

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

Publication launch

“

...our aspirations for the future
must act as a mirror to challenge
our actions in the short term.
Only by so doing will we have the
chance of being agile and prepared
enough to pursue Scotland
as a learning society, fit and
competitive for the years ahead.

”

Monday 4 February 2013, The Scottish Parliament, Edinburgh

Introduction

The Goodison Group in Scotland and Scotland's Futures Forum have strategically partnered in the area of learning and skills. While retaining very separate identities, we have together taken a futures look at the learning environment in 2025 and beyond, considering the 'outrageous proposition' that: 'By 2025, Scotland will be regarded as a world-leading learning nation'.

On 4 February 2013 at the Scottish Parliament a set of final publications was launched, incorporating findings and provocations arising from the future scenarios:

- 1 *By 2025, Scotland will be regarded as a world-leading learning nation:*
Key questions paper
- 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

Around 100 guests from business, education, government, third sector and voluntary organisations attended the event. Many of the delegates had participated in the project since its launch 18 months earlier at Lloyds Banking Group's Scottish headquarters.

Grateful thanks are given to participants throughout the entire project, and particularly to those who attended the launch. This short report outlines the presentations and discussions that took place.

Sir Andrew Cubie

Chair, The Goodison Group in Scotland and Director, Scotland's Futures Forum

All of the project papers can be found at <http://www.ggis.org.uk> or <http://www.scotlandfutureforum.org>. A compilation report of project events and individual event papers are also available on the websites.

Presentations

Paul Grice, Clerk/Chief Executive of the Scottish Parliament and Company Secretary to Scotland's Futures Forum

I am delighted to welcome you here to the Scottish Parliament on behalf of Scotland's Futures Forum and the Goodison Group in Scotland.

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

The Futures Forum and the Goodison Group have together taken a futures look at the learning environment in 2025 and beyond. We embarked on this project with the purpose of stimulating policy debate and to encourage a cultural shift in our overall approach to learning. We have been delighted with the initial media and stakeholder response to the project material, which has been extremely positive and encouraging.

The publication of the scenarios is not the end of the work but very much the beginning. The wider purpose is to encourage those interested in education, skills and learning to use the project materials and related learning for themselves and to test their own strategic assumptions about the future. It is for them – and many of you here in the room today – to respond with policy and proposals as you think appropriate. The ambition is that 'by 2025 Scotland will be regarded as a world-leading learning nation'. A worthy objective indeed.

Sir Andrew Cubie, Chair of the Goodison Group in Scotland and Director of Scotland's Futures Forum

I am delighted that the Cabinet Secretary has been able to join us today. The collaboration between Scotland's Futures Forum and the Goodison Group in Scotland has been a very fine example of partnership, in the best sense of that word. I particularly enjoyed working with the Presiding Officer; you will see that Trisha Marwick and I have signed the introductions to a number of these papers. That collaboration from the Parliament with wider civic society is an excellent indication for Scotland.

I am also truly delighted that Sir Nicholas Goodison is with us today. Nicholas gave his name to the Goodison Group in England in 1998 and then, conscious that we in Scotland would benefit from the approach he had taken in bringing leaders from business, education and government together for discussion, agreed that we could borrow his name for the purpose of activity in Scotland. I, Brian Stevens and Susan Rice periodically report to Nicholas to encourage him that we are looking after the brand in Scotland appropriately.

We launched this project in September 2011 and since then have held a series of seminars, both in this building and across Scotland, engaging those involved in early years learning, parents, teachers, colleges, universities, young people, business and indeed many others. We also had an international reference group. Whilst we have listened to a wide range of voices, some common themes have emerged. What I find particularly interesting is that sometimes the voices of business and young people have come very close together, especially in relation to the role of mentors in the learning process.

The *Data Workbook* and *Project Events Report* provide background information to the work which we have undertaken and against which we have been able to create the future scenarios.

The four scenarios were created by about 30 of us last August during a two-day 'retreat'. We considered a wide range of drivers which might influence the scenarios, and eventually determined that the elements of most significance were 'increasing globalisation' and 'greater social inequality'. We sought to balance those two drivers by producing scenarios which are reflective of these propositions and indeed the conflict that may be inherent within them.

The date was taken as 2025 because it is beyond the three to five year planning cycle in which politicians tend to operate, for understandable reasons. Think tanks can indulge in looking beyond the immediate horizon – and we must do this as a society, for the simple reason that others in this globally competitive world are doing so. The horizon scanning that is being undertaken with regard to education and learning in India, for example, is profound in its consequences.

Quite clearly, scenario planning is not a process which can predict the future. However, from the days of Shell in the 1970s, many have found it a very useful tool to bring about different thinking with open minds, to allow assumptions to be challenged, and to allow risk to be assessed and options reflected on. Robert Rae deserves great credit as part of our team for the way in which he has driven the scenario process forward.

The four scenarios offer very different prospects for the world

The way that we have presented each scenario, consistent with scenario planning, is to provide a 'back story', offering a context to the world which will exist in 2025. A number have said to me that it's a pity we didn't undertake broader scenario planning for Scotland, not just around the proposition of being a learning nation. An interesting thought, though that probably sits rather more with government than with us. However, there are assumptions that have to be made as to the society that exists in which these scenarios play out.

The first scenario we describe as a **market-driven learning society**, a world in which the market dominates and universities win – but win in a rather different context to the one we have today. Scotland has fully embraced globalisation but there is an element of such vigorous competition that there is less care for others in society.

The second scenario we describe as a **local learning society**. Here we see a strong sense of equality and society justice but the thinking is of a more local nature rather than that of an international community. There is substantial engagement in democracy, with the teaching community and with the wider community in the way in which learning is driven forward.

In the third scenario, which we describe as a **global learning society**, strong, proactive government engagement is leading the way. Teaching is regarded as a profession of high esteem – highly regarded and with the compensation and qualifications to support it.

Finally, we describe a **divided learning society** where people are more accepting of the way the world is – a society which is largely a depressing glimpse of the future.

The scenarios were tested with the project group and all reflected that they were credible, even though some of them were unappealing.

I hope that as you become familiar with the document you find it quite appealing, not only in the content but also in devices we have used, such as the 'sliding door' for Anna in the different contexts, and in the reports of the press from 2025.

From these scenarios we could have produced recommendations, as a classic committee or group might normally do. We had considerable discussion about whether that would be helpful and we concluded very firmly that our contribution would be better if we asked questions and created provocations in order that there could be reactions from others. A separate document presents the *Key questions and provocations* that we are proposing to be picked up by others.

The first question, in a sense, encapsulates much of the tensions that may arise:

Are the aspirations of ensuring learning opportunities for all within Scotland and being globally competitive as a country mutually exclusive? Can a learning society really promote social cohesion for all? Who will be the winners and losers?

Are we in a society where it must always be accepted that there are winners and losers?

Thinking differently

In personal terms, I have found this whole journey fascinating. It has forced me to think rather differently about issues, and it has been a valuable and very warming experience to be part of a group who have applied themselves with energy to this proposition.

What we sincerely hope is that there be a wide discussion now, not only within this Parliament, but also in wider society. We hope that both individuals and organisations will look at the proposition for 2025 and reflect on it, and in doing so take advantage of the *Toolkit*.

This is not the terminus; we hope it is very much a launch pad for ongoing discussion. If that discussion is as constructive as it should be then Scotland, I trust, will be a better place for it and our younger people will benefit from it.

This could not have happened without the unswerving support of the Boards of Scotland's Futures Forum and the Goodison Group, and I, on behalf of others, are most grateful for the support that has been given. Whilst it is always invidious to name individuals, we would not be here had it not been for the skill, determination and commitment of Robert Rae, Angela Gardner, Donald Jarvie and Olga Wojtas.

Michael Russell MSP, Cabinet Secretary for Education and Lifelong Learning, The Scottish Government

I am delighted to be involved in this launch. Over the last few years Scotland's Futures Forum has contributed a great deal to open thinking in Scotland. You have had reports on our ageing population, on alcohol and drug abuse and on sustainability, and I am very pleased as Education Secretary that you should have turned your attention to this subject.

I and those with whom I work are open to be challenged and confronted with ideas. That is what makes our job worthwhile, it is what stretches us and makes us think creatively about the future. So I am very grateful to all those dozens of individuals who over the last few months have contributed their time and expertise, and sometimes even money, to this project. It is a tribute to all of those who have been involved that we end up with such a challenging set of scenarios.

Congratulations to you, Andrew, to Robert, Angela and Olga, but particularly to members of Scotland's Future Forum; I am sorry that Trisha isn't with us today. The faith that the Scottish Parliament put in the Futures Forum has been well rewarded over the past few years with the type of thinking we see here today. I am glad that the Forum interfaces with the Goodison Group, and it is good to see Sir Nicholas here; that interface has been so productive.

I am a great fan of open thinking; I bear the scars to show for it. But I am struck by the words on the back of these documents, and I commend this view:

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.

The one thing that Scotland and this Parliament are not short of is partisan debate. What we have been short of over the years are the spaces in which we could have non-partisan, genuine debate about ideas and possibilities, so I am very glad that this is here. I hope that everybody involved in it from now on will approach it in that way, because it is true to the spirit of the Futures Forum – to find some way to comb out of Scottish politics some of the angst, and sometimes some of the bitterness, and to make sure that we think together about our country and what the possibilities are.

‘By 2025 Scotland will be regarded as a world-leading learning nation – how do we get there?’

It is a sensible question to ask. Let me suggest to you that some of the building blocks may already be in place; I think that is an important starting point. In the taxonomy of education, Scotland stands as a good learning nation which has aspirations to be a great learning nation, and I am glad that this view was confirmed by Pasi Sahlberg, a leading Finnish educationalist, when he was here recently. Our aspiration is to find our way to being that great learning nation once again.

It is not a journey we start on today; it is a journey that we have been on for some time, not just in this administration but also in previous administrations. I and my colleagues sometimes express it as ‘making Scotland the best place to grow up’, certainly for one part of the educational equation. Another way to express it is to say that we have to find a way to have ‘opportunities for all’.

The questions in this paper are very helpful indeed. But there is nothing mutually exclusive about having a country that is globally competitive and making sure that there is an excellence of opportunity for all its citizens. We believe in opportunity for all within the education system. We are achieving it; we have it in our colleges and in the excellence, ambition and world-class research of our universities. And in our schools we are developing the best education that we can find, supported by the best teachers in the world.

Continuity of policy and investment in teaching excellence

Interestingly, if you ask Finnish educators what are the two things that underpin their success, or if you

ask tremendously successful educators in Ontario the same question, they come up with the same answers. One is a continuity of policy – not an innovation every day. I am not, of course, casting any aspersions anywhere else, but there are some parts of these islands where innovation is all. The other is investment in excellence in teaching. If you do those two things you are laying very good foundations indeed. We have that continuity, particularly with Curriculum for Excellence, and we are investing in excellent teaching. I am very encouraged by what I see in Graham Donaldson’s report to the Scottish Government, which is now in the process of being implemented – and being implemented with ambition.

We have done a range of other things too: We have expanded free nursery education; there is more to do. We have invested in our schools estate; there is more to do. We abolished tuition fees and maintained the principle of free higher education; I believe that is profoundly important in Scotland because it is one of the things that has underpinned our educational success. We have more than doubled the total number of Modern Apprenticeships and other training opportunities that are available.

We are investing in early years as never before. The way in which you can transfer funding from one way of thinking about investment to another is difficult. Transferring money from normal revenue and expenditure to early intervention and prevention is a difficult road to follow. We are trying to follow it very much with the support of a whole range of bodies – but it has got some way to go. We are introducing a Children and Young People Bill which will ensure that the young people’s own voice is heard in decisions that affect them, and that is important. And we are, of course, continuing to introduce Curriculum for Excellence.

Curriculum for Excellence, if I may be allowed to quote a phrase that is used much in this building, is a process not an event. It is how we do education in Scotland. It is a way of thinking about what we provide and its introduction will never be over. That is not a threat; it is in fact exactly what happens, because it is about continual improvement. It is about focusing on the way that young people learn and about underpinning that with excellence in our schools. I believe that underpins every scenario here.

Future scenarios

None of these scenarios will take place exactly as anticipated. The Goodison Group and the Futures Forum are not 'Mystic Megs'. Equally, parts of each of the scenarios may well happen, but we should recognise the foundations that exist, the principal amongst which is the work that is being done in Curriculum for Excellence.

With excellent teachers children are becoming more curious about their world, they are joining up the experiences they have, and they are asking questions. The thing I notice most often in a classroom is that young people now at every level know why they are learning rather than just what they are learning – that is an enormous change; I certainly had no idea why I was learning at school. That allows a huge flexibility in learning which can only be positive.

I believe there are other prizes to be had too. Who knows what will happen in 2014 but if the referendum produces the results that I would hope for then underpinning 2025 will be a continuing sense of national ambition – a view that Scotland should have the best education system possible, not just in terms of projecting itself to the world, but of providing a country that is worth living in for each of its citizens. That is also something to remember about these scenarios.

Sometimes we talk too glibly about wanting to be a world leader in anything. What we need to do is to make sure that we are providing within this country the world-leading conditions for our citizens and that is what our ambition should be.

I am very grateful for the work that you, Andrew, and your colleagues have undertaken; this has been a tremendous exercise. I shall, in the words of the catechism, read, mark and inwardly digest a great deal that is in these reports. It will challenge my thinking, and the thinking of my colleagues, as we go forward.

My profoundest hope is that none of these things happen, but that this will lead to something better than even the best possible scenario. If that does happen it will be because you have influenced the

thinking that we all have, not just mine, but right across this Parliament and right across Scottish society. The worst thing that could happen is if this simply becomes part of a partisan debate. From my part it won't be that and I am glad for the contribution you have let me make.

Panel Session

Sir Andrew facilitated a panel session comprising speakers from business, government, youth and education sectors. Each was asked to comment from his or her own perspective about the papers and aspects of learning more generally.

Neil Findlay MSP, Deputy Convener, Scottish Parliament's Education & Culture Committee

'By 2025 Scotland will be regarded as a world-leading learning nation': This is a bold and ambitious statement that I fully support, as I am sure everybody in this room does. I found the papers thought provoking and think they will certainly stimulate debate.

I left school at 16 then served an apprenticeship and went to college on day release. A few years later I returned to college to do Highers, then went to university. About 15 years after I left school I went back to the place as a teacher! I can see bits of my education career in each of these scenarios, which I found very interesting.

Papers like these should be read and distributed widely, and not just be accessible to the education or civic elites. It is important that these types of ideas go out to people who are going to engage with, and gain most from, education in the future. The reality is that Scotland, whether we like it or not, is a nation divided by social inequality and social class. Although this may not be a trendy thing to say, it is certainly my deeply held view.

There was a report in the media at the weekend, led by the Jimmy Reid Foundation, saying how narrow the group of people are who engage with this Parliament, and who are asked to give evidence. That did not surprise me; I have been a critic of that from the minute I came in here almost two years ago. Parliament has to engage with a much wider range of people across society, particularly on the topic of education. So I congratulate you on your papers and on the issues that you have looked at. My main concern is that it has to get out to the people who really matter in this debate, and I am afraid it is not necessarily the people in this room.

Lady Susan Rice CBE, Managing Director, Lloyds Banking Group, Scotland; member of the Goodison Group in Scotland Forum, and Board member of Scotland's Futures Forum

“**The best outcomes from a learning nation would be the chance to develop individuals who have the ability to think, question, communicate and imagine.**”

I want to make three quick points. First, the word that really matters to me in the title of these papers is ‘learning’; had we used ‘teaching’, ‘education’ or ‘knowledge’, it might have led us to goals and objectives. Learning for me is about individuals taking responsibility for themselves; it is something that everyone should be able, and should want to continue doing throughout their lives. It is also about institutional and political responsibility to make learning possible and above all to ensure that it is valued. By ‘institutional’ I include all sorts of institutions, in particular business.

Second, I always caution people to be clear when we talk about industries and sectors. We need to be wary when saying that we have education, politics and business around this table. Business isn’t a single beast like a collie dog; business is made up of individuals. One can laud or blame business but you have to make sure that the people who work within businesses understand these issues and their own values, and make the space and commitment to ensure that they are taken forward. It is up to us to comprehend the possibilities that come out of these scenarios, to consult our own values then individually demonstrate and live by them. In the papers’ title there is a focus on ‘world-leading’, and a lot of chat about globalisation within the scenarios. For me the focus should rather be on adaptability; we all have to be able to adapt however these scenarios are to play out.

Third and very importantly, we have to make sure that people in business do not leave their values at the door when they go into work in the morning. I have been leading an initiative for the last two to three years to professionalise banking in the UK for the first time, creating professional standards and a code of behaviour with the nine largest UK banks, involving most of the bankers who work here. Our motivation is that we mustn’t ever have a situation when a banker goes into any business and leaves their values at the door. Learning is a huge part of that in giving people the courage to voice what is right and what is wrong.

In conclusion, I see a huge opportunity for business and for all of us because it is about something much more than skills, capability and specific knowledge. The best outcomes from a learning nation would be the chance to develop individuals who have the ability to think, question, communicate and imagine.

**Professor Graham Donaldson CB,
University of Glasgow; Board member
of the Goodison Group in Scotland**

“...challenging,
thought provoking,
stimulating... and
mustn't end here.”

I was reflecting this afternoon on the process that we have engaged in over the last couple of years. As it developed it became more and more intriguing and relevant. I was involved for 20 or so years working with ministers and officials advising on education. In that process it is extremely difficult to do anything other than have a very short horizon where you deal with the things that are coming at you. The opportunity this project provided, to stand back and get a longer term perspective, I found stimulating and encouraging.

The process coincided with the follow through to my report on teacher education [*Teaching Scotland's Future*, Scottish Government 2010]. There is a lot of resonance in terms of the way in which the process worked, and the kind of things that we need to think about for the teaching profession as it moves towards 2025. The themes of globalisation and adaptability are absolutely right. We need to think carefully about what we expect of our teachers, who are intimately involved in helping our young people to learn. I suspect they will experience a period of dramatic change in terms of the nature of the learning and teaching process, both in what young people are learning and in how they learn, and this process reminds us to think about that very carefully.

The papers also remind us to think carefully about the single biggest challenge I think faces Scotland – social inequality. We cannot afford, either individually or collectively, to continue the level of under-achievement currently in Scotland. The approach taken here helps us to think about the long term implications of decisions that might be perfectly defensible in the short term.

The role of the teacher in all of this is going to be incredibly important. Already we are seeing across the world a spectrum emerging in terms of what it means to be a teacher. At one end, teaching is seen as a hardnosed, craft based job where you learn a lot of what you do on the job. At the other end of the spectrum the teaching profession is seen as one which has to be intimately engaged with the kind of things that appear in these reports. Every teacher has to understand the bigger implications of their work, for the way in which they need to grow and develop across their careers.

So I think this is a very important piece of work. It is provocative and I wouldn't pretend to agree with everything that is any of the scenarios. The globalisation scenario probably is the one which would most reflect the kind of things which I think are important – but not exclusively so. In summary, it is challenging, thought provoking, stimulating... and mustn't end here.

Alison Hardie, Information, Research & Strategy Director, Young Scot

Young Scot involved young people in the scenario planning process. It was a very creative way of involving them in the debate around their learning, allowing them to have quite deep conversations about their experiences.

I think today young people are surviving, but they are not necessarily thriving. The next three months are unknown for some young people, never mind the next three years or longer. The good thing about the scenario process is that it allows young people to imagine what their future will be like, in this case around their learning, allowing them to input their vision and ideas to the process. It has opened up rich conversations and thought provoking discussions. We can foresee this way of working being used with young people in future, whether in a school setting, a youth work setting or elsewhere.

We have really appreciated the opportunity to be involved in this whole process and would be keen to look at how we can use the toolkit in our work with young people.

Mandy Exley, Principal, Edinburgh College

It is the personal as much as the professional journey that has enthused me about this process. Having come to Edinburgh as part of a project potentially to develop a single organisation out of three previous colleges, 2025 doesn't seem so far away, particularly when you add to that the whole process of post-16 reform and regionalisation. I was delighted to hear the Cabinet Secretary talking about the long term nature of policy and being able to pursue something a long way into the distance, as opposed to, as a college sector perhaps, going through more reform in another five years' time.

I was involved in the scenario planning, as part of a group that looked at the 'divided society'. It is a very helpful thing to reflect on when you are going through a merger, a regionalisation and reform process. The social inequalities dimension is fundamentally important to the way that education operates within what is currently termed the college sector – a place in which I have worked for the last 25 years. If we are fortunate enough by 2025 to have a Curriculum for Excellence that is working exceptionally well, I would have to ask my Board whether we need a college sector.

There are some interesting questions for us around the way in which educational policy develops, is directed, is leading and following, in terms of its relationship with business. As a parent, I would like to think that social inequalities did not exist, and that whether you go through a privileged private school environment like I did, or whether you come in and out of education like Neil did, ultimately what you see is that opportunity and choice are available.

One of the things I feel we have done well at Edinburgh College, from the point prior to deciding whether to merge, is engage the student voice, ensuring that students are involved in every major decision-making body within the organisation. Young people are going to be crucial to us moving forward. We have started Board strategy work and

have used these scenarios as a starting point for thinking about what we might or might not be like in the future. I am sure we will continue to use the scenarios as we go through the reform process.

Thank you very much for this opportunity. It has been a very rewarding personal journey, and professionally it provides an opportunity for us to reflect effectively on where we are in terms of post-16 reform as a nation moving forward.

Delegates posed questions and made comments; here is a summary of the main themes and issues raised.

Social inequality and global competitiveness

- The answer to the report's Key Question: '*Are the aspirations of ensuring learning opportunities for all within Scotland and being globally competitive as a country mutually exclusive?*', was generally 'no' – achieving one supports the other.
- It was proposed that progress is already being made in terms of addressing social inequality and world success.
- It is important to determine how to create a flexible system that creates lots of opportunities and second chances.

Lifelong learning and a nation learning together

- The papers helpfully bring lifelong learning back into the debate, recognising that lifelong learning has to be part of the process to create a world-leading learning nation.
- The papers capture the idea that for Scotland to be a world-leading learning nation it will need to learn as a nation, where the learning of the collective is as important as the learning of the individual.
- The whole futures process was educational and lived up to the Goodison Group's aim of turning us all into lifelong learners.

Longer term planning

- The papers encourage a longer term dimension to funding. This is needed right across education and training if we are to become a world-leading learning society by 2025.

Spreading the concept

- There were calls for the Scottish Government to disseminate the materials, and the futures process used in this project, to every young person in Scottish schools.
- It was hoped that people right across the country would use the materials and the process to examine the future of learning from their different perspectives, for example to create their own '5th scenario'.

Table Discussion

Robert Rae, project leader and Associate Director of 3rd Horizons, introduced a 'table discussion' on the effective use of the scenario materials. Delegates were asked to consider which trajectory they think we are currently on in relation to the four scenarios, and how we might use some of this material in future. Here is a summary of the main outcomes.

Which trajectory do you think we are currently on in relation to the four worlds?

- There was no real consensus. In general it was felt that we are somewhere between scenarios, with bits of each ringing true.
- The global learning society was proposed by a number of delegates as the most desirable of the four.
- It was suggested that from a school perspective, the ethos and spirit of Curriculum for Excellence is heading us in the direction of a global learning society, although schools also embrace a local learning concept.
- A balance between a global and a local learning society was proposed as 'ideal'. However, concern was expressed that the outcome might be a kind of 'no-man's land', where we do not achieve the best of either world.
- Some delegates felt that market pressures within higher education are leading in the direction of a market-driven learning society, whilst recognising that higher education is an important export for Scotland as well as important for our young people.
- It was suggested that aiming towards a market-driven learning society would be more likely to achieve a divided learning society.

How might we use some of this material going forward?

- The scenarios were proposed as a useful framework within which further discussion could take place across a wide range of themes, organisations and individuals.
- There were further pleas for using the materials widely with young people, opening up interesting debate. However, it was felt that this would need to be well facilitated to be of real value.
- It was suggested schools would find the methodology helpful for longer term planning, as very few school leaders and teachers get the opportunity to look this far ahead.
- There is also scope to use the scenarios in interdisciplinary learning tasks with young people.

Concluding remarks

Sir Andrew closed the event by thanking everyone for their contributions.

The publication of the scenarios is not the end of the work but the beginning. Both the Goodison Group in Scotland and Scotland's Futures Forum are keen to help those interested in using the materials going forward; perhaps to use the research to engage with wider stakeholders, perhaps to construct different scenarios using different critical drivers of change.

This is your project. Use the material, feedback any comments to the Goodison Group and contact us to see whether we can help you to engage with the scenarios. Over the coming months, both the Futures Forum and the Goodison Group will be considering how best to pull back the information that comes from that process. I hope there will be ongoing dialogue around this.

The future is, of course, unknown, but our aspirations for the future must act as a mirror to challenge our actions in the short term. Only by so doing will we have the chance of being agile and prepared enough to pursue Scotland as a learning society, fit and competitive for the years ahead.





Goodison Group in Scotland

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

We are hugely grateful to the following organisations for their financial contribution towards this project.



The Royal Bank of Scotland Group



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 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 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

GGiS (Network) Ltd. Registered Scottish charity number: SC043336

© Scotland's Futures Forum, Scottish Parliament 2013. Registered Company: SC288940

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.