

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

Toolkit

Using these scenarios within your organisation

**global
learning
society**

**local
learning
society**

**market-driven
learning
society**

**divided
learning
society**

There are accompanying publications to this paper which can be found at <http://www.ggis.org.uk> or <http://www.scotlandfutureforum.org>.

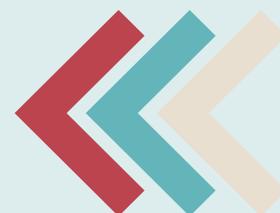
We suggest that you approach the four papers in the order listed below:

- 1** *By 2025, Scotland will be regarded as a world-leading learning nation: **Key questions and provocations***
- 2** *By 2025, Scotland will be regarded as a world-leading learning nation: **Toolkit – Using these scenarios within your organisation***
- 3** *By 2025, Scotland will be regarded as a world-leading learning nation: **Scenarios for the future***
- 4** *By 2025, Scotland will be regarded as a world-leading learning nation: **Data workbook***

A compilation report of project events and individual event papers are also available on the websites.



Contents



Introduction	04
Scenario planning	05
The Goodison Group in Scotland / Scotland's Futures Forum scenario methodology	06
How can I use the Goodison Group in Scotland / Scotland's Futures Forum scenario project?	09
Facilitating the process	10
Designing workshops / processes to engage with the scenarios	11
> Two or three hour workshop	11
> Half-day workshop	12
> One day workshop	13
> Two day 'nested' scenario workshop	15
Annex A: GGiS / SFF list of drivers	19
Acknowledgements	21
About the Goodison Group in Scotland	22
About Scotland's Futures Forum	22



Introduction

In September 2011, business, government and education leaders, the Goodison Group in Scotland (GGiS) and Scotland's Futures Forum (SFF) challenged themselves to consider the proposition **'By 2025, Scotland will be regarded as a world-leading learning nation'**. In looking at this proposition, the Goodison Group and the Futures Forum adopted a scenario planning process to tell the story of four different futures and describe four very different notions of a learning society in 2025.

These scenarios were launched on 4 February 2013 in the Scottish Parliament; they challenge us to consider our values and our options for the future and what we need to do now if we are to achieve or avoid certain aspects of the stories. The work did not end with the publication. The wider purpose of the project, and the scenarios, is to encourage those interested in education, skills and learning to use the materials for themselves and to test their own strategic assumptions about the future, fostering new debate and even contributing towards a cultural shift in our attitudes to learning, education and skills.

This toolkit has been designed as a key resource for users, not only to engage with the scenarios and what they mean, but also to use our process and base data to design new workshops and 'nested' scenario processes, relevant to specific organisations and sectors.

We hope you find the toolkit of use; we would be delighted to work with you or offer further guidance and facilitation if that would be useful. We are keen to ensure everyone who wants to can fully engage with this work. Please feel free to contact us at either info@ggis.org.uk or event@scotlandfutureforum.org for more information.

This is not just a GGiS/ SFF project – it is your project. We would also be delighted to receive feedback from those who use the toolkit and associated scenario material. This will enable us to update the toolkit and assess how much use is being made of the project material.

The Goodison Group in Scotland
Scotland's Futures Forum



Scenarios do not predict the future. Rather, they provide snapshots of possible futures based on a number of key drivers of change. Good scenario storylines alert the reader to issues they had not previously considered and, consequently, can help the user to re-evaluate risk and reappraise strategic planning.

The oil company Shell is widely regarded as the forefather of scenario planning; in the early 1970s Shell developed a set of scenarios, rather than traditional forecasts, to help inform its business planning. The scenarios set out what could happen to oil prices in different contexts. Shell quickly adapted its strategic approach when it recognised aspects of its scenario that depicted rapid prices were coming to pass. Consequently, Shell was far better prepared than its competitors when oil prices rose dramatically in 1973.

Scenario planning is a tool to help us ask better questions about our business planning and assumptions – be that in the world of business or policy making. Used properly – and aligned with an organisation’s ongoing strategic approach – scenarios can help users become better prepared and more agile for dealing with the outcomes of different drivers of change. This is hugely valuable in an age of great uncertainty.

Scenario planning is not solely an academic discipline or a policy endeavour. It is a group activity that challenges participants to identify what they regard as the key drivers of change based on relative importance of an uncertainty. Typically, delegates come together to conduct a scenario planning process from across an organisation or a specific sector. However, scenario planning is also excellent at bringing wider stakeholders together and for fostering a shared understanding and common sense of the challenges (and possible solutions) ahead.

For any scenario planning process to be successful and ultimately useful to an organisation it must adhere to three key conditions. **First**, the leadership team within the organisation must champion the process – to give it legitimacy. **Second**, the learning to emerge from the scenarios must be closely aligned to the organisation’s strategy function and be used to inform and test strategy on an ongoing basis. **Third**, and perhaps most important, those who take part in a scenario planning process must be encouraged to ‘trust the process’ even if the scenarios to emerge seem counterintuitive. Participants should approach the process in a spirit of open inquiry.

Scenario planning is sometimes described as an art and it certainly requires careful facilitation to guide participants through the process which, at times, can be frustrating and confusing. However, used properly scenario planning can be very powerful, creative and engaging.

The Goodison Group in Scotland / Scotland's Futures Forum scenario methodology

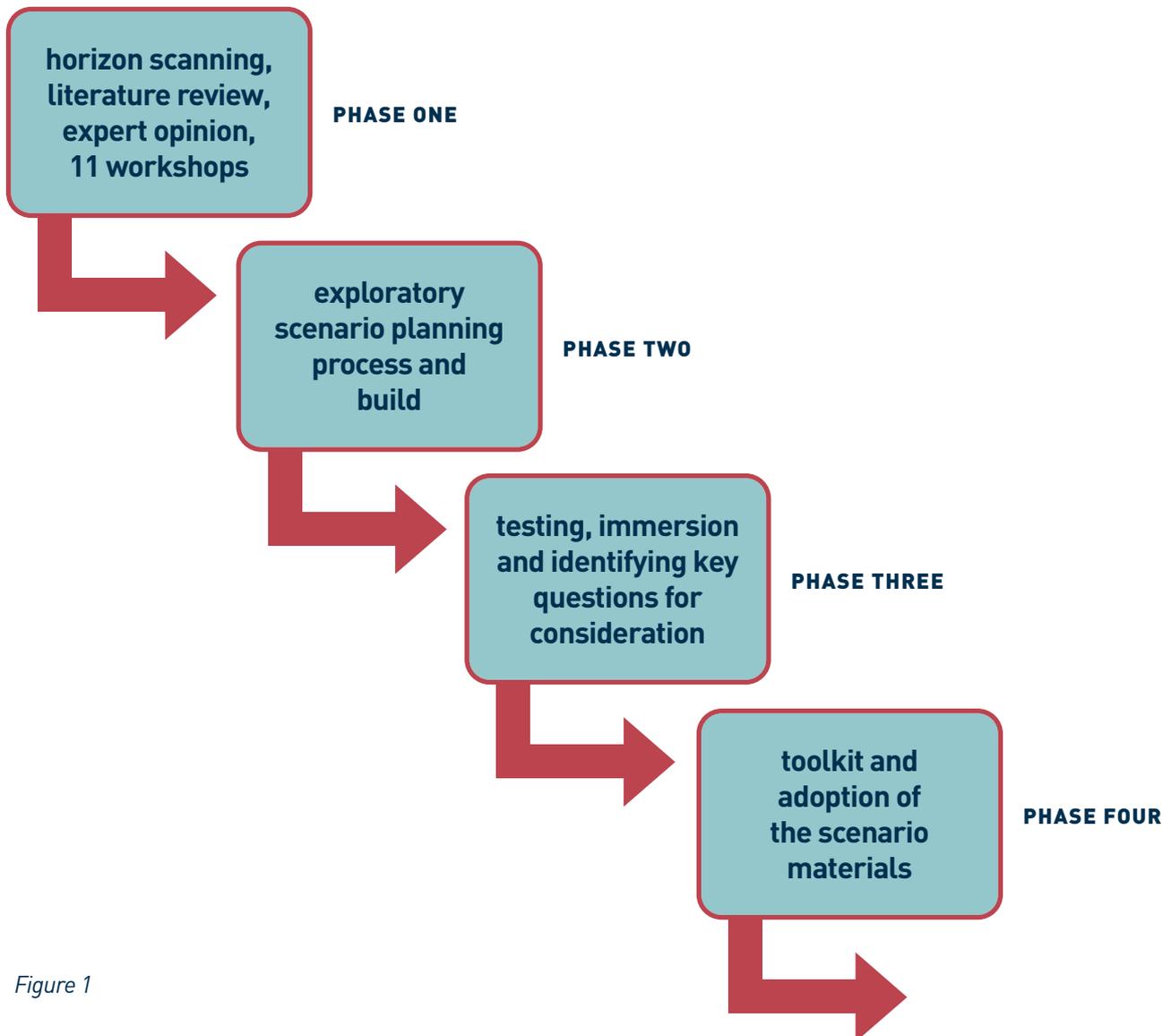


Figure 1

The Goodison Group in Scotland and Scotland's Futures Forum employed an 'exploratory' scenario process conducted over four distinct phases (Figure 1): **phase one** – desk research, evidence (driver) and expert opinion collection; **phase two** – scenario build; **phase three** – scenario testing and immersion (analysing the different world-views); **phase four** – development and use of a toolkit by groups and organisations who want to further engage with the scenarios.

Phase one

This phase involved desk research and a series of seminars, roundtable discussions, workshops, talks and futures events engaging those with an interest in the future of learning and skills. Each event concentrated on what the project proposition could mean from different perspectives and explored some of the barriers and opportunities that would have to be addressed in the coming years. The 350 people who attended these events became, in effect, the project community over the life of the project, and included:

- > those involved in early years work
- > the Unreasonable Learners Network
- > those interested in educational entrepreneurship
- > young people, with Young Scot
- > international perspectives of learning, from Canada, USA, Finland, Sweden and Singapore
- > teachers and education leaders
- > business leaders
- > representatives from the voluntary sector
- > parents
- > higher education representatives
- > those regarded as being far from the jobs market
- > the college sector.

Phase two

The evidence, views and research collected in phase one informed a project data workbook which became a central resource for those who constructed the scenario architecture during a two-day workshop. The scenario build was based upon critical drivers of change identified from phase one. Therefore, the assumptions and variables, and the relative uncertainty of possible outcomes, relate to known systems and factors. The key drivers used to construct the final 2x2 axes were **'increasing globalisation'** and **'greater social inequalities and social justice'** (Figure 2). The other drivers identified and used to construct the scenario narratives can be found in Annex A.

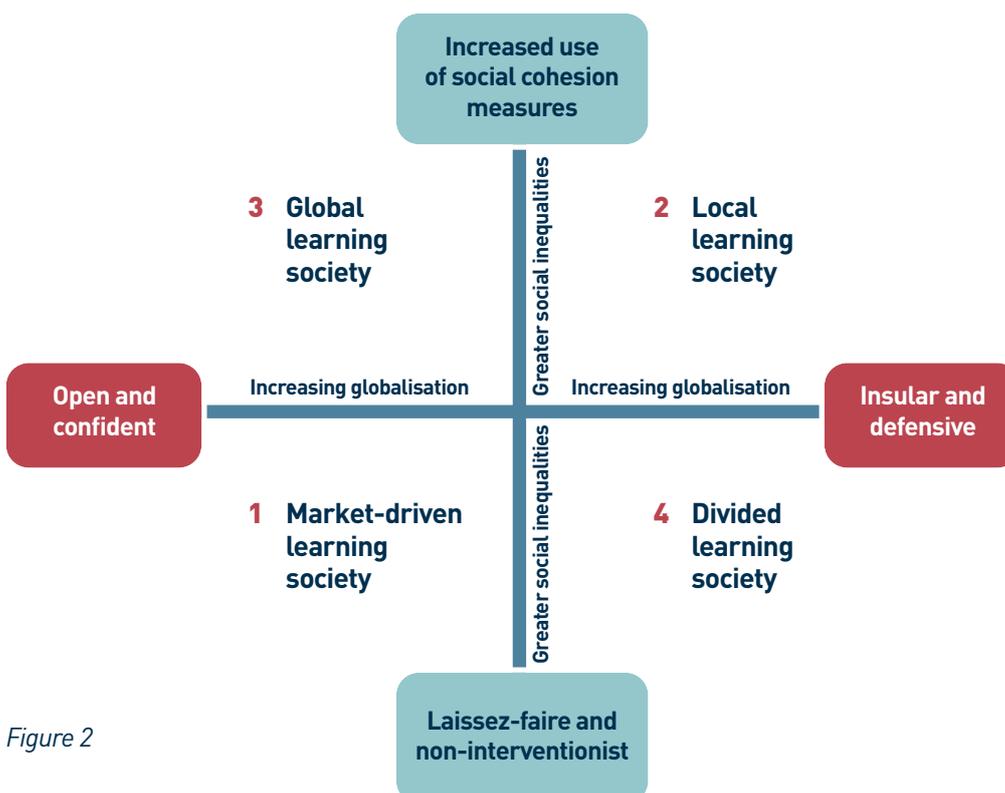


Figure 2

While this approach is limiting to a degree when considering the future, the final scenario narratives usefully highlight the different relationships and paths which need to be understood and acted upon in the short and medium term if any of the scenarios described are to be realised or avoided. The purpose of using this approach is to help policy-makers, educationalists and business people interested in skills, learning and education to test their own current strategic assumptions.

Phase three

The scenario narratives were then tested in four different ways before final drafts were completed. First, each of the four storylines was tested for internal consistency. Second, the set of four scenarios was tested for external consistency, to ensure equal and fair treatment had been given to each scenario based on the evidence, drivers and views collected. Third, each scenario was tested to ensure a surprise element was present in each storyline. Fourth, the four storylines were tested for plausibility with the project community (350 people), members of the Goodison Group Forum, business leaders and Scotland's Futures Forum. These stakeholders identified the key questions which government, business and the education sector should be addressing now in 2013.

Phase four

This toolkit has been designed to guide individual organisations who want to engage further with the scenario materials.

Different formats are suggested in this toolkit depending on what may be required. We have also set out a process to help guide those who wish to undertake their own 'nested' scenario project in relation to learning, skills and education in the future. The published materials for this project are detailed in *Figure 3*. Everything in this project has been built on data and evidence, collected over a sustained period and placed in a data workbook. Therefore, the four scenarios to emerge are very much grounded by the views and evidence of the project community. After analysing the scenarios the project community articulated a number of 'key questions' – not recommendations as such – to be considered now by government, business and the education sector. In using this toolkit, we hope users will be able to articulate key questions specific to their organisations and sectors.

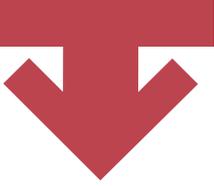
Figure 3



How can I use the Goodison Group in Scotland / Scotland's Futures Forum scenario project?

There are different entry points to this scenario project and the design of an appropriate workshop / process to engage with the scenarios will depend on a number of factors, such as what you hope to get from the session, the time you have available and the number of delegates you wish to involve. A two hour session may spark interest for a more detailed look at the scenario materials and subsequent workshops. The following table may help you decide which format may be most appropriate as a starting point.

	Small group (6–12 delegates)	Large group (12–30 delegates)	With stakeholders (up to 30 delegates)
General discussion of the four scenarios for interest	2 hour workshop	Half-day workshop	One day workshop
Testing your organisation's current strategic assumptions against the four scenarios	Half-day workshop	One day workshop	One day workshop / two day workshop
Exploring your sector's approach to learning, skills and education	—	One day workshop	Two day scenario project
Creating new scenario narratives based on GGiS/ SFF research, drivers of change and assumptions	Two day workshop	Two day workshop	Two day workshop



Facilitating the process

If you have never used scenario planning before and intend to hold a **one or two day workshop** or a **nested scenario planning exercise** it would be worth considering using an experienced facilitator, preferably one with expertise in scenario planning. As has already been mentioned, participants in any scenario session must 'trust the process' and approach it in a spirit of open inquiry; an experienced facilitator can be invaluable in creating the atmosphere of trust and open engagement required.

*When using the project scenarios, it is essential to spend time at the beginning of any workshop explaining the process undertaken by GGiS / SFF (as outlined above) in reaching the four different scenarios of a learning society in 2025. Delegates must be given time to understand the process, challenge it and ask questions. They must then be encouraged simply to move on from the scenario process itself, and engage in discussion and debate about **what each of the 2025 storylines actually represent and mean**. It is hugely important to get this right, otherwise it can confound the workshop and lead to confusion.*

Here are 10 tips for setting the right conditions and tone for your workshop:

- 1** Issue the scenarios in advance to give delegates the chance to read them in detail.
- 2** 'Sell' the workshop to delegates as an opportunity to think creatively and critically about the future of your organisation in relation to education, skills and learning.
- 3** Explain that the workshop will help test current thinking and plans.
- 4** Seed your workshop at the beginning by using the GGiS / SFF project Prezi (available at <http://www.ggis.org.uk> and <http://www.scotlandfutureforum.org>) which provides an overview of the key characteristics of each of the four worlds.
- 5** Encourage all delegates to 'suspend their disbelief' during the workshop. The workshop should have an element of fun – there are 'no stupid ideas'!
- 6** Encourage delegates to critique the 2025 world-views and not the actual scenario process.
- 7** Emphasise that the scenarios are not predictions but a means to think about current assumptions.
- 8** Inevitably, there will be elements of each scenario that delegates like and dislike; that is okay. However, delegates need to articulate what they like and dislike. This will always lead to debate!
- 9** Capture the discussions throughout the event using audio, film, feedback posters, post-it-walls, etc. and provide a post-workshop write-up for delegates.
- 10** Encourage colleagues in leadership strategy positions to attend the workshop and, at the end, ask them to reflect on the learning from the workshop in relation to their current planning.

Designing workshops / processes to engage with the scenarios

Two or three hour workshop

Who might find this workshop useful?

This short event is ideal for those wishing simply to come together in a group to discuss the four GGiS / SFF scenarios: 'global learning society', 'local learning society', 'market-driven learning society', and 'divided learning society'.

Such a session could be used by leadership teams, teachers, policy makers or businesses and lends itself well to a short workshop over lunch.

Pre-workshop design

- > Send out the four scenarios in advance of the workshop and invite delegates to read each one.
- > Lay out your venue informally, suitable for a relaxed and open discussion, perhaps as a café.

Key facilitation questions

- > What do you like about each of the worlds described?
- > What 'values' do you think necessarily underpin each scenario?
- > What do you dislike about each of the worlds described?
- > Which of the scenarios seem(s) most plausible?
- > Which of the scenarios describe(s) what you consider to be a 'learning nation'?

Suggested format

- 1 Use the GGiS/ SFF Prezi; describe the key characteristics of each of the four scenarios of 2025.
- 2 Briefly describe the scenario process employed to generate these storylines.
- 3 Ask delegates to discuss what they like and dislike about each of the four worlds.
- 4 Plenary discussion.

Half-day workshop

Who might find this workshop useful?

This half-day event will be relevant to those interested in reviewing the four GGIS / SFF scenarios: 'global learning society', 'local learning society', 'market-driven learning society', and 'divided learning society', and who want to start to question some of the barriers and opportunities in the near and medium term in meeting or avoiding elements of the four worlds.

Pre-workshop design

- Send out the four scenarios in advance of the workshop and invite delegates to read each one.
- Lay out your venue informally, suitable for a relaxed and open discussion, perhaps as a café.

Key facilitation questions

- How much strategic certainty do we sense in our sector in the coming 13 years?
- Which of these scenarios, if any, do you think the government is planning for now?
- Which of these scenarios do you think the education system in Scotland is designed to lead to/achieve?
- What actions are required by i) government; ii) the education sector and iii) the business community to achieve or avoid any of the scenario world-views?

Suggested format

- 1 Use the GGIS/ SFF Prezi to describe the key characteristics of each of the four scenarios of 2025.
- 2 Briefly describe the scenario process employed to generate these storylines.
- 3 Ask delegates to discuss what they like and dislike about each of the four worlds.
- 4 Plenary discussion.
- 5 In groups, identify three key barriers and three key opportunities that will need to be addressed by your organisation if any of the four scenarios started to become a reality.
- 6 Plenary discussion on the key actions to be considered, and by whom.

NOTE: An alternative half-day format could involve delegates identifying what elements they like about each of the four scenarios and creating a fifth 'aspirational' scenario for 2025 (sometimes described as a 'normative' process). Delegates would then be tasked to 'backcast' from 2025 to 2013 (as opposed to 'forecast' from 2013 to 2025) and identify some of the key strategic actions that would need to be put in place in the near and medium terms to achieve this fifth scenario.

One day workshop

Who might find this workshop useful?

This workshop is designed in two parts: first, to review and consider the four scenarios: 'global learning society', 'local learning society', 'market-driven learning society', and 'divided learning society', and second, to engage delegates to consider what their organisation may look like in 2025 in relation to each of the four world-views.

Pre-workshop design

- Send out the four scenarios in advance of the workshop and invite delegates to read each one.
- Lay out your venue informally, suitable for a relaxed and open discussion, perhaps as a café. Ideally this workshop should take place off-site to avoid distractions.
- Allow delegates to come in and out of the sessions as they wish and encourage them to move to different discussion groups throughout the day.

Key facilitation questions

- What do you like about each of the worlds described?
- What do you dislike about each of the worlds described?
- Which of the scenarios seem(s) most plausible?
- Which of these scenarios, if any, do you think the government is planning for now?
- Which of the scenarios describe(s) what you consider to be a 'learning nation'?
- Which of these scenarios do you think the education system in Scotland is designed to lead to/achieve?
- What actions are required by i) government; ii) the education sector and iii) the business community to achieve or avoid any of the scenario world-views?

Suggested format Morning session

- 1 Use the GGiS / SFF Prezi to describe the key characteristics of each of the four scenarios of 2025.
- 2 Briefly describe the scenario process employed to generate these storylines.
- 3 Ask delegates to discuss what they like and dislike about each of the four worlds.
- 4 Plenary discussion.
- 5 In groups, identify three key barriers and three key opportunities that will need to be addressed by your organisation, if any of the four scenarios started to become a reality.
- 6 Plenary discussion.

One day workshop *continued*

Rank drivers by importance

HIGH
1
2
3
4
5
6
7
8
9
10
11
12
LOW

Suggested format Afternoon session

- 1 Ask delegates to consider individually, and then in groups, what they regard as the key drivers-of-change **for their organisation / sector** in the coming 13 years. Ask them to rank these drivers by relative importance. (*)
- 2 In plenary, discuss what the potential different **outcomes** of these drivers might be for your organisation (or sector) in each of the four different world-views discussed in the morning. (**)
- 3 In groups of four, invite delegates to imagine they are in 2025 and need to 'send a postcard' back to themselves in 2013, describing their organisation (or sector) in the scenario world-views (each group should concentrate on one scenario only).
- 4 In plenary, invite each group to share and discuss their postcards. (***)
- 5 Conclude the session with a reflection from leadership representative(s) on how the learning from the workshop should play into strategy considerations.

NOTE:

- * Each driver should be a succinct description that can be understood as a standalone term e.g. 'Demographics' is not an adequate description of a driver. Apply a verb to each driver – a sense of movement – that communicates the direction in which the driver is pushing the future, e.g. 'Shrinking workforce and ageing population'.
- ** It is likely that the groups will only be able to give thought to the most important drivers and their outcomes within the allotted time.
- *** Alternatively, each of the four groups could be asked to write a short article for the Organisation Newsletter or the Intranet site of 2025, describing what it is like to work in your organisation in 2025. Again, each group should immerse themselves in one scenario only for this part of the exercise.

Two day 'nested' scenario workshop

Who might find this workshop useful?

This **advanced** workshop is designed to take delegates through a planning exercise to generate nested scenarios (sitting within the context of the wider GGiS / SFF scenarios), to critique and engage with the GGiS / SFF scenarios, but also to help delegates construct brief scenario sketches. It also encourages organisation-wide discussion and debate around strategic planning. The workshop is split into two parts and heavily relies on the GGiS / SFF scenario project materials. Day one rehearses the GGiS / SFF project as a case study and day two offers an accelerated scenario process to allow delegates to construct their own nested scenario sketches or newspaper articles.

It is strongly advised that a scenario planner be used to help facilitate two day sessions or that the organisers practice going through the process with a small number of people in advance of the main workshop.

Pre-workshop design

- > Issue the GGiS / SFF scenarios for background reading.
- > Issue the GGiS / SFF data workbook to each delegate.
- > Invite each delegate to review and have a sound knowledge of one chapter of the workbook (the chapters should be selected in advance by the facilitator/organiser).
- > The facilitator should pre-arrange groups to ensure at least one person in each group has a sound knowledge of each chapter.
- > Invite each delegate to come to the workshop having identified what they regard as the most important drivers of change in the field of learning, education and skills.
- > Ideally, this workshop should be located off-site to avoid distractions.
- > Laminate some key drivers on card and have these on the tables to help seed the initial discussion.
- > Ensure hard copies of the GGiS / SFF scenarios and data workbook are available for each group, along with hard copies of the GGiS / SFF driver table (for the afternoon).

Key facilitation questions

Day one

- > What do you like about each of the worlds described?
- > What do you dislike about each of the worlds described?
- > Which of the scenarios seem(s) most plausible?
- > Which of these scenarios, if any, do you think the government is planning for now?
- > Which of the scenarios describe(s) what you consider to be a 'learning nation'?
- > Which of these scenarios do you think the education system in Scotland is designed to lead to/achieve?
- > What actions are required by i) government; ii) the education sector and iii) the business community to achieve or avoid any of the scenario world-views?
- > How much strategic uncertainty do we think there is in our organisation / sector?
- > What do we imagine is going to drive change in the coming 13 years (Socially, through Technology, Economically, the Environment, Politically, Legislatively and Ethically – STEEPLE)?

Two day 'nested' scenario workshop *continued*

Rank drivers by importance

HIGH

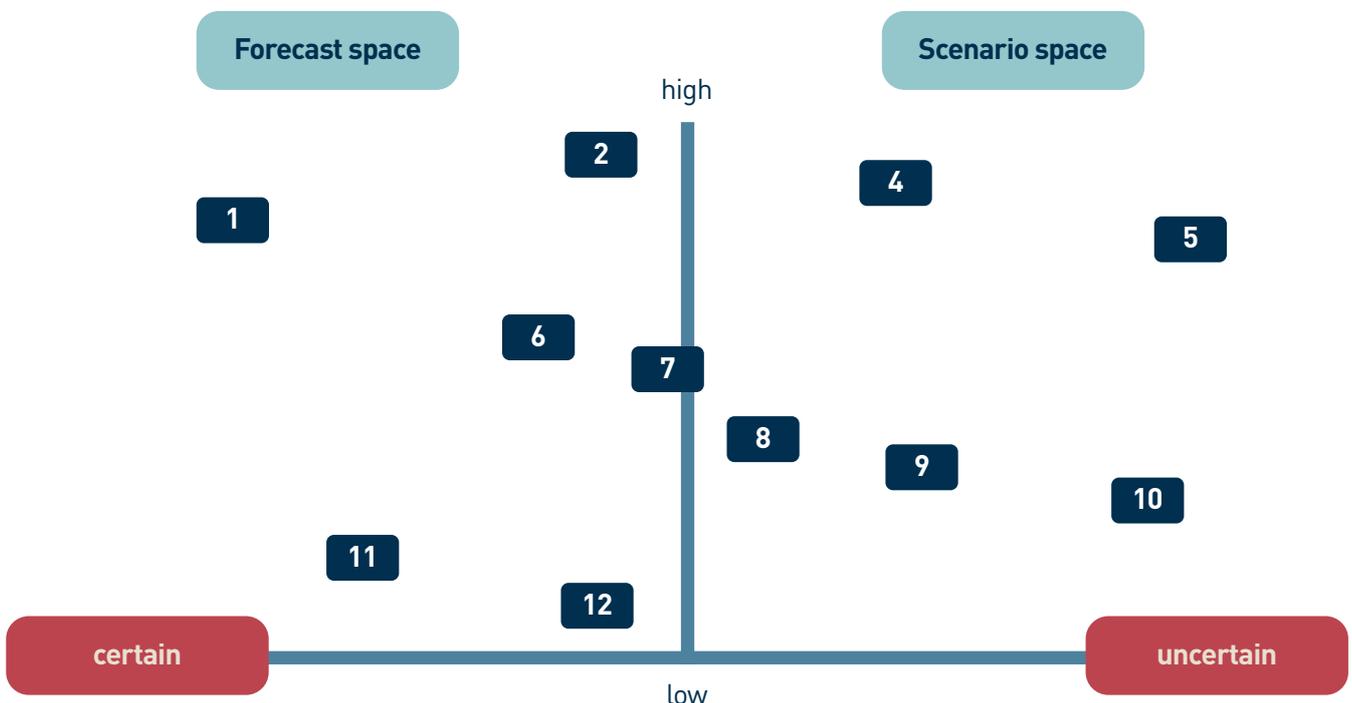
- 1
- 2
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- 9
- 10
- 11
- 12

LOW

Suggested format Day one

- 1 Explain the function of scenario planning as a tool, and outline the purpose and expectations of this workshop.
- 2 Use the GGIS / SFF Prezi to describe the key characteristics of each of the four scenarios of 2025.
- 3 Briefly describe the scenario process employed to generate these storylines.
- 4 Ask delegates to discuss what they like and dislike about each of the four worlds.
- 5 Plenary discussion.
- 6 In their groups, invite delegates to discuss their own drivers with the goal of agreeing upon a loose composite list. Next, ask them to categorise the drivers according to 'importance' – from 'high' to 'low'. Although all drivers may feel highly important they will be ranked relative to one another, so a natural hierarchy should emerge through discussion. An effective starting point can be to pick a random driver from your list and use it as the first benchmark, enabling the next driver to be placed above or below, depending on the ascribed level of importance, and so on until a full order has emerged.
- 7 Delegates then come together as one group and try to agree one composite list of drivers.
- 8 Back in groups, ask delegates to consider whether the **outcome** of each driver is 'certain' or 'uncertain'. For example, stereotypically, demographic drivers tend to be fairly certain, whereas technological advancement drivers tend to be more uncertain. As above, the categorisation of certainty is relative. This part of the exercise is important for achieving a sense of which drivers should be regarded as 'critical uncertainties' and which can be thought of as 'predetermined elements'.
- 9 By the end of this initial session, delegates should have an augmented list of key drivers that have been roughly categorised by relative importance and certainty relevant to their specific organisation / sector.

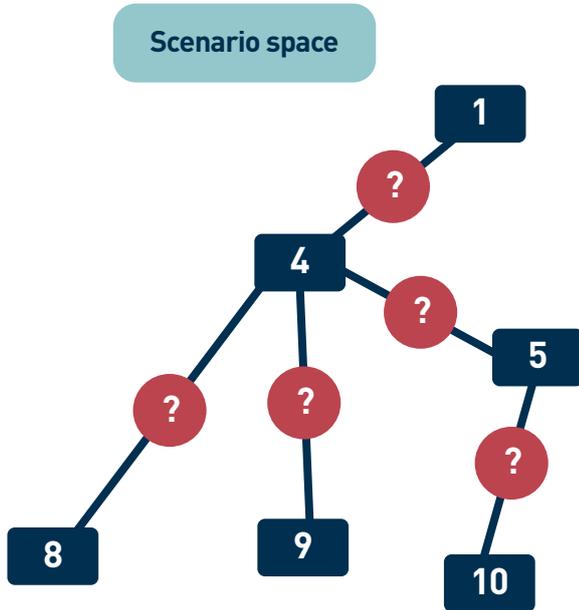
Rank drivers by importance and certainty



Two day 'nested' scenario workshop *continued*

Consider the influence each driver has on the other

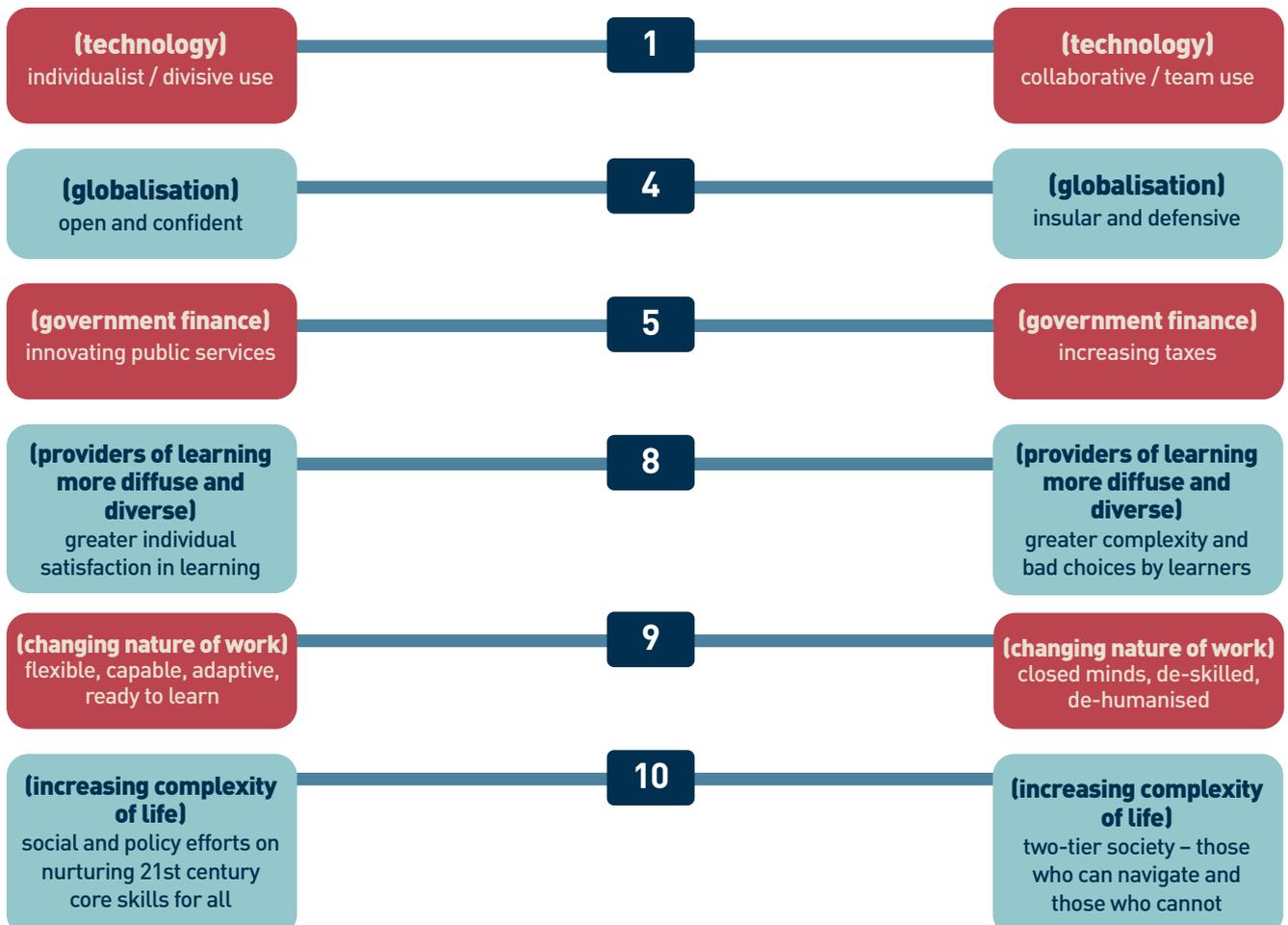
Method 1



Suggested format Day two

- 1 In groups, ask delegates to consider the possible relationship between the identified drivers of change. It may be the group can identify new, and perhaps, more interesting drivers through this discussion. Alternatively, simply ask delegates to vote on what they regard as the two most appropriate drivers of change to construct a 2x2 matrix. Allow sufficient time for considerable debate.
- 2 In groups and then in plenary, ask delegates to experiment with using the different axes to create their own 2x2 matrix. This is a hugely important part of the process and should not be rushed. **At this point, give delegates access to the GGiS / SFF list of drivers, which they can use as suggestions (Annex A).**
- 3 In plenary, discuss the group outcomes with the aim of settling upon two drivers to be used as axes of a 2x2 matrix. Facilitate the debate to identify opportunities for compromise whilst maintaining a strong matrix.

Delegates agree the most appropriate drivers to construct a 2 x 2 *Method 2* For example:

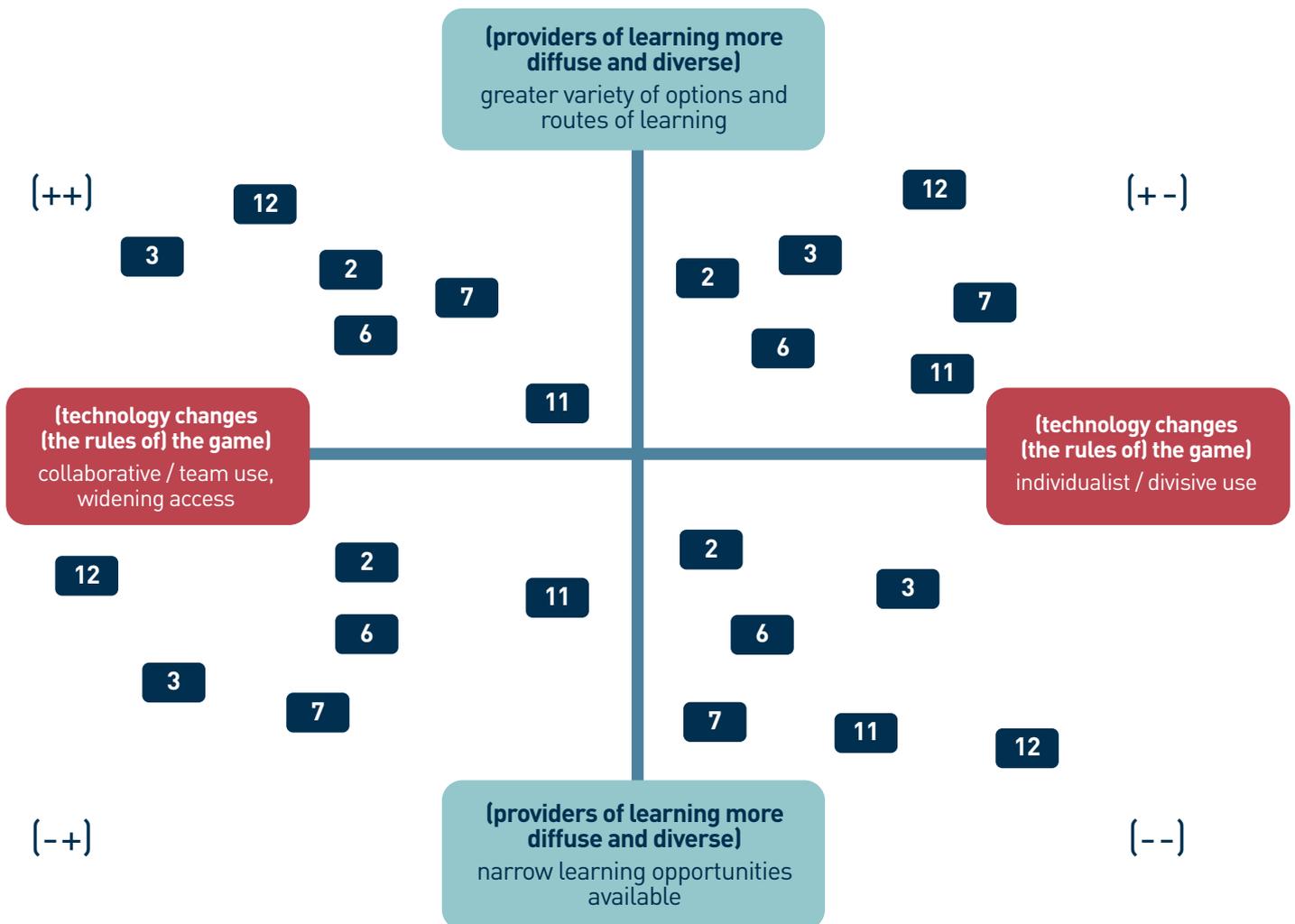


Two day 'nested' scenario workshop *continued*

Suggested format Day two

- 4 Now that the two axes have been agreed upon, ask delegates in their groups to consider where and how the other identified drivers may play out in the different worlds (the 'worlds' are created in the four quadrants or 'corners' of the matrix). Delegates should draw on the evidence contained in the GGiS / SFF data workbook. They can now begin to flesh out a storyline for each of the four quadrants.
- 5 Split delegates into four new groups, with each group focusing on one of the four quadrants. Ask each group to write a sketch describing the world within their allocated quadrant. This can be done through different formats, for example, a newspaper article, a mock 2025 press release, a piece of film or dramatisation.
- 6 In plenary, ask each group to present their sketch and invite critical questions from the other groups.
- 7 In plenary, invite delegates to consider the key differences between the emerging scenario sketches and the GGiS / SFF full scenarios, and consider the key recommendations for action with their organisation / sector.

Agree the final 2 drivers to create the scenario spaces. For example:



NOTE: To underpin this two day workshop, if desired, a new data workbook could be constructed in advance (rather than relying on the GGiS / SFF data workbook). It could include evidence, assumptions and views more specifically focused on the interests of the organisation or sector.

Annex A: GGiS / SFF list of drivers

Driver	Possible outcomes		Possible outcomes
TECHNOLOGY			
Individualist / divisive use	Technology changes (the rules of) the game	Technology changes (the rules of) the game	Collaborative / team use, widening access
Enables support for learning	Technology changes (the rules of) the game	Technology changes (the rules of) the game	Wide and shallow learning
Enriches learning experience	Technology changes (the rules of) the game	Technology changes (the rules of) the game	Increased isolation, lack of depth
Atomistic and unstructured adoption of technologies	Technology changes (the rules of) the game	Technology changes (the rules of) the game	Development of technology is outwith national planning and control
RESOURCES			
Reliance on globalised supply of resources	Instability and insecurity of resources	Instability and insecurity of resources	Self-sufficiency, enforced protectionism and localised resilience
Public learning and public interest ensuring best use of resources	Instability and insecurity of resources	Instability and insecurity of resources	Laissez-faire attitude (free-for-all access) to resources
Core learning around problem-solving and solution producing skills	Instability and insecurity of resources	Instability and insecurity of resources	Do nothing! (Inaction)
Increased military conflict over resources	Instability and insecurity of resources	Instability and insecurity of resources	Collaborative peaceful sharing
INEQUALITIES			
Low educational attainment	Greater social inequalities	Greater social inequalities	Higher learning outcomes – increased equality
Increased use of social cohesion measures	Greater social inequalities	Greater social inequalities	Accepting of greater competition and civil unrest
GLOBALISATION			
Open and confident	Increasing globalisation	Increasing globalisation	Insular and defensive
Export what we are good at in learning	Increasing globalisation	Increasing globalisation	Local learning services for local communities by local people

Driver	Possible outcomes		Possible outcomes
GOVERNMENT FINANCE			
	Embrace change in culture to free up resources and promote diversity	Continuing pressure on government finance	Central control of what and how we spend
	Innovating public services	Continuing pressure on government finance	Increasing taxes
AGEING			
	Burdensome and inability to engage	People living longer	Good health and enjoyable lives
	Cost unsustainable, inequalities and uncertainty	People living longer	Healthy enjoyable lives
WORK			
	Live to work	Changing nature of work	Work to live
	Closed minds, de-skilled, de-humanised	Changing nature of work	Flexible, capable, adaptive, ready to learn population
	Individualistic, flexible and resilient working life	Changing nature of work	Working within organisations and networks
LEARNING PROVIDERS			
	Greater variety of options and routes of learning	Providers of learning more diffuse and diverse	Narrow learning opportunities available
	Greater individual satisfaction in learning	Providers of learning more diffuse and diverse	Greater complexity and bad choices by learners
CONSTITUTIONAL CHANGE			
	Greater influence over destiny	Constitutional change	Less influence over destiny
	Increase in powers – providing opportunities for change	Constitutional change	Increase in powers – with less opportunities for change
ETHICS			
	Libertarian society	Increasing ethical awareness	More tensions and division in society
21st CENTURY LIFE			
	Dynamic, creative and confident	Increasing complexity of life	Society of inertia / paralysis / isolation
	Social and policy efforts focused on nurturing 21st century core skills for all	Increasing complexity of life	Two-tier society (those who can navigate and those who cannot)

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Lloyds Banking Group

The Open University in Scotland

PASCAL International Observatory

RSA Scotland

Scotland's Colleges

Young Scot

Project event speakers:

Arlene Black, Head Teacher, Williamson Primary School, West Lothian

Dugdale Bradley, Tomorrow's Company in Scotland, and Board member of the Goodison Group in Scotland

Professor Ann Buchanan, Director of the Centre for Research into Parenting and Children, University of Oxford

Helen Chambers, Head of Strategy and Delivery at Inspiring Scotland

Sarah Clark, Depute Head Teacher Isobel Mair School, East Renfrewshire

Sir Andrew Cubie, Chair, the Goodison Group in Scotland

Professor Graham Donaldson, University of Glasgow, and Board member of the Goodison Group in Scotland

Anne Douglas, Board member of Scotland's Futures Forum; member of the Goodison Group in Scotland Forum, and Prospect National Secretary for Scotland

Sir John Elvidge, former Permanent Secretary to the Scottish Government, and member of the Goodison Group in Scotland Forum

Mary Jean Gallagher, Chief Student Achievement Officer, Ontario, Canada

Gordon Hall, The Unreasonable Learners Network

Nancy Hoffman, Vice President and Senior Advisor, Jobs for the Future, Boston, USA

Ilpo Laitinen, Project Manager, City of Helsinki, Finland

Don Ledingham, Executive Director of Services for People, East Lothian Council, and Director of Education and Children's Services, Midlothian Council

Dr Janet Lowe, Chair of the Skills Committee, Board member of the Scottish Funding Council and Skills Development Scotland

Mike McCarron, The Unreasonable Learners Network

Professor Jim Mather, University of Strathclyde

Dr James Miller, Director, The Open University in Scotland

Anders Olsson, Enterprise and Innovation Manager, Region Värmland, Sweden

Michael Osborne, Professor of Adult and Lifelong Learning, University of Glasgow

John Park MSP, member of Scotland's Futures Forum Board of Directors

Matthew Pearce, Depute Head Teacher, Bishopbirggs Academy, East Dunbartonshire

Jeremy Peat, The David Hume Institute, and member of the Goodison Group in Scotland Forum

Dr John Raven

Lady Susan Rice, Managing Director, Lloyds Banking Group, and member of the Goodison Group in Scotland Forum

Professor Guy Standing, the University of Bath

John Tibbitt, Head of Policy Analysis, PASCAL International Observatory

Mari Wallace, Head Teacher Isobel Mair School, East Renfrewshire

Project team:

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With special thanks to:

Olga Wojtas, creative writer

About the Goodison Group in Scotland

The Goodison Group in Scotland (GGiS) was formed in 2005 by its Chair Sir Andrew Cubie CBE and Brian Stevens. The establishment of GGiS was inspired by the work of the Goodison Group, set up in England by Sir Nicholas Goodison and Brian Stevens as a programme of FEEdS Consultancy Ltd.

GGiS has continued to operate long after the original Goodison Group ceased to operate in England in 2006. In August 2011 GGiS moved into a new phase, constituted as a company limited by guarantee with charitable status, registered as GGiS (Network) Ltd.

Our vision:

Lifelong learning within a community that treasures the capacity to learn should be the normal expectation of every individual.

Our aim:

To influence debate and practice in business, government and education on the changing nature of learning in the 21st century.

Our purpose:

To bring together experienced people from the worlds of business, government and education to focus on particular themes to do with learning, skills and productivity.

Our objective:

To act as a premier learning network for its members to come together to explore the changing nature of learning in a spirit of open inquiry and to produce high quality research, events and briefings on different aspects of learning suitable in 21st century Scotland.

Our work is guided by five long-term aspirations for learning:

- > Every individual citizen should have the opportunity to learn at every age, and should expect to do so.
- > The treasure of learning throughout life should be part and parcel of every community in the country.
- > The advancement of every individual citizen, through both formal and informal learning, should be the test of all policies and practices.
- > There should be constructive debate about lifelong learning between business, government and education and a means of sustaining it.
- > The countries of the United Kingdom should make sure that they learn policies and practices from each other.

Who are we?

GGiS has an active, growing network of over 130 individuals and organisations from a range of backgrounds, including business, public service, education and the third sector.

GGiS Board of Directors

- > Sir Andrew Cubie (Chair)
- > Mark Batho
- > Dugdale Bradley
- > Professor Graham Donaldson
- > Brian Stevens (Company Secretary)

About Scotland's Futures Forum

Scotland's Futures Forum was created by the Scottish Parliament to help its Members, along with policy makers, businesses, academics, and the wider community of Scotland, look beyond immediate horizons, to some of the challenges and opportunities we will face in the future.

Looking beyond the four-year electoral cycle and away from party politics, the Forum seeks to stimulate public debate in Scotland, bringing fresh perspectives, ideas and creativity on how we might prepare for the future now.

SFF Board of Directors

- > The Rt Hon Tricia Marwick MSP, Presiding Officer to the Scottish Parliament
- > John Park MSP (2009 – 2012)
- > Aileen McLeod MSP
- > Alex Johnstone MSP
- > Lady Susan Rice, Managing Director, Lloyds Banking Group, Scotland
- > Anne Douglas, Prospect National Secretary for Scotland and Chairperson of the Scottish Union Learning Board
- > Sir Andrew Cubie CBE, Chair of the Goodison Group in Scotland
- > Professor Sir Ian Diamond, Principal and Vice Chancellor of Aberdeen University

Paul Grice, SFF Company Secretary and Chief Executive, Scottish Parliament

Donald Jarvie, Head of Business, Scotland's Futures Forum

Supporters

GGiS is hugely grateful to the following organisations for their financial contribution towards this project.



“The Royal Bank of Scotland are again pleased to support the work of the Goodison Group in Scotland. We believe that it is vital for all parties involved in Lifelong Learning to engage in debate to ensure we optimise our Learning activities. Only by working together can we create the environment where we can all compete.”

LLOYDS
BANKING
GROUP



“Lloyds Banking Group recognises the important contribution the Goodison Group in Scotland continues to make in the field of lifelong learning and we are very pleased to play our part in assisting their work. As employment patterns change and both individuals and businesses need to become more flexible and more adaptable, the need for access to education and training throughout life increases. The Goodison Group in Scotland is making a significant contribution in this arena.”



Supported by BP.

This project has been undertaken in a genuine spirit of open inquiry as a think-piece, designed to stimulate debate and allow individuals and organisations to question their strategic approaches around learning, skills and education.

For more information regarding this project contact either info@ggis.org.uk or event@scotlandfutureforum.org

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Disclaimer

The views expressed in this project do not necessarily reflect the individual views of Scotland's Futures Forum Board Directors, GGiS (Network) Ltd. Board Directors or GGiS supporting organisations.