

IN CONFIDENCE

Scottish Enterprise Glasgow

DRAFT

Initial Report – Schooling for Tomorrow Phase III

“Learning Futures – New Design for Learning”

1. Background

1.1 Glasgow ‘The Learning City’

Since 1998 Glasgow has aspired to be a ‘learning city’. Following the Learning Inquiry which ran during 1998-1999, public sector partners in the city embarked on a four year programme of investment under the auspices of the ‘Real Partnership’.

The partnership was a coalition of public sector partners including Scottish Enterprise Glasgow (formerly Glasgow Development Agency), the City Council, plus higher and further education providers. Through the partnership a network of 38 community based learning centres and over 120 business based centres were developed together with the associated information and communications infrastructure.

Operating under the Real brand, the partners created an integrated physical and virtual network delivering a wide range of learning opportunities for individuals of all ages. Since the opening of the first centre in April 2000 more than 150,000 people in the city have become members of Real (more than one in four of the population). Many thousands more, both within the city and out with, have used the facilities and the on-line resources. Evaluations have shown that all demographic groups are well represented.

Of particular relevance is the work done around out of school learning and projects to re-engage young people, assisting them into some form of employment or further learning.

The strategy for engagement has been focussed on the development of learning experiences and content based upon individual’s interests and the premise that focussing on intrinsic rather than extrinsic motivation will yield better results. The issue of engagement is a particularly important one within the context of Glasgow where levels of achievement have historically been lower than both the Scottish and UK levels. Furthermore, longitudinal studies in the city have highlighted the erosion of a ‘learning culture’ within certain areas and groups within the city.

During the development of the partnership a number of issues began to emerge, for example:

- How to develop a ‘future perspective’ on learning to inform strategy and tactics at the level of the city and the metropolitan region?

- The need to identify new approaches to the design of learning experiences that help forge links between futures orientated strategy and operational reality.

1.2 Scottish Enterprise Glasgow

Scottish Enterprise Glasgow will be the lead local partner on the project. Under the powers of the Enterprise and New Towns (Scotland) Act of 1990, Scottish Enterprise has a statutory responsibility for vocational training of both young people and adults. Scottish Enterprise Glasgow has approximately X, 000 young people (16-24) in training and Y, 000 adults.

There are three principle programmes for young people: Modern Apprenticeships, providing a range of higher level vocational opportunities leading to a NVQ level 3 or above within the workplace. Skillseekers provides intermediate level qualifications both within the workplace and with training providers. Get Ready for Work seeks to provide flexible provision to help individual's with special needs into the world of employment.

The vocational programmes provide an important route for young people as they make the transition from the classroom to the world of work. As such it is important that the experience helps equip the individual with the range of capabilities, abilities and skills required to live in work in the Glasgow of the 21st Century. In addition to the sector specific competencies of the vocational model, there is a need to develop a wider array of skills such as creativity, enterprise culture and technological fluency for example.

Development of a futures orientated approach to the strategic planning of the programmes is important in linking their future evolution to wider societal, technological and economic change. It could also provide a useful vehicle for strategic discussions among partners in respect of the role of vocational education and training within the context of a broader discussion of 'schooling for tomorrow'.

1.3 Futures Perspective

In order for futures orientated thinking to make an impact, it needs to be linked to both strategy and actions 'on-the-ground'. Within the context of Glasgow, and the focus on vocational training for young people, it is proposed that our Schooling for Tomorrow III project will act to embed a futures orientated approach to the development of:

- The human capital component of the city's New Economic Strategy (NES);
- Development of plans for wider metropolitan city region;
- Scottish Enterprise Glasgow's people strategy.

During the development of previous strategies we have employed traditional scenario planning techniques (see appendix B.). While these have been useful in creating a framework for discussing the future, there are some inherent limitations with the approach. Through this project we are keen to explore new techniques and processes which break out of the 'quadrant' scenario approach.

The host for the Glasgow project will be Urban Learning Space. Urban Learning Space is Scotland's first learning lab' - both a physical and virtual space that seeks to

build the economic capacity of the city region and enrich lives through innovation, learning and new technology (see appendix C).

2. Aims

The twin aims of the 'Learning Futures – New Design for Learning' are:

- i. To inform the development of the human capital strand of the New Economic Strategy (NES) for the city of Glasgow and the skills and learning strategy for Scottish Enterprise Glasgow through a 'futures orientated' methodology.
- ii. Develop and pilot new design processes and tools to enable the translation of strategic futures thinking into innovative vocational learning programmes for 16 – 24 year olds.

3. Design and Methodology

Given that complexity and uncertainty are factors that have to be taken into account within a futures orientated strategy process, we propose that a more 'emergent' approach be taken in working towards the aims set out above. Rather than adhering to a rigid and inflexible process, we have set out a more exploratory framework.

There are two distinct strands to the project. The first of these, "Learning Futures" focuses on the development of strategy and will link in with organisation, city, and regional plans. The second strand, "Design for Learning", seeks to translate the strategy shaped by futures thinking into practice ensuring alignment between vision and action.

3.1 Learning Futures

After the creation of the framework, the next phase of development will be a set of prototype tools and techniques which will be piloted in a number of 'real life' situations. Following evaluation of the trials, a revised tool kit and report will be produced.

The initial, exploratory stages of the Learning Futures strand will focus on consultation with a range of wide range of partners to ascertain:

- Where are now and where we are forecast to be in ten years?
- What is the scale of the challenge?
- What are the potential interventions and projects to meet these challenges?
- Where do we want to be in 2015?
- What action would be required to achieve this?

Based on the initial consultations a discussion paper will be produced and used to stimulate more thinking through workshop sessions. Following this phase of work the specific futures tools will be selected for the next stage in the process which are a set of three 'foresighting' workshops for external public and private sectors partners introducing the futures element and addressing:

- How robust our current policies with respect to current goals?

- How effective are current policies for making the most of opportunities that might exist in ten or twenty years?

The groups will be formed to help develop thinking around the learning futures theme. These will be drawn from a wide range of organisations including the city council, Scottish Executive, Scottish Parliament, further and higher education and a range of private sector interests. The composition of the groups and the process will be structured to provide an insight into prevailing cultural and counter cultural perspectives.

Following on from the workshops a conceptual model of learning futures will be developed and used as the basis for wider consultation using a technique such as Delphi. We are exploring how new media and technology can be used to extend this dialogue. For example, using historic archive film footage of the city to develop the historic perspective and a sense of temporal awareness among those participating in the workshops.

The final stage of the process will be harvesting the Learning Futures process for material for the three strategies – Scottish Enterprise Glasgow (skills and learning), New Economic Strategy and the metropolitan city region.

In developing the Learning Futures strand, we are keen to ensure that there is a balance between futures tools and techniques that are analytical and those that promote analogical reasoning to promote creative thinking.

3.2 Design for Learning

The Design for Learning element of the project reflects the limitations of more traditional 'instructional' design approaches and the demand for more progressive experiences that:

- employ multiple learning styles
- builds learning into experiences
- develops tacit knowledge
- sees learners as creators rather than consumers
- develops individual's capability for creativity and innovation

The potentially broad scope of this work is acknowledged, however the project will aim to:

- i. Articulate, in both general and case specific terms, the characteristics of a futures orientated, progressive, effective and efficient learning experiences.
- ii. Describe transferable methods and approaches to the design and delivery of this type of learning experience.

Initial stages of the Design for Learning strand will focus on researching and articulating the characteristics of more future orientated learning experiences before exploring the creation of design tools and techniques. During the initial phases of this strand, the approach will include:

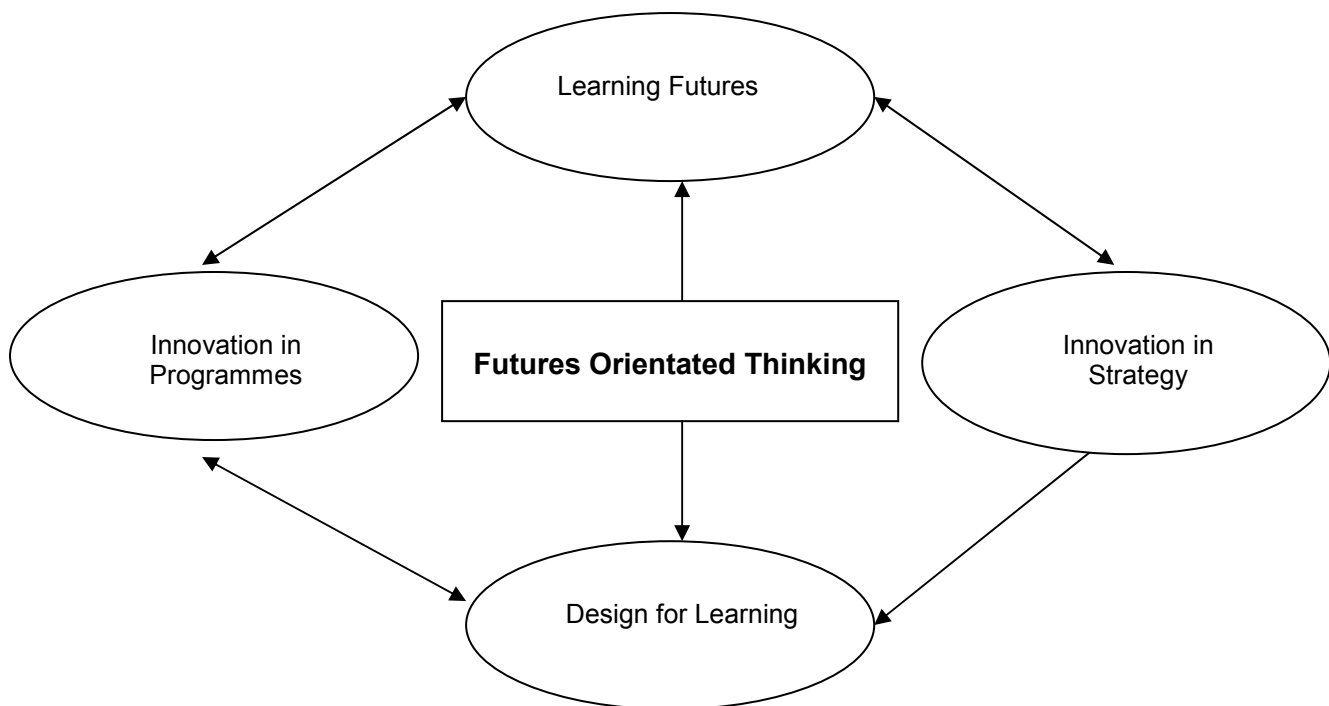
- Primary user research with educators

- Primary user research with learners
- Secondary case study research
- Hypothetical framework building and testing
- Visual mapping of the project domain
- Development of design pathways through the domain
- Creation of framework visualisations

3.3 Evaluation and Review

A mixture of summative and formative review will be used to evaluate both elements of the project. Formative review of the processes, activities and tools set out in Appendix A will help to shape the evolution of the project. *Ex poste* evaluation will be used to identify outputs and impacts, providing a comparison with previous projects.

There are two levels at which we are interested to observe the impact of the project. The first of these is the extent to which futures orientated thinking has an impact on both the Learning Futures and Design for Learning processes. The second is the extent to which a futures orientated approach has an impact on levels of innovation within programmes and other (future) strategy processes.



The first stage of the evaluation process will be the development of clear outcome measures for the project to allow us to record and evaluate the degree of change and impact.

We propose to use an input-process-output-impact model to record the activity around the project; building indicators for each area to capture information and data. It is likely that such measures will be more qualitative in nature and require the use of techniques such as observation and focus groups. Resources permitting, an external review team will be employed.

Appendix B

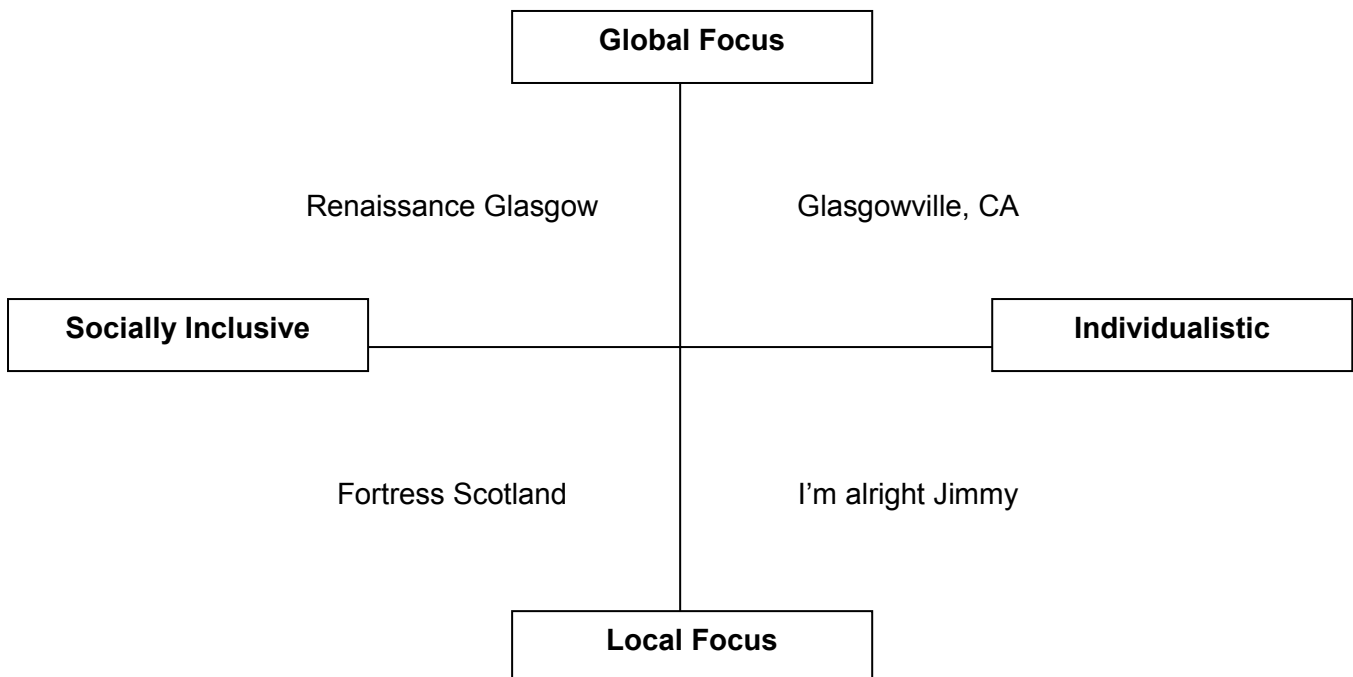
Summary of 'Glasgow's Learning Future' work November 2000.

The scenarios were developed by a group of public sector organisations in the city. During the scenario exercise, the group began to explore the uncertainties surrounding Glasgow's ability to thrive and prosper in the knowledge economy. During the discussion, they built an uncertainty map and identified a number of key uncertainties:

- a) Will Glasgow be recognised as a positive brand?
- b) How can Glasgow overcome poverty and combat exclusion and inequality?
- c) Will the bureaucratic system change?
- d) Will Glasgow be a good place to live?
- e) Can the learning infrastructure adapt to the shifting sands quickly?
- f) Can we develop an entrepreneurial 'can do' culture?
- g) Will specific events affect 'feel good' in Glasgow?
- h) What will happen if Glasgow doesn't compete in the knowledge economy?
- i) Learning for jobs or learning for life?
- j) Can Glasgow anticipate technology developments?

Through a process of refinement, we identified the two most critical uncertainties: Will Glasgow be a socially inclusive city or will individualistic, market driven values prevail? Will Glasgow look outward and adopt a global focus or will it concentrate on local markets and opportunities? These were used to develop the following scenario matrix:

We then developed the scenario storylines in the matrix.



Renaissance Glasgow

Glasgow has reinvented itself. The city enjoys a high standard of living and a vibrant culture and is a place where young people and families alike feel safe. Glasgow has truly embraced the knowledge economy and has achieved competitiveness by looking out towards new opportunities, while at the same time looking after the less advantaged members of its society. Glasgow's economy is structured around its (mainly small, independent and innovative) company base. Overall, employment is better than at any time in the last 15 years, with 95% of the labour force working in key sectors (education, leisure, health, financial services, consultancy, software development and human resource management).

Much of GDP comes from knowledge based activities and the city has the infrastructure and the skills within its population to thrive in the knowledge economy. Glasgow has used the internet to develop a strong niche in e-learning. The REAL Partnership – a partnership between the public and private sectors – is an internationally recognised brand which exploits innovative ideas – from Glasgow and elsewhere - to deliver on-line learning to the world. It is an important player in the global learning industry, generating £5bn in revenue each year. Increasingly, demand is for high level core skills such as languages and technician skills, team working, IT skills, communication, interpersonal skills, resilience, problem solving and customer care. Technical skills – such as welding, riveting and other 'traditional' skills -are less in demand. Glasgow, as both teacher and learner, has made the transition successfully.

That's not to say that competition is not fierce, however. The marketplace for global education is highly competitive, with corporate universities, national media companies and private sector training consultancies all pitching in. Providers face the never-ending challenge of continual and increasing demand for educators and facilitators of learning and Glasgow works hard to ensure that it can continue to meet demand. In part, this is achieved through working in co-operation with other parts of Scotland.

Having secured its position in the global learning industry, and having done so by bringing others in Scotland together, Glasgow now enjoys a degree of political influence throughout the UK and Europe that is unprecedented in its recent history.

Fortress Scotland

Glasgow offers a good quality of life for those who wish to retire, study or work in certain – but not many – sectors. The public sector is the major employer and, consequently, the economy is more centrally planned than market driven. It is also one of the biggest purchasers of goods and services, and many contracts are awarded locally. Innovation and creativity are not highly valued qualities; reliability and good workmanship are. While the city does enjoy a learning culture, education is seen more as a route to social inclusion and personal achievement than a tool for wealth creation. Participation levels are good, but Glasgow is in danger of educating its citizens for a job in the early 20th century rather than the early 21st. Concerns about generating sustainable levels of wealth and employment remain high, but the city fathers find it hard to agree on the best route to achieving them.

Entrepreneurial and energetic people tend to leave Glasgow; those who want challenge and major life opportunities are less likely to find them here than elsewhere. Consequently, there is less vocational education, less enterprise

education and little use of cutting edge technology. On the other hand, caring skills, citizenship, administrative and communication skills are in high demand. Mostly, education is provided by the public sector and although – like the whole of Glasgow's economy – it is vulnerable to outside predators, the system is fairly stable, if undynamic.

Decades of striving to achieve social justice have paid off and Glasgow has finally made peace with the legacy of its industrial past. The challenge now is to step up a gear and train to compete in the new economy.

Glasgowville, CA

Glasgow's economy is buoyant, with small and medium sized enterprises dominating. There is a greater trend towards privatisation of public services, with education and health care leading the way and there are greater levels of employment for both high and low skilled workers. It is not all Utopia, however – the gap between haves and have nots continues to grow and society is increasingly polarised. The number of walled gardens – both literal and virtual – has increased and, although many people are in employment, not everyone enjoys the same opportunities.

Those companies which thrive place great emphasis on flexibility, R&D and innovation and encourage continual learning. Glasgow's educational institutions have themselves been transformed by adopting these characteristics and now deliver efficient, innovative and flexible learning in responding to market demand. One of the most important changes is the way that the institutions are managed. Universities, colleges and schools are all run by teams of academic and business managers, working together to deliver sound curricular and business success. This arrangement is not restricted to private sector learning providers – increased taxation has been ploughed into the public sector to ensure that education is a genuinely open route to success.

For those in work, life is fairly good but some cracks are beginning to show. There is an increase in serious crime and, consequently, in personal protection services. Individual stress levels have risen as people struggle to cope with the demands of work in the challenging global environment. Social and community relationships are under pressure. Increasing numbers of families break up, increasing numbers of individuals burn out and communities are in decline. The aspiration of many of the labour force may indeed be for greater personal empowerment and choice but, for many, it seems like a pipe dream.

Learning is seen by the labour force as critical for success. Learners are highly demanding, seeking very focused solutions to their education and learning needs. Accreditation is not viewed as particularly important and institutions that are able to provide the skills needed by the market – personal development, enhanced confidence, self belief and entrepreneurialism – survive on their reputation. Flexible delivery, cheap and instant training, 'just-in-time' and 'just for me' learning are the keys to success.

Glasgow thrives because there is an innate learning culture in its people; nevertheless, the transition from an industrial, manufacturing economy to a knowledge based, learning culture has not been without problems.

I'm alright Jimmy

The Glasgow economy is based on low cost, low paid and unskilled labour. Goods and services produced locally are delivered predominantly to the Scottish marketplace and, although some specialised niche companies (in foodstuffs and tourism, for example) are trying to develop export markets, they are few and far between.

The city is a branch economy with major global brands locating here to exploit the cost advantages of the labour force. These employers are, of course, equally likely to leave should the costs become uncompetitive and Glasgow finds itself in a state of continual flux as investors – data processors, call centres, e-business warehouses, low grade assembly plants - come and go. There is little demand for education and little expectation that it will deliver good life skills or valued opportunities. While vocational training is somewhat more focused, most citizens have low aspirations which are easily fulfilled by the structure of the labour market – big employers may well go, but another one usually comes along sooner or later. The professional and managerial classes – inevitably dissatisfied with the provision – have made their own (private sector) arrangements for education. Successful individuals who leave school and go on to university tend to leave the city on graduation – if they even stay that long. Education in Glasgow has become elitist and good education has become a privilege.

While there are good local services and strong social networks, these, too, are elitist in their own way; it is difficult for outsiders to break in. In truth, not many want to. Although Glasgow has reduced its taxation burden on individuals and companies, the result has been a decrease in public services for all. For those who want a job and money in their pockets for Friday night, Glasgow delivers. Those with get up and go tend to get up and go.

Appendix C

Urban Learning Space

What is it?

Urban Learning Space is Scotland's first learning lab', both a physical and a virtual space that seeks to build the economic capacity of the city region and enrich lives through innovation, learning and new technology.

It will do this by 'networking learning' – exploiting human connectedness and exploring the potential applications of new technology in learning. In addition, it will provide a platform for people with a passion for learning to create new approaches and share experiences.

Where is it?

It is located in central Glasgow on the second floor of The Lighthouse, Scotland's National Centre for Architecture and Design and hub for its creative industries. It provides a base for the project team as well as hot desk space for collaborators and meeting areas. This locale provides access to wi-fi networks, broadband and state-of-the-art media caching servers.

Approach

Urban Learning Space seeks to build the economic capabilities of cities and enrich lives through innovation, learning and new technologies. It aims to open up access to high quality learning experiences by involving a wide range of individuals from many backgrounds in the various phases of research, development and evaluation. Urban Learning Space will provide a vehicle for businesses, academic institutions, diverse communities and cultural groups to explore and create new models of exploiting human potential.

New challenges require new thinking and approaches. Urban Learning Space will use its extensive international network of collaborators to identify trends and determine their implications in terms of learning.

Central to Urban Learning Space is its innovative approach to designing learning using its 'Design for Learning' toolkit which provides a number of techniques, methodologies and approaches to support organisations develop more effective and efficient learning experiences and services.

Urban Learning Space is working with a range of public and private sector organisations to support them to act creatively to get the most from their investment in learning environments, technologies and programmes. The lessons from these projects are captured and fed back into the Urban Learning Space network.

The Internet, seminars and various networks are used to disseminate the trends, insights and practical information on approaches.

Aims

- Boosting the city's learning capability and have a direct impact on its economic growth.
- Inspiring and motivating people to learn and acquire skills they need for the 21st Century.
- Opening up access to high quality learning environments, expertise and experiences.
- Exploring, understanding and using new technology to aid learning.
- Building learning networks that include a wide range of disciplines.
- Influence academics, business people and policy makers at home and overseas.

Objectives

- To engage businesses, academia, communities and individuals in a range of innovative, action research and development projects that contribute to the city's learning capability.
- To influence the development of policy and practice through the dissemination of knowledge about urban learning.
- To build active Learning Networks, placing Glasgow at the centre of international activity.
- To provide space, focus and resource for collaborative projects.
- To conceive, develop and deploy a comprehensive range of design tools to support the innovative creation of services and solutions for education, training, learning and life.