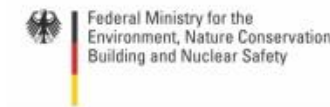




LAND  KÄRNTEN



# INCREASE, PRESERVE AND RE-CONNECT... BUT WHAT ABOUT THE NEXT 15 YEARS?

## Final Report from the Three Horizons Workshop of the Action Groups 2, 3, 6 and the project YOUrALPS at the EUSALP Annual Forum 2018

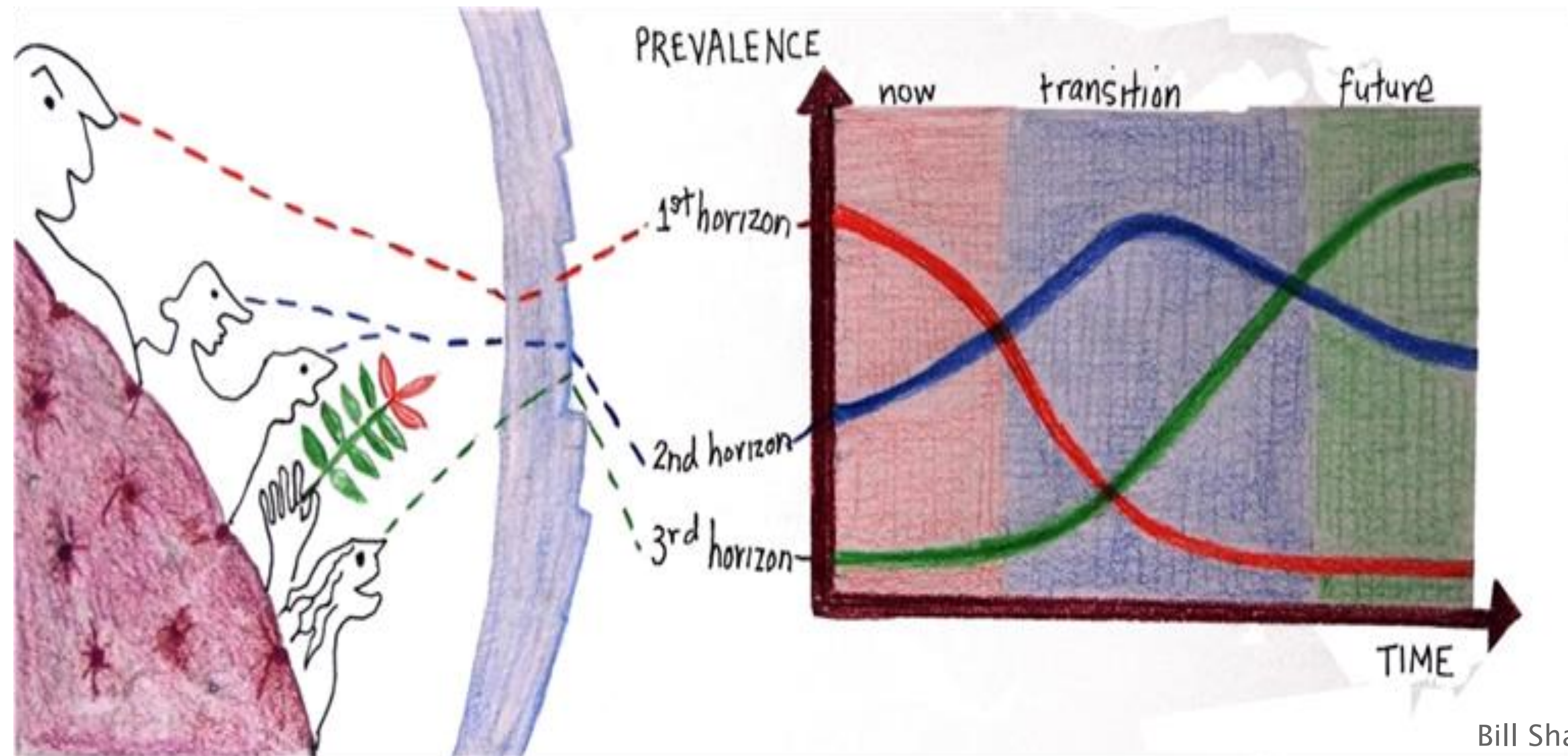


Conducted by  
Rocco Scolozzi, Antonio Furlanetto  
-skopìa Srl *Anticipation services*®,  
a start up company of the University of Trento





# The used framework: THREE HORIZONS



Bill Sharpe, 2013

The future can be perceived through three lenses (with three voices):

**Horizon 1: Present – “business as usual” (concerns)**

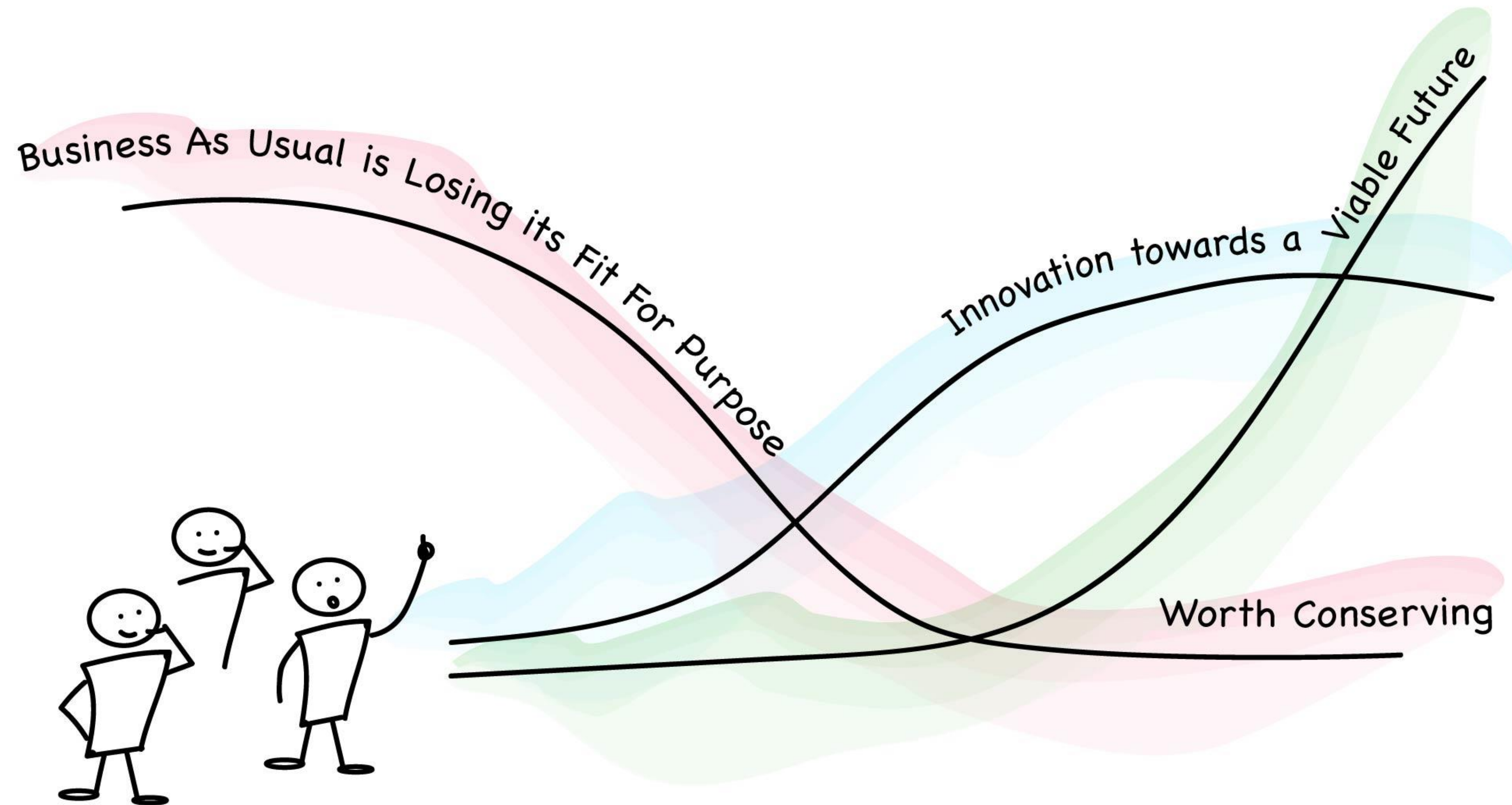
**Horizon 3: Viable futures (aspirations)**

**Horizon 2: Transitions through innovations (alliance)**



# The FRAMEWORK supports strategic conversations

## A “trialogue” among different voices



Map what to let go of, what to conserve, & transformative innovation to reach a shared vision.

H3Uni.org

# During the workshop, 30 participants were divided in 6 tables and 3 themes:

TABLE 1 and 2 – Focus on ECONOMY (AG2 mission):

- Strategic sectors of the Alpine economy
- Specific Alpine resources
- Added value both for economic and social environment

TABLE 3 and 4 – Focus on EDUCATION (AG3 mission):

- Educational and training issues
- Labour market policies
- Employment strategies

TABLE 5 and 6 – Focus on NATURE AND CULTURE (AG6 mission):

- Sustainability
- Natural and cultural heritage
- Balance between generations



# During the workshop participants discussed three questions (each table considering its own focus)

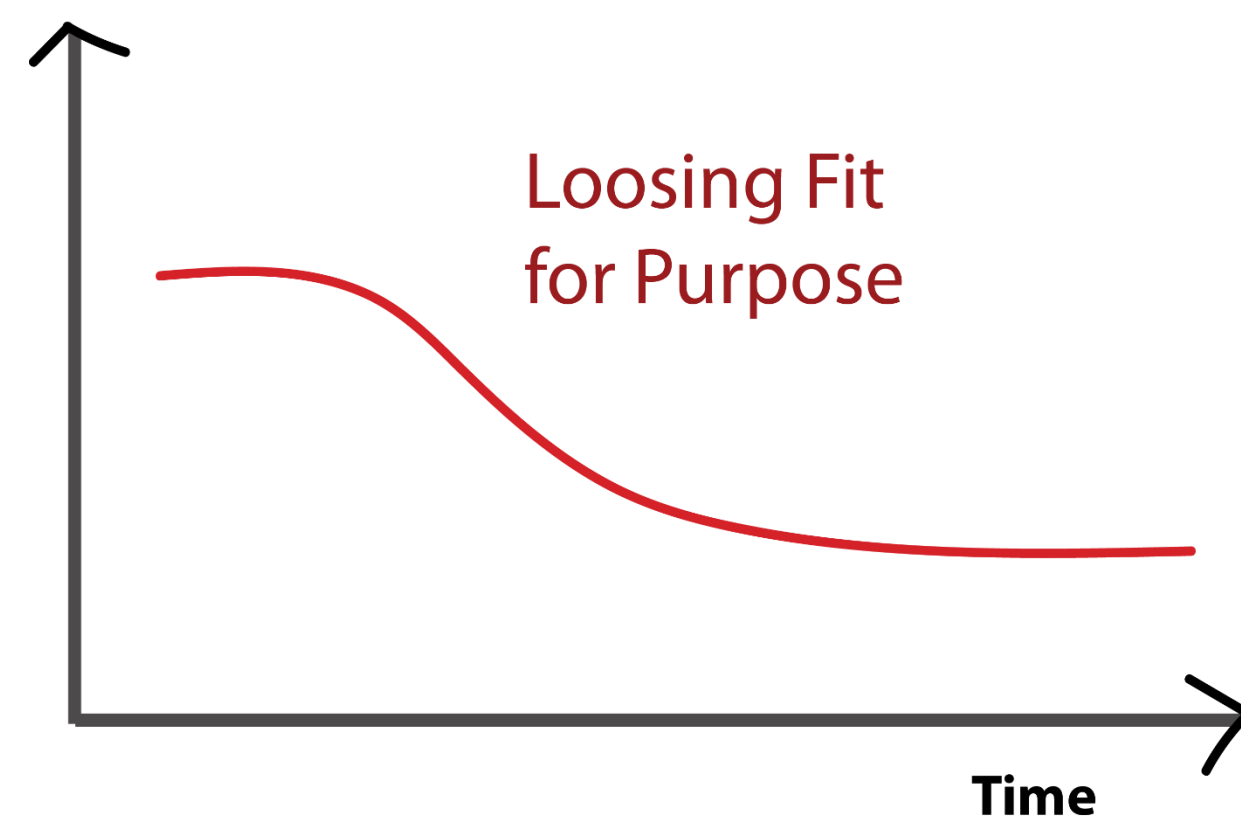
## Horizon 1: 2018 – Present (concerns)

What\* is losing fitness in a  
changing\*\* world?

\* Considering the table focus

\*\* Remembering megatrends

**Prevalence**  
(Dominant  
Approach/Mindset)

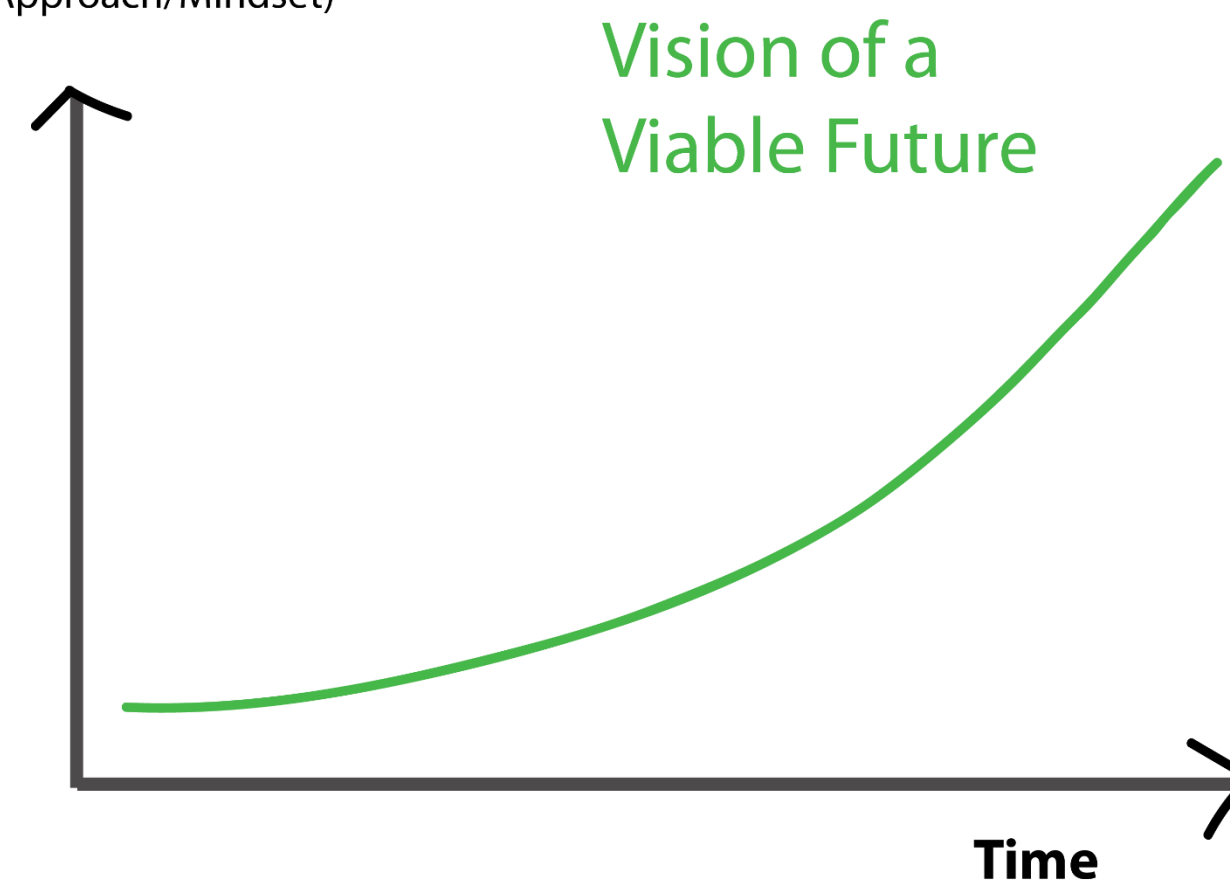


## Horizon 3: 2035 desirable futures (aspirations)

The system\* is fitting with new  
conditions and responding to  
new requirements

How does such desirable system\*  
appear? Which values and norms  
are sustaining it?

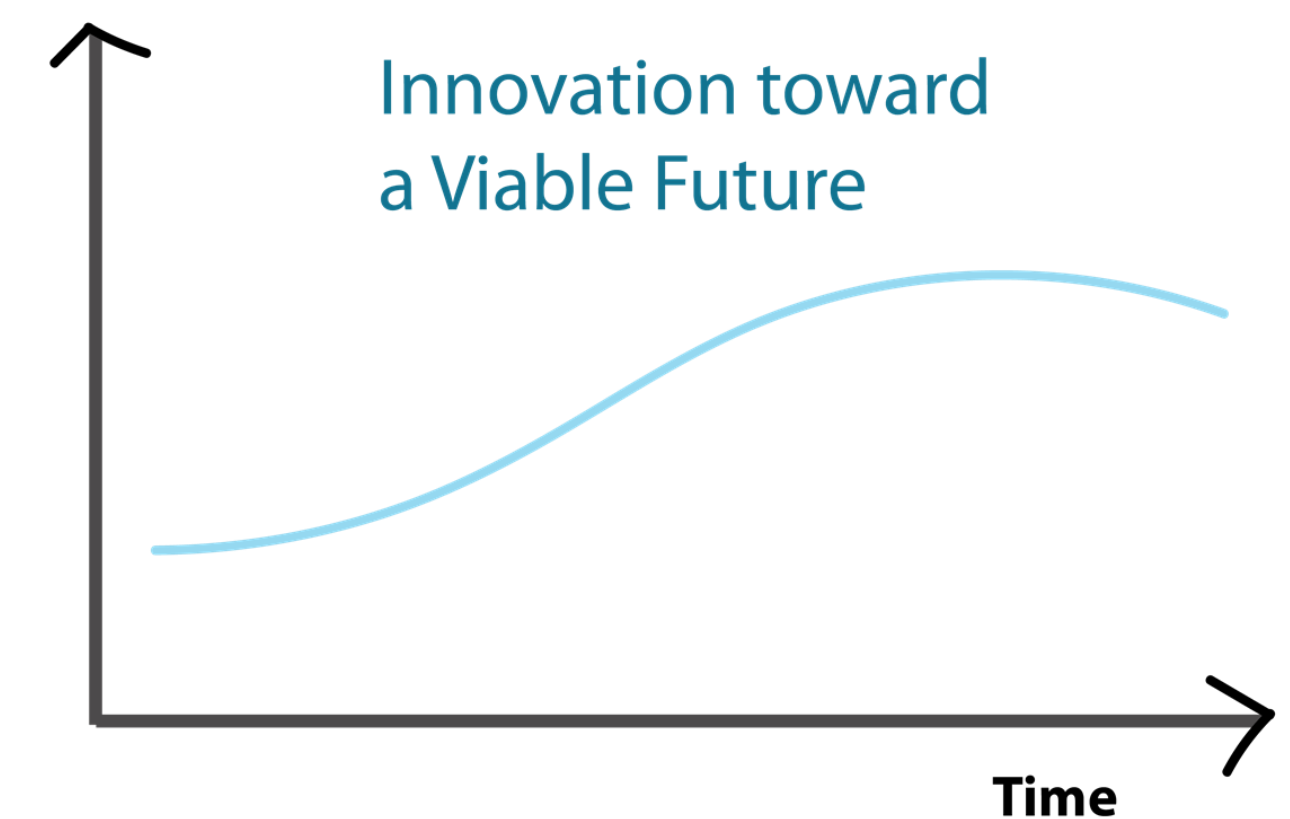
**Prevalence**  
(Dominant  
Approach/Mindset)



## Horizon 2: innovations towards a vision (innovations / allies)

Which innovations\* /  
allies\*\* are responding to  
the pressure for change?

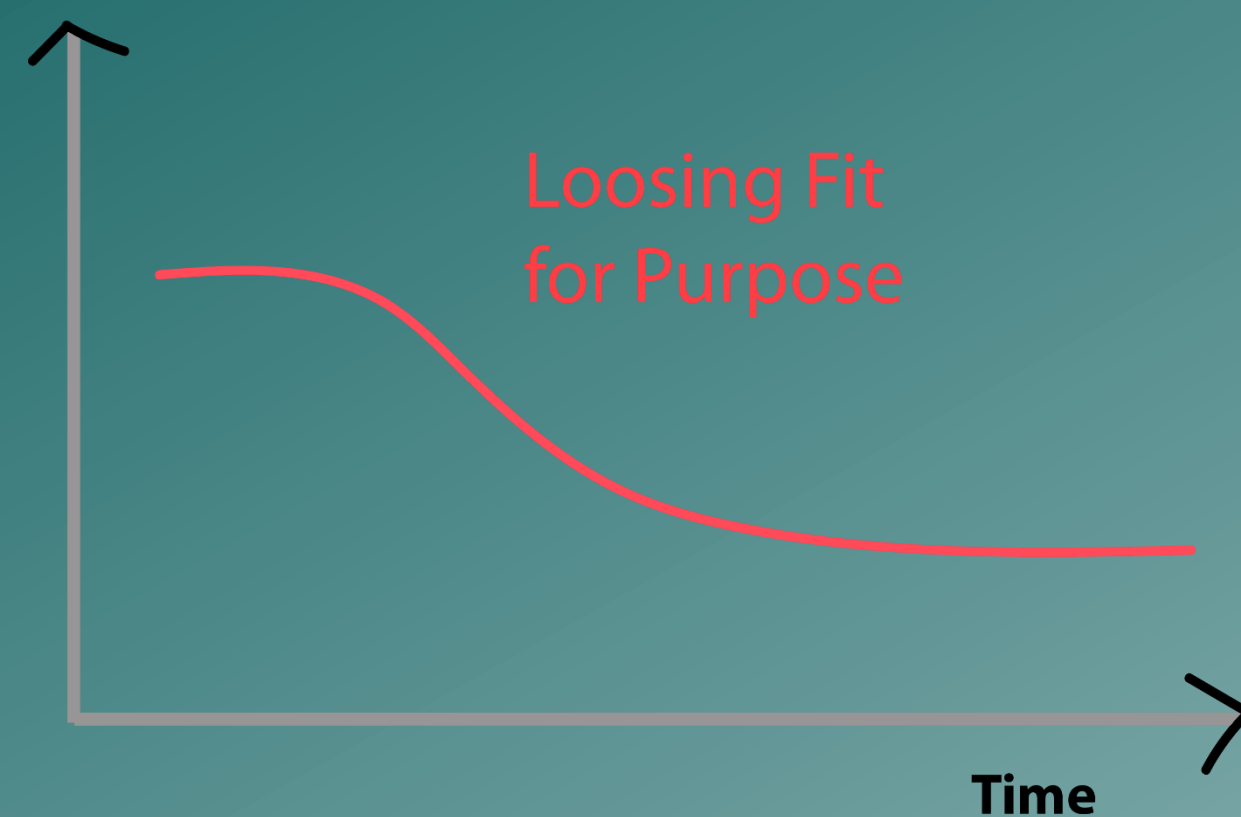
**Prevalence**  
(Dominant  
Approach/Mindset)







**Prevalence**  
(Dominant  
Approach/Mindset)



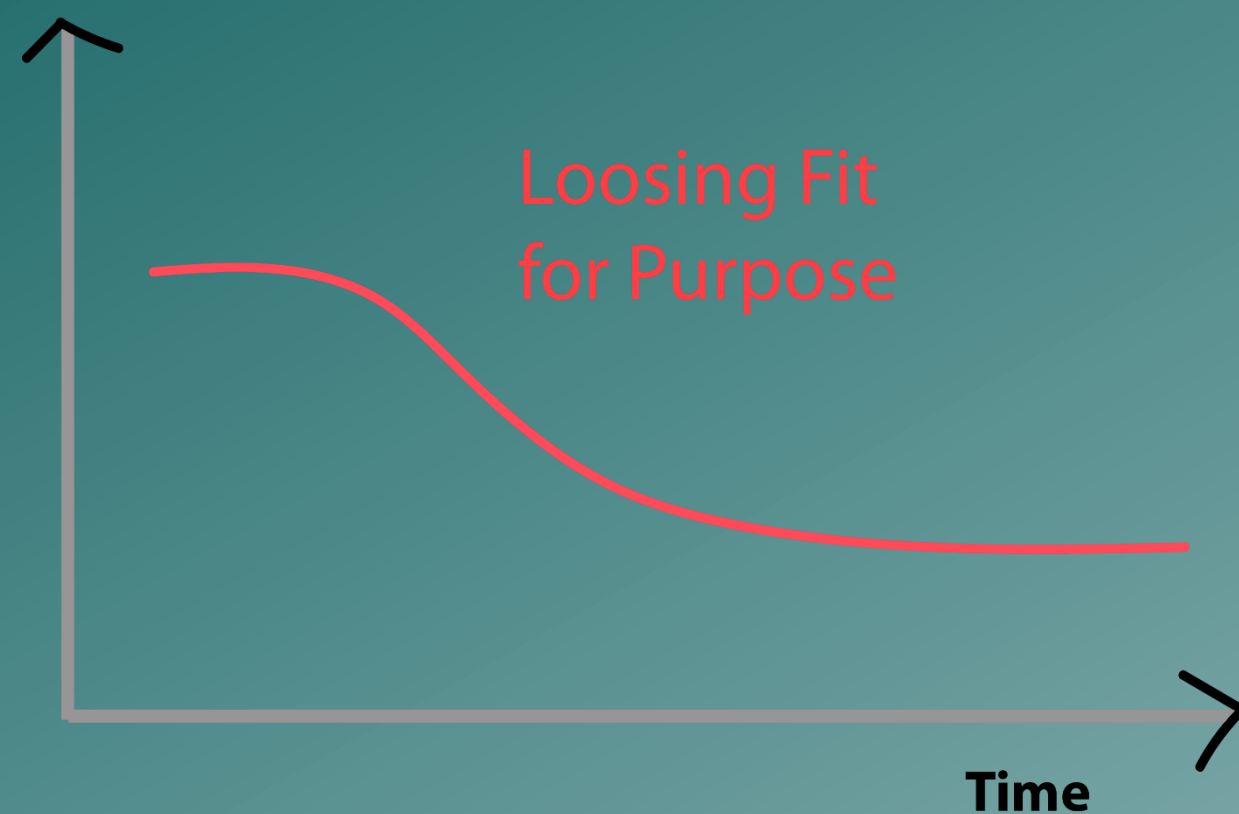
## Concerns about Alpine ECONOMY

- **Water scarcity** for food production
- **Water scarcity** for energy production
- **Water efficiency** in the general production
- **Local retailing** against e-commerce (foreign companies)
- Automotive industry → fossil fuel based
- Decreasing **adequacy of labor markets**
- **Low skilled** labour replaceable by technology
- Elders with poor knowledge in digitalization
- Capacity to politically manage increased diversity in society
- Lack of **craft workers**
- Capacities needed for new professions
- Gap between **generations** becomes greater
- Old and inadequate **infrastructures**
- Crisis in Alpine raw material markets
- **Connections** to remote areas (broadband, transport)





**Prevalence**  
(Dominant  
Approach/Mindset)



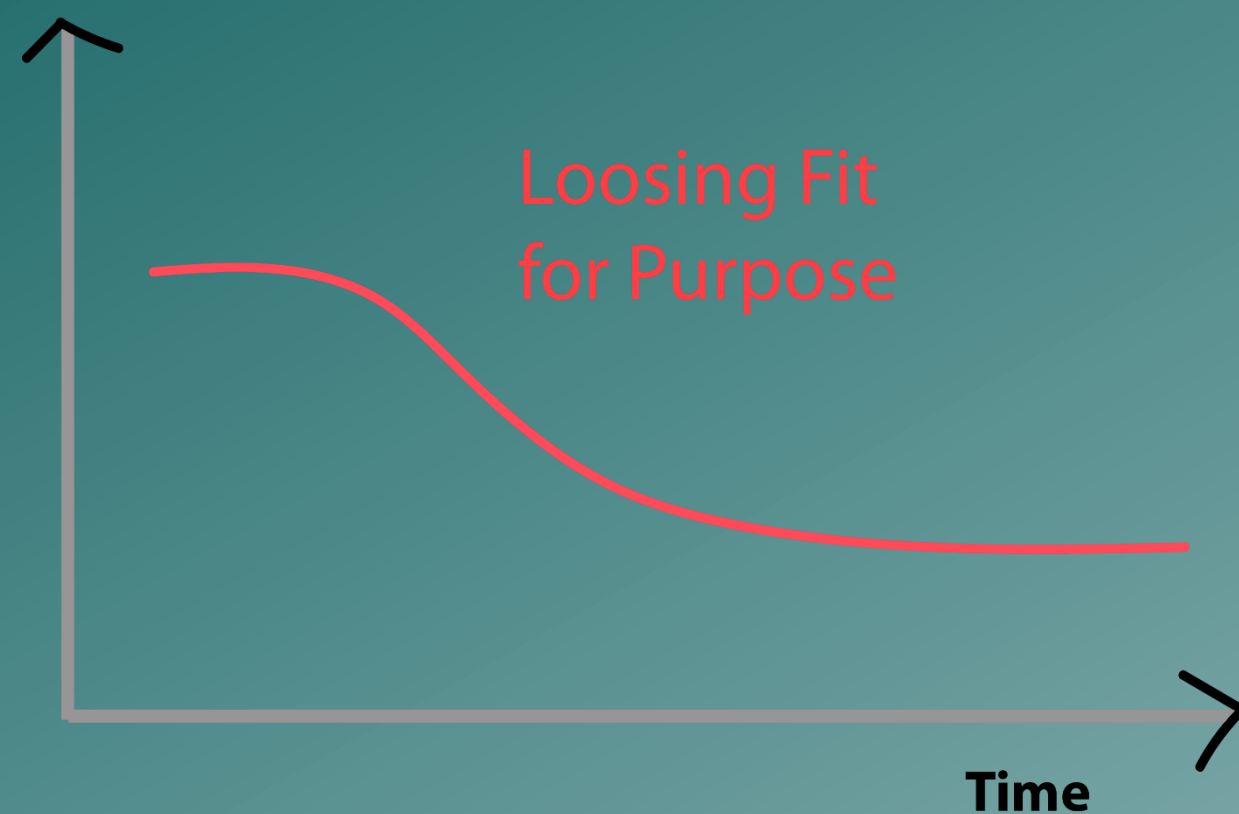
## Concerns about EDUCATION

- Connections between own action and effect does not exist (school)
- Less closeness to nature (students)
- Too much time inside the school vs. activities outdoor school
- Less involvement in digital media in classroom
- Less **nature awareness** – Youth – nature connection lost
- Less interest in outdoor sports in curriculum (at school)
- Too much time spent with “digital media”
- Lack between education and **practical training** (not requested skills)
- **Job training for older generation** and unemployed (educational issue)
- Not prepared **teachers** in school
- Different **mother tongues** in school





**Prevalence**  
(Dominant  
Approach/Mindset)



## Concerns about NATURE & CULTURE

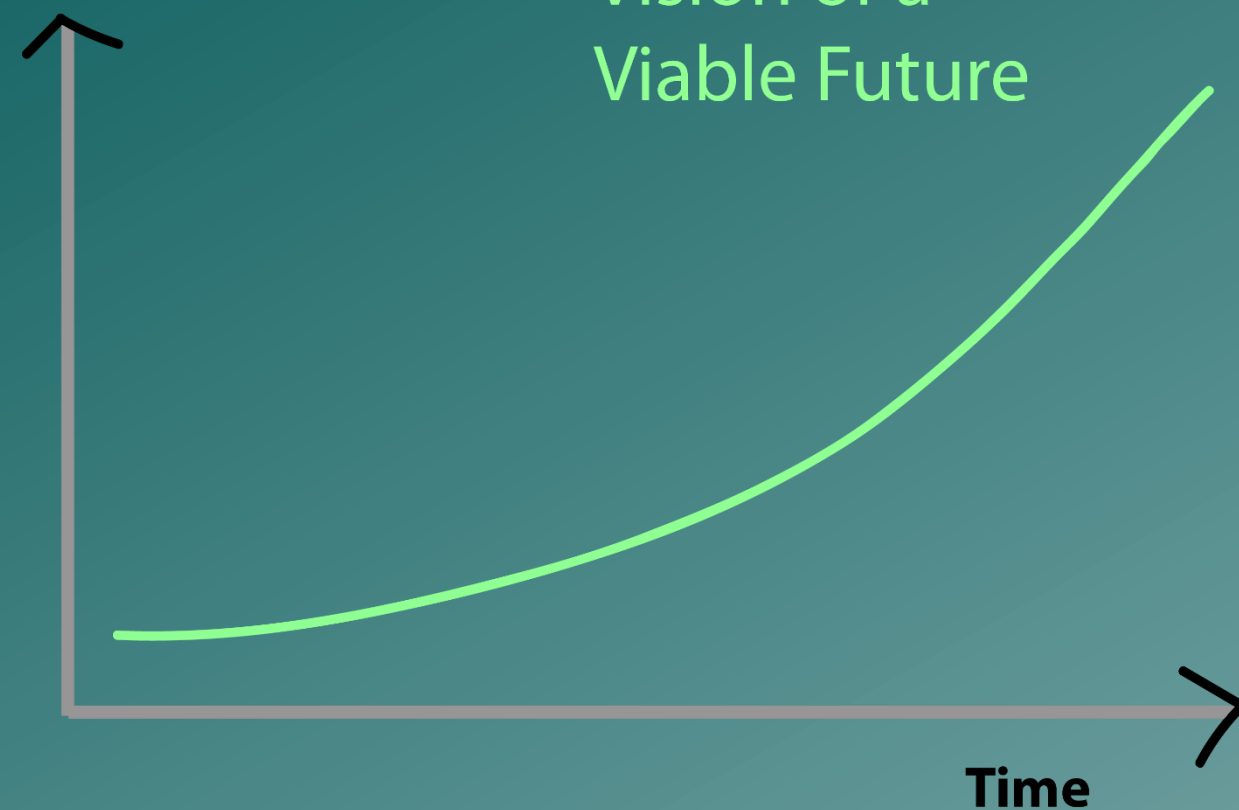
- Worries about individual mobility in tourist destinations
- Snow availability for winter tourism
- Efficient use of resources in production and transport and after use (lack in recycling)
- **Broken chain in heritage custody**
- Natural resources stressed and misused
- Soil consumption
- Water scarcity → intensive agricultural production
- Centralized supply chains → traffic, pollution
- Face **changes in research** (topics, skills, etc.)
- Concerns about **transport needs** connected to the environment
- **Tourism** not geographically **balanced**
- Remote rural areas mostly affected by ongoing changes
- **Loss of cultural heritage** due to technology and other causes
- **Conflict** between sustainable use and protection of intangible heritage





**Prevalence**  
(Dominant  
Approach/Mindset)

Vision of a  
Viable Future



2035

Aspirations about  
Alpine ECONOMY

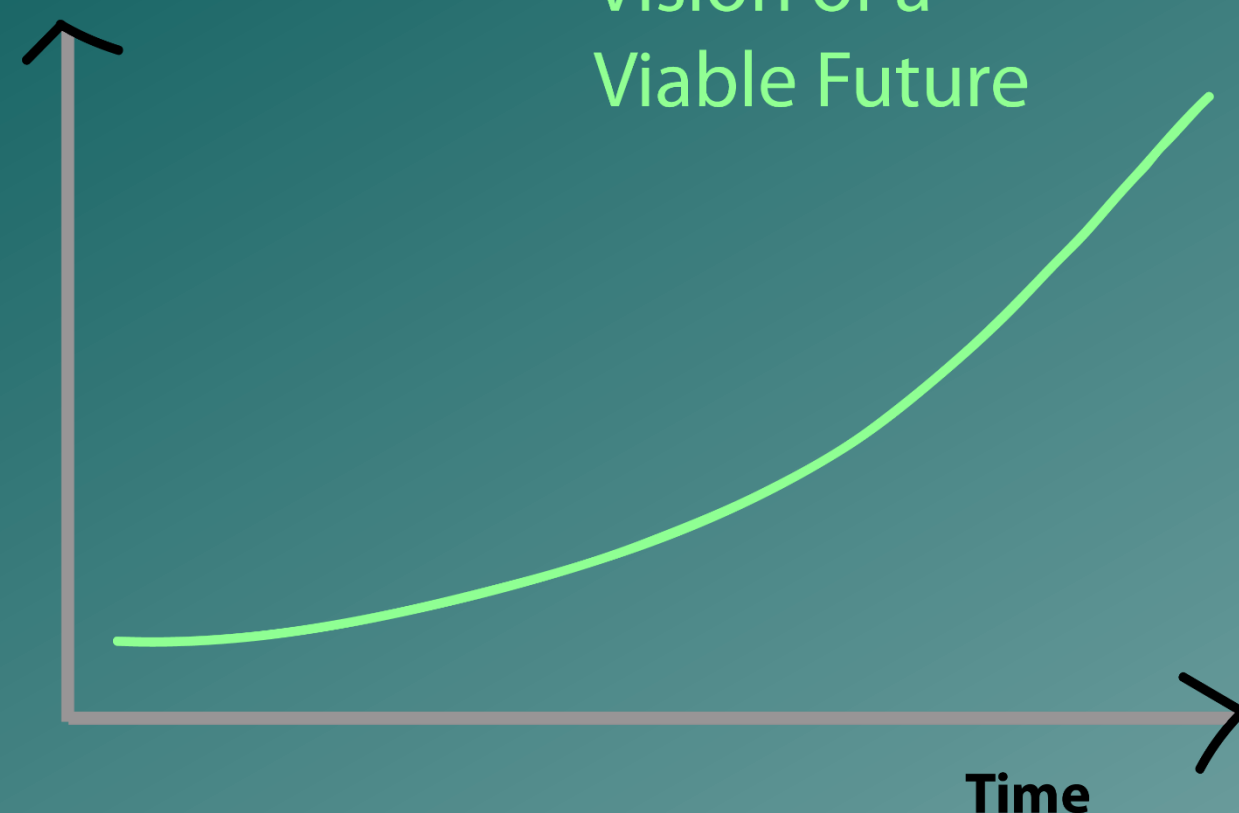
- “Generation alliance” → local governments supporting dialogue among generations
- **Compensations for used resources**
- Basic **supportive services** are locally available also in remote areas
- Legislation is there for including heritage
- Coordinated norms system → best practices from each region
- More jobs outside the urban centres
- **Child care facilities**
- **Cross border public transport system for tourists and locals** → shared transport
- Tourists request to be transported by public transports
- Female leadership
- Flexible retirement system
- **Smart working** → flexible in time and space
- Equal/fair distribution of income
- Awareness of value chains
- **Local value chains** /Basis services locally available
- Sustainability and responsibility in consumer behaviour
- **Circular economy**
- Local/region labour markets strengthened
- Decentralized workplaces: digital world provides opportunity for remote areas
- **Fair retirement system**
- Federal government of Alps





**Prevalence**  
(Dominant  
Approach/Mindset)

Vision of a  
Viable Future



**2035**  
**Aspirations about**  
**EDUCATION**

- Strengthened cooperation between companies and schools about education
- **Bottom-up approach to education:** you can learn what you need
- Over think school system: better focus on personality of each person
- **Education connects to local needs:** environments and market structure
- More digital equipment for schools and workplaces
- Our actions are resource-saving
- **Easy school – work transition**
- Education is adapted to the single person
- Sustainable education for older teachers
- “Mind switching” → global learning (**global citizenship education**)
- **UNESCO Education for Sustainable development (*Bildung für Nachhaltige Entwicklung*) realized**
- Curriculum for teaching students includes: social, economical, ecological aspects
- **More sustainability education in school**
- Educational training is changing → increasing openness to people and diversity
- Young people are open to new things, to new diversity
- **Young people live appreciatively with nature**





**Prevalence**  
(Dominant  
Approach/Mindset)

Vision of a  
Viable Future

Time

2035

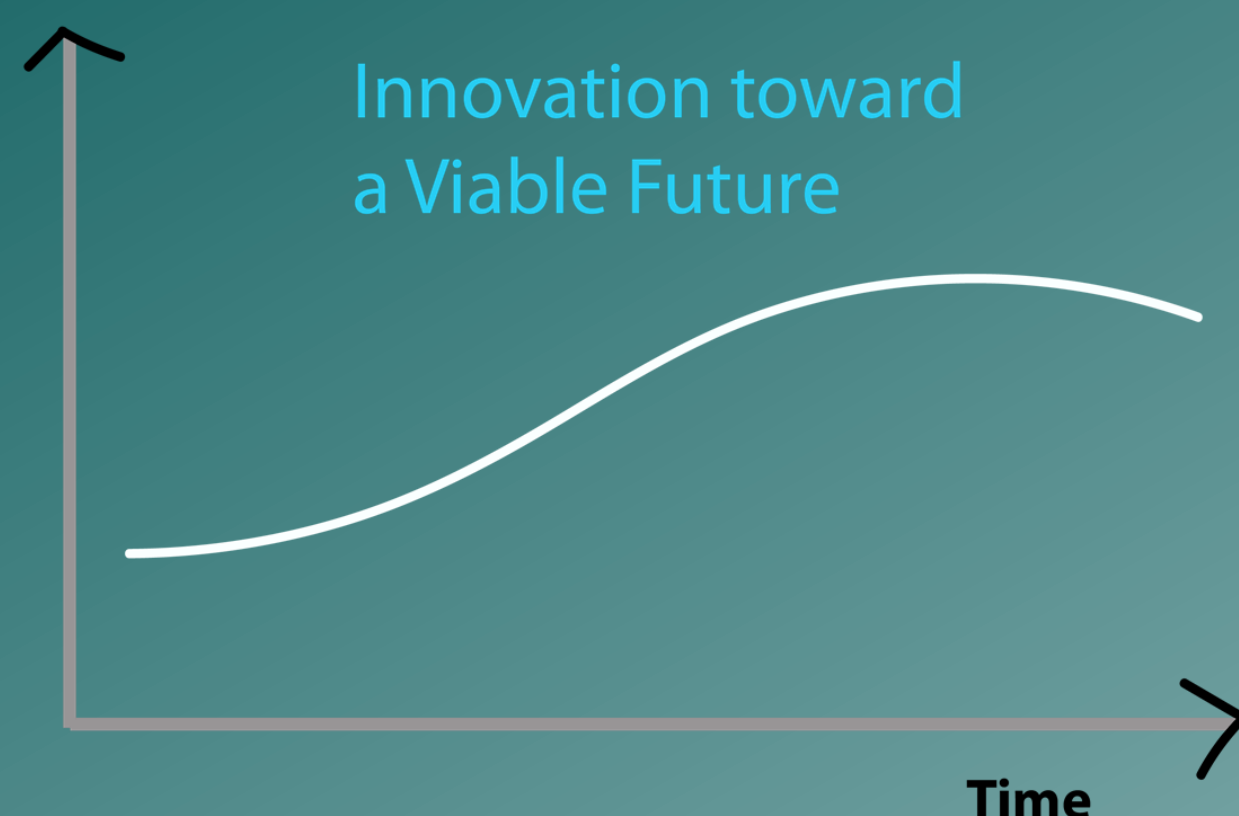
Aspirations about  
**NATURE & CULTURE**

- Re-imaging of rural areas and cultural heritage
- Sustainable land use and soil protection implemented
- Nature friendly energy transition (responsible use of eco-services)
- Propagated value of regional products and services
- Offer adapted to expectations of tourists
- Price policy for investments, services, facilities
- Respect for natural resources
- Engage people in cultural life to be more attractive and to promote the sense of community





**Prevalence**  
(Dominant  
Approach/Mindset)



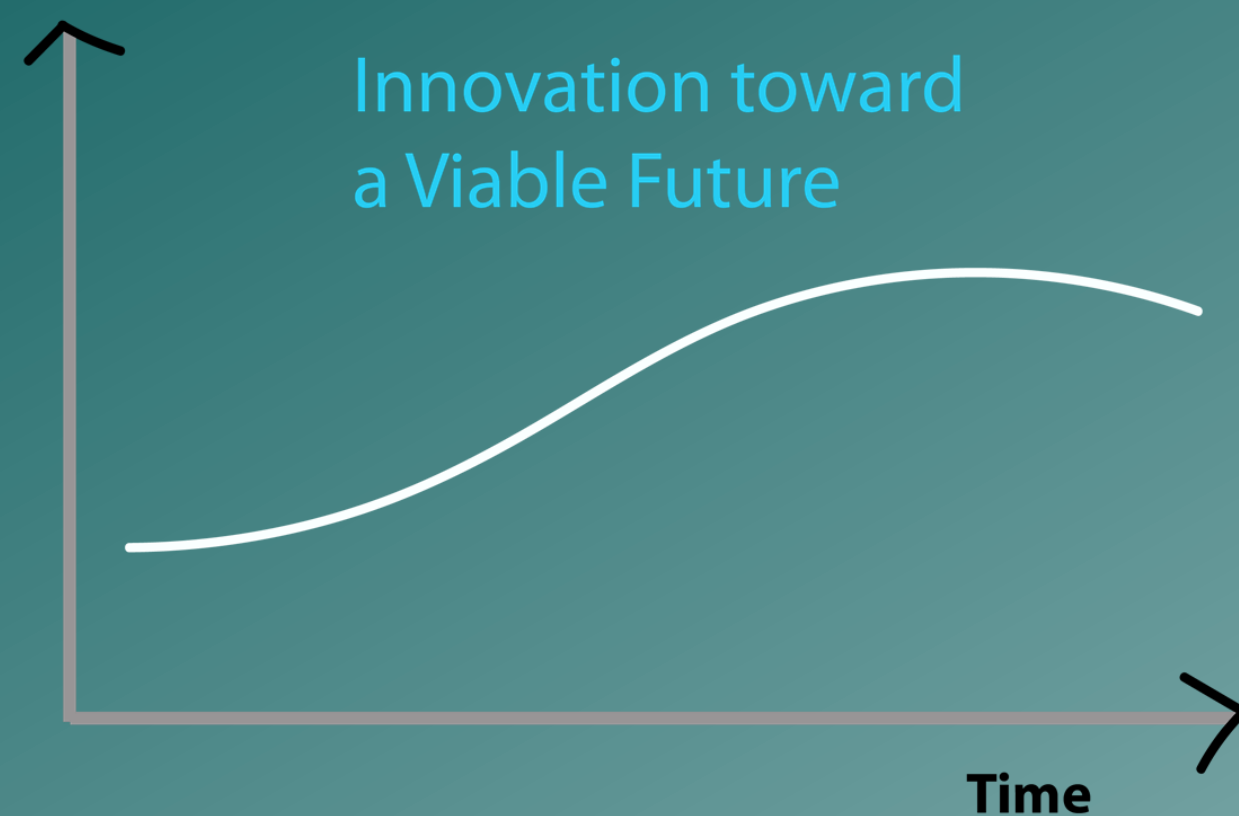
# Innovations & allies Alpine ECONOMY

- **Regional cooperation** (no borders)
- **Family-friendly strategies**
- Technologies to spread the message
- Better connectivity
- Budget decisions
- Innovation oriented governments
- **Innovative enterprises**
- Drivers/allies local/regional
- Cohesion in Europe (more cooperation, less competition)
- Media (influence) support for innovation policy
- Solution oriented thinking
- Strong cohesion policy
- Sustainable development
- Increase knowledge about technology by **inventing courses for students and for general public**
- School committees suggest teachers to attend conferences about current topics in order to transfer knowledge to the students
- Public investments in **teachers training and extracurricular activities**
- **Experts from productive sectors as teachers** (changes in curriculum)





**Prevalence**  
(Dominant  
Approach/Mindset)



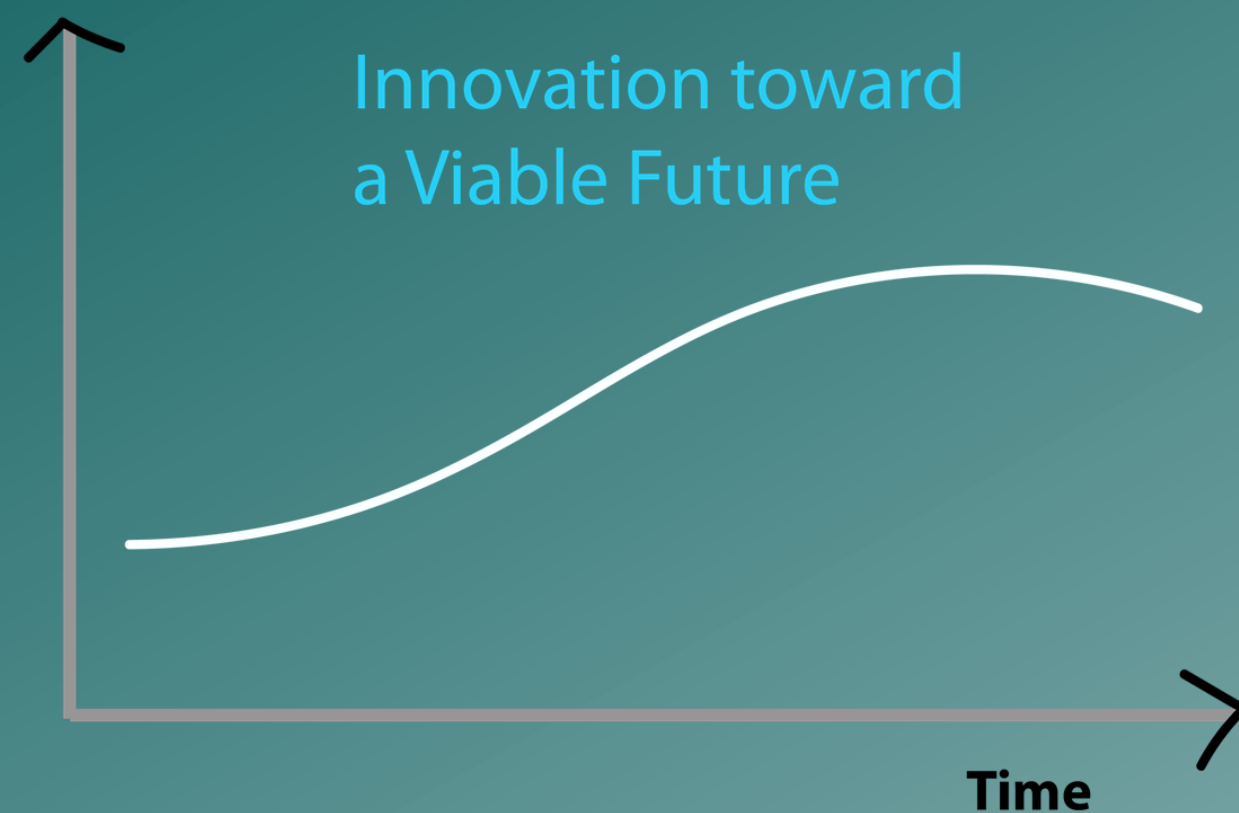
**Innovations & allies**  
**EDUCATION**

- Already created awareness for nature in kindergarten and elementary school
- Children get more interested in nature
- Media to speed up the mindset changes on educational paths
- More sustainability education in curriculum for students/teachers and children at school
- School sustains transition
- Education to (civic) responsibility





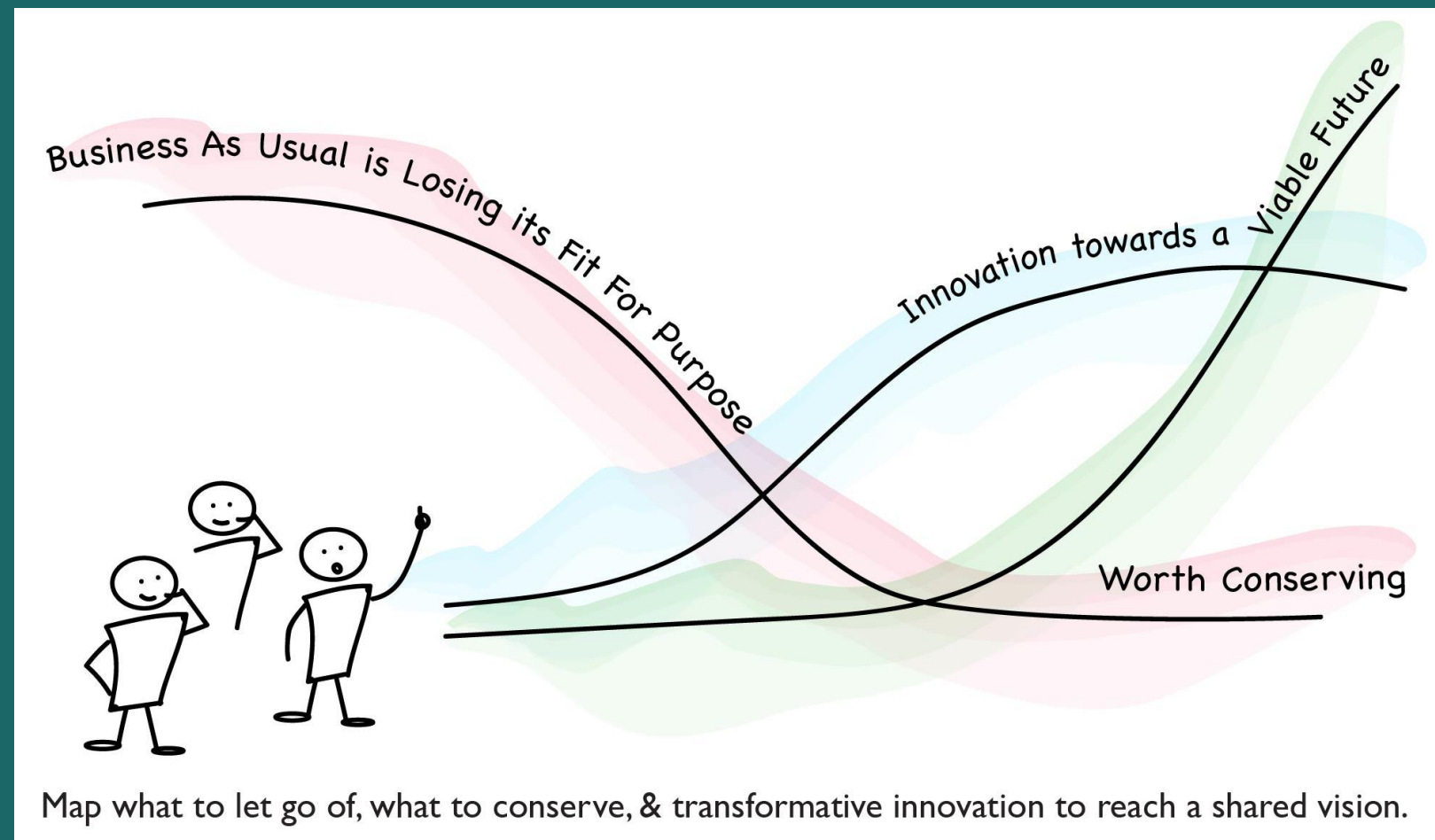
**Prevalence**  
(Dominant  
Approach/Mindset)



# Innovations & allies NATURE & CULTURE

- More transnational networking with enterprises on use of natural resources
- Allies: travel agencies, traffic supplies, public authorities, media (social media and influencer)
- **Green tourism** → infrastructures, innovation, rules, pricing policies, media supporting green behaviour
- More involvement in existing structures → **key-role of chamber of commerce**
- Solution oriented thinking
- **Data on natural and cultural heritage** better compiled





### Limits of results:

- ✓ Within the 2 hours of the workshop, obviously, not all issues concerning the AG2, AG3, AG6 and YOUrALPS project emerged.
- ✓ Some suggestions from participants are not new, rather included in a variety of other EU-funded projects under different programs such as: ESPON, Interreg, and ARPAF (e.g. CrossBorder, HEALPS, CirculAlps, TRANSALP, AlpJobs)

## Short valuation of the process

- The participation was active and rather enthusiastic
- Participants were relatively varied, by age, by origin and interests
- The number of participants and the time constraints prevented a deeper development of ideas
- Some ideas remained ambiguous or unclear, some areas were covered more than others (the facilitator usually takes time to invite the group to explore more and each participant to be as concrete as possible)
- In a possible second edition more time and separate parallel sessions could facilitate a more practical and detailed discussion
- Despite all this, pieces of information and suggestions collected are satisfactory and enough to work out some strategic indications, specified below for the domains of the three AGs



# 3H Map: suggestions on possible further developments for AG2 and YOurALPS project

## 2018

The points of tension of the current system seem to concern the continuous **availability of water** and the **competition of the local market with the global one** through the new distribution channels.

The current **preparation of workers** is likely not to be adequate to the challenges of today and those coming.

The **differences in skills** among different generations of workers adds **difficulties to innovation** and to the creation of new professions.

The **current infrastructures** may be **inadequate** in connecting the centers and the periphery, between production and remote areas.

## 2035

A feasible and desirable economic system will be based on an **"alliance between generations"** supported by a **collaboration between local Alpine governments** for **holistic active aging policies**, innovative and **flexible pension systems**, public **services** dedicated in particular to young **families**; **cross-border public transport systems** for residents and tourists, on a realized **circular economy** that evolves around the added value of **local productions** and services.

## Transition

The following ideas could guide future projects approaching to 2035 as imagined:

- ✓ Development of a **cross-border public transport system** connecting major access axes or centers and remote areas
- ✓ **Alliance between local companies** and municipalities for innovation and **replication of best practices** in the governance of Alpine resources (e.g. water, landscape, nature)
- ✓ **Transnational alliance** between education systems and organizations for innovative training/courses, for **extra-curricular activities**, for mutual recognition of the educational curricula, for **updating teachers** on the economic topics of the Alps, and **recruiting trainers, managers or company owners**.



# 3H Map: suggestions on possible further developments for AG3 and YOurALPS project

## 2018

The points of tension of the current system seem to concern the **content of education** (requiring more operational knowledge on nature and sustainability of use and practices in the Alps), the **school system** (general preparation of teachers seems to be outdated), and the **older generations** (requiring more updated skills and competences).

## 2035

A desirable system appears to be the result of a concrete **collaboration between educational institutions and local businesses**, in which the study paths are **tailored to the needs of the student and the company**, the **transition from training to work is fluid**, with benefits for both parties (the school accompanies the young to the job, the company welcomes and benefits from new skills). A **ubiquitous theme** in alpine school programs is **sustainability** (skills in ecology, social and economic sciences) and **training of global citizens and far-sighted local actors**.

## Transition

The following ideas could guide future projects:

- ✓ Definition of and agreement (among educational institutions) on **transnational curricula** for students and training for teachers on **common Alpine issues** (e.g. sustainability in services, production and use of natural resources)
- ✓ **Multisectoral agreement** (educational and different business organizations) on **formal/informal/dual education** on common issues (as above) and **training-work transition** and continuity.
- ✓ Programs spreading **Futures Literacy** (called by UNESCO “knowing how to use the future”: our ability to discover, invent and construct the world around us).



# 3H Map: suggestions on possible further developments for AG6 and YOurALPS project

## 2018

The points of tension of the current system concern: **mobility** and its impacts (between congestion of tourist areas and transport of products and raw materials), the **loss of agricultural areas and traditions** (especially in the most remote areas), the **consumption** of soil and the abuse of natural resources (with **lack of recycling**, poor levels of circular economy), the **long-term availability of resources** (e.g. snow, water).

## 2035

A desirable 2035 emerges as a result of collaborations aimed at **reimagining rural areas and traditions**, sharing and applying **soil protection** principles, developing an **energy transition**, **enhancing local services and products**, with a responsible use of ecosystem services. **Local cultural life is attractive** and the sense of community is also widespread **among young people**.

## Transition

The following ideas could guide future projects approaching to 2035 as imagined:

- ✓ **Transnational networking** with enterprises on **sustainable use of natural resources**
- ✓ **Travel agencies, traffic supplies, public authorities, and media** work as influencers and supporters of **“green” behaviours**
- ✓ **Chambers of commerce and education institutions** work together to **collect data on natural and cultural heritage to be valorised and possibly innovated**.



# Concluding comments on the workshop

## Potentials of Three Horizons approach

The framework consists of two parts:

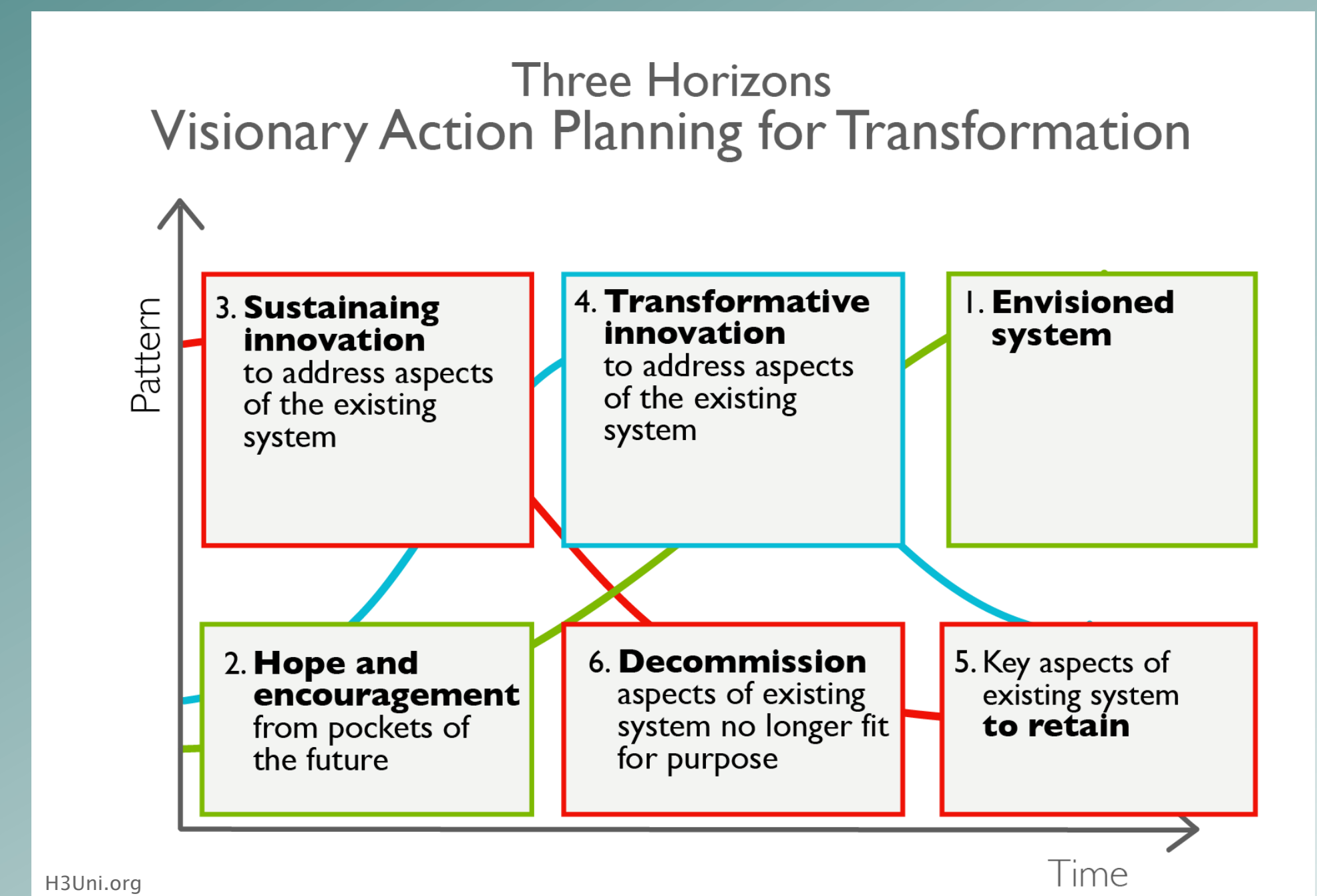
I. Mapping the 3H

II. Planning for the Transformation

In the "mapping part" about 30 participants reached inspiring statements and useful definitions to outline general further developments.

This shows the replicability of the Three Horizons approach in other actions.

The second part would involve the participants in a more operational activity, grounding and organizing strategic interventions and decisions for real transformations, obviously over a longer time period.







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