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# FUTURES BULLETIN

The newsletter of the World Futures Studies Federation

Vol. 31, No. 4 July 2006

## Editorial

The focus of this number has shifted towards the Federation matters. WFSF has entered into a formal cooperation with the Journal of Futures Studies. We are presenting the details of this collaboration and the general information about the Journal which is co-edited by one of our members at Tamkang University, Sohail INAYATULLAH. Over a dinner, a number of WFSF members who attended the Turku conference have discussed the current situation of the Federation and the major challenges we are facing. Maya VAN LEEMPUT has prepared the report from this dinner meeting. Also, the Executive Board has made an important decision about changes in the dues payment system. Details of the new rules are listed by the Secretary General, John RATCLIFFE. Finally, we are introducing profiles of four new members: Dirk HR SPENNEMANN and Stephen TIGHE from Australia and Guillermina BAENA PAZ and Eduardo BALBI from Latin America.

We also continue the series *Snapshots of futures education from Australian schools*. In Part III, Debra BATEMAN and Caroline SMITH discuss the experiences of Woodridge State High School in Brisbane. We would like also to point your attention to other interesting features: report from the Turku conference *Changing Foresight Practices in Regional Development* written by Tamas GASPAR, information about the website *University Futures* which was set up by our newest member, Maree CONWAY, and New Releases Section that presents five interesting readings for the summer.

Wishing you all an enjoyable summer (or winter for some of you) and, of course, enjoy the read!

John RATCLIFFE & Ela KRAWCZYK

#### Next issues of the Futures Bulletin:

|              |                  |            |               |
|--------------|------------------|------------|---------------|
| 15 September | 15 November 2006 | 15 January | 15 March 2007 |
|--------------|------------------|------------|---------------|

## SECTION 1 - COMMUNITY HOUSE

## MEMBERS

## Welcoming New Members

**Dirk H.R. SPENNEMANN [Dirk H.R. SPENNEMANN]**

I get excited about cultural heritage and how it can be used to fulfil the aspirations of communities in Australia and the small Pacific Islands nations. Originally an archaeologist by trade, over the past twenty-five years (MA *Frankfurt* 1982, PhD *Australian National University* 1990) I have been an active participant in the field of cultural heritage management in Australia and the Pacific (for my publications record see <http://www.spennemann.net>). I am taking a holistic view of cultural heritage management, with the protection of heritage places on the one hand, and on the other the empowerment of the local communities to interpret their heritage places to citizens and visitors alike. My mainstream research considers the present and future social and economic dimensions of heritage, looking at the values and value systems that underpin heritage preservation and interpretation and the value conflicts derived there from.

I have become increasingly concerned about and interested in the question of the ethical management of the future heritage of present and emergent technologies. To this end I have written ground-breaking papers raising the ethical issues of managing space heritage both on earth and on the moon. More recently I wrote on the conceptual framing of heritage futures by exploring the ethical mandates to curate the future cultural heritage generated by robots. In that on-the-horizon/over-the-horizon work I am actively challenging the retrospective paradigms held by the heritage management professionals. A parallel line of work looks at the parameters that circumscribe the abilities of historical societies and heritage managers to conceptualise the future of the heritage(s) they are creating through their management actions.

Contact: A/Professor Dirk HR Spennemann, Institute for Land, Water and Society, Charles Sturt University, Albury NSW 2640, Australia. E-mail: [dspennemann@csu.edu.au](mailto:dspennemann@csu.edu.au)

**Stephen TIGHE [Stephen TIGHE]**

I'm 35 years old, living in Melbourne, Australia.

I'm the Foresight Manager at Foster's Australia, a position I've held for the past two years. I have worked at Foster's for 11 years in a number of analytical roles and my work experience includes eight years in Melbourne and three years working in Sydney. Since 2003, I have focussed my learning around society and consumers as part of the Foster's Insights team. This led me to discovering the world of Foresight and the Australian Foresight Institute, where I am currently completing my 2<sup>nd</sup> year of studies.

Futures studies have become my passion over the past two years and my aim is to continue to develop my learning around futures work and futures thinking, and to continue to expand my network of global futures thinkers. My particular interests in the field of futures are around scenarios, backcasting, environmental scanning and systems thinking. At Foster's we are now beginning to employ these methods in our longer term planning.

Outside of work my interests include AFL Football, catching up with friends, and travelling around the world.

### Guillermina BAENA PAZ [Guillermina BAENA PAZ]



Only few years ago, I learned about the future studies for the first time. I have been looking for answers all my life (I am almost 60 years old), the answers about myself, society and the world. I am a teacher, researcher, but first of all I am a human being. I have published 25 books and many articles on a whole range of topics, such as research methodology, economic and social problems of Mexico, emotional intelligence of children, Prospective thinking, and applications of Prospective in politics.

Currently I publish an electronic magazine ([www.metadada.org.mx/nodofuturomexico](http://www.metadada.org.mx/nodofuturomexico)), two electronic books on line with free access. I also teach four classes at the University about Prospective and I give a seminar on Prospective studies every week. Over the years I have given numerous courses on this topic and every year I participate in the national event called Prospec.

I am the Director of Nodo Futuro Mexico of RED Escenarios y Estrategia para América Latina.

But I am interested in several issues: education, methodology, journalism, social, economic and political problems, human security, political communication, radio, videogames, alternative medicine, public relations, marketing... Well.... I realized that I can do all of those, which I like a lot, through future studies, isn't it a great thing? But it's also important to talk to people like Jordi SERRA, Eleonora BARBIERI MASINI, Ela KRAWCZYK, Jim DATOR, Sohail INAYATULLAH, and others.

When the Mexican team lost against Argentina in Germany somebody said: "we played as we have never played, but we lost as usual". Life is a constant battle, but we can not accept a destiny manifest, therefore my next battle is to do something for my family, for my country and to change the prophecy.

### Eduardo BALBI [Eduardo BALBI]



EyE and myself are to your disposition

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[erb1942@yahoo.com.ar](mailto:erb1942@yahoo.com.ar)  
[www.esyes.com.ar](http://www.esyes.com.ar)

My name is Eduardo Raúl Balbi, Argentinean. I send a special greeting to all WFSF members. It is an honor for me to be member to this noted group, and I hope to be able to collaborate with WFSF and its members in topics related to prospective. I dedicated my efforts to this discipline for more than 25 years. I was a creator, and at the moment, I am President of EyE (Scenarios and Strategy) Network in Latin America, a NGO in the net that is devoted to research, popularization, teaching and application of prospective. Our network has 16 Nodes in the region, from Mexico to Argentina, and about 300 members. I also integrate the Council of Founders the Argentinean Node of the Millennium Project AC/UNU.

My current activities are concentrated on teaching prospective in several universities in Latin America, methodological research (we develop our own prospective method), training of analysts and researchers, and advice to government agencies, international organizations, companies, universities and other institutions.

I have Masters in International Relationships and I have completed several Higher Education Courses (i.e. High Strategic Studies, Prospective Methodology, and International Trade).

I hope that our EyE Network can collaborate intensely with WFSF and that we can establish a fluid and beneficial exchange of experiences, theory and concrete studies for mutual benefit of our societies.

## FEDERATION

## IN



## Collaboration between WFSF and Journal of Futures Studies [John RATCLIFFE]

We are delighted to announce that the WFSF has entered a formal collaboration with the Journal of Futures Studies (JFS) published by the Graduate Institute of Futures Studies, Tamkang University, Taiwan. The agreement of collaboration includes the following points:

1. All WFSF members who already receive JFS will continue to do so.
2. Members who do not receive JFS (new and existing members) but who wish to do so can receive the Journal at special rate of \$US 20 a year. Full rate for the subscription is \$US30 a year. This special rate covers only all mailing expenses. This payment will be made directly to JFS.
3. A link between the WFSF website and JFS website will be established to facilitate the collaboration.
4. If there are WFSF members who cannot afford the special rate, their cases will be considered on individual basis. They need to email their request to JFS.
5. WFSF logo will continue to appear on JFS and WFSF will place JFS logo on its website.

If you wish to avail of this facility please contact the WFSF secretariat (secretariat@wfsf.org).

## Journal of Futures Studies



The Journal of Futures Studies (JFS) is published by the Graduate Institute of Futures Studies, Tamkang University, Tamsui, Taipei, Taiwan. The editors invite contributors in the areas of foresight, forecasting, long-range planning, visioning and other related areas.

The Journal's approach is:

- Trans-disciplinary
- Epistemologically diverse, seeking article from empirical, interpretative, critical and action learning traditions, and;
- Multi-methods based, including, for example, methods such as emerging issues analysis, scenarios, age-cohorts analysis, casual layered analysis and backcasting.

We invite your articles, essays and report/reviews. We are particularly keen to explore the points of convergence between East and South-east Asia futures and global futures.

We have also entered into a cooperative relationship with the World Futures Studies Federation. We hope this relationship will lead to a greater contact between the thousands of students who have taken futures studies courses at Tamkang University and the World Futures Studies Federation.

## Meeting of WFSF members in Turku [Maya VAN LEEMPUT]

**On 10-06-06 eight WFSF members had dinner together in a Turku restaurant after the FFRC conference. Since this wasn't an official meeting, this isn't an official report.** Nevertheless, some important issues concerning the WFSF were raised. At several points during the meeting, the basic character and nature of the WFSF was at the centre of

[www2.tku.edu.tw/~tddx/jfs](http://www2.tku.edu.tw/~tddx/jfs)



the discussion, while more immediate and practical issues were also raised. This brief summary was put together to organise my thoughts on the meeting.

Members present were: Fabienne GOUX-BAUDIMENT, Ela KRAWCZYK, Ruben NELSON, Reka VARNAGY, Tamas GASPAS, Maija-Leena LAUREN, Anita RUBIN, Riel MILLER, Riccardo CINQUEGRANI and Maya Van LEEMPUT.

A prospective member was also present there: 'Erik F. ØVERLAND'. Michael STORPER was a quiet observer for a while.

**Individual members.** In total we have not 600 but 281 members. New membership since John/Ela took over the secretariat from Chris: 17 new members.

**Institutional membership.** Two new institutional members: from Egypt and Russia. Fabienne stresses the need for increasing institutional membership in order to strengthen the WFSF's influence. The PREST, through Michael KEENAN, is considering the matter, but it appears that it is not so easy for departments within a university to become institutional member. The Finish Futures Society has also been invited to join the Federation and is studying the question.

**About globalisation of the membership.** Membership needs to be more international. Currently, 17% of members are Australian, 27% American and 56% from 54 different countries including European. A more international membership will make the "world" in WFSF more tenable and will enable the federation to claim greater representativity in the international bodies such as UNESCO.

**About the nature of the WFSF.** The question was raised what profiles we imagine for the federation's members; what should be their involvement in FS, what should be their motivations for joining the WFSF? Is the WFSF an organisation for academics in futures, or where academics and non-academics can meet, for a certain standard, or a certain ideological/spiritual focus? Words used to describe the federation during these discussions: organisation, network, club, bridge, window, family.

**Membership database:** The possibility of a full membership database (db) to be made available on-line to all members was discussed at length. It is planned in the context of a bigger make-over of the web-site. As communicated by Fabienne on the list-serve, previous archives have been reviewed and questionnaires to collect more complete and up-to-date records for the new db are being developed. A team of two developers (from Egypt) is working on the website and setting the db structure up. The web-site will be fully automated, so that members can fill in forms online which will become available in the db automatically. The question was asked if the WFSF web-site could be based on social/collaborative software (wiki, mambo, drupal). This would have the advantage of saving on administrator-time as well as offering members the opportunity to create content for the site and use it as they see fit for collaboration between themselves.

**Work-load and finances:** Revamping and restructuring of the website as well as bringing the organisation's records in order and up-to-date, networking activities and housekeeping are all labour intensive tasks that the current presidency cannot count on (student) volunteers for. Moreover, the setting up of subject related working groups (professional clubs) and regional chapters requires the pro-active involvement and time of individual members. The sense that there is too little of this kind of involvement to keep the federation afloat was communicated insistently by Fabienne.



There is a grave lack of funds, considering the cheap level of fees, the number of members and the time for payment. A number of possible answers to this situation were discussed. Among them: Individual members whose fees are overdue by more than three months could be asked to pay up or loose their membership. It was suggested that for members exempt from paying fees because of their financial circumstances, a set of alternative contributions to the federation could be worked out. Other sources of financing have to be identified and addressed. Pres/SG have put in a proposal with UNESCO for a FS course materials project that could be funded with up to 40 000 USD. We should know if we got it by the end of August. How the work and the cost will be divided will be looked at in a later stage.

Some of these possible solutions will be addressed by the EB, some are waiting for an answer (UNESCO for example).

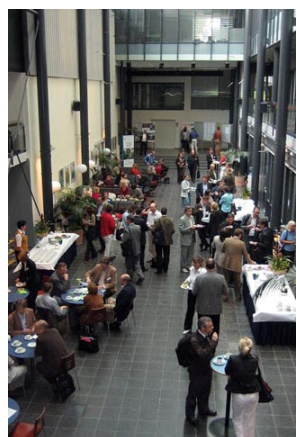
**Miscellaneous:** The efforts that have already been made to start up a **WFSF European chapter** and a **Latin American chapter** were briefly reviewed. About the **next world conference**, in 2007, the work-load of conference organisation is taken on fully by the local organising team, this time in Johannesburg. Fabienne also indicated she is on the trail of a publisher for **WFSF books**.

## OUT

### Regionalism and foresight - the 8<sup>th</sup> international conference in Finland - *Changing Foresight Practices in Regional Development* [Tamás GÁSPÁR]



Futures studies in Finland has a long continuing tradition. The Finish Futures Research Centre as well as the Finish Futures Academy in Turku embed this tradition into the global situation with good empathy. Action for the future has always been one of the key factors of a 'sustainable Finland' in Europe. With a focus on refining visionary knowledge and networking education and research, the Centre and the Academy have institutionalised action oriented futures studies. The 8<sup>th</sup> conference continues a line of international and local conferences run since 2000 that are marked by understanding of the methodology (scenario building, visioning, scanning, foresight), as well as it highlights sustainability on private, public and now regional level. The cultural framework of one of the evenings always determines the whole conference. In the past, it was the boat trip to Archipelago and the Tervasaari dinner in Helsinki. This time, the museum tour on the Medieval Turku has created the social environment. The visitors were introduced to a period in Finish history when a future shaping city was formed under strict values and administration of the dominating Swedish power; however, it was done in a participatory way. The lessons of a centre in the 'rural times' for the development of rural areas in the centralising global ages are more than relevant. Hence, this is one reason for up-to-date conference on Changing Foresight Practices in Regional Development – global pressures and regional possibilities.



The conference organisers reported that there were about 180 participants from 24 different countries that came to discuss the future of regional development. There were seven keynote speakers and 43 presenters in twelve workshops and seven poster presentations. Themes of the conference were:

- innovation systems in the creative economy,
- strategies for the globalising economy,



- practical applications (case studies),
- theories of foresight and regional development,
- foresight methods in regional development,
- the future of regional and global governance, and
- the changing roles and impacts of companies, universities and public actors in regional development.

The presentations have created the framework for the conference by articulating the critical problem of the present: how to develop the capabilities of people and regions and how to widen their future creating capacity, at the same time avoiding the social and environmental chaos. It seems that the environmental catastrophes or the social crisis, e.g. recent riots in Paris, and other such events contribute to the development of futures studies theories and methodologies. The keynote speakers have found different though interrelated dominant factors for the future. Michael STORPER emphasised innovation and its globalisation: the ability to create new – in other words the recreation of scarcity – is the source of wealth. Riel MILLER put the emphasis on learning instead of innovation. In his interpretation under unstable periods most decisions prove to be faulty. Classical analysis and visioning do not work effectively anymore. Instead the small-scale experimentation that imitates success and acknowledges failures, all that is learning, is the path for the future. Markku WILENIUS has raised the leadership as another factor in relation to the fact that innovation and learning are potentials that need to be developed. All sorts of aspects were raised in Michael KEENAN'S presentation about regional intelligence, although he searched for its evaluation rather than its sources. Although, the ongoing debates characterised the breakthrough factors of the future, it was interesting to realise the agreement in thinking that a new-set world is emerging. One aspect appeared in William HALAL'S contribution on the technology revolution, during which he emphasised that modern physics is turning towards the multiple universe models and towards a system, where light can be stopped and accelerated, and hence, the light-limited mindset is being challenged.



From the conference themes, two key areas have attracted the most attention: foresight and regionalism. Again, it became apparent that the most common terms of an area are never commonly agreed on. As for future theories, foresight itself has not been completely supported. In technological development HALAL underlined the development and breakthrough phases, and on the basis of a wide range of research, he drew up clear paths for and facts about the next decades. In regard to the innovation process, Michael STORPER emphasised the capabilities of human capital for the future. However, the whole interpretation projected a process that enjoys predictable transformation and breakthrough. Karlheinz STEINMÜLLER has put the debate into another perspective when quoted his own rule: the easier forecasting is the lower is the intellectual and practical benefit of it. He says that it is action not prediction that matters. Jerome GLENN also highlighted foresight and introduced some applied foresight methods – the State of the Future Index, Charette and Real Time Delphi to regional studies. Riel MILLER'S learning and, hence, spontaneous society is clearly based on foresight activities. Concerning foresight there are some new elements that may characterise the coming decades. Riel introduced futures literacy as the core concept: a rigorous imagining technique, the capacity to question the assumptions used to make decisions today. David DUCHAMP and Stéphane LEA were talking about communicative foresight. This model is emerging via critical and participatory futures studies and highlights the ideal speech that is comprehensive, sincere, legitimate, true and valid. Some of the presenters have moved on from participation.







Nelson RUBEN sees co-creation as the 21<sup>st</sup> century core activity instead of participation. Fabienne GOUX-BAUDIMENT urges a step from participation to exploration that is studying evolutions to come. The limits of participatory models are to be overcome by the pro-active ability of the explorative process, which is action oriented as well as it provides anticipation. Fabienne's point seems to be interesting as the explorative model turns back from local to global and gives foresight a new perspective. In this area, Timo SNECK and Outi SEPPA presented a remarkable approach with an evolutionary paradigm that aims at closing the gap between foresight and futures research. Functional futures research, as they call it, has the accuracy of hypotheses and forecasting results, at the same time collects knowledge and tightly links it to decision making levels.

Not only foresight was at stake. Many presentations have given reasons why the regional level is a core issue in the global world. Michael STORPER'S approach was the widest. He basically stated that regionalism is the basic organising unit of modern capitalism, and innovative areas take over the role of trans-national companies. Moreover, regional level is the most effective institutional frame for innovation management. Riel MILLER looked at regionalism rather as a mean that speeds up the transition towards learning societies. The approach of Markku WILENIUS highlighted space as one of the most important factors organising reproduction. Regional-local areas reflect most effectively the cultural content of a community living there. This idea was very close to Tamas GASPAR'S, who linked, in a dynamic process, two factors of change, i.e. adaptation and formation, to complexity and to the different levels of dealing with the future. He has found some sources of the inner cohesion of the mezzo-regional level. Paavo OKKO'S research proved that the regional economy is more open and operates in dimensions different than the nation state. Similarly, Sabine HAFNER-ZIMMERMANN showed that a regional integrated operation of economies increases competitiveness and growth rates. However, this development demands strategic foresight. Many other excellent case studies discussed several dimensions, which we have no space to discuss here. The foresight and regionalism were linked in many ways and, at the end, they gave a comprehensive picture of the current regional foresight issues.



The international seminars and conferences of the Finish futurist friends are on the track. Hopefully this tradition will be maintained in the colourful global futurist palette, and will bring new opportunities to continue discussions in wonderful Turku and its islands in the future.

from the  
secretariat

### WFSF Professional Clubs - review [Fabienne GOUX-BAUDIMENT]

Currently, four Professional Clubs (PC) are being designed to deliver their first outcomes for the WFSF World Conference in 2007. So far, we found volunteer coordinators for three of them and some volunteer-members for two. We still need volunteers to coordinate (lead, run, liven up, drive, or in one word: bring the work to life!) one PC and members to participate in the activities of all of them. Below, we remind you what Clubs were established, what are their aims and who volunteered to coordinate them or participate in their activities.

**PC Education.** Aim: to produce a core curriculum in futures studies in order to make a 1<sup>st</sup> step towards, one day perhaps, an international master in futures studies, or an online course; meanwhile, it should help any teacher of futures studies to design his/her course. Coordinators: **Peter**



**BISHOP** and **Peter HAYWARD**. A yahoo group has been created to link the participants of this PC.

**PC Sanctuary**. Aims: to develop an in-depth reflection about n°1/ the material the Federation should keep from its own history, n°2/ the material the Federation should collect to 'make' a history of futures studies. Then to build an archive, not only by selecting what must be archived but also how (index system, digitalization, etc.). Coordinators: **Andrew HINES** and **Chris JONES**. PC volunteers: **Marie-Ange COTTERET**.

**PC Territorial Foresight**. Aims: to produce a handbook about what is territorial foresight and the common concepts, methods and practices through the world. Coordinators: **A coordinator is needed!!**

**PC Epistemology**. Aims: to produce the basics material about futures studies: lexicon, bibliography of reference, who is who, etc. Coordinators: **Richard SLAUGHTER** and **Joseph VOROS**. PC volunteers: Fabienne GOUX-BAUDIMENT.

!!!



## Changes in the dues payment system [John RATCLIFFE]

Over past few months, the Executive has considered the current financial situation of the Federation and the changes that could be made to enhance it. In order to improve the dues payment system the following changes were approved and they will be implemented, starting in January 2007:

1. The new mode of billing is as following: **each full year is due**, regardless the start date of the membership. There is no option to pay a percentage of the fee for people who become members during a year.
2. When a new member is accepted by the Executive Board, they are immediately charged. They have **1 month to pay their fees**. If they fail to do so their acceptance will be withdrawn and they will need to reapply for the membership.
3. Regular members will be asked to renew their membership for the next year every December; they will be required to pay their dues by 31 January. **Each year is due** (not one in three!).
4. The online payment system (Paypal) will be set up as soon as the new website is operational.

**This is an experimental decision of the Executive Board. This means that the implementation of these changes will be monitored and a report will be presented to the General Assembly in 2007. The final decision whether to approve or discard these changes will be made by the General Assembly.**

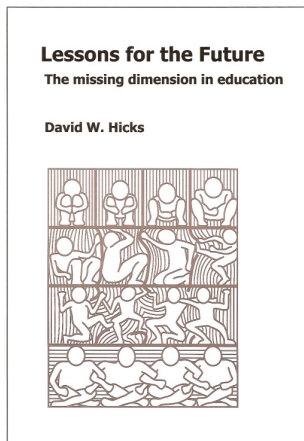
## Dues payment for 2006 [Ela KRAWCZYK]

The invoices for 2006 dues payment were sent to all members in June 2006. We would like to thank all members who already paid their dues and remind those who still need to do so that the following payment methods are available:

- credit card payments, please fill the form below and fax it (Fax +353-1-4023699) or post it to the secretariat (WFSF/The Futures Academy, DIT, Bolton St., Dublin 1, IRELAND); credit card payments are processed via DIT Accounts Department;
- bank cheques and bank drafts (in euro) issued to WFSF;
- bank transfers;
- cash.

Thank you for your cooperation!

## NEW RELEASES



**By David W. HICKS,**  
**Trafford Publishing 2006**

### Lessons for the Future: the missing dimension in education [Dave HICKS]

If one of the main purposes of education is to prepare young people for the future then where in education are they given the opportunity to *explore* the future? This thought provoking book argues that the future is a largely missing dimension in the school curriculum. Drawing on recent research it provides new insights into ways of helping students and teachers think more critically and creatively about their own future and that of wider society. Education has a crucial role to play in helping young people understand the nature of local/global change and for the curriculum to be responsive to such change it needs to promote both a global and futures perspective. This book will challenge much professional thinking about the nature and purpose of education.

"(An) admirable and carefully researched study...impressively cross-referenced and very well written" – *Cambridge Journal of Education*

"Provides a clear educational rationale for promoting global and futures perspectives in education, and offers realistic and effective examples of futures-orientated classroom activities...eminently readable...grounded in research and practical wisdom" – *Australian Journal of Environmental Education*

Forward: Preparing for the future ~ Prof. Wendell Bell

1. *Remembering the future*: a personal/professional journey
2. *Reclaiming the future*: what every educator needs to know
3. *A lesson for the future*: young people's concerns for tomorrow
4. *A geography for the future*: some classroom activities
5. *Towards tomorrow*: strategies for envisioning the future
6. *Retrieving the dream*: how students envision their preferable futures
7. *Stories of hope*: a response to the psychology of despair
8. *Always coming home*: identifying educators' desirable futures
9. *Living lightly on the earth*: a residential fieldwork experience
10. *Teaching about global issues*: the need for holistic learning
11. *Questioning the century*: tales of past, present and future
12. *Epilogue*: some lessons for the future



By Dr. Patrick van der Duin  
Published: May 2006

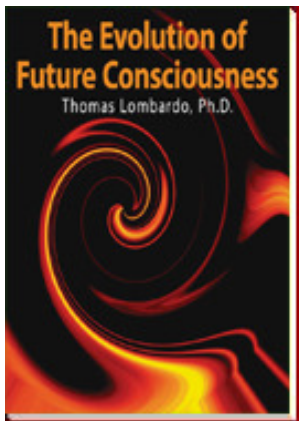
### Qualitative futures research for innovation [Patrick van der Duin]

This thesis is about how commercial organisations look to the future and how they use information and knowledge about future developments in their innovation processes. Futures research and innovation are linked with each other by the lead time of an innovation process and the uncertainty of the innovation process. Innovation is an inherently uncertain process that takes time, often a long time. What may seem like a good idea now may not be such a good idea in the future, when market, technology and society have changed. That is why innovators need to have more than one vision of the future. Futures research can prevent an organisation from investing time, money and other resources in existing ideas that may not be potentially successful innovations in the future. At various stages of the innovation process organisations collect information and knowledge about what an innovation will eventually look like or, even more important, how it will be used when it is finally introduced into the market.

Publisher: Eburon  
Academic Press  
([www.eburon.nl](http://www.eburon.nl))

The research has been carried out by doing six case-studies at commercial organisations and focuses on the scenario-method, trend-analysis, and road mapping. The main findings are that futures research is mainly used as a source of inspiration (instead of testing the future-proofness of existing ideas for innovation), that the scenario-method and road mapping lead to more radical innovations than trend-analysis, and that despite the wide array of methods of futures research, the personal skills of both the futures research and the innovator are vital for integrating futures research and innovation in a good way. Also, many organisations find it hard to carry out futures research and innovation when business is going well and they are working hard to satisfy short-term customer demand. On the other hand, when business slows down, there is the immediate concern of trying to keep afloat, which more often than not leaves few financial resources to spend on futures research and innovation. A last lesson from the cases in this thesis is that the connection between futures research and innovation is rather implicit. Although most organisations realize that futures research is important, they find it difficult to integrate its results into the innovation process. Based on this research it is advisable to implement a *future audit* to test ideas for innovation, to make futures research more holistic since innovation has become such, and to balance futures research with the type of innovation process. Lastly, when using futures research in innovation processes one should not only focus on the future of the outside world of the organisation but one should take into account the internal (own) ambitions and plans for the future as well.

## The Evolution of Future Consciousness



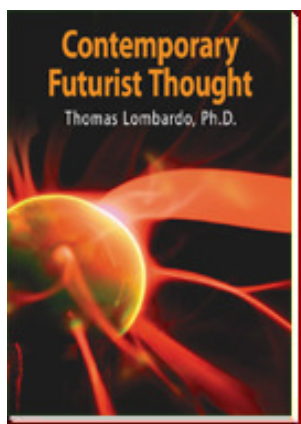
By Thomas  
LOMBARDO

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Are there any unique qualities that humans possess that make us special within the world of nature? Since the beginnings of recorded history, we have pondered this question. What if many of humanity's highest qualities and unique achievements, such as technology, civilization, morals, self-consciousness, freedom of choice, religion, and science are all built upon a single distinctive human capacity? It may be that our highly evolved mental power to envision and think about the future is at the core of our greatest accomplishments and most unique human attributes.

In *The Evolution of Future Consciousness*, psychologist and futurist Tom Lombardo examines the human ability to be conscious of the future, to create ideas, images, goals, and plans about the future, to think about these mental creations and use them in directing one's actions and one's life. In the opening chapter, he looks at the psychology of future consciousness and its values and benefits, as well as ways to enhance this human ability. Subsequent chapters describe the emergence of future consciousness in pre-historic times and how it was critical in the development of love and bonding, the family, tools, and human aggression and hunting; the central importance of the future and time in early myths, religions, and classical philosophy; and the rise of modern futurist thinking, covering the Renaissance, the Scientific Revolution, the Western Enlightenment, and the Romantic counter-reaction. The book concludes with Darwin and how the theory of evolution revolutionized humanity's conception of both the past and the future.

In its companion volume, *Contemporary Futurist Thought*, Tom Lombardo completes his survey of the historical development of future consciousness, discussing significant ideas and approaches to the future in the last century, including science fiction, future studies, and an extensive array of recent theories and paradigms of the future.



By Thomas  
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<http://www.authorhouse.com/BookStore/ItemDetail~bookid~39400.aspx>

## Contemporary Futurist Thought

*Contemporary Futurist Thought* describes recent thinking about the future, dealing with both the hopes and the fears expressed in modern times concerning what potentially lies ahead. There are many such hopes and fears – perhaps an overpowering number, competing with each other and swirling about in the collective mind of humanity. Psychologist and futurist Tom Lombardo describes this mental universe of inspiring dreams and threatening premonitions regarding the future.

The book begins with an in-depth examination of the highly influential literary genre of science fiction, which Dr. Lombardo identifies as “the mythology of the future.” He next describes the modern academic discipline of future studies which attempts to apply scientific methods and principles to an understanding of the future. Social and technological trends in the twentieth century are then reviewed, setting the stage for an analysis of the great “contemporary transformation” occurring in our present world. Given the powerful and pervasive changes taking place across the globe and throughout all aspects of human life, the questions arise: Where are we potentially heading and, perhaps more importantly, where should we be heading? The final chapter provides an extensive review of different answers to these questions. Describing theories and approaches that highlight science, technology, culture, human psychology, and religion, among other areas of focus, as well as integrative views which attempt to provide big pictures of all aspects of human life, the book provides a rich and broad overview of contemporary ideas and visions about the future. In the conclusion, Dr. Lombardo assesses and synthesizes these myriad perspectives, proposing a set of key ideas central to understanding the future.

This book completes the study of future consciousness begun in its companion volume, *The Evolution of Future Consciousness*. These two volumes, rich in historical detail and concise observations on the interrelatedness of a wide range of interdisciplinary topics, are a significant contribution to the field of future studies and a valuable resource for educators, consultants, and anyone wishing to explore the significance of thinking about the future.



By Jérôme Bindé.  
Preface by Koïchiro  
Matsuura.

[http://publishing.unesco.org/details.aspx?Code\\_Livre=4400#](http://publishing.unesco.org/details.aspx?Code_Livre=4400#)

## UNESCO World Report: Towards knowledge societies

[Ela KRAWCZYK]

This book starts a new series of UNESCO reports that will involve the publication of biannual reports on issues lying in the heart of UNESCO's interests such as cultural diversity and sustainable development.

*Towards knowledge societies* creates the distinction between the knowledge societies and the information society. The information society is based on technological breakthroughs, while knowledge societies “encompass broader social, ethical and political dimensions”. The report explores the foundations on which knowledge societies that will enhance sustainable human development are constructed. It examines the growing importance of knowledge in economic growth and its role as a catalyst for development in the countries of the South. The publication demonstrates an in-depth analysis of the factors impeding the access of numerous countries to the opportunities offered by information and communication technologies, especially the growing digital divide and restrictions on freedom of expression. Finally, it proposes a range of recommendations for the improvement of the situation.



## SECTION 2 - FUTURES RIDE (PAPERS)



### Snapshots of Futures Education from Australian Schools: Part III

**Debra BATEMAN (Deakin University) & Caroline SMITH (Australian Catholic University)**

In the previous WFSF bulletin, we described Futures Education (FE) as it was practised at Kimberley Park Primary School, Brisbane and St Johns Grammar, South Australia. These opportunities to engage with futures practitioners in schools arose from our involvement in the development of AFI's 5<sup>th</sup> monograph, with Jennifer GIDLEY (Gidley, Bateman, & Smith, 2004). As a result, we have spent time in schools, both auditing and reflecting upon futures practices with learners in both primary and secondary settings. What has become apparent from our research is the range of ways in which schools do, and do not, engage with futures thinking within the curriculum. Even when they have knowledge of the field, it is all too common for teachers to report that in an already overcrowded curriculum, the futures dimension is 'just another thing' to contend with, to plan for, and to learn about. Teachers we have collaborated with also bemoan the lack of Futures resources available for use in the classroom as well as the lack of professional development available.

The case studies that follow reflect the futures dimension developed with a primary school (5 – 12 years of age), and a secondary school (12 – 18 years of age). Sacred Heart Primary School (presented in the previous issue, Vol. 31, No. 3) is located in Melbourne, and Woodridge State High School (presented in this issue), in Brisbane. Both of these schools are in early stages of developing the futures dimension in their planning for learning and teaching. At Sacred Heart, one of us (Debra BATEMAN) taught and initiated the process. At Woodridge State High School, the program is facilitated by a history teacher (Tony CUPITT), in liaison with Carmen STEWART, a consultant in community development. Along with the case studies described in our previous article, these two case studies reflect more of the diversity through which Futures Education is being integrated into innovative school practice.

#### **Woodridge State High School, Brisbane**

Woodridge State High School is a government school located south of Brisbane, Queensland. It has a current enrolment of about 800 students from years 7 – 10. Woodridge is located in a low socio-economic area with a high incidence of unemployment, and is home to many migrants from non-English speaking backgrounds. The school has students from at least 35 different cultural backgrounds, including a high number of Torres Strait Islander and Aboriginal students, as well as students with special needs. Woodridge experiences some difficulty retaining students in senior years, and truancy remains an issue. With this profile, the school is particularly interested in new ways of engaging students in their learning. Woodridge's curriculum is closely tied to Queensland's Curriculum Frameworks of Education.

FE at Woodridge was implemented by a Community Development consultant, Carmen STEWART, and teacher Tony CUPITT is the project coordinator. Carmen has a background in social ecology, and had been influenced by the work of Joanna MACY, Richard SLAUGHTER, Frank HUTCHINSON and David HICKS. Her area of interest is youth empowerment through FE, and she had developed a programme called "*Making Places*" that seeks to integrate Futures Education in the classroom with making change in the local community.

*Making Places* is a futures education project that explores issues of local **health, safety and sustainability**. Students participate in this initiative to discuss, research and imagine what a healthy future for their neighborhood or town could be like. School based curriculum, community immersion activities and artwork/performance, are used to articulate the student's aspirations for the future and the strategies needed to create community health and well-being (Carmen STEWART, *Making Places*.)

Carmen discussed the programme with the principal of Woodridge who recognised benefits for students. Implementation of *Making Places* began at Woodridge in 2001 as a partnership between Carmen STEWART, the local council and the school, and involved a six month preparation stage before implementation. The project is funded by the State Government's Department of Housing project "Community Renewal".

### **"Making Places"**

*Making Places* programme is the vehicle for Futures Education at Woodridge State High. The ten week programme takes place for Year 9 students in the SOSE and English areas, and consists of an education kit for teaching as well as worksheets for students, and excursions and community meetings. However, in spite of *Making Places*, FE is not yet explicit within the school's curriculum documents or policies. However student learning in this area is presented at community information presentations about the school.

*Making Places* is based on four "stepping stones":

1. Exploring the Future;
2. Engaging with your community;
3. Imagining alternative futures;
4. Making a lasting contribution.

In *Exploring the Future*, the students are guided through ten lessons as they explore their personal views of the future, and are introduced to considering alternative futures through the "3Ps". They discuss current world events and the implications of these for their personal futures. From here students consider the future of their local community, and through a series of excursions they are able to consider what they would like to retain and what to change. This is then developed into a proposal for local government as a short-term project for creating community change.

In stepping stone 2, students are encouraged to consider the needs of both present and future societies through the development of a project brief. They identify members of the community who would be necessary for the success of the project such as local artists and material suppliers. Students then present the final brief to the local council, and take community leaders on a tour to discuss their visions for the community's future. Stepping Stone 3 requires students to articulate the visioning process, using forums and personal journalising. Students' ideas are presented and feedback is sought.

The process culminates in the final stepping stone - making a lasting contribution. This involves the construction of an artwork in collaboration with a local artist-in-residence, which is then launched in the community. The artwork reflects the futures learning that has taken place in the project. Thus a tangible outcome of *Making Places* is the school's deep involvement in creating a permanent community artwork with an explicit futures focus.

Teacher professional learning in FE at Woodridge State High School has centred on *Making Places*. Initially four teachers engaged in a two and a half day induction programme conducted by Ms. STEWART, who followed up with ten visits to the school prior to implementation. Ms. STEWART remains a resource person for the school. At present, development of a FE knowledge base occurs informally through staff discussion, and there remains a need for more teachers to undertake the induction programme as three of the four original teachers have either left the school or are no longer involved in the project. Tony CUPITT is particularly interested in gaining more professional knowledge in FE.

### **The Teacher's Voice**

For Tony CUPITT, "*Making Places*" with its explicit FE focus has been very valuable for counteracting students' negative attitudes in that it encourages students to question and explore the possibilities of changing their present circumstances and environments. He believes that students can be empowered when they realise that they can make changes if they are prepared to work through a logical and clear process.

Tony recognises that *Making Places* was very popular with Year 9 students (14-15 years), and those students who participated in the project are keen to be involved with current participants in a mentoring capacity. Both students and teachers noted that school attendance in general was higher when *Making Places* was operating, and was much higher in Year 9 itself. Thus the programme is regarded as a success both as an FE project and in increasing student participation in school. Tony enjoyed seeing increased student engagement, particularly with students who had not previously been interested in school.

For Tony himself, FE has been personally enriching. It has helped him understand his students more deeply, as well contributing to his own personal development and knowledge of world issues. As a history teacher he is always looking for patterns, and through FE he has come to describe some events in history as non-preferable periods of the past that he fears may be repeated in the future. Through his engagement with FE, Tony has come to recognise deep connections between history and FE. Hence he believes that FE should be included in current affairs education. He believes his students are now developing interest in learning in other curriculum areas, and attributes this to the connections they have made between present and future. FE concepts and tools have extended Tony's teaching repertoire, and he now takes every opportunity to develop futures literacy with his students.

### **The Students' Voice**

Three students who had recently finished their community project discussed their thoughts on FE and the project. Two of the students were currently involved in the project and the third had completed the project the previous year and was now acting as a peer mentor for the current participants. In the short term, the students generally felt that things would get much worse in their local area before they got better. They listed local problems such as graffiti, violence and drug abuse as issues which would not, in their view, disappear overnight. However they thought that the area had improved over the past five years. Globally, the students expressed concern and fear about the future because of the (then) threat of war, and recent global terrorist activity.

The students were ambivalent about technology. While they felt that technology was meant to improve their lives and had the potential to find cures for life-threatening diseases such as cancer, they were divided over the issue of who took responsibility for the advancement of technology, and were concerned about negative uses of technology. One student was particularly concerned over the influence technology could have on lifestyle, seeing making life easier also made people "very lazy".

The students all agreed that FE through *Making Places* had been a very positive influence for, and connection between, them and their local community. The students had enjoyed sharing what they were learning at school with their families, and the visioning process had enabled their parents to engage in sharing much more of their own lives, their own views of the future for themselves and for their children. With great pride, they described how their families had reacted when they saw their artwork as a permanent piece of the local community.

All three students had enjoyed the theoretical content of "*Making Places*", as it allowed them to experience authentic and personal ownership of a relevant issue. They were able to express opinions or share ideas without fear of being right or wrong. While their vocational pathways were addressed elsewhere in the curriculum, FE had helped them think more broadly about the world they lived in, giving them the tools to engage with alternative futures both individually and collectively - FE "helped to make the future less scary".

The most important and empowering aspect of *Making Places* was the extent to which it gave students a platform for their views to be taken seriously through engaging in a meaningful community process. They felt valued because people in positions of power in their community had listened to their ideas and given them feedback. The students were excited about the idea of returning to Woodridge in 20 years' time to see what difference they had made, feeling they had been a catalyst for change through their project. Importantly, through this process the students had realised that good decision-making has a positive impact not only on themselves and others, but also on the world around them.

As this and our previous article has shown, futures education in schools is starting to take place, and is being interpreted in a myriad ways that suit the school setting and the students. Curriculum documents are using futures language, and some faculties of Education in universities are starting to offer studies in Futures. There is a long way to go still, but inroads are being made. In our next article we will highlight FE, as enacted at Wooranna Park Primary School, North Dandenong, and St Margaret's Berwick, both in the outer south eastern regions of Melbourne.

### **Postscript to Making Places**

Carmen STEWART is documenting the process of *Making Places* in Queensland schools, and hopes to publish her findings shortly. She is now engaged in implementing the project at a further two high schools and one primary school, with funding from the Department of Housing.

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## SECTION 3 - FUTURES STUDIES IN THE WORLD

## Australia

## University Futures [Maree CONWAY]



I work in a planning department in a university, and have done so at my current university and a previous institution for almost 10 years now. When I first started learning about the futures field in 1999 (thanks to a vice-chancellor who more or less said 'go forth and do foresight'), I had wished for a website like [www.universityfutures.org](http://www.universityfutures.org). I spent around six months on and off researching the field, trying to work out how I could integrate futures into the university planning framework. I really liked what I was discovering, and I started to present papers at university management conferences as a way of getting the message out there to my university planning colleagues, but what I call the 'eyes glaze over' syndrome was often the result. Futures work is relatively new for administrators and managers who look after university strategic planning processes. Trying to work out where and how to use futures approaches is a bit of a challenge when you are preoccupied with the seemingly inescapable imperative of data driven decision making that pervades universities today.

And, my memory of having to sift through what seemed like a mountain of internet hits to find the valuable resources has stayed with me. I decided that one thing I could do to help those of my colleagues who were interested in seeing how they could use futures approaches was to develop the website. The site has allowed me to consolidate what I have learned from both the Masters in Strategic Foresight course at Swinburne University of Technology (almost finished!), and my practical experience trying to implement futures approaches in a university. So University Futures is the result - it has information about futures concepts, approaches and methods, a section on how futures methods can be used to enhance strategy development, as well as the beginnings of a section specifically on university futures, which I hope to develop over time. The site aims to be a taster about futures work for those in universities who don't know much about it, so it is designed with a university perspective in mind (pretty much unavoidable really, given I've worked in them for over 25 years!). I've included a sign-up section for occasional updates as well, as one of the other things I want to do - eventually - is start a network of university 'futures' planners to build understanding of the value of futures approaches for university strategy development.

The site is but my take on futures work, so I welcome comments and suggestions for improvements ([maree.conway@universityfutures.org](mailto:maree.conway@universityfutures.org)).

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TOMORROW

<http://www.wfs.org/educnewsltr2.htm>

## Learning Tomorrow – the WFS online futures education newsletter [Ela KRAWCZYK]

The World Futures Society has initiated a new online newsletter that will look at the issues related to futures education. The newsletter is edited by Tim MACK and aims to present shared visions of what the Future of Education and Education About the Future really could look like. So far two issues of the newsletter were published on the WFS website (<http://www.wfs.org/educnewsltr2.htm>). The most recent number includes articles about the learning experiences in Korea, the passion for science fiction, and a model for the application of futures techniques in exploring personal futures.

## SECTION 4 - CALLS FOR PAPERS AND EVENT ANNOUNCEMENTS

### Contributions to the Futures Bulletin welcomed!

We are inviting all members to contribute to the content of the Futures Bulletin by sending us your papers, news about changes in your and your community life, info about new books, reports, conferences that you have attended and you will attend and any other things that you would like to share with your fellow futurists.

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### UPCOMING EVENTS

## Foresight

*Learning the Future Faster*

Graduate School of Business, University of Strathclyde, Glasgow, Scotland, UK  
16th to 18th August 2007

#### Call for Papers

Building on the success of the first two conferences held in 2002 and 2004, the call for papers is announced for the forthcoming conference in August 2007. The first conference "Probing the Future" and the second conference "Foresight in Organisations" have established University of Strathclyde as an academic institution interested in organisational foresight. The third conference - "Learning the Future Faster" - will continue that inheritance, furthering our understanding of the challenges and opportunities that confront people and organisations in the 21st century.

Submissions from scholars and practitioners from all areas of management studies are welcome. Papers may be conceptual or empirical, or, ideally, both. Authors should submit a 500 word abstract via e-mail to Dr George Burt ([burt@gsb.strath.ac.uk](mailto:burt@gsb.strath.ac.uk)) with cc. to Val Turner ([valerie@gsb.strath.ac.uk](mailto:valerie@gsb.strath.ac.uk)) by 30 October 2006. All abstracts must be submitted as Word documents. Furthermore, file names must follow the following format: 'Surname of first author' foresight 2007.doc e.g. Smith foresight 2007.doc

Lastly, all abstracts must contain on the first page a title, author names, addresses, telephone numbers and e-mail addresses. Notification of acceptance will be sent by 30 November 2006. Papers should be submitted to Dr George Burt by 30 May 2007. Information about registration and accommodation as well as updates and the final programme will be posted on the conference web site <http://www.gsb.strath.ac.uk/foresight>



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