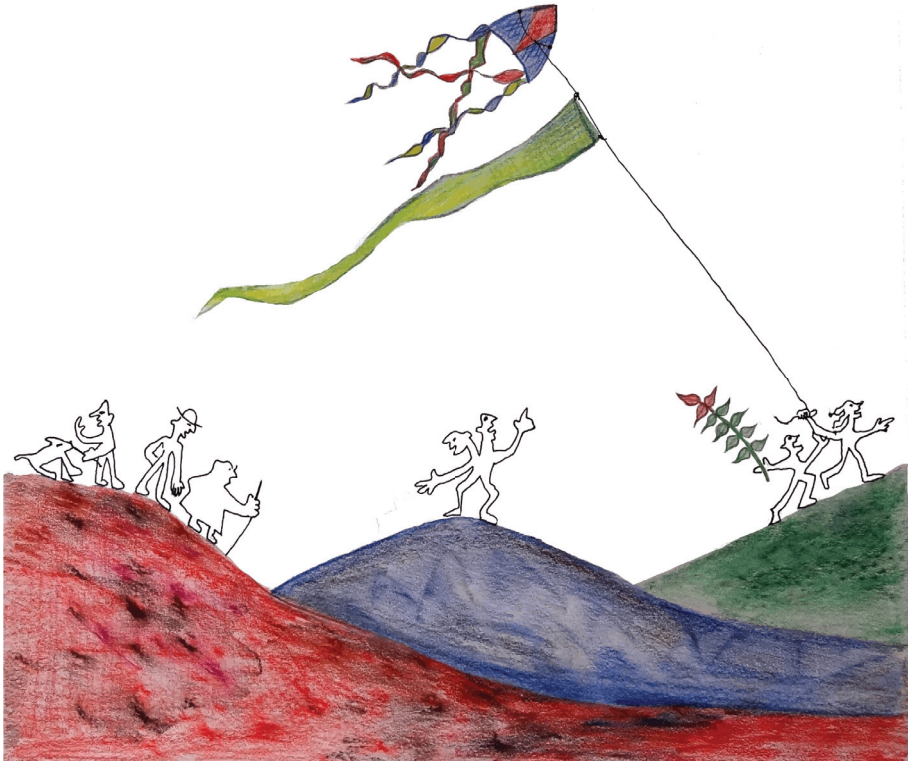
Three Horizons

The Patterning of Hope

Bill Sharpe



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"How can an eclectic group of experts, with very different worldviews, come to a shared vision for the future? Using the Three Horizons framework, skilled facilitators achieved the seemingly impossible and enabled the Carnegie Commission for Rural Community Development to agree a compelling, inspiring and hopeful blueprint for the future of rural communities. Now Bill Sharpe reveals the full potential for this way of thinking to generate practical hope in all kinds of complex policy areas."
Kate Braithwaite, Operations Director, UnLtd and formerly Carnegie UK Trust

"We need to pass from worrying about the future to constructively engaging upon its creation. For all those interested in this task, this book delivers a powerful way of thinking about that future in qualitatively different horizons. If we want transformation to be more than just an aspiration, then we need to position it and to understand the dilemmas that define progress towards a better society. This book helps with that positioning and puts discipline into the process of foresight."
Professor Peter Kawalek, Manchester Business School

"Every so often a new futures method comes along that opens up new ways of seeing the future. Three Horizons is such a method. It links the present to possible futures, and embodies ways of identifying strategic and innovation challenges. Bill Sharpe, one of the Three Horizons pioneers, has written a valuable primer on its theory and emerging practice."
Andrew Curry, The Futures Company

"Three Horizons provides a valuable tool for understanding the complexity hidden in past trends and the choices always implicit in the apparent determinism of future possibilities. An intelligent approach to seeing into the future demands both insight into the underlying forces driving surface events and the imagination to know that what appears self-evident may be only the result of a pattern of logic that fails to take fully into account the future play of those forces. Bill Sharpe's book helps us break out of the Newtonian deterministic thinking that so often blinds us to the choices we have made and reveals our power to alter them."
Garry Jacobs, Chairman and CEO, World Academy of Art and Science

"It has been a privilege to work with Pierre Wack and Bill Sharpe in thinking about the future and turning it into action. Both understand visionary action planning at its best."
Napier Collyns, Co-founder, Global Business Network

Case Studies: Introduction

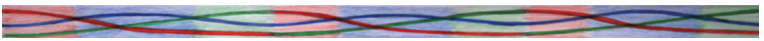
This part of the book brings the discussion down to earth with real life examples of the use of Three Horizons over the last few years.

Nothing in the universe lasts for ever without change, even the universe itself, so Three Horizons thinking can in principle be used for investigating processes of change and transformation in any field. It is just a way of giving shape to our natural awareness of change, bringing it into our collective consciousness in a way that helps us act more skilfully together in the present moment towards our shared future.

Within the infinite variety of possibilities represented by the messiness of real life there are some common ways of using Three Horizons which build on its particular strengths. In any situation these will probably all turn up with varying degrees of importance and emphasis.

Sense-making

Probably the main reason that Three Horizons has taken off without any great effort on anyone's part is that, while being easy to understand and use, it helps people make sense of complex situations. The idea of the three horizons can be presented in a few moments, and experience shows that any group of people can then work with it to start exploring the issue at hand and make some useful progress within whatever time is available. From this easy entry much deeper understanding can be developed progressively, bringing other tools such as scenarios into use as appropriate. This is as true of a group of financial experts working on policy recommendations to government for hugely complex global issues, like the future of computer-based trading, as it is for a community group thinking about the local impacts of climate change.



Sense-making brings to the foreground our position as third party observers, looking at an issue to bring some understanding to bear on it, assembling all the facts as best we can. This is the outside-in stance, putting aside our own direct preferences and values except in so far as they are the incentive for the conversation.

There is particular value in the subtlety of understanding that comes from seeing that the three horizons are explored in terms of different types of evidence, and therefore different classes of actors. This brings the unknown and uncertain future within the reach of exploration in systematic ways. It is also very helpful in making clear the distinction in the H2 space between those H2+ actions that develop options towards the third horizon and those H2- ones that might, or probably will, be captured to extend the first horizon.

Looking steadily and deeply into policy situations where we don't have answers is peculiarly difficult. Those groups that undertake futures work in situations calling for deep transformation often end up covering uncertainty and ignorance with over-confident statements such as 'this can be done if only we show the political will to take firm clear action'. Alternatively, they put forward a vision or call for transformational dialogue to explore pathways towards a solution. The value of Three Horizons in such cases is that it allows us to hold a map of both what we do know and what we don't as a means of creating such exploratory strategic conversations.

Strategic conversation

While sense-making privileges our detached and analytic gaze, strategic conversation brings our own position and point of view fully into the picture. If we have come together to talk about an area of concern, then at some level we think that 'we' have a role in addressing it. Three Horizons supports strategic conversation because it invites us to bring ourselves fully into the room;

we are able to recognise, make sense of, and think beyond our particular horizon mindset, gaining a flexible consciousness of all three perspectives. In making this step together, all the voices in the room can be acknowledged and allowed to speak from their own perspective of concern – such as the need not to lose hard-won gains, for example, while having the courage to explore transformative change.

An experience that we in IFF have had again and again is that from the recognition of the validity of each perspective a more productive conversation naturally emerges. This is especially relevant where the issue at hand involves representatives of all three horizons in finding complex pathways that maintain the old ways while nurturing the new. While in some areas of society we are content to let emergent change happen, with the new ruthlessly challenging the old – in market competition for example – in others we find ourselves needing to bring all the parties together to ensure transition can be managed without too much disruption.

Public sector services have the problem of convening all three horizons of change to a high degree, because there are many imperatives for consistency of provision and maintenance of standards. This presents particular problems of introducing the third horizon in the presence of the first, to the extent that the first horizon can completely frustrate transformation however well-intentioned those responsible may be. Our example here is education where the need for renewal is clear, and where we are developing experience of Three Horizons supporting a strategic conversation that includes everyone from children in the classroom to policy makers in government.

Visionary action

From sense-making and strategic conversation we gradually deepen our understanding of the transformational possibilities of the third horizon and where our own journey lies, and who 'we'

are that are going to undertake the exploration. Three Horizons is helpful in the way it clarifies the context for visionary action by bringing into view the relationship with the other horizons. Assigning resources to H3 investigations and allowing exploratory projects to develop new measures of success can be challenging. It can require the H1 managers to go out on a limb to defend the new and untested in the presence of the overwhelming priorities of the first horizon. The power of Three Horizons to convene the conversation between all three perspectives enables the movement from opposition to informed collaborative action. This does not remove the need for leadership but allows it to be developed at the right level and in the right way.

The concept of the second horizon transition is very helpful in bringing the practical steps of transition into view. The Three Horizon map that is built by a team setting out on transformational change can identify which aspects of the first horizon will need to be carried forward into the third and which must be abandoned, and how this is to be accomplished. The distinction between H2+ innovation that helps create conditions for the third horizon and H2- innovation that will probably be captured by the first horizon is particularly useful for designing visionary action.

Patterns of renewal

As we've discussed several times, our societies have developed many ways to allow processes of innovation and renewal to go on: markets, scientific research, and democratic government are examples we have used. Three Horizons can be used not only within such processes by individual players looking to create change, but at the policy level of the process itself. This can be especially useful when those processes are not working well and innovation seems to be struggling to make headway. We can think of this as the 'Olympian view' of the horizons (in Greek mythology Mount Olympus was the home of the gods). The gods'

eye view looks down on the three horizons and all the players within them, and explores whether the second and third horizons have the supporting mechanisms they need to flourish. In developed Western economies an example of this from the last 50 years has been the systematic moves to encourage venture capital to finance H2, new business formation, and to create incubators and other supporting policies to encourage the exploitation of knowledge created in universities.

As governments look for fresh ways to bring innovation into the public sphere there seems to be a default policy assumption that it can only be done by market mechanisms. By using a Three Horizons framework it becomes possible to see that the market is not the only way, and certainly not necessarily the best, to foster the second and third horizons. Each of the examples below illustrates some aspect of how the project has informed the development of new ways to foster continuing renewal.

Voices and values

Throughout all the different uses, what comes through consistently is that Three Horizons awakens the future consciousness of the people participating and alerts them to the values at stake and their own individual voices. Exploring any situation in terms of transformation naturally reveals assumptions and values, and these are not just abstract notions; they are the ones held by those in the discussion, and those they interact with.

Case Studies

These six case studies have been written by Graham Leicester and Andrew Lyon of IFF and reflect the particular interests of IFF in transformative change. Three horizons is being used quite widely in the futures field, and some other published examples are given in the Notes to illustrate further the diversity of usage.

Carnegie Commission on Rural Community Development

The Carnegie UK Trust established a Commission in 2004 to look into the challenges facing rural communities and what could be done to address them. They did what Commissions of Inquiry do – examined evidence, went on visits and conducted periodic meetings to try to make sense of the wealth of information coming their way. They were also keen to take into account 'evidence from the future' and asked IFF therefore to help them with some scenario planning.

Sense making

IFF instead encouraged the Commission to devote one of its plenary sessions to an exploration of the future using the Three Horizons framework. In preparation we were able to scan a wealth of existing literature about the future for rural communities, including a recent set of scenarios for 2020 produced by The Countryside Agency and the results of an horizon scanning and backcasting project on rural futures produced by the Future Foundation for the UK Government Department for Environment, Food and Rural Affairs. We gleaned from this reading a number of important factors that might have a significant and unpredictable impact on rural communities, ranging from climate change and energy shortages to rising inequality and migration. These factors were then used

to prompt a wide-ranging conversation that populated a full Three Horizons landscape.

Strategic conversation

In other words, the dialogue was able to respond to 'evidence from the future', but also place it in the context of the other kinds of evidence the Commission had been gathering – about the challenges facing rural communities (concerns in the first horizon), the promising projects and people they had encountered on their visits (initiatives in the second horizon), and the really inspiring work they had seen that gave them hope for the future (third horizon in the present).

What started to emerge in the Three Horizons session was a vision of the third horizon – a new pattern of viability and sustainability for rural communities in a changing world. This took the form initially of four different stories from four groups – but the common elements in them soon took shape as twelve key factors for viability. This pattern of twelve petals on a single flower became the organising motif for the rest of the Commission's work.

Visionary action

Opening up this H3 vision also allowed, at a subsequent plenary meeting of the Commission, an in-depth investigation of the transition zone between present conditions and the envisioned future. Most Commissions make recommendations for policy. This one made recommendations for action. And those actions were in part derived from grappling with the real dilemmas facing policy makers between continuing to meet the demands of the first horizon and moving the system towards the third. Working with four central dilemmas – for example between central service provision and local responsibility – the Commission was able to come up with its own agenda of initiatives to help resolve each dilemma, build on the inspirational aspects of present practice, and over time move the whole system towards a new pattern of viability.

Patterns of renewal

The final report published in 2007 – *A Charter for Rural Communities* – used the twelve-petalled flower image on its front cover. Inside it provided a chapter on each 'petal' together with examples of promising practice and recommendations for new initiatives in that area. What started out as an H3 vision thus became a diagnostic template for existing communities to gain a better understanding of their own viability in the present, together with a set of resources to spur improvement. Significantly, one of the major outcomes from the report's publication was the establishment of a lively international community of practice – the 'Fiery Spirits' – dedicated to sharing their experience and their learning in trying to shift their own communities in the direction of the Commission's vision.

Transformative Innovation in Education

In the autumn of 2006 IFF was approached by a former education official and a headteacher. They had been involved for some time in a government-sponsored conversation about the future of education in Scotland which, with the adoption of a new policy framework called *Curriculum for Excellence*, had come to a close. They asked whether IFF could help them continue this future-focused strategic conversation since it seemed the world had not stopped changing, even though the policy was now agreed.

When introduced to the Three Horizons framework as a way of framing such a conversation, the headteacher immediately grasped its significance. "That explains a remark made by our lecturer on my first day in teacher training", he said. "He told us that he was training us to teach subversion. I never understood that until now. Clearly my authority as a headteacher derives from the first horizon. But my pupils are going to live in a very different world. I have to help them to discover how to live in

the third horizon – in other words to subvert my first horizon authority. I must train subversives."

Thus encouraged, in early 2007 IFF convened an exploratory workshop to address the prospects for *Curriculum for Excellence* as a prompt for effective education reform. The event generated a rich picture of the emerging policy landscape around the delivery of, and future prospects for, the new policy. Participants were also impressed by the way the Three Horizons framework had opened up the conversation and suggested that it might be valuable in other settings: teacher education, professional development activities, strategic thinking and planning in education authorities, individual schools, and so on.

Strategic conversation

Word spread and in time this activity began to attract the attention of Her Majesty's Inspectorate of Education. It too was interested in opening a dialogue about the future because, as one of the Chief Inspectors put it, the pace of change he and his colleagues observed in the classroom was just a fraction of the pace of change in the world. There had been steady incremental improvement in schools, but not enough to keep up with the world and so the gap continued to widen. He had therefore been tasked by his superiors to find a way to "bring the future into the conversation about school improvement".

He was also exercised by a second challenge. How, he asked, could the Inspectorate fulfil both its role of ensuring a good level of performance within the present system and at the same time stimulate the innovation needed for a very different future? Or, as he memorably put it, "how can we both inspect and inspire?".

He found that both of these challenges were naturally addressed when the conversation was framed in Three Horizons terms. It allowed the future into the dialogue, located pockets of the future in the present, and also naturally lent itself to an interpretation that was about both maintaining quality in the first

horizon and also encouraging inspirational activity designed to enable the transition towards a very different future in the third.

So, together, IFF and the Schools Inspectorate collaborated on the design of a simple Kit that would enable school senior management teams to have wide-ranging Three Horizons conversations. Under the title 'Opening Up Transformative Innovation', the Kit is now available in every school in Scotland.

It is based around a set of cards designed to prompt a conversation about the present and the future. The cards carry a series of statements about the changing world, about changing education policy and practice and about changing young people (three suits). Every statement on the cards is evidence-based, about something already happening, at some scale, somewhere in the world – *schools become bigger and more detached from learners' local context*, for example, or *a 24/7 technology-driven world brings an end to the school or college 'day'*. This is a way of bringing current educational research and other knowledge into the process – getting the future into the conversation about school improvement.

The statements are then used to prompt a discussion (led by the headteacher, for example, with senior staff, around the staffroom table) that is recorded, on Post-it notes, on a Three Horizons chart (a more formal version of the chart shown in Part I), against the two axes of prevalence and time. Each card statement prompts at least two reflections to get the conversation going: is what is referred to on the card happening already or might it happen in the future? Is it a worrying sign of the existing system failing (H1) or a desirable feature for the future (H3)? The conversation flows from there.

With the addition of dice (to choose which 'suit' of cards to play), an egg timer to regulate play if necessary and a simple set of instructions to read and communicate to the other 'players', any group leader (typically the headteacher) can manage a strategic conversation that in a couple of hours (or less) helps the team to populate its own Three Horizons landscape.

Visionary action

At this point groups – and headteachers – typically ask how to interpret the landscape they have discovered, and in particular how to incorporate the insights from their strategic conversation into a school improvement plan. Again working with the Inspectorate, testing and amending as we went, we developed a supplementary chart and a new set of instructions, now incorporated in the Three Horizons Kit, to process the Three Horizons conversation and to draw out its implications for a programme of innovation.

This second phase encourages the group to identify and to embellish from their earlier conversation both a vision for the future and "hope and encouragement from the existing system" that suggests the vision can be achieved. In other words, they elaborate on the H3 ideal that they have identified and examples of it they know of in the present (anywhere in the world). Then they draw up an innovation portfolio consisting of three kinds of action:

- Sustaining innovations required to address concerns about the existing system in order to keep it running (e.g. efficiency savings)
- Aspects of the existing system that have no place in their imagined ideal future and therefore need to be gradually 'decommissioned'
- Transformative innovation that will pave the way for their H3 vision.

The instructions also seek to remove some of the fear that surrounds actually embarking on transformative innovation by suggesting that such action does not need to be daunting. As the instructions say, the action should:

- Be small-scale
- Be inspiring to at least two or three members of staff willing to support one another in giving it a go (i.e. avoid 'solo climbers')

- Release resources from the H1 system and angle them towards the third horizon (i.e. does not require large, additional, up-front investment)
- Authentically illustrate the big picture developed in the earlier strategic conversation by fitting a transition pathway towards a vision of the third horizon rather than simply improving the present system
- Be viral in nature in that others will adopt it because it works and not because it is imposed in a top-down manner.

Patterns of renewal

What these conversations in turn begin to reveal is a pent-up energy for radical innovation in most schools and always one or two individuals keen to try something different – to push the boundaries of their existing practice towards a desirable third horizon. But with no real management experience or support, no time, no money, no training budget, no consultants or facilitators available, how can these groups of teachers take the next step: the move from insight to action?

Bearing in mind the Inspectorate's desire to shift its own role away from monitoring towards supporting and inspiring change, IFF decided at this point to train a number of inspectors in a set of simple but powerful change management tools designed by our IFF colleague Jim Ewing. These tools dovetail beautifully with the Three Horizons framework. They provide groups with an understanding of the process of change, ways to communicate their plans to engage and enrol others, and a simple process for dealing with the worst fears of failure ahead of time in order to improve the initial design for an initiative and take some of the psychological risk out of it.

A year after first introducing these approaches into schools, local authorities and community learning settings, the Inspectorate evaluated the results. They suggest to the Inspectorate three broad outcomes in participating schools: a

shift in mindset to believe that it is possible to implement radical change; a new capacity for leadership at all levels now that people can get a sense of where they want to go and how to get there; and an impact on confidence and skills for learning and for life amongst pupils themselves using these approaches.

Most impressive of all, the school pupils themselves are now taking to these tools with gusto. Three Horizons is being used in the classroom as a framework for understanding the dynamics of change in all kinds of areas. With the security of the Three Horizons framework, staff are now happy to invite pupils in to open conversations about the future, and the pupils themselves report how the framework makes them feel like equal participants in the conversation – their voice and opinion valued like any other because it can find a place on the Three Horizons map. Pupils from one of the first schools to adopt the approach are now touring other schools in the area to pass on their new-found process skills to their peers. They also used the tools to manage a strategic conversation amongst all the teachers from the region at their annual conference. Transformative innovation is under way.

Winter Planning in NHS Fife

Every winter there is a bulge in demand for hospital services in the NHS as frail older people in particular fall ill, or just slip on an icy street, and are admitted to hospital. When their living circumstances are then examined in detail they are often found to be pretty fragile and it can take some time to assemble the necessary package of support to allow them to return home. So the hospital system absorbs the strain.

Because this happens every year, the government usually issues guidance to health authorities in the autumn with suggestions for how to get through the winter. They then ask those same authorities to convene in the spring to review their learning from the winter and pass on lessons that government can

collate and convey to all authorities in the autumn in time for the next challenging period. It is a model system of continuous improvement... unless the lesson you learn in the spring is that you cannot go on like this, just managing to get through one winter after another, with the fabric of the system, already under constant strain, getting stretched so thin during these periods that it is at breaking point.

This was the feeling that prompted NHS Fife to come to IFF in the autumn of 2009 with a request to help them "challenge our thinking and give ourselves some longer-term strategies for dealing with the limits to the capacity of our current health and social care system".

It was a clear request for some strategies for 'redesigning the plane whilst flying it'. They certainly could not let the existing system collapse – they needed to get through the next winter. But at the same time they knew that fire-fighting their way through each fresh crisis carried no hope for the long term. So they also wanted to be exploring new ideas for how to shift the whole system on to a more sustainable footing. Another image that came up in more gloomy moments in the discussions was of the liner and the lifeboats: "We must keep the ship afloat as long as possible, but given that we know it is holed below the waterline we would be foolish not to start building lifeboats at the same time".

Sense making

As a first step, a small group of local clinical leaders conducted a series of interviews with significant players across the system – the hospital manager, medical director, nursing director, general managers of the local community health partnerships, patient representatives and so on. The interviews were structured around the Three Horizons framework, without making it explicit at that stage. People were asked about their concerns about stresses on the present system (H1), what an ideal system might look like in which none of these stresses showed up any longer (H3), whether they knew of any examples where elements of that ideal system

already existed (H3 in the present) and finally what innovations were already in train or planned that looked promising in their view as moving the system towards the ideal (H2+).

When the whole group got together for the day they were presented with the Three Horizons map of the landscape revealed by these interviews – a detailed picture of a failing first horizon system, an ideal vision of the characteristics of an H3 system, examples of present practice that displayed at least some of those characteristics and a raft of innovations that seemed to carry the potential to shift the system in the right direction.

Strategic conversation

The first thing that the participants noticed was that the third horizon they had collectively articulated was not very visionary. It looked more like an improved version of the present than a real transformation. This is not surprising. The interviews had taken place with participants during the course of their working day, as they sat grappling with the challenges of the failing H1 system. In that context it had been difficult to come up with anything very inspired as a vision for how things might be different. In the context of the workshop, however, out of the office, away from the desk and their email, in a beautiful environment and in conversation with one another, the group was quickly able to stretch the H3 vision towards something with the qualities of hope and inspiration that usually characterise that space.

It was then possible to review both the 'third horizon in the present' examples and the examples of promising innovation in light of the new vision. Many fell by the wayside as being, on reflection, nothing more than marginal improvements in the present system – the kinds of innovation that had got the system through previous winters but were felt to be inadequate for the evident longer-term trends.

Since the task from the outset had been to develop a dual strategy – redesigning the plane whilst flying it – the group then looked more closely at how best to implement a programme of reform whilst maintaining the current system. IFF talks about this dual role as providing hospice work to the dying culture and midwifery for the new. It was vividly illustrated in the workshop by the hospital manager who explained that it had seemed like a soul-destroying task to keep the hospital going over the next two years until his retirement when he knew in his heart of hearts that it was no longer fit for purpose and was bound to fail at some point after he was gone. But he was willing to keep the plane in the air now in the knowledge that it would provide the space for others younger and more energetic than himself to start designing the new system that would be fit for the future. So often these conversations paint the managers keeping the H1 systems going as dinosaurs, unwilling to change. In that moment the H1 manager was transformed from dinosaur to hero – keeping the forces of collapse at bay long enough for more hopeful actions to occur.

Visionary action

From this beginning – a single day workshop developing a new sense of the Three Horizons landscape – many new initiatives sprang. Further analysis of the map allowed the team to develop a better understanding of the tensions that exist between the laudable values of the H1 system (efficiency, reliability, etc.) and those of the desired third horizon (loving, caring, human scale). Analysis of the pattern of innovations identified in the workshop offered six 'innovation pathways' to explore as ways of navigating these tensions on the way to a third horizon system, as follows:

- Invest in the third horizon as our strategic intent
- Evolve technology with a human face
- Grow the workforce to support and participate in the new system

- Engage in grown-up conversations – about living and dying, about love, care and compassion, about human limits and human potential
- Focus on person/patient experience as our most powerful learning tool
- Nurture community and relationships, recognising that most recovery from illness and longer-term care takes place at home.

Individuals stepped up to 'champion' each of these pathways, regularly meeting as a group to support each other and in recognition of the fact that all are inter-related. What has become most noticeable over time is the shift in the mindset informing the practice of the individuals involved, and the encouragement they have given to colleagues to participate in the same spirit.

The work has also generated specific new projects. The pathway relating to recovery and longer-term care taking place at home led directly to the development of a radically different approach to working with older people to help them live fulfilled lives even in their last years and to keep them out of hospital as long as possible. The promise was that in time this approach would allow the hospital to close an entire ward, with consequent recurrent cost savings.

Patterns of renewal

The Health Foundation chose this initiative, the SHINE project, as one of a portfolio of projects across the NHS into which it put 'invest to save' funding. It is now in its third year of operation. The H1 managers, in their increasingly desperate search for cost savings, decided to close a geriatric ward in any event soon after the project began, on the grounds that new approaches were now in place. One of the challenges for hopeful and inspirational projects is an H1 demand that they deliver at scale immediately. Those involved with the project on the ground continue to make steady progress towards their H3 vision by skilfully managing the demands (and the hopes)

of the first horizon and emphasising the longer-term nature of the transition of which their small projects are a part.

Even more remarkable was the link that the workshop and the Three Horizons dialogue forged with Southcentral Foundation in Alaska. Having articulated an H3 vision of a loving, compassionate, caring system, the group had looked for examples of this kind of activity in the present. One of the participants said that it reminded her of a presentation she had heard about the unique healthcare system developed by the native Alaskans. Further research revealed that Southcentral Foundation had indeed established a remarkable system of care based on the insight that health is a product of quality relationships.

This triggered the interest of the Scottish Government who also investigated the system further and, as a result, invited a group from Alaska to Scotland. This group visited Fife for two days: a visit from the third horizon! That helped to establish a link. Four people from Fife then went to Alaska to find out more about the system and to undertake their 'core concepts' training. The party included a local doctor in general practice who promptly started to adopt the principles in his own surgery on his return. Meanwhile in the US the Alaskan model was just beginning to attract attention, and in 2012 won the Baldrige Award for Performance Excellence. Remarkably, the tiny former mining village of Buckhaven in Fife was soon being mentioned in *The New York Times* as one of the places adopting the Alaskan way.

The relationship has gone from strength to strength, with a number of individuals in Scotland now having either been to Alaska or having studied the model. They have created an informal community of their own and are effectively pioneering together a new model of healthcare that in time they hope will spread across the entire country. In 2014 Katherine Gottlieb, the inspirational Chief Executive of Southcentral Foundation, will herself visit Scotland to encourage the effort and to share the lessons from their own experience in growing this new system, which itself started out as a small scale transformative innovation.