#FUTURESLITERACY

Developing the Capacity of Leaders to Use the Future

A UNESCO Futures Literacy Laboratory at the 2016 MVP Future Thought Leaders Summit

13-16 November 2016
First Pacific Leadership Academy
Antipolo City, Rizal, Philippines
About the Report

UNESCO Bangkok took part in the MVP\(^1\) Future Thought Leaders Summit held on 13-16 November 2016 at the First Pacific Leadership Academy (FPLA) in Antipolo City, Rizal, Philippines. The Summit was organized as a Corporate Social Responsibility project by the Executive Education department of FPLA. Its goal was to reach out to “underprivileged” student leaders from all over the Philippines and provide them with leadership development training through a series of seminars, workshops and team-building activities.

As the Summit’s content partner, UNESCO’s foresight team conducted a Futures Literacy workshop designed for Filipino student leaders. Entitled \#FuturesLiteracy: Developing the Capacity of Young Leaders to Use the Future, the workshop introduced foresight for the first time to 105 student leaders who came from eight provinces in the Philippines including Bataan, Batangas, Bicol, Cagayan de Oro, Caloocan, Pangasinan, Rizal and Tarlac. The UNESCO team was composed of Riel Miller (Team Leader, Futures Literacy, UNESCO), Shermon Cruz (Director, Center for Engaged Foresight, Philippines), Ace Victor Aceron (UNESCO consultant and lead author of this report). Thanks are also extended to Sue Vize (Regional Advisor for Social and Human Sciences, UNESCO Bangkok) and John Crowley (Section Chief, Research, Policy and Foresight, UNESCO Paris).

The purpose of this report is threefold: 1) to narrate the sessions in the workshop with emphasis on how the foresight method was implemented, 2) share observations and present the evaluation results of the workshop, and 3) recommend actions for foresight activities in the future.

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\(^1\) The youth summit was named after Philippine businessman Manuel V. Pangilinan, known by the initials MVP. MVP is the Chairman of FPLA, a corporate university in the Philippines which was established to provide leadership training and education to the MVP Group of Companies (businesses spanning from telecommunications, healthcare, media, mining, water and energy) as well as to public and other private firms in the country. Notably, he chairs the Philippine Business for Social Progress or PBSP- the largest corporate-led social development foundation in the Philippines. In 2009, he was recognized as among Forbes Magazine’s 48 Heroes of Philanthropy in the Asia Pacific Region.
# Contents

About the Report .................................................................................................................. i
List of Illustrations .................................................................................................................. iii
List of Graphs ............................................................................................................................. iii
Designing the workshop ........................................................................................................... 1
The Thing from the Future Card Game ...................................................................................... 2
*Game Mechanics* ..................................................................................................................... 2
*Winning Objects* ..................................................................................................................... 4
Creative Problem-solving through Futures Thinking ............................................................... 6
Mapping the Future: Pushes, Pulls and Weights .................................................................... 7
Leadership from the Youth’s Perspective .................................................................................. 7
Using the Futures Triangle ....................................................................................................... 7
Materializing a New Future of Leadership ................................................................................ 13
Notes and Observations ......................................................................................................... 17
Evaluation Results ................................................................................................................... 18
The Workshop’s Success .......................................................................................................... 18
The Future according to the Filipino Youth .............................................................................. 20
Conclusions and Recommendations ....................................................................................... 25
    Connecting “underprivileged” Filipino youth to the world .................................................. 25
    Improving event operations and workshop facilitation ....................................................... 25
    *Division of Tasks* ................................................................................................................ 25
    *Art of Questioning* ............................................................................................................. 26
    *Training the trainers* ......................................................................................................... 26
    *Communicating new terms and abstract ideas by doing* .................................................. 27
    Using foresight in post-secondary education ..................................................................... 27
    Promoting thinking-by-doing activities in the Summit ......................................................... 27
Bibliography ............................................................................................................................. 28
Annex A: Detailed Group Outputs on Mapping Assumptions on Leadership ......................... 29
Annex B: Programme Outline and Annotated Agenda ............................................................. 37
Annex C: Survey Questionnaires ............................................................................................. 45
    Pre-Workshop Survey Questionnaire .................................................................................. 46
    Post-workshop Survey Questionnaire .................................................................................. 49
Annex D: Workshop Powerpoint Presentation ....................................................................... 52
Annex E: The Future is a Problem and a Solution *by Riel Miller* ........................................ 68
List of Tables

Table 1. Four Types of Cards in The Thing From The Future .......................................................... 3
Table 2. Nominated Objects from the Future ..................................................................................... 5
Table 3. New Aspects of the Future of Leadership ........................................................................... 11
Table 4. Sculptures about a Day in the Life of the New Future ......................................................... 15
Table 5. Post-workshop Survey: Workshop Satisfaction Rate ............................................................ 18
Table 6. Post-workshop Survey: Change in the Expectations on Leadership ............................... 20
Table 7. Pre-workshop Survey: Youth’s Contribution to Imagining the Future ............................ 20
Table 8. Pre-workshop Survey: What to do with the Future .............................................................. 21
Table 9. Pre-workshop Survey: What to do with the Future .............................................................. 21
Table 10. Pre-workshop Survey: Importance of Thinking about the Future ................................... 21
Table 11. Post-workshop Survey: Importance of Thinking about the Future ............................... 22
Table 12. Pre-workshop Survey: Causes of Uncertainty ................................................................. 22
Table 13. Post-workshop Survey: Causes of Uncertainty ................................................................. 22
Table 14. Pre-workshop Survey: Views about the Future ................................................................. 23
Table 15. Post-workshop Survey: Views about the Future ............................................................... 23
Table 16. Pre-workshop Survey: One Ideal Future ........................................................................ 24
Table 17. Post-workshop Survey: One Ideal Future ...................................................................... 24
Table 18. Suggested Division Tasks for Futures Workshops ........................................................... 26
Table 19. Ideas on Exemplary Leadership ....................................................................................... 30
Table 20. Mapping Assumptions Using the Futures Triangle .......................................................... 35

List of Illustrations

Illustration 1. Explaining the Three Dimensions of the Futures Triangle ........................................ 8
Illustration 2. Plotting Ideas of Leadership Using the Futures Triangle ........................................ 9

List of Graphs

Graph 1. Post-workshop Survey: Workshop Satisfaction Rate ....................................................... 19
Graph 2. Post-workshop Survey: Operation of the event ............................................................... 19
Graph 3. Pre-workshop Survey: Why think about the Future ......................................................... 23
Graph 4. Post-workshop Survey: Why think about the Future ....................................................... 24
Designing the workshop

The workshop was geared towards using futures thinking as a way to teach students the values of leadership as identified in Kouzes and Posner’s *The Student Leadership Challenge: Five Practices for Exemplary Leaders* (2014). Specifically, the design aimed to meet the following objectives:

- Introduce foresight and anticipation as a tool to setting future goals and inspiring a shared vision;
- Enhance students’ future thinking skills for leadership and innovation;
- Broaden the perspective of students on how to imagine future scenarios, find solutions and create impact;
- Help students produce well-founded statements and arguments about effecting their desired future through learning and thinking together;
- Provide opportunities for students to articulate their visions in concrete and creative forms;
- Promote team work, open-mindedness, active listening and creativity.

Guided by these objectives the workshop designers crafted a process involving three major futures thinking activities, along with introductory lectures, which allowed students to exercise their imagination, question their assumptions and materialize their visions on leadership. First was *The Thing From the Future*, an imagination game that challenges players to collaboratively and competitively describe objects from a range of alternative futures. This was followed by an activity to determine and map the students’ preconceived notions of leadership through the use of the Futures Triangle. And lastly, students were led through a reframing exercise to think and rethink their assumptions about leadership, and materialize new ideas as a group by building a sculpture.

Collective thinking and collaborative work were central to the workshop design. In both the breakout group activities and plenary discussions, students were assisted by a plenary facilitator-speaker and a group facilitator so as to ensure comprehension and active participation. With this guidance each member of the group was able to share their insights, freely imagine future scenarios and work towards a collectively created group output. Through this process of creating knowledge collectively, participants were able to articulate new questions, invent solutions and see opportunities for potentially effecting positive change in their own communities.

The diversity of participants’ knowledge, sourced from their roots in very specific communities, was a crucial ingredient for the dynamics of thinking as a group. Prior to the workshop, a survey was administered for two reasons: first was to determine their interests, leadership visions, and prior knowledge of futures thinking. These results were used to group students for the workshop and provide background information for the facilitators. Second was to get the participants themselves to begin thinking about key

PARTICIPANTS’ PROFILE

**Number of Participants:** 105 student leaders

**Age bracket:** 13-18 years old

**Gender distribution:** Male (46), Female (52), Unspecified (7)

**Provinces represented:** Bataan, Batangas, Bicol, Cagayan de Oro, Caloocan, Pangansinan, Rizal and Tarlac

**Common career goals:** Doctor, Lawyer, Broadcaster, Engineer

**Idea of leadership**: Creative entrepreneur (60%), Reactive Adapter (40%)

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2 See Annex C for the survey questionnaires.

*Creative entrepreneur: Leaders create their own greatness / Reactive adapter: Greatness is thrust upon leaders.*
questions prior to the event. This is a way of seeding the learning process and action research.

Literature on foresight and anticipation served as primary source for the design of the workshop. This included work of futures thinking experts and practitioners Riel Miller, Shermon Cruz, and Sohail Inayatullah. Participants were introduced to UNESCO’s Futures Literacy Laboratory (FLL) prototype design as sketched in *The Future is a Problem and a Solution* (see Annex E). This generic FLL design was customized to the context using tools from Stuart Candy (Thing from the Future), Sohail Inayatullah’s Futures Triangle and techniques introduced by Shermon Cruz (see Annex D for details).

A complete list of activities as well as the programme flow can be found in the annotated agenda in Annex B.

**Playing with assumptions – Inspiring creative visions of the future**

**The Thing from the Future Card Game**

*Game Mechanics*

Game designer Situation Lab describes the object of the game as coming up with the most entertaining and thought-provoking descriptions of hypothetical objects from different near-, medium-, and long-term futures. In the Futures Literacy workshop, 10 groups were given a deck of 108 cards, together with a supply of note pads and pens for each player.

The deck is divided into four “suits” like in a deck of playing cards, the categories are: Arc, Terrain, Object, and Mood (see Table 1 below). These four suits serve as the parameters or constraints for imagining a thing from the future. The rules for playing the game were adapted to the context of this event. At each of the 10 tables participants were divided into teams of two (with triads for tables with an odd number of participants). Each team (five per table) had to compete with the other pairs at their table by generating the most “disruptive” and “thought-provoking” object. In a span of 10 minutes per round, the teams had to write or draw their imagined object on a notepad and explain it to their table; after which, all players at the table were given time to decide on which team’s object won the round, based on the criteria of being the most disruptive and thought-provoking. The winning team then received colored stickers to mark their victory in a particular round, and the team with the most number of colored stickers later won the game.
Table 1. Four Types of Cards in The Thing from the Future

**ARC CARDS**

ARC cards broadly describe different kinds of possible futures. These cards contain two kinds of information. The main (top) text of each Arc card specifies one of four generic images of alternative futures for players to imagine: Grow, Collapse, Discipline, or Transform.

- **Grow** is a kind of future in which everything and everyone keeps climbing: population, production, consumption...
- **Collapse** is a kind of future in which life as we know it has fallen – or is falling – apart.
- **Discipline** is a kind of future in which things are carefully managed by concerted coordination, perhaps top-down or perhaps collaboratively.
- **Transform** is a kind of future in which a profound historical transition has occurred, whether spiritual or technological in nature.

**TERRAIN CARDS**

Terrain cards describe contexts, places, and topic areas. Two terrains appear on each card in order to provide richer possibilities for the deck.

**OBJECT CARDS**

Object cards describe the basic form of the thing from the future.

**MOOD CARDS**

Mood cards describe emotions that the thing from the future might evoke in an observer from the present.
Winning Objects

All of objects from the future were posted on the groups’ flipcharts. After the game ended, the groups were asked to review all their objects and nominate one object that they believed to be the best of all. They could nominate one from their list of winning objects, or any of the imagined objects that they believe could compete with the other groups. In the plenary session, the rapporteur of each group was given three minutes to explain and promote their chosen best object. Their nominations were judged by a panel composed of members of the event secretariat – the plenary facilitator, the UNESCO consultant, and the Summit program manager. The panel selected the top three from the set of 10 nominations.

The selection process for the finalists used the same criteria of disruptive thinking or thought provoking “things”. The panel found it difficult to narrow down their choice so they took the following steps. Firstly, they eliminated objects which already exist or have appeared in science fiction such as the Carbon Gun, Viddar and Family Tree Map. Second, the objects were reviewed based on how effectively they were generated according to the four types of cards. The Laser Map for instance did not make it clear how the mood of curiosity was incorporated into the object; while the three winners: the Medisticker, Citizenship Bottle and Seed-producing Tattoo adhered perfectly to the given parameters. Third, the presentation skills of students in the plenary session had a bearing since this showed how well students were able to articulate and promote their visions.

Before the three winners were announced, the plenary facilitator explained the concept of disruption and how this became a criterion for choosing the winning objects from the futures card game. He then showed pictures of present-day inventions and occurrences that were inspired by foresight and anticipatory thinking.
Table 2. Nominated Objects from the Future

<table>
<thead>
<tr>
<th>Meditech Shirt</th>
<th>Citizenship Bottle</th>
</tr>
</thead>
<tbody>
<tr>
<td>When worn, the shirt allows the user to rewire and condition the mind with any mood or state. If one wants to feel happy or confident, he or she simply needs to encode this condition in the t-shirt.</td>
<td>The Citizenship Bottle emerges in a disciplined and frustrating world where one has to safeguard his/her citizenship in a bottle which he/she has to protect and keep at all cost. Losing the bottle is losing your citizenship.</td>
</tr>
<tr>
<td>Arc: Transform</td>
<td>Arc: Discipline</td>
</tr>
<tr>
<td>Terrain: Knowledge</td>
<td>Terrain: Citizenship</td>
</tr>
<tr>
<td>Object: T-shirt</td>
<td>Object: Bottle</td>
</tr>
<tr>
<td>Mood: Happiness</td>
<td>Mood: Frustration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Carbon Gun</th>
<th>Laser Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>A gun that requires no license and may be used in petty fights and serious crimes. Instead of bullets, the gun is loaded using one’s stool and releases a deadly pungent smell that partially suffocates its target.</td>
<td>This is a weapon invented in future dominated by warfare, robots, and artificial intelligence. Since the world has become more advanced and chaotic, this weapon provides a map to direct people in their conquest for survival, safety or greater power.</td>
</tr>
<tr>
<td>Arc: Discipline</td>
<td>Arc: Transform</td>
</tr>
<tr>
<td>Terrain: Hope</td>
<td>Terrain: War</td>
</tr>
<tr>
<td>Object: Weapon</td>
<td>Object: Map</td>
</tr>
<tr>
<td>Mood: Disgust</td>
<td>Mood: Curiosity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medisticker</th>
<th>Viddar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common illnesses like fever, cough, cold and migraines can be relieved by one patch of the Medisticker. It provides instant satisfaction and thus increases profit rates of the pharmaceutical and medical industries.</td>
<td>This video-radar connects the home and workplace through uninterrupted live streaming, where professionals could communicate with their families at home, anytime, anywhere.</td>
</tr>
<tr>
<td>Arc: Grow</td>
<td>Arc: Grow</td>
</tr>
<tr>
<td>Terrain: Business</td>
<td>Terrain: Work</td>
</tr>
<tr>
<td>Object: Sticker</td>
<td>Object: Video</td>
</tr>
<tr>
<td>Mood: Satisfaction</td>
<td>Mood: Pleasure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Machine of Adaptability</th>
<th>Seed-producing Tattoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>This machine or microchip is activated when a person wishes to change his or her physical qualities (e.g. skin color, body type, weight, height etc.) to his or her liking. It gives hope to discriminated people who want to fit in society.</td>
<td>As a government initiative in a catastrophic world, a special microchip is implanted in the right arm of its citizens to serve as a moral indicator in the form of a seed-producing tattoo. The color and shade of the tattoo brightens for every good deed performed, while it darkens and distorts, if evil acts are committed. As the tattoo develops in its full form, it produces a seed that could be planted</td>
</tr>
<tr>
<td>Arc: Millennium</td>
<td>Arc: Millennium</td>
</tr>
<tr>
<td>Terrain: Equality</td>
<td>Terrain: Equality</td>
</tr>
</tbody>
</table>


Creative Problem-solving through Futures Thinking

In the card game, the creative and problem-solving aspect of futures thinking was evident. It could be observed that when students think about the future collectively, critical and creative thinking skills are at work. In nominating their best objects for instance, sharing imaginative insights with the group sparked criticism and invited debate. Teamwork was important. Thinking as a team allowed them to learn to accept opposing views and find ways to compromise. In doing so, they had to be both creative and strategic in choosing a winning object.

For these young people the future – whether growing, collapsing or transforming – will continue to present challenges that require creative and practical solutions. The facilitators observed that the assumptions about the future revealed by playing the card game were infused with a sense of fear and insecurity. For the students, all of the objects from the future must be functional and needs-based. Although the participants were given explicit prompts by the mood and terrain cards, their underlying assumptions were very powerful, pushing them to find objects that address preconceived problems in the future such as the spread of disease, lack of space, loss of morality, and less family time. These reflected a future that they extrapolate on the basis of what they know about the present and the past. There was little exploration of desirable futures or more creative non-linear futures.
Mapping the Future: Pushes, Pulls and Weights

Leadership from the Youth’s Perspective
The card game’s entertainment value helped participants loosen up and made them more comfortable in openly articulating their visions and ideas. A friendlier and relaxed working environment became particularly useful when the workshop progressed with another thinking-by-doing activity, where they had to think and reflect about the Summit’s thrust towards leadership and nation building.

The task was for them to define exemplary leadership based on their understanding of the term in the present. First, the plenary facilitator asked them to close their eyes and silently reflect on the term for five minutes. Another five minutes was given for them to put down three to five ideas that emerged from their reflection. The students then shared these ideas and exchanged views with their group members.

In the 10 groups, the most common understanding of exemplary leadership is a leader who is a role model, a good follower and a communicator. They often described an exemplary leader as being generous, responsible, willing, friendly, passionate, caring and inspiring. In coming up with these ideas, students were free to use Filipino or their dialect to express what they had in mind. This could be observed in the answers of Group 9. See table 19 in Annex A for the complete list of ideas on exemplary leadership generated by each group.

Using the Futures Triangle
Building on the previous activity, the plenary facilitator introduced Inayatullah’s Futures Triangle as an organizing device or method to map and deepen the ideas of students on exemplary leadership. This was the part of the workshop where students were led to imagining different futures of exemplary leadership by using their present views to come up with an alternative or plausible future.
The Futures Triangle has three dimensions from which the students’ ideas, images and stories about a plausible future of leadership were organized and created: 1) weight of history, 2) push of the present, and 3) the pull of the future. The illustration below explains each dimension.

Illustration 1. Explaining the Three Dimensions of the Futures Triangle

After explaining these three dimensions to the students, the plenary facilitator set twenty minutes for them to fill out a template of the Futures Triangle individually. Their thoughts were then consolidated by the group facilitator into one big triangle per table and presented on a flip chart.
In this process, there were often lengthy discussions about ideas that the participants found difficult to categorize into push or pull or weight of history. Some could even belong to more than one category. For example, the leadership quality of “obsession with achievement” may push or pull us to the envisioned future, and at the same time it could hold us back. The illustration below shows a summary of the common ideas of students plotted under the three dimensions of the Futures Triangle (See table 20 in Annex A for the complete list of ideas of each group).

**Illustration 2. Plotting Ideas of Leadership using the Futures Triangle**

![Futures Triangle Diagram](image)

Based on this Triangle, the most common image of an exemplary leader was a passionate servant-leader who acts as a role model and driver of change. This leader was described as a person who could communicate effectively in order to inspire and command others to follow. This quality of leadership was seen as a pull of the future. What pushes a future society to achieve this kind of leadership was the presence of family and good relationships. Moreover, a leader has to be equipped with the right education and leadership values (e.g. selflessness, responsibility, respect, etc.). On the other hand, most students believed that greed, incompetence, low self-esteem and false limiting beliefs as the weight of history or the major hurdles to achieving their envisioned future of leadership.

Guided by their facilitators, the last step of this activity was for students to use the ideas under each dimension in order to create the plausible future of exemplary leadership. The word “leadership” inside the triangle represented this future which they had to develop through their collective ideas. These ideas on the plausible future became significant and were further developed in the next activity on reframing leadership.
Reframing Leadership – Rethinking visions

Now that each group possessed the elements that make up leadership on the basis of their Futures Triangle, along with a list of assumptions about exemplary leadership, the participants were asked to reflect on the disruptive assumptions about the future from the very first activity – starting from the winning objects – and how those aspects of the imaginary future might influence the nature of leadership in 2040 or 2050. Using all the data and information they had produced, they were directed to identify one or two “new” aspects of leadership in the future.

While some groups started from scratch, most of them came up with “new” aspects of leadership based on their futures triangle, where the plausible future echoed the same perspectives on leadership in the future.

Hence, in the plenary session, most groups used their futures triangles to present the new aspects of leadership. The plenary facilitator commented on these new aspects and asked questions about the process of formulating them, particularly how members of the group challenged each other’s assumptions and reached a consensus (though time pressure became a factor).

Table 3 shows the outputs from this activity and the posters presented by each group during the plenary session.

In the closing session of the first day participants were given an overnight assignment intended to help them reflect and be creative in preparation for the next day’s activities. The task was to imagine what daily life would be like in a future dominated by the new and disruptive forms of leadership. They were advised to discuss their ideas with participants coming from the same province, focusing on imagining what daily life might be like if new forms of leadership predominated in their respective communities. Instead of simply sharing ideas and thinking about this new future before bedtime, the participants were asked to sketch and outline their thoughts, and present them to their groups the next day.
Table 3. New Aspects of the Future of Leadership

**Group 1** created a new word “Dibletim” which captured their three new aspects of leadership. “Di” was derived from the word discipline; “-ble” from responsibility; and “-tim” for optimism.

**Group 2** highlighted the power of perception in leadership and vastness of its scope.

**Group 3** described the plausible future of leadership as meticulous and scrupulous, pertaining to the importance of small details in problem-solving and decision-making.

**Group 4** realized that leadership seems to be easy but in reality it is not.
**Group 5** illustrated three new aspects of leadership, where in the future, 1) leaders are “leaders without walls”; 2) people become leaders not because of age and 3) a leader is a person with ridiculous imagination.

**Group 6** used two words to embody the new aspects of leadership: holistic and patriotism.

**Group 7** came up with two new aspects: 1) a leader not only thinks about the past mistakes and present situation but also anticipates the future, and 2) leadership is not about being the greatest nor being the most talented among the group. It’s about being the most willing to take the first step in the process.

**Group 8** drew a sailboat to explain that leaders take others with them towards a desirable direction and that predictions inspire innovation.
Group 9 came up with two new aspects: 1) a leader is not a jewel in a sacred statue but rather the pedestal itself; 2) leadership won't be very successful without a vision, communication and challenge.

Group 10 used two words to summarize the new aspects of leadership: imagination and critical thinking.

Materializing a New Future of Leadership

The second day of the workshop began with a short recapitulation of the lessons from the previous day's futures exercises. After which, the workshop proceeded to a reframing activity that called upon participants to develop and make use of their new visions about the future of leadership. They were given time to review their previous outputs and overnight assignments, jot down ideas and discuss with their group.

The main task in this part of the workshop was to create a sculpture that would concretize students' visions and ideas describing daily life in the reframed future. Given a box of art materials, each group had to imagine deeper and create this sculpture in 40 minutes. Later they were asked to present their group's sculpture to the plenary. In the allotted time, each group managed to create sculpture with well-defined features as shown and described in Table 5.
The sculptures were exhibited on a table on stage; one group after the other was called up to present and explain their sculpture. The facilitators asked questions and gave brief comments on the sculptures, specifically on the disruptive elements of each.

Through the sculptures, the students were able to integrate many of the new ideas and perspectives that were generated across all of the different activities they engaged in throughout the workshop. The sculptures expressed the group’s ideas because the participants were guided by design principles that called on them to create the sculpture in a open and collaborative fashion. Some groups made use of the reframed aspects of leadership as the foundation of their sculpture. Others even brought forward their thing from the future and included them in the construction of their sculpture.

The sculptures offer one way of tracing the progress of the participants in using and understanding futures thinking. Two sculptures in particular – the “Dibletim” Society and the Outcome – showed how the workshop’s futures literacy exercises created a learning environment that pushed participants thinking. The rapporteurs of the two groups were able to explain their work by discussing how they managed to string all their new insights into a tangible form. It was easier for them to elaborate on the features of their sculpture and reasons behind the design. While the rest of the groups also applied fresh insights from the previous exercises and discussions, some groups started from scratch. But it is worth noting that some groups had difficulty understanding the instructions or managing to make the connection between the workshop exercises and the construction and presentation of the sculptures. As a result they created sculptures using their present understanding of the future and what they think it should look like, disregarding the ideas mapped out in the previous sessions. Nonetheless, the activity of creating the sculptures was still a practice in collective and creative thinking. The activity revealed the leadership potential of the students, showing how they were adept at designating tasks and working on their respective roles (e.g. cutting, coloring, sketching etc.) in order to build the sculpture and do so within the given time limit.
To culminate this session, the plenary facilitator then related the process of futures thinking with the metaphor of a murmuration where a flock of starlings could be compared to leaders with strong foresight skills who are thus agile, resilient, instantaneous and extraordinarily rapid in inventing or responding to both continuity and change.

Table 4. Sculptures about a Day in the Life of the New Future

<table>
<thead>
<tr>
<th>The Dibletim Society</th>
<th>Factions of the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>The capsule represents the formula for a healthy society. It contains values of discipline, responsibility and optimism which set the everyday atmosphere in this future.</td>
<td>A sustainable future is functional. People live happily in their factions (inspired by the movie Divergent) and cooperate together to ensure and safeguard peace and prosperity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Light of the World</th>
<th>Baseball is Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light is the central source of life in this future, and only when there is harmony among members of the community can it shine and flourish.</td>
<td>Just like the game baseball, teamwork and sportsmanship are the core values of this future. People understand their respective roles and perform them collaboratively in order to win in daily life.</td>
</tr>
</tbody>
</table>
The Open Door
Despite existing division and protective borders, there is a door that could be readily opened for those who need a helping hand.

Train to Success
This future is characterized by speed and accuracy. The train symbolizes a growing economy and the rise of technology fueled by exemplary leadership bringing people towards a more desirable future.

Unity Tree
The fruits of this tree provide the community with everything it needs, yet for it to grow, it must be nurtured by love and unity.

The Torch
In this future, the torch is revered for its power. It serves as an emblem in a world that needs a renewed hope and fiery push to greatness.
The Sustainable World
When all of the UN's Sustainable Development Goals are met, this future exists. It is a world far from perfection, yet has largely achieved happiness and contentment due to a sustainable and peaceful way of life.

The Outcome
Inspired by the seed-producing tattoo, a clean and green future is the outcome of a law-abiding society. When people do more good deeds to others, they produce seeds that grow into plants that can feed and protect an entire population.

Notes and Observations

According to Shermon Cruz, who served as the plenary facilitator of the workshop, participants challenged the future and imagined alternative futures with family, ethics, moral precepts, spirituality and strength of character as drivers of change. Rethinking these variables (anticipatory assumptions) creates a new context, one that makes it easier for participants to imagine and describe transformed visions of leadership and the future. Students' perspectives revolved around the ideas of family, communities, skills, the cultural, the local, social networks and interpersonal relations. He observed that opportunities/avenues to effect change and inspire courageous leadership are fundamental to creating new stories.

In his lecture on Unpacking/Reframing the Future of Leadership, Cruz cited Inayatullah's concept of intergenerational leadership, where concern for family goes beyond past and present generations to include non-existent families five or seven generations ahead. He said "We are the dreams of our ancestors. Their wise actions kept us alive." He also expounded on value-based leadership and explained how our identity, spiritual and collective worldviews influence the way we perceive and act, lead and decide, collaborate and live. Moreover, as observed in the students' group outputs, Cruz found an "awakened conscience" since the prototypes all reflected the leadership qualities of being sensitive, caring, inclusive, magnanimous, reflective, decisive, courageous, etc.
Among the workshop activities, Cruz found the card game and prototyping activity were the most successful. These activities invited participants to redefine the future and create alternatives that do not exist. These pragmatic and plausible non-existent ideas (that emerged in the workshop) allowed the students to stretch deeply and stimulate their imaginations; summon their creative skills to provoke; and dare to question known or previously conceived futures. The game as a future participatory action-learning process enabled the participants to challenge and create alternative futures without fear and hesitation. In many ways, the process was also therapeutic in the sense that the imagined futures were personal - that family, the cultural, ethical and moral concepts could transform how we perceive and imagine alternative types and narratives of leadership.

Evaluation Results

The Workshop’s Success
Overall, UNESCO's participation in the Summit was a success. In the post-workshop evaluation survey conducted to 102 student leaders, 97.8 per cent (89 respondents) were satisfied with the workshop, with 74.42 per cent (64 respondents) rating it as “Excellent” and 20.93 per cent (18 respondents) rating it as "Very Good". 74.51 per cent (76 respondents) strongly agreed that the workshop was well-organized, and 76.24 per cent (77 respondents) strongly agreed that the value of the workshop was clear to them. When asked if their understanding of leadership changed as a result of the workshop, 98 out of the 102 respondents said yes, and 97 of them affirmed that things in this workshop changed their expectations of leadership.

Table 5. Post-workshop Survey: Workshop Satisfaction Rate

<table>
<thead>
<tr>
<th>Were you satisfied with the workshop?</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97.8%</td>
<td>89</td>
</tr>
<tr>
<td>No</td>
<td>2.2%</td>
<td>2</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>91</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workshop satisfaction</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Excellent</td>
<td>74.4%</td>
<td>64</td>
</tr>
<tr>
<td>4 - Very Good</td>
<td>20.9%</td>
<td>18</td>
</tr>
<tr>
<td>3 - Satisfied</td>
<td>3.5%</td>
<td>3</td>
</tr>
<tr>
<td>2 - Not Satisfied</td>
<td>1.2%</td>
<td>1</td>
</tr>
<tr>
<td>1 - Poor</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
Graph 1. Post-workshop Survey: Workshop Satisfaction Rate

Graph 2. Post-workshop Survey: Operation of the event

(1- strongly disagree, 2 – disagree, 3 – not sure, 4 – agree, 5 – strongly agree)
Table 6. Post-workshop Survey: Change in the Expectations on Leadership

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>96.0%</td>
<td>97</td>
</tr>
<tr>
<td>No</td>
<td>4.0%</td>
<td>4</td>
</tr>
</tbody>
</table>

The Future according to the Filipino Youth

97.75 per cent of the participating student leaders who answered the pre-workshop survey recognized the special contribution of the youth in imagining the future. The post-workshop survey results show that 46.5 per cent of them described the future as something that needs to be explored. This reflected the same majority response in the pre-workshop survey; however there is a percentage increase in the "future as something that needs to be invented". This change in response could relate and explain why there is also an increase in the importance of futures thinking as a way to understand and invent possibilities.

Table 7. Pre-workshop Survey: Youth's Contribution to Imagining the Future

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97.8%</td>
<td>87</td>
</tr>
<tr>
<td>No</td>
<td>2.2%</td>
<td>2</td>
</tr>
</tbody>
</table>

answered question 89
skipped question 2
Table 8. Post-workshop Survey: What to do with the Future

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicted</td>
<td>9.9%</td>
<td>10</td>
</tr>
<tr>
<td>Invented</td>
<td>30.7%</td>
<td>31</td>
</tr>
<tr>
<td>Explored</td>
<td>46.5%</td>
<td>47</td>
</tr>
<tr>
<td>Questioned</td>
<td>5.9%</td>
<td>6</td>
</tr>
<tr>
<td>Accepted</td>
<td>6.9%</td>
<td>7</td>
</tr>
</tbody>
</table>

answered question 101
skipped question 1

Table 9. Pre-workshop Survey: What to do with the Future

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicted</td>
<td>3.3%</td>
<td>3</td>
</tr>
<tr>
<td>Invented</td>
<td>15.6%</td>
<td>14</td>
</tr>
<tr>
<td>Explored</td>
<td>58.9%</td>
<td>53</td>
</tr>
<tr>
<td>Questioned</td>
<td>5.6%</td>
<td>5</td>
</tr>
<tr>
<td>Accepted</td>
<td>16.7%</td>
<td>15</td>
</tr>
</tbody>
</table>

answered question 90
skipped question 1

Table 10. Pre-workshop Survey: Importance of Thinking about the Future

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>To avoid disasters</td>
<td>5.6%</td>
<td>5</td>
</tr>
<tr>
<td>To find the best way to act</td>
<td>28.1%</td>
<td>25</td>
</tr>
<tr>
<td>To understand our possibilities</td>
<td>19.1%</td>
<td>17</td>
</tr>
<tr>
<td>To invent possibilities</td>
<td>13.5%</td>
<td>12</td>
</tr>
<tr>
<td>To provide new insights into the present</td>
<td>33.7%</td>
<td>30</td>
</tr>
</tbody>
</table>

answered question 89
skipped question 2
Table 11. Post-workshop Survey: Importance of Thinking about the Future

<table>
<thead>
<tr>
<th>Why is it important to think about the future?</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>To avoid disasters</td>
<td>4.0%</td>
<td>4</td>
</tr>
<tr>
<td>To find the best way to act</td>
<td>17.8%</td>
<td>18</td>
</tr>
<tr>
<td>To understand our possibilities</td>
<td>23.8%</td>
<td>24</td>
</tr>
<tr>
<td>To invent possibilities</td>
<td>20.8%</td>
<td>21</td>
</tr>
<tr>
<td>To provide new insights into the present</td>
<td>33.7%</td>
<td>34</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>101</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

In both surveys, there is only a slight difference in the responses of the participants when asked about the cause of uncertainty and the statements that best described their view of the future. For most participants, the top three causes of uncertainty are bad planning, bad preparation and ignorance. Similarly, most of them think that "with enough vision, we can choose among possible futures" and that thinking about future helps us make choices and decisions.

Table 12. Pre-workshop Survey: Causes of Uncertainty

<table>
<thead>
<tr>
<th>What causes uncertainty?</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad planning</td>
<td>40.9%</td>
<td>36</td>
</tr>
<tr>
<td>Bad preparation</td>
<td>12.5%</td>
<td>11</td>
</tr>
<tr>
<td>Ignorance</td>
<td>25.0%</td>
<td>22</td>
</tr>
<tr>
<td>Creativity</td>
<td>2.3%</td>
<td>2</td>
</tr>
<tr>
<td>Diversity</td>
<td>10.2%</td>
<td>9</td>
</tr>
<tr>
<td>Freedom</td>
<td>4.5%</td>
<td>4</td>
</tr>
<tr>
<td>Do not know</td>
<td>4.5%</td>
<td>4</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Table 13. Post-workshop Survey: Causes of Uncertainty

<table>
<thead>
<tr>
<th>What causes uncertainty?</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad planning</td>
<td>36.6%</td>
<td>37</td>
</tr>
<tr>
<td>Bad preparation</td>
<td>20.8%</td>
<td>21</td>
</tr>
<tr>
<td>Ignorance</td>
<td>20.8%</td>
<td>21</td>
</tr>
<tr>
<td>Creativity</td>
<td>3.0%</td>
<td>3</td>
</tr>
<tr>
<td>Diversity</td>
<td>14.9%</td>
<td>15</td>
</tr>
<tr>
<td>Freedom</td>
<td>3.0%</td>
<td>3</td>
</tr>
<tr>
<td>Do not know</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>101</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
### Table 14. Pre-workshop Survey: Views about the Future

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>With enough data, we can predict the future.</td>
<td>2.2%</td>
<td>2</td>
</tr>
<tr>
<td>With enough thinking, we can prepare for the future.</td>
<td>36.0%</td>
<td>32</td>
</tr>
<tr>
<td>With enough vision, we can choose among possible futures.</td>
<td>30.3%</td>
<td>27</td>
</tr>
<tr>
<td>If we choose a future we can make it happen.</td>
<td>16.9%</td>
<td>15</td>
</tr>
<tr>
<td>Future is unpredictable and unknowable to us.</td>
<td>14.6%</td>
<td>13</td>
</tr>
</tbody>
</table>

*answered question: 89, skipped question: 2*

### Table 15. Post-workshop Survey: Views about the Future

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>With enough data, we can predict the future.</td>
<td>3.0%</td>
<td>3</td>
</tr>
<tr>
<td>With enough thinking, we can prepare for the future.</td>
<td>17.8%</td>
<td>18</td>
</tr>
<tr>
<td>With enough vision, we can choose among possible futures.</td>
<td>64.4%</td>
<td>65</td>
</tr>
<tr>
<td>If we choose a future we can make it happen.</td>
<td>6.9%</td>
<td>7</td>
</tr>
<tr>
<td>Future is unpredictable and unknowable to us.</td>
<td>7.9%</td>
<td>8</td>
</tr>
</tbody>
</table>

*answered question: 101, skipped question: 1*

### Graph 3. Pre-workshop Survey: Why think about the Future

---

Do you think about the future because:

- You want to plan what will happen to you?  
- You are anxious about unknowns and hope to be able to avoid uncertainty?  
- You see that thinking about the future in different ways lets you see and feel in different ways?  
- You have to make choices and it is important to know what is going to happen in order to make decisions?  
- Actually, you don’t really think about the future much.
Perhaps the most interesting result from both surveys is that when asked if there is one ideal future, 60 per cent of the participants said yes. This underscores how difficult it is to achieve one of the main goals of futures literacy: to enhance the capacity to invent and take into account a range of imaginable futures as a way to both diversify planning and better appreciate complex emergence in the present. The student’s belief or yearning for one ideal future merits further exploration and could be used as an indicator for the success of different designs of the futures literacy learning process.

**Table 16. Pre-workshop Survey: One Ideal Future**

<table>
<thead>
<tr>
<th>Is there one ideal future?</th>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>62.9%</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>37.1%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>answered question</td>
<td></td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>skipped question</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Table 17. Post-workshop Survey: One Ideal Future**

<table>
<thead>
<tr>
<th>Is there one ideal future?</th>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>67.4%</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>32.6%</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>answered question</td>
<td></td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>skipped question</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Conclusions and Recommendations

Connecting “underprivileged” Filipino youth to the world
UNESCO’s partnership with FPLA at the MVP Future Thought Leaders was aimed at providing opportunities for “underprivileged” students to develop their leadership potential. In the context of this Summit, the term “underprivileged” may not necessarily refer to the state of being poor or disadvantaged. FPLA believed that the participating students come from poor families, given that most of them are studying in public schools that are away from Metro Manila. Though it is generally believed that metropolitan private schools offer better education, public school and provincial education are not attributes of the underprivileged. Students seemed to have access to good quality education and training, as can be observed in the way they expressed and articulated themselves in the workshop sessions.

Another observation however suggests that the student leaders and their school coordinators were entirely new to the foresight methodology and to more participative ways of learning. Perhaps due to geographical distance and different school priorities, many of these participants are less exposed to the UN’s international efforts. The participation of UNESCO Bangkok Regional Adviser for Social and Human Sciences, Sue Vize, through a video message therefore gave the students a sense of empowerment and made them feel connected to a global effort.

In the post-evaluation survey, the participating students were asked about the actions they are going to take after the workshop. All of them responded with enthusiasm and broadly stated their will to serve their communities and make a difference. Specific actions such as organizing a leadership workshop were mentioned by students who are officers in their school organizations. They plan to introduce futures thinking in their club activities. Moreover, the students' understanding of the future expanded. This can be observed in statements like “I want to be a futurist leader” which implies their recognition of knowing how to use the “future” (Futures Literacy) as a quality of a leader, not just a term which refers to what might happen. Overall, the responses affirm the interest of students as well as their appreciation of the futures literacy workshop. Reaching out to students outside the capital cities is recommended in order to promote sustainable development goals such as inclusive and quality education.

Improving event operations and workshop facilitation

Division of Tasks
It is recommended that in addition to having the plenary facilitator and UNESCO consultant in the workshop, there should be an assigned note-taker in each group to document the process and discussions. This would provide more detailed information for reporting and avoid missing data. Though capable of note-taking, group facilitators' role was limited to guiding the students through the futures exercises. The table below shows a suggested division of tasks for other futures workshops.
Table 18. Suggested Division Tasks for Futures Workshops

<table>
<thead>
<tr>
<th>Role</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plenary Facilitator</td>
<td>Serves as the master of ceremonies; introduces the workshop activities; gives the general instructions; runs the entire workshop based on the finalized script/agenda; creates the workshop Powerpoint Presentation (PPT)</td>
</tr>
<tr>
<td>Programme Officer / Consultant</td>
<td>Supports the facilitator by checking if the groups understood the instruction; relays comments and concerns of the groups to the plenary facilitator; reminds the plenary and group facilitators about the agenda; takes over the role of the plenary facilitator when needed; finalizes the workshop PPT</td>
</tr>
<tr>
<td>Programme Assistant</td>
<td>Monitors and manages the time of each exercise; secures all the materials needed in a session; attends to the requests of the plenary facilitator and officer (e.g. operating and revising the PPT); distributes and collects the survey questionnaires</td>
</tr>
<tr>
<td>Note-takers</td>
<td>Documents the process and discussions of the group; take photos of important sessions; submits notes to the officer for reporting purposes</td>
</tr>
<tr>
<td>Group facilitator</td>
<td>Repeats and digests instruction for their respective group; facilitate interaction among members; clarifies and help deepen the answers of group members by asking questions; monitors and manages the time of each exercise.</td>
</tr>
</tbody>
</table>

**Art of Questioning**

Group facilitators should be adept at asking questions of their group members in order to extract more ideas from them. This would enrich the discussions and ensure that all ideas are understood by the group. Asking follow-up questions would not only refine the ideas thrown on the table, but would also help them connect and reconcile seemingly different answers. The art of questioning is particularly useful when participants are to synthesize ideas for a group task, e.g. Futures Triangle.

**Training the trainers**

In the workshop, 10 staff members of FPLA volunteered to serve as group facilitators in the breakout sessions. A day before the workshop, the UNESCO consultant and the plenary speaker conducted a two-hour train-the-trainer session with them. The session was helpful and questions for clarification were raised with regards to the instruction of activities and flow of presentation. When asked about their evaluation of the workshop, the facilitators rated the Thing from the Future Game as the most well-structured and productive activity. They enjoyed conducting the sessions and received good feedback from their group. However, they noted that there were times they were not sure if they had properly executed the methodology, despite the positive reception from participants. Hence, they shared the following recommendations:
• Conduct longer and more in-depth training session
• Provide the group facilitators with their own Powerpoint presentation or visual aids that may be used to expound further on the discussion/instruction of the plenary facilitator
• Lessen the time of the session on mapping assumptions using the Futures Triangle since in many cases what emerged seemed redundant, lacking in enthusiasm and involved more passive individual thinking than group doing.
• Set expected outcomes that would indicate that the objective of a particular session is met.

Communicating new terms and abstract ideas by doing
Lecturing and giving instructions to a young audience must be simplified. There should be an effective way of simplifying the instruction by using a word or a short phrase to describe the different types of cards or the three components of the Futures Triangle. The words/terms “disruptive”, “plausible”, “space-informed”, “heterarchic”, “glocal”, “othered” need to be substantiated and explained thoroughly when presented to high school students.

Moreover, English and Tagalog were both second languages to six batches of students. Even though the workshop was delivered bilingually, instruction needed to be more elaborate and detailed for some students.

Using foresight in post-secondary education
Teachers and school coordinators accompanying the participating student leaders were all impressed with the futures literacy workshop. They expressed interest in using foresight as a methodology in classroom teaching. Training teachers to use foresight in lesson planning and teaching may be explored. Foresight may be particularly useful in subjects such as literature, history, natural science and economics, among others, particularly classes that involve critical and creative thinking.

Promoting thinking-by-doing activities in the Summit
The Summit should include more thinking-by-doing activities in its agenda. Although lectures were interactive, in a way that students could ask questions to the resource speaker, the Futures Literacy workshop stood out as more learner-centred – where new knowledge and information came largely from the students. The overall facilitation of the workshop was effective in encouraging creative and collaborative thinking.
Bibliography


Annex A: Detailed Group Outputs on Mapping Assumptions on Leadership
Table 19. Ideas on Exemplary Leadership

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>GROUP 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responsible</td>
<td>• Leadership that promotes active interaction between the leader and members</td>
</tr>
<tr>
<td>• Extraordinary</td>
<td>• Leadership that promotes equal division of workload within the group</td>
</tr>
<tr>
<td>• Optimistic</td>
<td>• Just</td>
</tr>
<tr>
<td>• Free</td>
<td>• Diverse</td>
</tr>
<tr>
<td>• Crazy</td>
<td>• A process of leading a group and accommodating their opinions and beliefs that are contrary to yours</td>
</tr>
<tr>
<td>• Disciplined</td>
<td>• Managing the group by convincing them with your presence</td>
</tr>
<tr>
<td>• Imaginative</td>
<td>• Mysterious leader</td>
</tr>
<tr>
<td>• Power to influence</td>
<td>• Being friendly to others to communicate easily</td>
</tr>
<tr>
<td>• Generous</td>
<td>• Being responsible</td>
</tr>
<tr>
<td>• Has sense and power</td>
<td>• Being a good follower</td>
</tr>
<tr>
<td></td>
<td>• Becoming an inspiration to future leaders</td>
</tr>
<tr>
<td></td>
<td>• Organizing great things to create great production</td>
</tr>
<tr>
<td></td>
<td>• When you learn how to respect and care for your co-leaders or followers</td>
</tr>
<tr>
<td></td>
<td>• When you learn to share knowledge and not ashamed of your mistakes</td>
</tr>
<tr>
<td></td>
<td>• Being able to connect and communicate with team members</td>
</tr>
<tr>
<td></td>
<td>• Being able to lead and unite a team to work as one</td>
</tr>
<tr>
<td></td>
<td>• Being open to suggestions and ideas</td>
</tr>
<tr>
<td></td>
<td>• Sharing a good idea</td>
</tr>
<tr>
<td></td>
<td>• Own idea of groupmates</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking</td>
</tr>
<tr>
<td></td>
<td>• Good model</td>
</tr>
<tr>
<td></td>
<td>• Willingness to lead the group</td>
</tr>
<tr>
<td></td>
<td>• Listening to the members’ concern</td>
</tr>
<tr>
<td></td>
<td>• Leading a good example</td>
</tr>
<tr>
<td></td>
<td>• Thinking or leading not only for the betterment of yourself but for everyone</td>
</tr>
<tr>
<td></td>
<td>• Leadership is an action not a position</td>
</tr>
<tr>
<td></td>
<td>• Being a model</td>
</tr>
<tr>
<td></td>
<td>• You’re the one who leads</td>
</tr>
</tbody>
</table>

---

3 Incomplete data due to lost flipchart sheets
- Active
- Being responsible
- Being active and cooperative
- Gathering other people's ideas and your idea and turning them into action
- Encourage people to do great things
- Knows his/her subordinates

**GROUP 3**

- Must be a good listener and communicator
- Be approachable to everyone
- Build new friends and share new knowledge
- Follower
- Teacher
- Counselor
- About having a clear vision in mind
- The drive to serve other people with sincerity and genuineness
- Serves as a role model to his/her members
- Leadership is an action, not a position
- A leader is someone who acts
- Leaders don't need to be smart, just be willing
- Always looks for the goodness of his followers
- Trustworthy
- Passionate and dedicated
- Willing to give his life to serve others
- Equipped with enough knowledge and skills in order to lead others
- A leadership that doesn't treat others as members, but a leadership that joins or becomes one of them
- Responsible and passionate
- Excellent leader
- Effective leader
- Role model
- Decisive leader
- Knows the weaknesses of their members
- Knows how to manage time
- Ready for any circumstances

**GROUP 4**

- Willing
- Love
- Vision
- Should strive hard
- Care
- Someone who is compassionate, sincere and optimistic
- Awareness
- Friendly
- Character
- Communicating with each other
- Be admired/copied
- Extremely good leadership
- Being a role model
- Leadership seems easy but in reality it is not
- Self-confidence
- Purity
- A good follower
- Persuasive
- Faithful to God
- Has one word, committed, responsible
- Has a strong dedication and has a heart
- Servant leader
- Inspirational
- Can walk the talk
- Passionate
- Genuine
- Understanding
- God-fearing

GROUP 5

- Servant leadership
- Role model
- Good communication skills

GROUP 6

- Starts by being a good follower
- Being willing to give all of himself/herself to lead others
- Passionate
- Being able to balance work and home life
- Having a burning passion and determination in leading and serving others
- Accepting or listening to other people's opinion
- Act of having high quality leadership
- Disciplined
- Goal-oriented
- Knows how to communicate with different people
- Willingness
- Learning to be a follower sometimes
- Has a vision
- Open-minded
- Socializing
- Respect

---

*Incomplete data due to lost flipchart sheets*
GROUP 7

- Once a good follower
- Good planner
- Long-tempered
- The one who chooses to show the goal/plan of the group to the organization not by just telling them what they should do
- Compassionate
- Willingness
- Respectful
- Wise
- Good
- God-fearing
- Sacrifice
- Understand his people
- Embrace differences
- Never intimidating
- Humble enough to know that there should always be improvement
- Show them the path to comfort, happiness and righteousness
- See beauty in friendship
- Can lead other people
- Can share what they have learned while they are in the cycle
- Have the ability to perform their duty
- Can be an example/model to all people
- Good listener

GROUP 8

- Outstanding
- Effective
- Visible
- Going being what is expected of him
- Does extraordinary things
- Creative
- Sets an example for his team members
- Does everything with enthusiasm
- Showmanship
- Trust
- Unity
- Equality
- Extremely good
- Good quality
- Serving others
- Leading others toward their ship
- Serving with the best you can offer
- Unique
- Responsible
- Model
GROUP 9
- Inspire
- Influence
- Positive mind
- Leadership that can be passed down to future leaders
- Leaving a legacy
- Understanding
- Friendly
- Good follower/leader
- Committed leader
- *Tiwala sa sarili* (Self-confidence)
- *Marunong makipag-kapwa tao at magmahal* (Compassionate and loving)
- *Gabay ng Diyos* (Light of the Lord / faithful servant of the Lord)
- *Magaling mamuno*
- Competitive pero marunong tumanggap ng pagkatalo (but knows how to accept defeat)
- *Madiskarte at matalino* (Strategic and intelligent)
- Good decision-maker
- Taking risks
- Thinker
- Observer

GROUP 10
- Honesty
- Role model
- Unity
- Responsibility
- Open-minded
- Trust-worthy
- Servant leader
- Listener
- Passionate
<table>
<thead>
<tr>
<th>GROUP</th>
<th>PULL</th>
<th>PUSH</th>
<th>WEIGHT OF HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unending progression of our economy Crazy (in a good/productive way) &quot;Dibletim&quot; which stands for Discipline, Responsible and Optimism</td>
<td>Hyper-imagination of every human being To give sense and power To influence 3 powerful ingredients that conceptualize an exemplary leader</td>
<td>Selfishness Judgment Impotence of people</td>
</tr>
<tr>
<td>2</td>
<td>Volunteer to work Will to make a difference Inspire others To finish studies</td>
<td>Attending leadership workshops Inspirations (Family, friends, etc.) Scholarship</td>
<td>Anxiousness Financial capacity Low self-esteem Beliefs Family problems Distractions Laziness Arrogance</td>
</tr>
<tr>
<td>3</td>
<td>Collaborative Futurists Visionary Patriotic Passionate</td>
<td>Family Skills Confidence Friendship</td>
<td>Attitude problem Financial issues Low self-esteem Indecisiveness Unwanted circumstances Division False limiting belief</td>
</tr>
<tr>
<td>4</td>
<td>To help people and build the future generation It is not only about leading but it’s about molding and developing each other’s personality.</td>
<td>Ability/talent/skills Technology Seminars/trainings Wisdom Motivation Character (optimistic) Failures</td>
<td>Fear of being judged and fear of failure Negativity Budget Doubt</td>
</tr>
<tr>
<td>5</td>
<td>Servant leadership A role model Has good communication skills</td>
<td>Family Stories and experiences Seminars</td>
<td>False limiting beliefs Uncertainties Ego</td>
</tr>
<tr>
<td>6</td>
<td>Servant leader</td>
<td>Critical thinker Patient Reactive Optimistic Creative Confidence Willingness Selfless Visionary Excellence</td>
<td>Fear Weaknesses False-limiting beliefs Obsession Pride Pessimistic Complacency</td>
</tr>
<tr>
<td>7</td>
<td>Having consistence of a bright future More actions, less words Influential in a good way</td>
<td>Passion Goals Vision Deep understanding</td>
<td>Lack of self confidence Insensitivity Being afraid Crab mentality</td>
</tr>
<tr>
<td>Independent</td>
<td>Inspiration</td>
<td>Dependency</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Make use of technology</td>
<td>Good communication</td>
<td>Competitors</td>
<td></td>
</tr>
<tr>
<td>Very diplomatic</td>
<td>Plans A to Z</td>
<td>Circumstances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminars and workshops</td>
<td>Lack of education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hunger for a positive change</td>
<td>Cynicism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholarships</td>
<td>Lack of experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hard-headed followers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values/characters</th>
<th>8</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>8</td>
<td>Mistakes of the past</td>
</tr>
<tr>
<td>Concepts</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Trends</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Helps our visions of leadership</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Willingness</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>Inspirational</th>
<th>Seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>God-fearing / loving</td>
<td>God</td>
<td></td>
</tr>
<tr>
<td>Trustworthy</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Passionate</td>
<td>Internet/technology</td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td>Friends</td>
<td></td>
</tr>
<tr>
<td>Pro-active</td>
<td>Beliefs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Well-disciplined</th>
<th>Sense of responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>Respectful</td>
<td></td>
</tr>
<tr>
<td>Selfless</td>
<td>Discernment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Having a goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acceptance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Generous</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Considerate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concerned</td>
<td></td>
</tr>
</tbody>
</table>

| Laziness – temptation | 10 | |
| Not punctual | 10 | |
| Low self-esteem | 10 | |
| Bad planning | 10 | |
| Procrastination | 10 | |
| Selfish | 10 | |
| Close-minded | 10 | |
| Not dedicated | 10 | |
Annex B: Programme Outline and Annotated Agenda
#FuturesLiteracy
Developing the Capacity of Leaders to Use the Future

A UNESCO Futures Literacy Laboratory at the MVP Young Thought Leaders Summit
13-16 November 2016
First Pacific Leadership Academy
Km 27 Sumulong Highway, Antipolo, Rizal, Philippines

PROGRAM OUTLINE

14 November 2016

<table>
<thead>
<tr>
<th>Time (PM)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:45</td>
<td>Welcome and overview: UNESCO and Futures Literacy</td>
</tr>
<tr>
<td>3:10</td>
<td>Getting to know each other: Tell me about your future</td>
</tr>
<tr>
<td></td>
<td>Inspire Shared Visions</td>
</tr>
<tr>
<td>3:40</td>
<td>Thing from the Future Game: Playing with assumptions – Inspiring creative visions of the future</td>
</tr>
<tr>
<td>5:00</td>
<td>AFTERNOON SNACKS</td>
</tr>
<tr>
<td>5:20</td>
<td>Futures Triangle: New assumptions about leadership – Developing a shared understanding of the subject</td>
</tr>
<tr>
<td>6:20</td>
<td>ICE BREAKER</td>
</tr>
<tr>
<td>6:30</td>
<td>A “bottom-up world”: Reframing Leadership – Rethinking visions</td>
</tr>
<tr>
<td>7:30</td>
<td>DINNER</td>
</tr>
</tbody>
</table>

15 November 2016

<table>
<thead>
<tr>
<th>Time (PM)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Challenge the Process</td>
</tr>
<tr>
<td>1:00</td>
<td>Living in the &quot;bottom-up world&quot;: Describing everyday life and building a group sculpture of what it is like</td>
</tr>
<tr>
<td>2:20</td>
<td>Groups Present the sculpture: Examples of using the process to challenge the vision</td>
</tr>
<tr>
<td>3:00</td>
<td>Closing Discussion: Becoming a Futures Literate leader</td>
</tr>
<tr>
<td>4:00</td>
<td>AFTERNOON SNACKS</td>
</tr>
</tbody>
</table>
#FuturesLiteracy
Developing the Capacity of Leaders to Use the Future

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PROGRAM OUTLINE

14 November 2016

<table>
<thead>
<tr>
<th>Time (PM)</th>
<th>Activity</th>
<th>Procedure</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 2:45     | Welcome and overview: UNESCO and Futures Literacy | 1. Ace opens the program with an introduction of UNESCO and its work to develop Futures Literacy.  
2. Shermon gives an overview of the KnowLab agenda explaining the learning-by-doing nature of the process and how each step connects to the next one so that participants can develop their FL.  
3. Ace introduces the facilitators and asks students to look for their groups.  
• Groupings will be posted before the workshop.  
• Participants shall proceed to their group tables.  
• Facilitators will be stationed on their respective group table and help gather their group members. | ✓ Laptop  
✓ Projector  
✓ Clicker  
✓ Microphone  
*To be used all throughout the workshop* |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructions</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 3:10  | Getting to know each other: Tell me about your future                    | 1. Ace gives instruction on the getting-to-know activity:  
   • Find a partner in the group.  
   • Introduce yourself to your partner [name, school, grade level, place] and share your future goals/dreams/ambitions.  
   • Introduce your partner to the other members of the group.  
   2. Facilitators keep the timing and make sure each pair gets to introduce themselves to the group. Introduction could begin with the pair who volunteers to introduce themselves first then proceed with the next pair [clockwise/counterclockwise]; if no one volunteers, a facilitator assigns a pair to start an intro. | List of groupings for the facilitators                                                                 |
| 3:40  | Thing from the Future Game: Playing with assumptions – Inspiring creative visions of the future | 1. Shermon introduces the “Thing from the Future Game” and orients everyone with the game mechanics:  
   • Each group has a deck of futures card. [Facilitators should have the cards by this time]  
   • Split the cards into the four categories. [Shermon explains the 4 categories]  
   • Each group plays the game in pairs.  
   • The task is to “bring something back from the future” based on the parameters/constraints given by the four cards that the group will select.  
   • Each pair must spend 3 to 4 minutes coming up with one object – which they can name or draw on a post-it note. Then each pair presents their object and mentions one assumption about the future that they are using to imagine that object.  
   • Each pair gets one set of little colored sticky circles from the facilitator and use them to vote for the object that | Future cards  
Post-its  
Pens  
Notepads  
Stickers |
they think is the most inventive / creative / “ridiculous”.
• The pair, who receives the most number of sticky circles, wins.

2. Group facilitators should take note of the following:
   • Lists/posts the objects and the assumptions on a flip-chart.
   • Guide the students so as to avoid “smart” forms of unconventional – like going to Mars or under the ocean. It’s best to restrict the place to the Philippines and non-miraculous/aliens visiting earth type objects. Nothing from Marvel comics.
   • At the end the end of 5 rounds [more or less], collect the assumptions and objects that “won” and put them on a separate flip chart.
   • Total time for the activity is 1 hour and 20 minutes.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00</td>
<td>AFTERNOON SNACKS</td>
</tr>
<tr>
<td>5:20</td>
<td>Futures Triangle: New assumptions about leadership – Developing a shared understanding of the subject</td>
</tr>
<tr>
<td></td>
<td>1. Shermon introduces the next activity:</td>
</tr>
<tr>
<td></td>
<td>• This task will start with defining exemplary leadership as participants understand the term in the present.</td>
</tr>
<tr>
<td></td>
<td>• To begin each participant has 5 minutes to put down 3 to 5 bullet points that define their understanding of leadership.</td>
</tr>
<tr>
<td></td>
<td>• Each person has one minute to describe their idea of leadership.</td>
</tr>
<tr>
<td></td>
<td>• The facilitator should note down the basic attributes on a flip chart.</td>
</tr>
<tr>
<td></td>
<td>2. Shermon discusses the Futures Triangle:</td>
</tr>
<tr>
<td></td>
<td>• Shermon explains Futures Triangle and the future of leadership by going through the push, pull and</td>
</tr>
</tbody>
</table>

- Flip charts
- Note pads
- Printed Futures Triangle template
- Drawing of Futures Triangle on the flip charts
- Post-its
<table>
<thead>
<tr>
<th>3:00</th>
<th>ICE BREAKER</th>
<th>1. Karaoke Challenge</th>
</tr>
</thead>
</table>
| 3:30 | Reframing Leadership – Rethinking visions | 1. Each group presents their one or two “new” aspects of leadership – one to two minutes per table.  
2. Shermon presents a disruptive set of assumptions:  
   • The murmuration video/photo  
   • Filipino Myth  
3. Ace gives the assignment to students:  
   To imagine a world/new future created by their new assumptions and how they see themselves contributing to their respective communities. |

**15 November 2016**
<table>
<thead>
<tr>
<th>Time (PM)</th>
<th>Activity</th>
<th>Procedure</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 1:00      | Describing everyday life and building a group sculpture of what it is like | 1. Ace/Shermon gives an overview of the activities for Day 2.  
2. Working in break-out groups, the facilitators offer a bullet point review of the reframing of leadership from the previous evening and then invite participants to spend 5 minutes to jot down a few bullet points about how they see daily life in this new future.  
3. Facilitators ask students to describe their day in the new future and put the main points up on the flip chart.  
4. Facilitators instruct students to create sculpture as a group about the new future.  
5. To wrap it up the facilitator of each group needs to find a rapporteur from the group – someone willing to describe the sculpture and what it means in about 2 to 3 minutes. | ✓ Box of art materials  
✓ Flip charts  
✓ Pens  
✓ Notepads  
✓ Post-its |
| 2:20      | Groups Present the sculpture: Examples of using the process to challenge the vision | 1. Rapporteurs present.  
2. Ace facilitates the presentation. | |
| 3:00      | Closing Discussion: Becoming a Futures Literate leader | 1. Ace/Shermon leads the full plenary in a discussion of what has been learned by posting questions to the group about:  
   - The anticipatory assumptions that we make about leadership and how those assumptions might change  
   - Different ways of using the future – not just to |
predict but to look at the world in the present in different ways.

• Knowledge creation processes – a brief discussion of collective intelligence methods as a way to learn/share and anchor understanding in the past and present of a specific place and group of people.

• Any next steps, what do they want to do now that they are starting to get futures literate.

*Note: Relate/align everything to Kouzes and Posner’s Five Practices of Exemplary Leadership.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>AFTERNOON SNACKS</td>
</tr>
</tbody>
</table>
Annex C: Survey Questionnaires
Pre-Workshop Survey Questionnaire

Dear delegate,

Welcome! As you know this Summit is an opportunity for all of you to collaborate and explore the cutting-edge of what it means to be a leader in the 21st Century. Before we kick off with the different activities in store for you in the next days, we want to get to know you a bit better and also start you thinking about some of the key themes. This is just a short survey to get us all started.

Please fill out the questions below and check the boxes which best represent your answer.

Thank you,

The Secretariat

A. Personal Information

1. Name:____________________________________________
2. Age:__________
3. Gender:_______
4. School:______________________________________________
5. City:__________________________________________________
6. Region:
   - Luzon
   - Visayas
   - Mindanao
7. Interest/hobbies:_________________________________________
8. Dream profession:_________________________________________
B. Thinking about leadership

1. When historians describe great leaders of the past they sometimes say the leader created their greatness, for instance Steve Jobs of Apple, and sometimes greatness was thrust upon them, like Winston Churchill. Which of these two kinds of leader is more appealing to you?
   - The creative entrepreneur
   - The reactive adapter

2. Where and in what ways do you see yourself playing a leadership role?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What do you think helps leaders to lead?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

C. Thinking about the future

1. Would you describe the future as something that needs to be:
   - Predicted
   - Invented
   - Explored
   - Questioned
   - Accepted

2. Do you think about the future because (you can pick more than one):
   - You want to plan what will happen to you?
   - You are anxious about unknowns and hope to be able to avoid uncertainty?
   - You see that thinking about the future in different ways lets you see and feel in different ways?
   - You have to make choices and it is important to know what is going to happen in order to make decisions?
   - Actually, you don't really think about the future much.

3. Is there one ideal future?
   - Yes
   - No

4. Complete the sentence "When I think about the future, I think about _________________________________."
5. Do young people have a special contribution to make to imagining the future?
   Yes
   No

6. If yes what is their special contribution? _________________________

7. Name one change that you believe will very probably happen in
   a) 10 years____________________________________________________;
   b) 20 years____________________________________________________;
   c) 50 years____________________________________________________;

8. What causes uncertainty?
   Bad planning.
   Bad preparation.
   Ignorance.
   Creativity
   Diversity
   Freedom
   Do not know

9. Which of the following statements best describes your view of the future?
   With enough data, we can predict the future.
   With enough thinking, we can prepare for the future.
   With enough vision, we can choose among possible futures.
   If we choose a future we can make it happen.
   Future is unpredictable and unknowable to us.

10. Why is it important to think about the future?
    To avoid disasters
    To find the best way to act
    To understand our possibilities
    To invent possibilities
    To provide new insights into the present
Post-workshop Survey Questionnaire

The information you share here will help UNESCO evaluate the impact of the workshop series, and contribute to the improvement of future events. Your data is stored securely and will not be shared with other organizations.

The more complete your response, the more valuable a contribution it is to the project. However, none of these questions are compulsory. You are free to leave any of these questions unanswered, if you wish.

Thank you for taking the time to contribute your thoughts.

A. Personal Information

1. Age:
   - 13
   - 14
   - 15
   - 16
   - 17
   - 18 and up

2. Gender:
   - Male
   - Female

3. Region:
   - Luzon
   - Visayas
   - Mindanao

B. Thinking about the future

1. Would you describe the future as something that needs to be:
   - Predicted
   - Invented
   - Explored
   - Questioned
   - Accepted

2. Do you think about the future because (you can pick more than one):
   - You want to plan what will happen to you?
   - You are anxious about unknowns and hope to be able to avoid uncertainty?
You see that thinking about the future in different ways lets you see and feel in different ways?
You have to make choices and it is important to know what is going to happen in order to make decisions?
Actually, you don’t really think about the future much.

3. Is there one ideal future?
   Yes
   No

4. What causes uncertainty?
   Bad planning.
   Bad preparation.
   Ignorance.
   Creativity
   Diversity
   Freedom
   Do not know

5. Which of the following statements best describes your view of the future?
   With enough data, we can predict the future.
   With enough thinking, we can prepare for the future.
   With enough vision, we can choose among possible futures.
   If we choose a future we can make it happen.
   Future is unpredictable and unknowable to us.

6. Why is it important to think about the future?
   To avoid disasters
   To find the best way to act
   To understand our possibilities
   To invent possibilities
   To provide new insights into the present

C. The event topic

1. Did your understanding of leadership change as a result of the workshop?
   Yes
   No

2. Did the things in this event change your expectations about leadership?
   Yes
   No
D. Actions to take

1. Please list the three (3) things you want to do after the workshop.
   a) 
   b) 
   c) 

2. How will you share what you learned about the workshop?

E. Operation of the event

Put a check under the label of your answer.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not Sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitators and presenters spoke clearly</td>
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<tr>
<td>The event was well-organized</td>
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<tr>
<td>Facilitators were well-briefed</td>
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<tr>
<td>Our group discussions were productive</td>
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<tr>
<td>I felt that my voice was heard</td>
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<tr>
<td>The value of the event is clear to me</td>
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</tbody>
</table>

14. Were you satisfied with the workshop? If yes, please rate the workshop from 1-5, 5 being excellent. If no, please let us know how we can improve the workshop.
Annex D: Workshop Powerpoint Presentation
UNESCO considers education, science, social science, culture and communication as the means to achieve the ambitious objective of its founding charter:

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

FUTURES LITERACY
The Future is a Problem and a Solution

THE SOCIAL SCIENCES have a critical contribution to make, in helping us understand, imagine, and craft a more sustainable future for all.

UNESCO Futures Literacy Knowledge Laboratories
Proof-of-concept Testing 2012-2016
Challenge of Change – Leadership

- Zero Loop – tired, participants often give up
- Single Loop – take away, Monday morning
- Double Loop – outside of paradigm learning, entering the unknown, creating a learning organization or type of leadership that has the capacity to adapt and transform
- Narrative Learning, finding and creating your story of leadership

“The future is not an empty space but like the past it is an active aspect of the present”
Thinking about the future is in fact to change today.

“Change is heterogeneous”

Thinking about the future is in fact to change today.

“The future” cannot be “predicted” because “the future” does not exist.”
Futures Literacy / Futures Thinking

- Futures Thinking/Futures Literacy = regain influence and capacity by exploring alternative futures and envision the desired
- Focuses on the capacity to discover and invent future alternatives, narrative, stories of exemplary leadership via collective intelligence and co-creation
- Uses rigorous imagination to develop and question and make sense of the future
- For us to become adept at improvising and inventing new futures
- It is about discovering the potential of the present

Multiple Perspectives

Let’s begin!

Find your group. Say hello to your facilitator. Get ready.
1. Find a partner in the group.
2. Introduce yourself to your partner [name, school, grade level, place] and share your future goals/dreams/ambitions.
3. Introduce your partner to the other members of the group.

ABOUT THE GAME

- The object of the game is to come up with the most entertaining and thought-provoking descriptions of hypothetical objects from different near-, medium-, and long-term futures.
- The prompts (constraints) outline the kind of future that the thing-to-be-imagined comes from, specifies what part of society or culture it belongs to, describes the type of object that it is, and suggests an emotional reaction that it might spark in an observer from the present.

ABOUT THE GAME

- There are four types of cards in The Thing From The Future: Art, Terrain, Object, and Mood.
- Each round, players will generate a four-card creative prompt containing one of each kind of card. Based on this prompt, players will imagine a thing from the future.
THE ARC
ARC cards broadly describe different kinds of possible futures.

Grow is a kind of future in which everything and everyone keeps climbing: population, production, consumption...

Collapse is a kind of future in which life as we know it has fallen – or is falling – apart.

Discipline is a kind of future in which things are carefully managed by concerted coordination, perhaps top-down or perhaps collaboratively.

Transform is a kind of future in which a profound historical transition has occurred, whether spiritual or technological in nature.
THE TERRAIN

The TERRAIN card describes contexts, places, and topic areas. The terrain card describes where—physically or conceptually—the thing from the future might be found.

THE OBJECT

OBJECT cards describe the basic form of the thing from the future.

THE MOOD

MOOD cards describe emotions that the thing from the future might evoke in an observer from the present.

- The task is to “bring something back from the future” based on the parameters/constraints given by the four cards that the group will select.
- Each pair must spend 3 to 4 minutes coming up with one object—which they can name or draw on a post-it note. Then each pair presents their object and mentions one assumption about the future that they are using to imagine that object.
- Each pair gets one set of little colored sticky circles from the facilitator and use them to vote for the object that they think is the most inventive / creative / “ridiculous”.
- The pair, who receives the most number of sticky circles, wins.
#FuturesLiteracy
Developing the Capacity of Leaders to Use the Future
A UNDOFutures literacy laboratory at the MYP Young Thought Leaders Summit

“Any useful idea about the future should appear to be ridiculous.”

“We shape our tools and thereafter our tools shape us.”

MAPPING THE FUTURE: PUSHES, PULLS AND WEIGHTS
What is Exemplary Leadership?

For 5 minutes, write down 3 to 5 bullet points that define your understanding of exemplary leadership. Then describe your ideal of leadership to your group mates.

The Future and Leadership

- Based on your assumptions, how do aspects of the imaginary future influence the nature of leadership?
- Identify one or two new aspects of leadership in the future.

Futures Triangle

- What is pulling us towards particular futures?
- What are the compelling images of the future (leadership)?
- Are there competing images of the future?

PULLS

- What trends are pushing us towards particular futures?
- What quantitative drivers and trends are changing the future?

PUSHES

- What is holding us back, or getting in our way?
- What are the barriers to change?
- What are the deep structures that resist change?

LEADERSHIP

REFRAMING LEADERSHIP – RETHINKING VISIONS
New aspects of leadership

- Challenge the used future?
- Challenge the future of leadership as perceived or as preferred by questioning our assumptions about it?
- Now is the time to redefine the future!
- The goal is not to predict the future of leadership but to create insights by questioning it; by disturbing our preferences/assumptions of the future - the way we perceive and imagine leadership futures
- To reframe, now is the time to revisit the future by questioning and identifying new assumptions of leadership!

#FuturesLiteracy
Developing the Capacity of Leaders to Use the Future

And the winners are.....
Inspiración de una visión compartida

Leaders breathe life into their visions and get people to see exciting possibilities for the future.

Desafío del proceso

Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization.
#Throwback

• How we are perceived and received by others
  – Learning how to express ourselves
  – Importance of listening

• Playing with assumptions: Inspiring creative visions of the future
  – The power of imagination

#Throwback

• Mapping the futures of leadership
  – Exploring the richness of our ideas
  – Deepening our assumptions
  – Organizing and consolidating information

• New aspects of leadership
  – Collective knowledge creation process

A beautiful world in the making

Imagine daily life in this new future

• 5 minutes jot down what life is like in this future.
• Review the new aspects of leadership.
• Share your sketches and ideas derived from your provincial meetings.
This future illiteracy leads to poverty of the imagination and a failure of hope. Without hope for the future, humans stop investing in understanding each other and making compromises for the sake of the hoped for future. This is the opposite of building peace in the minds of men and women.
Unpacking/Reframing the Future of Leadership

- **Intergenerational leadership** - Our concept family should go beyond the past and this generation but should also include our non-existent families five or seven generations ahead. We are the dreams of our ancestors, their wise actions kept us alive (mayaizilah, 2011).

- **Values-based** - our identity, spiritual and collective worldviews view influence the way we perceive and act; lead and decide, collaborate and live.

- **Awakened conscience** - sensitive, caring, inclusive, magnanimous, reflective, decisive, courageous, etc.

- **Murmuration** - agile, resilient, instantaneous and extraordinarily rapid, leaders with strong anticipatory and foresight-driven skills = Leaders on the Edge (logical, emotion, intuitive, playful, connecting?)

Unpacking/Reframing the Future of Leadership

- **Learning and healing leader** - transparent, proactive and responsible? What steps do you wish to create a healthier self, community and the world? (Angat lahat! Matuto lahat! Masaya at Mapagmahal lahat!)

- We anticipate the future to imagine possible, probable and plausible future to reconfigure (change) the present!

BE THE DISRUPTER, NOT THE DISRUPTED

Should we go beyond inspiration and take action on Monday morning to change/disrupt different layers of reality (news headlines, systems, worldviews and myth) and be the disruptor and not the disrupted?

“A bright future awaits you – your future is glorious, your future is luminous, your future is effulgent...the future of humanity is strikingly resplendent”

FR Sarkar
Annex E: The Future is a Problem and a Solution by Riel Miller
The Future is a Problem and a Solution

Why futures illiteracy is a problem?

Let’s start at the beginning. First, for humans the explicit future only exists as imagined descriptions of some time later than now. You cannot visit the future or touch it or collect evidence.

Second, our universe is complex. This is not the same as complicated. Complexity is a different category from simple-complicated. Complexity is defined by the potential for novelty: phenomena that are unknowable in advance. This means the future cannot be predicted.

So, even if you feel confident making the assumption that a familiar trend will continue, such as the sun will rise tomorrow, there is no way to know in advance what will happen as complex systems and processes emerge. Science tells us that prediction fails.

Without prediction how can humans plan and prepare? Does the certainty of uncertainty mean all hope is lost? Is the human capacity to act – the ability and moral imperative to “make a difference” – in fundamental conflict with the complex emergent nature of reality?

Today the answer is yes. This is what social science tells us and it what everyone can witness as people are disappointed by the “elites” and technocrats who claim that they can colonize the future, but are thwarted by emergent novelty.

Expectations are dashed and as a result people become angry, reactionary, and nostalgic. This fuels the siren song of a return to “rose colored” pasts – promises of the certainty of continuity.

Those not seduced by nostalgia turn to other futures, some dream of catching-up with developing nations, others of finding alternative models that might mitigate climate change. Still, the imperative is to plan and prepare so as to impose today’s idea of tomorrow on tomorrow.

What is missing from these reductionist and deterministic ways of thinking is a practical way to sense and make-sense of complexity. Unable to integrate novelty into the way the future is used change becomes the enemy. This means that the root source of diversity and freedom, novelty, is either ignored or attacked.

All of this causes the amazing human capacity to imagine changes in the conditions of change to atrophy. We are unaware and unable to use the future in different ways. We are futures illiterate.

This futures illiteracy leads to poverty of the imagination and a failure of hope. Without hope for the future humans stop investing in understanding each other and making compromises for the sake of the hoped for future. This is the opposite of building peace in the minds of men and women.

Futures illiteracy is a major problem.
The UNESCO solution to the problem futures illiteracy

The solution is to nurture Futures Literacy. UNESCO has been doing this in a practical way since 2012. This is UNESCO as a laboratory of ideas and capacity builder.

UNESCO Futures Literacy Laboratories
Proof-of-concept Testing 2012-2016

The forthcoming UNESCO MOST publication: Transforming the Future: Anticipation in the 21st Century will present the evidence and conclusions gathered by running Futures Literacy Knowledge Laboratories in:

2. Baku: Scoping Global Anticipatory Capacities, June 1, 2013
7. Oslo: Innovation as Learning, Knowing as Learning, Knowing as Science: Imagining a Universal Innovation Society in 2040, October 21-22, 2013
11. Freetown: Youth & Rites of Passage in Sierra Leone, January 20-21, 2014
12. February 5-6, 2014, Munich: Imagining the Future of Sports in Society
14. Calceta, Bahia de Caraquez, Monta: A Series of Future Literacy Labs in Ecuador, April 26–May 1, 2014

70
Futures Literacy Laboratories deliver:

- an enhanced capacity to use the future because participants actually use different kinds of futures (participants start becoming futures literate);
- new perspectives on old problems because participants specify their anticipatory assumptions and start becoming capable of inventing their own;
- working communities of practice and action that can diffuse and apply Futures Literacy to source imagination and hope locally;
- insights into the effectiveness of different designs and implementations of activities that use the future to cultivate both strategic thinking and futures literacy.

The way forward:

UNESCO is now moving from a proof-of-concept innovation phase, that involved testing different FLL designs around the world, to an innovation prototyping phase, that will work on developing scalable design principles and practices that enable Futures Literacy to go viral. One example of this next phase is the Imagining Africa’s Future Initiative, a three-year, three million-dollar project, funded by the OCP Foundation of Morocco. This project will contribute to sustaining UNESCO’s leadership in this field by enabling implementation of innovation prototyping across Africa. UNESCO has also established three new UNESCO Chairs, with more to come, aimed at conducting further research into Futures Literacy. UNESCO has also played an initiating role in starting a global conference series on Anticipation, the 2nd one will be held in London in November 2017 (http://anticipation2017.org/).