



EC-OECD Forum: Making adult learning work for the future
08.11.2018

INTERACTIVE FORESIGHT EXERCISE: “WHAT CHANGES MIGHT WE NEED?”

Duncan Cass-Beggs
OECD Office of the Secretary General, Strategic Foresight





Strategic Foresight at the OECD

Mission: strengthen capacity to anticipate and prepare for emerging policy issues

- across the OECD
- in national governments, and
- in global policy dialogue

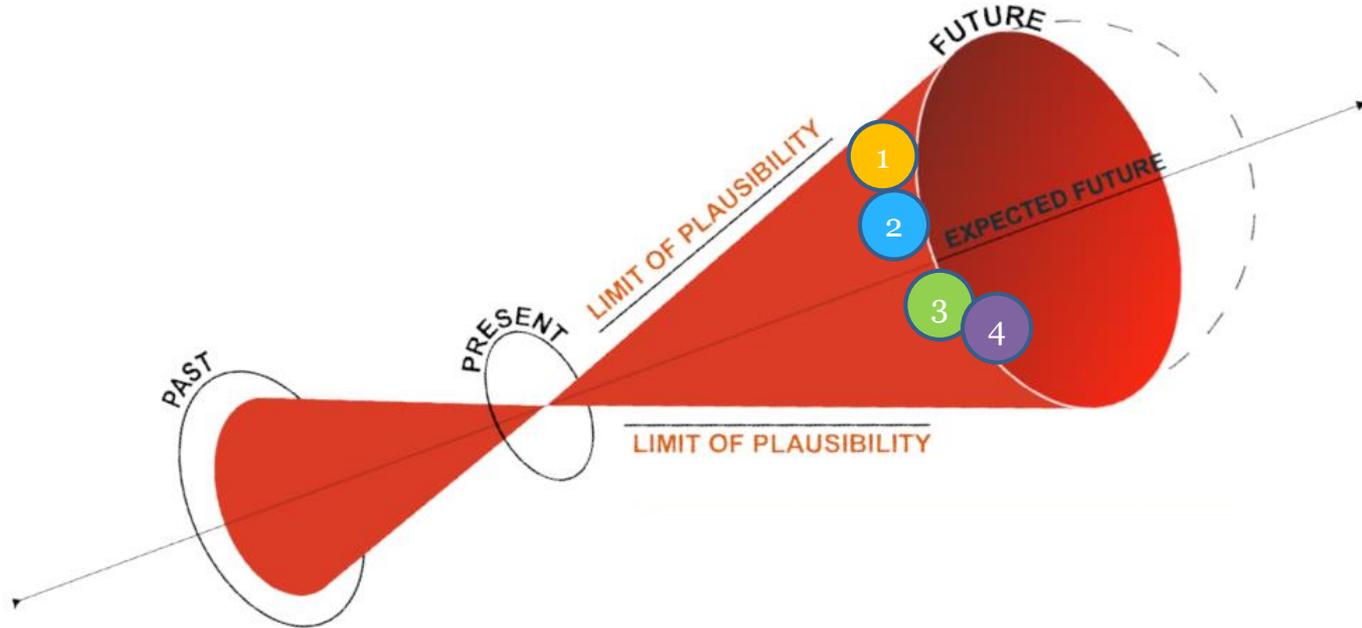


What is Strategic Foresight?

- ✓ An approach to think systematically about the future to inform decision making
- ✗ Not predictions or forecasts
- ✓ Exploring and preparing for alternative plausible futures



Looking beyond the “expected future”



Source:

<http://www.horizons.gc.ca/eng/content/module-1-introduction-foresight-presentation>

Adapted from Original: Charles Taylor, Army War College



Why foresight?

- Challenge assumptions
- Identify new opportunities and challenges
- Design innovative solutions
- ‘Future-proof’ strategies



Why foresight now?

In a time of rapid change and rising uncertainty, responsible policy-making requires considering and preparing for the unexpected.



Foresight for adult learning

Identify and explore:

- Assumptions about the future
- Weak signals of change
- Key uncertainties
- Plausible disruptions / mini-scenarios
- Implications for policy and practice



3 mini scenarios for adult learning

- 1. Exponential need for learning*
- 2. Automatic skills assessment*
- 3. Ubiquitous personalised learning*



1. Exponential need for learning

- What if employment opportunities for most of the world's population in 2030 required higher level skills, necessitating continuous skills improvements by the adult population globally on a scale unprecedented in history?



2. Automatic skills assessment

- What if by 2030 AI could identify the precise skill levels (cognitive, emotional, behavioural, etc.) of all humans in real time, fed automatically by data generated through their interaction with electronic devices and with sensors in the physical environment?



3. Ubiquitous personalised learning

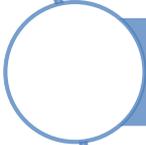
- What if by 2030 AI could identify how each individual learns best and provide real-time interventions to improve skill gain?



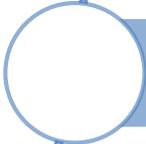
How this exercise will work



Self-reflection – 2 minutes



Discussion in pairs – 12 minutes



Hearing from you – 15 minutes



Entering into app – 5 minutes



Imagining transformation – foresight questions

Imagine a world in 2030 where people need to learn much more throughout their adult lives, and where technologies could transform how skills are acquired and assessed...

- A. What would need to be different about adult learning in 2030 compared to today?
(Focus on one feature/aspect/dimension of adult learning)
- B. What is an example of an existing practice today (or a possible future one) that could be scaled up to help achieve this goal?