



FUTURES

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TRAVELLING ON TWO LEGS

WHAT'S GOING
ON IN THE
PROJECT?



Photo: Meritt Thomas, Unsplash

IN THIS ISSUE:

2

WHAT IS FUTURES?

3

**TRAVELLING
ON TWO LEGS**

4

**IN BIAŁYSTOK FOR
THE OFFICIAL
MEETING OF THE
FUTURES PROJECT**

6

**FUTURE SKILLS YOU'LL
NEED IN YOUR CAREER
BY 2030**

**FUTURES LITERACY
WORKSHOP: FUTURE
OF SCIENCE
COMMUNICATION**

7

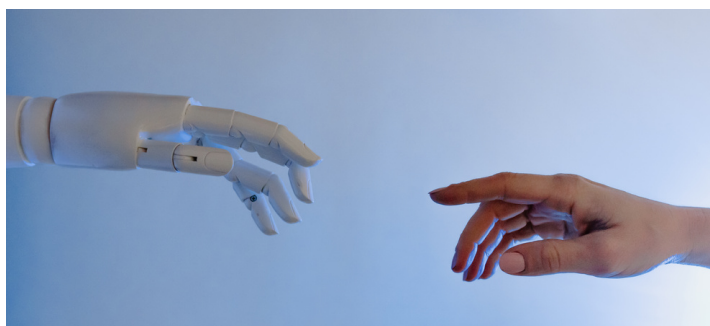
**PROJECT
INFORMATION
PROJECT PARTNERS**

We are pleased to present the 4th newsletter of the FUTURES project, in which you can read what is going on in the project, what is the stage of its implementation and what, according to the University of the Witwatersrand are the future skills you'll need in your career by 2030. Enjoy!

*Bialystok University of Technology
project coordinator*

WHAT IS FUTURES?

Future laboratories for professional and personal development - FUTURES (2020-2023) is a European project which emphasizes the importance of high-quality adaptation skills as the means to support individuals in acquiring and developing key competences. A major part of these transversal competences and "soft skills" is the development of integrated and innovative ways of supporting personal development, resilience, adaptation, and critical thinking. As Futures Literacy (FL) increases individuals' capacity to 'use the future(s)' to explore the present, the project aims to adopt such a methodology also to foster professional development. In particular, the project underlines the need to develop skills of young people, for anticipating and promptly reacting to scenario changes, and imagining professional career paths.



Within the FUTURES project, we aim to develop the innovative, future-oriented processes, tools, and methods that will foster personal and professional development among European University Students, Early Stage Researchers and High School Students, including also those that aspire to enroll in University. The training materials developed in the project will empower individuals to realize that their images about the future (anticipatory assumptions) have a significant bearing on (limit or open up) their actions and choices today.

TRAVELING ON TWO LEGS



by Loes Damhof

Designing workshops for an online environment could be a good try out for the physical encounter, but you won't know unless you actually try it.

On May 30 and 31, the FUTURES project team gathered for the second time face to face, this time in the hospitable city of Bialystok, Poland. On the schedule were the offline workshops of the three modules Anticipation for the Future, Anticipation for Emergence and Performance for Futures on the first day. The second day was reserved for the project itself.

While external factors (a pandemic, a raging war in Europe) caused some uncertainty around the planning, the trip in itself was an exercise in balancing planning and uncertainty as well. A canceled return flight, fully booked buses, a non-responsive transportation website, and a run for the train and last-minute boarding: the colleagues from HUAS and Middlesex made it after a few hiccups. There are a few situations where futures literacy is more applicable than being in transit. All careful planning and preparation aside, it is ultimately your attitude towards emergence that makes the journey. And as it often is: where technology fails us, humanity does not. It was the Polish friendliness that accompanied us all the way to the hotel.

On Monday we met the students. A wonderful group of 20 from all different backgrounds. The planning of the day allowed again to walk on two legs: starting the day with a structured and well-prepared workshop on scenario planning, that allows students to get to know each other and ease into the world of futures. The workshop facilitated by the BUT team offered an introduction to the theory of scenario planning and a step-by-step scenario activity. For most of the students, this was the first time to experience futures thinking, but the clear instructions and guidance made it easier and fun to do.

After this, the HUAS team facilitated a workshop on experiential futures and instructed the students to use the senses to design a short tour through cities of their imagination. Although this was challenging, they managed to unlock their creativity and understand the power of experiencing the future through a different entry point: the senses. We explored cities through nature and technology, taken by them on an experiential journey through storytelling and creative prompts.

After lunch, students were challenged even further in the workshop Performances for futures. Using drama, their bodies, the space, and energy, they performed different futures, being carefully

instructed to adapt their physical ‘installations’ to disruptions, to create stories that revealed their assumptions.

Being physical in drama and playing with people you hardly know was challenging to them, they mentioned. But here is when careful design and framing make all the difference: we need to take students on a collective journey that makes sense. Be open about the purpose of the workshop. Why are movement and play so important? The students felt comfortable enough to express their discomfort, but also how impactful and fun the experience had been.

The day had been a great example of the navigating between knowing when to plan and prepare, and when to create enough space to be truly open to emergence.

We need both. We need to walk on two legs.








IN BIAŁYSTOK FOR THE OFFICIAL MEETING OF THE FUTURES PROJECT

On 30 and 31 May, the partners of the FUTURES project met in Białystok for the second official project meeting of the project. The first day was dedicated to the internal pilot of the modules developed with the students from Białystok University, while on the second day the partners discussed about technical, and administrative issues and took important decisions on the following steps.

This news recaps the main decisions and activities of the session held on the second day, 31st May 2022.

The agenda encompasses administrative procedures (revision and approval of the new project plan), the evaluation of the pilot courses (1. Presentation of the feedback received from the evaluation questionnaires; 2. Presentation of the feedback from the facilitators; 3. Possible improvements of the training materials), the presentation of the Training Manual and possible improvements, and finally some updates on the dissemination activities.

The participants in the pilot were asked to evaluate the level of the lesson through questionnaires. The main conclusions from all the sessions of the modules that have been piloted within university students and early-stage researchers are the following:

-  The participants of all sessions are satisfied with the quality of the presented materials and the level of good communication among them and with the facilitators;
-  The majority of the participants agreed that the facilitators presented the session in a very clear and professional way, and evaluated with a very high score their level of satisfaction;
-  The participants expressed the need to deliver the session also in person to develop a stronger sense of participation and commitment;
-  The timing has been considered too tight the participants suggest extending the duration of the session (this does not apply to the session Performance For Futures that, from some participants, has been considered too long!);
-  It would be highly appreciated if the instructions and assignments for all tasks were explained in more detail at the beginning of the session.



BUT team gave some updates about the Training Manual and informed the partners that the template must be fully completed. All the pictures of the presentations must be free of copyright. BUT suggested using Pixabay, Pexels, and Unsplash or own pictures, in order not to infringe the copyright rights of other organizations. In the Manual, there is also space for “recommended sources”, where the partners can include additional information, such as suggestions of materials for the learners to check before they take the course or materials to print before the course. BUT also prepared logos/symbols referring to each Design Principle. The partners are asked to check the symbols and provide feedback on the symbols they are doubtful about.

The possible improvements for the Training Manual are the following:

- adding infographics with design principles to all the modules;
- supplementing the content in module 1 (theoretical introduction, e-learning, recommended supplementary resources) and module 3 (theoretical introduction, e-learning).

All partners greatly appreciated the chance to meet again and the great hospitality of the BUT team. Everyone has a clear idea of what should be done in the coming months and Hanze will be ready to officially kick off IO3 activities in autumn 2022.

FUTURE SKILLS YOU'LL NEED IN YOUR CAREER BY 2030

“In 11 years’ time, the year 2030, it’s highly likely you’ll be working in a job that doesn’t even exist yet – and no, we’re not talking about building flying cars or developing the world’s first time machine. The world of work is evolving quickly, which means you have to figure out how to prepare for a future job role that’s impossible to predict.

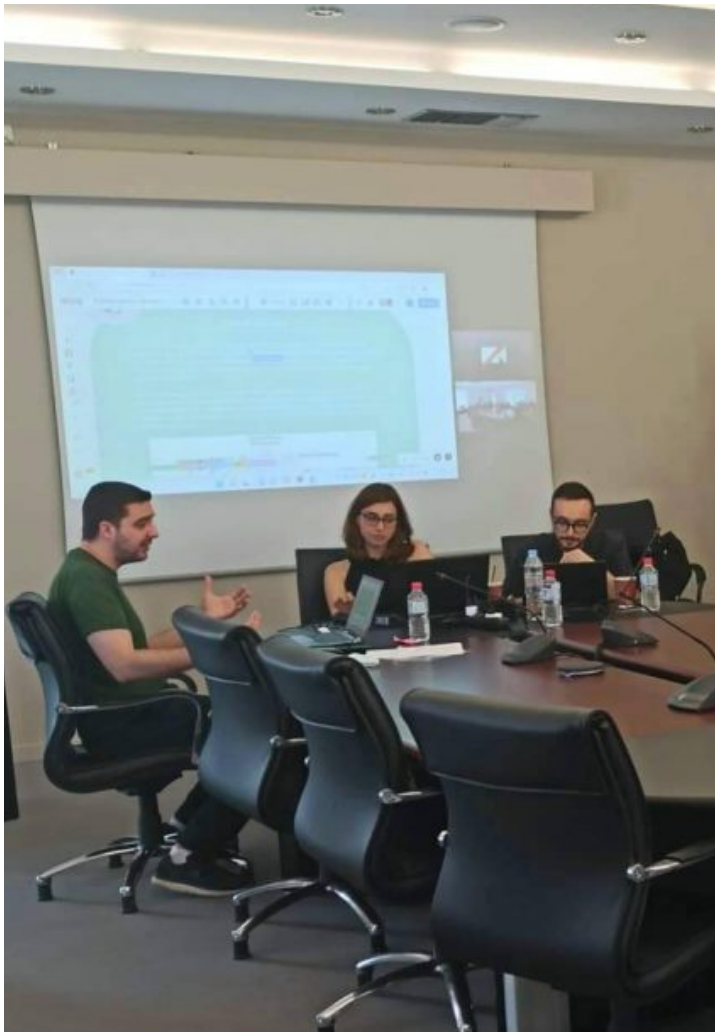
Of course, there isn’t a crystal ball that can tell us exactly what skills will be needed and what won’t be needed. However, with the help of the University of the Witwatersrand, we’ve come up with five skills we believe you’ll need to succeed in your future career, whatever it ends up being”.

www.topuniversities.com

[Read full article HERE](#)

FUTURES LITERACY WORKSHOP:

FUTURE OF SCIENCE COMMUNICATION



In July, Foresight Team of PRAXI Network, a Foundation for Research and Technology-Hellas (FORTH) unit, ran a Futures Literacy Workshop as part of the 13th FORTH Retreat exploring the Future of Science Communication.

In recent years, it has been noticed that public trust in science has been increasingly weakening in the last few years, affecting all scientific disciplines. Science communication constitutes an interdisciplinary practice of raising awareness, informing, and educating the public to understand better and enhance their interest concerning the process and results of scientific research. Its crucial role at the crossroads of science and society makes science communication a key tool for mitigating and reversing the corrosion of trust in science. Thus, adopting a forward-looking and proactive attitude is considered necessary to formulate future communication strategies in a way that a more direct relationship between science and society can be built.

In this context, during the Workshop, the participants had the opportunity to share their ideas on how the field of Science Communication will probably evolve in 2040. Following up on this, the participants, using an unfamiliar future as a catalyst, were called to

think out of the box and redefine the practices they use to communicate their research findings to the public.

Are you interested in:

- interpreting futures?
- imagining futures?
- professional development?
- personal development?

If you answered **YES** at least once, the results of the project could be appealing to you!



[/FuturesEuropeanProject](#)



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PROJECT INFORMATION

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PROJECT PARTNERS

