkcaldy	26 Jan 2017	12	38	5
16	Glasgow	27 Jan 2017	3	30	1
17	Bute	27 Jan 2017	11	63	1
18	Stornoway	27 Jan 2017	10	55	5
19	Dundee	31 Jan 2017	9	44	2
20	Edinburgh	02 Feb 2017	21	17	14
21	Edinburgh	02 Feb 2017	19	17	6
	TOTAL		215	43	86

Gender			Place (city or area from postcode of interview location)
F	O	Prefer not say	
2	-	-	Fife
5	-	-	East Renfrewshire
4	-	-	Dumfries and Galloway
3	-	-	Edinburgh
6	1	-	Edinburgh
4	-	1	Edinburgh (this group had a strong rural focus)
3	-	-	Edinburgh
10	-	-	Dundee
6	-	-	Highland
9	-	-	Argyll and Bute
3	-	-	Falkirk
14	-	-	Kilmarnock, Ayrshire
5	-	-	Aberdeenshire
2	-	-	Fife
5	2	-	Fife
2	-	-	Glasgow
10	-	-	Paisley, Argyll and Bute
5	-	-	Harris and Lewis, Western Isles
7	-	-	Dundee
6	1	-	Edinburgh
13	-	-	Not included in analysis due to overlap with group 20 –2nd class of same year in that school.
124	4	1	

References

Coutts, P. and Wallace, J. (2016) Sharpening Our Focus: Guidance on Wellbeing Frameworks for Cities and Regions. OECD and Carnegie UK Trust.

Carnegie UK Trust (2011) Measuring What Matters. Report on the Roundtable Measuring Economic Performance and Social Progress in Scotland.

Carnegie UK Trust and IPPR North (2012) Shifting the Dial: From Wellbeing Measures to Policy Practice. Carnegie UK Trust.

OECD (2014) “Scotland Regional Case Study” in Hows Life in Your Region Measuring Regional and Local Wellbeing for Policy Making. Accessed at <http://www.oecd.org/regional/how-is-life-in-your-region.htm>

OECD (2014b) How’s Life in Your Region? Measuring Regional and Local Well-being for Policy Making. Paris: OECD Publishing

Oxfam Scotland (2013) Humankind Index. Accessed at humankindindex.org.uk

Scottish Government (2016), Creating a Healthier Scotland: What Matters to You. Accessed at <https://healthier.scot/>

Scottish Government (2016b) Fairer Scotland Action Plan. Accessed at <https://beta.gov.scot/publications/fairer-scotland-action-plan/>

Wallace, J. (2013) Shifting the Dial in Scotland. Carnegie UK Trust

The Carnegie UK Trust works to improve the lives of people throughout the UK and Ireland, by changing minds through influencing policy, and by changing lives through innovative practice and partnership work. The Carnegie UK Trust was established by Scots-American philanthropist Andrew Carnegie in 1913.

Andrew Carnegie House
Pittencrieff Street
Dunfermline
KY12 8AW

Tel: +44 (0)1383 721445
Fax: +44 (0)1383 749799
Email: info@carnegieuk.org
www.carnegieuktrust.org.uk

September 2017



CHANGING MINDS • CHANGING LIVES

Carnegie United Kingdom Trust
Incorporated by Royal Charter 1917
Registered Charity No: SC 012799 operating in the UK
Registered Charity No: 20142957 operating in Ireland