

Applying Futures Studies to Community Needs: A Practitioner Looks Back at Futures Projects

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Applying Futures Studies to Community Needs: A Practitioner surveys her work

Background¹

Building the Future (Framtidsbygget) got its start as a combination of personal growth and education in Futures Studies tailored to the needs of unemployed adults. It was developed at a time when Sweden was experiencing high unemployment (1992-1997) after almost fifty years of prosperity. In the Gothenburg region, July 1994 unemployment was 15.2% and unemployment for those between 18 and 24 years old was between 18.7% and 24.7%. Just prior to 1992, unemployment had been 1.9%. This drastic difference stimulated a variety of activities aimed at mitigating unemployment.² Driving this unemployment was a series of events which put pressure on the State:

- Industrialization was beginning to taper off and a knowledge society was forming. At the same time
- Sweden was adapting to the demands of European Union membership.
- A privatization trend and a move towards market economy was in full swing.
- Traditionally the Swedish government had taken major responsibility for seeing that all citizens had jobs. Maintaining the expected job security was increasingly difficult.
- Some individuals began to understand that they needed to take responsibility for their own job creation and many still expected the State to solve

their problems. Others just did not know what to do, never having had to apply for a job before.

The goals behind Building the Future were many and ambitious: a desire to help individuals use positive futures in their life; to offer education in project format suitable to many learning styles; to make the community aware of and stimulate discussion about desirable futures and to encourage development of the intra- and inter personal skills that a positive future would require.

It was felt that the act of performing a futures study would help unemployed understand the changes that were taking place. It would give them an opportunity to identify fields that had more of a future than the one they left and help them develop personal competence that would be a platform for any future job.

Financing

The concept Building the Future was presented to the Director of the Regional Labor Relations Board who became enthusiastic about the project. The Board purchased courses that readied unemployed to re-enter the labor market. Many of their courses were purchased from Secondary and Adult Education or the local university. However, the project was not the type of training course that either of those two sources had previously offered. It was also difficult to identify which level in the system for which the project was most suited. Discussions were held with the Dean of Gothenburg's University and with the Director of Secondary and Adult Education.³ Building the Future was eventually placed

under the Secondary and Adult schools. The Director of Secondary and Adult Education then had to sell the concept to his staff and which turned out to be harder than expected. In two years the project was approved. EU Goal 3 monies funded later Building the Future projects so the problem of placement disappeared as an issue. The Regional Labor Relations Board paid the participants unemployment allotment in all three projects. In 1994, Futures Studies was launched as a new area of study in Sweden and eventually in the European Union.

Client Group

Participants were unemployed as part of a life change (for ex. after finishing an education or child-raising, relocating or downsizing). They were officially classified as long-term (3 months

to 6 months and longer) unemployed. Their attitude to their status made a big difference in what participants were able to get out of the project. It is safe to say that each group had a spectrum of feelings from neutral to ashamed, angry and a feeling of being an outsider. There were those for whom the life change was a personal choice and those for whom the choice to leave their jobs was imposed by others. It must be said that in Sweden one was often defined by the work he/she did. For many their social circle and their work circle were one and the same.

There was a conscious attempt to have a diverse group of participants who would be able to take a reading of the world's situation from as many perspectives (variables) as possible. They were as diverse in age, background, culture, education, learning style and work experience as possible.

Below are details of the three major projects we lead directly.

Group Name and Study Title	Age of Participants	Gender of Participants	Number of Participants	Outcomes	Length of Project
Building the Future (Framtidsbygget) "A Sustainable Society"	20-27	Male & Female	35/26	Futures History "A Tale of the Future"	Daily 1 1/2 years
Building the Future for Women (Framtidsbygget för Kvinnor) "The Public Sector"	35-60	Female	35	A Vision presented utilizing dramatic reading, music and dance. Personal Visions	Daily 1 year
Futures Investigators (Framtidspanarna) "The Future of Work"	25-56	Male & Female	32	Scenarios Personal Visions	Daily 1 year

Components of Building the Future

Personal Development

Work and Learning Styles
Personal Styles Inventory

Team Building Exercises
Course in scanning on the Internet matched to ability

Values and Paradigms

A series of mini-lectures, readings, discussion groups and exercises aimed at helping participants articulate their values, ethical philoso-

phy and moral behaviors.

Mini-lecture on the prevailing scientific paradigm/philosophy and the "new" sciences of quantum physics, chaos theory and systems theory/philosophy with readings, discussion groups in which participants identify which of their values are rooted in the prevailing paradigm and which come from the new paradigm.

Information Gathering

Establishment of variables list (A detailed STEEP: social, technical, economic, environmental and political list of about 20 subjects prioritized as most relevant to the purpose of the study).

Work groups assigned variables after their requests.

One to two weeks research on the present of each variable.

Decisions made on the focus of each variable (Example: Start with Science, decide on genetics, deep study HUGO project).

Environmental scanning that includes, books (from Visionscentret Framtidsbygget's library), and magazines, TV, radio, lectures, Internet and library searches and interviews.

Lectures

Two in house lectures scheduled, each week. The subjects are project development, teamwork, creativity, personal development, presentation techniques or ecology. Special lectures in: Time, the field of Futures Studies, the New Sciences, Learning Theory and Mind Mapping. Totally participants experience 40-60 outside lectures.

Trend Analysis

Trends Workbook

Development of Trend Wall (See Futures Studies p.5)

Trend Constellations (See Futures Studies p.5)

Cross Impact Matrix

Futures Wheel

Nine Box

Scenario Writing

High priority trends woven into Scenarios.

Scenario presentation

Personal Visions

Workshop on visions

Drawing visions

Guided Visualization

Insights

After three and one half years intensive work with over 100 people various and project evaluations, insights have come from each reiteration of the process:

Client group

- We learned that having unemployment as the one common dominator in the group was difficult. In retrospect, an ideal client group would have been a mix of people who officially had jobs (and were in no risk of losing them) with people officially described as unemployed.
- We took a great deal of energy recruiting in the first two programs which raised the percentage of participants who were there because they thought it would be interesting or exciting. When we didn't prioritize recruiting, the numbers of unmotivated participants increased. We received comments that the unmotivated didn't carry their fair load, required the group to spend more time explaining and repeating instructions.
- We had a lot of complaints about the diversity of the group in the first two projects. Even the evaluator of the pilot project suggested that we try for a more homogeneous group.⁴ When we asked participants what they thought we should have done to bring perspective to the group and still reduce arguments. They said the diversity was difficult and frustrating but that it was a good experience looking back on it.

Project Leadership

There was a generation gap and culture gap between the project leaders and the participants of the pilot project (Building the Future).

The young women in the group of 18-27 year olds verbalized complaints that the men came up with the ideas and they were expected to carry them out. However, when we tried to go deeper into male and female cultures a few participants said that men and women are equal and that the concerns were from a generation earlier and not relevant today (referring to us project leaders born in the 40's).

Working with 35 people, eight hours a day for one year in futures studies and personal development brought participants face to face with their own issues and internal conflicts. We learned that we had to be more than two persons in order to handle the radical changes participants made in their thinking about themselves and world issues in new ways.

- We lacked support and good listeners, who could, in confidence, allow us to ventilate.⁵

We also learned more about how to do a futures study ourselves. We learned to present the tools and procedures more clearly and in a more structured way.

Over time the structure has changed so that the introductory period has gotten shorter and shorter and the work with the futures study has started earlier. In the third project personal development was given as much as 40% of the time and Futures Studies took 60% of the time of a year-long project.

- We attempted to develop every opportunity that presented itself to the advantage of the participants in the first project which gave unexpected dividends and also interfered with the flow of the project.⁶

Participants and tempo

There were comments and complaints in every group that the whole program was too intense and they did not have enough time for discussion or absorption. We tried to change this in of the last two projects, which helped somewhat, but there was still a feeling of intensity. This was not always reported as negative and people actually reported having digested the experience after it was finished. After one year a

participant reported "I have learned a lot in a very short time- even now all this new knowledge has not landed yet."⁷ We began to realize that the subject matter itself engendered a certain amount of intensity and that we had to balance intensity and time to absorb.

- We took seriously the criticisms that the first twelve weeks of the pilot program were too long and reorganized this section so that work with environmental scanning could begin earlier.

Futures Studies

- Letting people do their own research in subjects that most interested them meant a high level of engagement and a higher quality of work.
- One of the most difficult concepts for participants was the meaning of a trend. Trends got mixed up with a wish or a desire (theirs) for the future. Other comments were that trends were difficult to understand in the beginning, that they had no way of knowing if they were "right" and feeling of not knowing the difference between a trend and fortune telling.⁸ Spending more time on the subject helped. Various tools were developed: a "Trend Workbook" based on the work of Jarret and Coats, where a trend could be tested against several criteria; a Trend Wall (A wall space where prioritized trends were placed in relation to one another.) A Trend Exhibit (the contribution of participants Carolina Andersson and Maria Marie Tornqvist.) In the third project I tested Trend Constellations, a trend dramatization where participants "become" a trend and interact with other trends. They are originally placed in the middle of the room according to how one person sees them. Then the trends are free to move closer or farther away from other trends, motivated by their answers to questions from an interviewer. They are asked about their strength, the length of their life and the stage of life they are currently in (just beginning,

growing fast, topping off) etc. The responses to this exercise were quite good.⁹ It was also a kinesthetic exercise that was appreciated by the group.

Because Futures Studies was such a new and unproved method at the time and the fact that this type of work traditionally lies within the borders of academia and experts in Sweden, the actual results of each project were given little attention by authorities and politicians.¹⁰ We learned that we need to educate people that even non-experts can look into the future in an organized way and come to possible and desirable futures. Lay- research became our expression for describing this type of futures studies.

In the beginning we were learning Futures Studies along with our participants and that is reflected in the first evaluation. Our goal was unclear and writing a book to document participants work was introduced later in the project. It was an ambition that the participants shared and tried to fulfill without succeeding. In the end we took their structure, draft material and storyline and completed the book ourselves with the help of another writer.

Group dynamics

Each group had communication problems between those who needed structure and those who just needed general instructions. Each group had little patience with the others style and the project leaders had to deliver the information at least five times before all understood. The five times rule became a joke which broke some of the tension. This became a part of the learning when discussing individual styles. The problem was not as evident in the third project that had participants from 18-56 years old.

The most dominant communication problems were in the groups (Building the Future and Building the Future for Women) where we had striven to include people born in other countries or had parents born in other countries. We were unable to measure how much our work with values and paradigms mitigated the communication failures.

Having since given a collapsed version of

the same material in 4 days as opposed to one year, it is clear that "aha" insights occur, but the deeper, integrated learning comes with time. We are developing a version that will be 10-15 weeks in order to test where the deeper attitude changes come into play. In addition, funding yearlong projects is difficult at best, and maybe not necessary.

In the first project we tried to give maximum decision making to the participants. It led to a lot of group meetings with 35 people where decisions were difficult to make. This brought up a lot of frustration and anger. In the second and increasingly in third project we made more of the decisions and cut down large group meeting time.

We changed the goal in the third group to scenario writing opposed to a vision or a futures oriented book. We felt that visions were more suited to the portions of the program that had to do with participants own futures than the societal futures. It is now my belief that very few groups have visions. A leader in a company can have one and challenge his or her workers to fulfill that vision, but it does not necessarily coincide with their personal vision.

Evaluations¹¹

Each Building the Future project has had an evaluation. Since even the participants could not decide if they participated in a project or took a course and there was nothing to compare it to, each evaluator structured the evaluation from their area of expertise.

Dr. Bi Puranen, The Swedish Institute for Future Studies, has evaluated the pilot project as if it were a (university course). There was a great deal of information to argue this point as the exposure to expert lecturers, readings and exercises were of such quality as found in university level education. Participants who had attended university felt that they got more from Building the Future than from a number of university courses. The question "Are you satisfied with the type of "grade" you have been given?" was directed to this point. While we originally did not want to give "grades" we did give each person who wished an evaluation that was directed to a

future employer and a certificate of completion. The letter was based upon the individuals' evaluation of himself/herself with additions from each project leader. Participants also received a detailed description of the various sections of the program. Dr. Puranen's evaluation was based on the three stages of the program (which were later modified in subsequent projects), Introduction Block (including personal development and computer skills), Environmental Scanning including an introduction of futures wheel and the scenario. The six months extension was evaluated and a follow-up report after one year was done. Other questions which reflected further how the evaluation was seen from the perspective of a university course: Will you be able to use your new knowledge in the future? Have you any personal suggestions as to how one can organize an education such as this? Is it important as to who offers the course? See Attachment II for summations of responses.

Dr. Kent Ottermark evaluated the second project, Building the Future for Women (Framtidsbygget for Kvinnor). Dr Ottermark's area of expertise is Social Economy. He is with the West Swedish Center for Local and Regional Development. He evaluated the program for its ability to develop activists or change agents who could work in "civil society" or the "third sector". Three questions illustrate this approach: In what way do you intend to use the projects vision to influence society? What changes in society are required so that your vision can become reality? How do you see the relationship between the vision and implementation? That is, which problems and possibilities can you see now if the vision became reality?

Participant's introduction to "civil society" was through internet, books and speakers on third sector activities. They were presented as examples of "ideas from the margin".¹² We presented participants information and resources and speakers on third sector activities as examples of cutting edge activities that indicated possible future direction. Many of these activities were written about in English or other languages and while most participants read English, their natural tendency was to look at Swedish sources.

We also presented the possibility that partic-

ipants (Building the Future for Women) could present their vision for politicians. They were enthusiastic but they did not follow up on this idea when the time came for presenting their vision for an audience (a requirement, they chose the format which was a presentation with dramatic readings, dance, music etc.). See attachment I for Dr. Ottermark's comments to the responses for each of the above questions.

The third project, Futures Investigators (Framtidsspanarna), was evaluated by one of the founders, Christel Nilsson and Project Leader Helena Wennerhill. Their objective was to understand how the different project segments suited individual needs and how participants understood what they had gained from the experience. Here are examples of questions are taken from the information gathering segment: What has been the best in information gathering? What has been not as good in information gathering? On a scale of 1-5 how do you see the lectures we have had in the project? How have you used the projects subscriptions and library? Questions that reflected what participants felt they had gained from the experience were: What has working in groups taught you about yourself?; What has the group process taught you about yourself?; What opportunities do you see today that, in different ways, you can use in the future?; Do you think that the program has contributed to a change in your relationship to the world around you? See attachment III for a list of all the areas in which questions were asked.

Ability to Be Replicated

In 1996 we were asked to train project leaders for similar projects that would be held in various parts of Sweden. For eleven weeks we trained six persons in the model Framtidsbygget (Four had been chosen to be project leaders; two to a project and the others were directors of the regional offices that were to sponsor the projects. Our client sought and received EU funds that covered both the cost of the project leader training and each of the projects that were eventually held in Orebro and Halmstad. Participants in both of these projects were unem-

ployed young people. It is also important to say that the unemployment offices in each of the replication projects saw this project as a way to provide something for young people that for whom they had nothing else to offer. Both projects tried to "recruit" the most likely candidates out of those available, but they were only given enough names to fill the program.

Trendbreakers (Trendbrytar-na) Örebro

This project had two enthusiastic leaders, a man and a woman, who were living their dream. Having worked in public schools all of their careers; they were thrilled to be in a program that supported their methods for working with youth. Our work with learning styles and values were adapted readily and they contributed their own methods developed after many years of experience and personal growth. However, the futures studies portion of the program was not carried out to the same extent in this project as was in the model. The participants read about and heard futures oriented speakers, but were never required to do identify or analyze trends or write scenarios. Their information gathering on the future was general and not directed to a specific goal. In the end the project was repeated many times with different types of funding and was found to be very successful. Young people who had experienced school as negative and found trouble finding direction and a job got a lift and had an attitude change about learning and their role in it in the future. Their self-image was improved.

Trendbreakers (Trendbrytarna) Halmstad

This project had an enthusiastic gymnasium teacher who had just left her job in frustration with the existing system. Her colleague was a former secretary who thought the project sounded interesting and needed a job. The whole subject was completely new to her so she did not grasp the whole project at the same level as the others, but remained curious and willing to try the whole time. The two project leaders had

eighteen participants, the smallest of the projects. However, they had participants with rather sever problems. The worst problems the project team were food and drug related and suicide tendencies. The project worked with values, personal development and futures studies. Their final project was a book of scenarios, but their real glory was a huge cross impact matrix that utilized fourteen of their most prioritized trends.¹³ In addition the group (most of whom had never stood in front of an audience before) successfully presented their results to local politicians and department heads of their city. Each group did create a home page describing their project, so their ideas were spread further (they were done in Swedish). The former gymnasium teacher left the project and wrote a book called "Which Future do you Want, Svensson?" in which she utilized challenged the citizens of Sweden to take an active roll in creating their own future. For her colleague, the whole concept fell into place after the project was over. Her enthusiasm led her to a job in public school where she is using ideas she learned in the project, so for her Building the Future became a teacher training program. During the year, the participants made a huge attitude change toward school and themselves and their futures. A quote from one of the participants at the end of the year was "We are one year older but five years wiser".¹⁴ A quote from the evaluation done of the Halmstad project reads "The combination of process oriented future studies and concrete project work with a constant follow-up done by pedagogical leaders are the main reasons for the good results of the project."¹⁵ The boy who had considered taking his life got reengaged and decided that life was worth another try.

Our evaluation of the ability of others to replicate Building the Future was that it is possible. Not all projects will be alike, but the key point was the attitude changes that occurred in all the participants. Both projects focused their participants to think more deeply about the future and their roll in it than is found in any other learning program. It is, however, very important that the project leaders are properly trained and have support. We were fortunately able to provide that support and visited the proj-

ects the whole time and the project leaders could ventilate their frustrations and share their joys.

The pedagogic model of Building the Future was drawn from many sources. The major concepts behind it are:

People learn best when doing something constructive (learning by doing), when they see the purpose of their work (creating a vision or scenarios).

People learn best when they can find the information themselves, and when it is a subject they are already interested in (environmental scanning).

People learn from each other as much as they can learn from a teacher (most work takes place in groups and each participant is expected to share what they have learned and developed with the other participants, a cross-disciplinary approach).

People learn best when they see how subjects are integrated (they began to understand that all of the variables- subjects they scan are linked into one huge system made up of smaller systems).

People learn best when they have a combination of structure and control over their learning (the process provides control, but the participants have much to say about the way their work will be done).

People learn best when they understand their own learning style (each participant is given a test to determine their learning and working styles, these are then discussed with a professional).

People learn best when information is presented to all of the senses (many different learning techniques are incorporated into the program, exercises, discussions, movement, music, dramatization and simulation).

People have a need to see the whole picture as well as the details (participants work with details, which come together in a "whole" during scenario writing).

People have a need to learn techniques that can last them their whole lifetime (life-long learning), not just till the next test (participants learn how to read the news differently, think broader and more systemically, learn techniques for working with a diverse group of people and understand the process the world is currently

undergoing and much more).

The Future

This paper is about how we used Futures Studies with unemployed or how we addressed individual needs in the context of societies needs. We are currently looking at strategies for applying the same method to the demographic problem caused by low birth rates and a large retiring "baby boom" generation. In this case it will be even more important to help individuals meet their needs while at the same time fulfilling society's lack of workers.

We will be utilizing what we have learned from the five large projects and other smaller projects with cities and businesses. The new project groups will be smaller and the projects will be shorter. Our future perspective will be five to ten years instead of approximately twenty-five used in earlier projects. In two of our projects we had one to four days devoted to the anatomy of a project. It was directed to those in the project who needed perspective on what they were experiencing as they were experiencing it and also to those who desired to lead their own projects. The insight gained from understanding a process as one goes through it is so valuable that we will be including it in the new project description.

It is our hope that by "telling it like it was" will inspire some and keep others from making the same mistakes we did. Hopefully, they will make others that we can learn from!¹⁶

Attachment I

Evaluator's comments to three questions asked in the evaluation of Building the Future - pilot project. (Translation- Natalie Dian)

Question: Will you be able to use your new knowledge in the future?

Evaluator's comments: Most of the participants in Building the Future are convinced that their new knowledge will have meaning for them in life. The grades of enthusiasm differ from participant to participant, but many feel that they have gotten new knowledge and insights from the program that with a few years

have given many more the ability to handle such situations like "water off a ducks back"; experience in conflict handling in the course have taught many to find ways to solve misunderstandings and besides increased respect for others viewpoints.

Question: Is it important as to who offers the education?

Evaluator's comments: Many of the participants think that it would be better if a university or college was behind Building the Future. Several are quick to laud the course and say that it doesn't matter to them who sponsored the course but that in some people's eyes it would have had more "status" if the education had been organized by a university. It would have "looked better on paper", "the Labor Market Board's courses have a negative clang" is another quote that in spite of everything speaks for the fact that such an education counts more if it can be organized within the scope of a college/university.

For such an education to be attractive it is important that the grade or evaluation is taken as seriously as other tertiary programs. Many times in debates generally degrading comments on The Labor Market Board courses have been expressed; at the same time independent evaluations have been done that have shown that many courses under the direction of LMB have not reached their goals. Here the development of cooperation between LMB and the university could tear down many walls and change the negative clang that LMB courses have.

Question: Are you satisfied with the type of "grade" you have been given?

Evaluator's comments: Here the meaning is clear that participants would have preferred another type of evaluation than the one they got. A certificate from Building the Future's "pilot course", is simply not worth as much as 60 points at the university. But no displeasure with the evaluation they received was expressed.

Attachment II

Evaluator's comments to three questions asked in the evaluation of Building the Future for Women. (Translation- Natalie Dian)

Question: In what way do you intend to use the projects vision to influence society?

Evaluator's Comments: Here many answer that they want to "go out" and help in changing society by information and presentations of their vision for decision makers and others by lecturing, writing articles and participating in group processes, while also influencing by sharing their views and by example.

Question: What changes in society are required so that your vision can become reality?

Evaluator's Comments: On one side there are many demands for change within work and organizational life, with the importance of a new economics view, environmental view and a renewed political system.

On the other side the perspective often arises that "in practice means action" - meaning to work in the here and now and in that way also influences values and the community itself. They wish to work to eliminate hierarchies, create new projects and meeting places and new ways of working.

Question: How do you see the relationship between the vision and implementation? That is, which problems and possibilities can you see now if the vision became reality?

Evaluator's Comments: Respondents point out in their answers the different problems when it comes to the possibilities for actualization of their vision - such as how long it takes to change values in society, that there is no will to change with the fear many people have of taking personal responsibility for their own situation etc. Many that sit in a variety of decision making positions are "stuck".

Attachment III

A list of all program sections in the evaluation of Futures Investigators:

- Recruiting phase
- Projects goal
- Personal future development (4 month)
- Personal Visions
- Personal development and competence development
- Environmental scanning
- Social competence

- Environmental scanning
- Social competence
- Project knowledge
- Networking
- Presentations technique
- Personal marketing
- Knowledge of your own personal learning and work styles
- Self- insight
- Futures Studies methods
 - Information gathering
 - Trend analysis
 - Cross Matrix
 - Scenario development and writing
- Group Dynamics
- Work in a process
- Increased general knowledge
- Attitude towards the future
- Project Leadership
- Individual meetings

Question: What has been the best in information gathering?

Sampling of respondent comments (only the first five responses have been used):

- One has had plenty of time
- It feels today that I have gotten an excuse to read the paper. Besides I read with the knowledge that someone has a purpose with its publication.
- New knowledge on subjects that I usually don't read about
- Personal responsibility
- The group process has been important to me

Question: What has been not as good in information gathering?

Sampling of respondent comments (only the first five responses have been used):

- Too much time given to information gathering, too short for scenario writing.
- I didn't have methods and techniques. It would have been good to begin with the book "Scenarioplanering" or something like it. Time period too long.
- A little problem with coordination in the group (not so bad, we solved it in the end)

* Everything that one didn't have time for or were forced to sort out.

- Mostly it has been good but sometimes it was the job for an individual.

Question: Do you think that the program has contributed to a change in your relationship to the world around you?

Respondents answers:

Yes 23

No 0

Sampling of respondent comments (only the first five responses have been used):

- More positive view of the future
- I have possibly become more interested in my fellow human beings- their views and experiences
- Development, greater curiosity about the world around me
- Simply more optimistic. I am thoughtful and an intellectual by nature. I have always been skeptical to unproven optimism but I am starting to change.
- Opening of new values, a holistic perspective. It feels good.

Question: What opportunities do you see today that, in different ways, you can use in the future?

Respondents Comments:

- Unlimited in a way. It depends upon how I feel in general. How life develops.
- Several ways, along others in product planning/development of services and items. My own attitude to different jobs will surely be wiser.
- It feels that the knowledge that is important for me, but I am haven't found any use for them yet.
- I see possibilities in my private and work life. I can not be more specific.
- Greater chance to meet the future, to choose the right way and to meet others.

Question: What has the group process taught you about yourself? (referring to the total participant group)

Respondents answers:

To handle conflict better: 8

To be more tolerant: 16

Other: 3

- That "jantelagen"* exists, (a unofficial behavioral guideline that explains many behaviors in Scandinavian countries) the need of repression
 - Not much opportunity to express ones own values due the group pressure - jantelagen
 - That it is o.k. to be both angry and sad and happy
1. Thou shalt not presume that thou art anyone [important].
 2. Thou shalt not presume that thou art as good as us.
 3. Thou shalt not presume that thou art any wiser than us.
 4. Thou shalt never indulge in the conceit of imagining that thou art better than us.
 5. Thou shalt not presume that thou art more knowledgeable than us.
 6. Thou shalt not presume that thou art more than us [in any way].
 7. Thou shalt not presume that thou art going to amount to anything.
 8. Thou art not entitled to laugh at us.
 9. Thou shalt never imagine that anyone cares about thee.
 10. Thou shalt not suppose that thou can teach us anything.
- Question: What has working in groups taught you about yourself? (referring to the smaller work groups) (respondents could choose more than one answer)
- That I like working in groups: 14
 - That I prefer to work alone: 3
 - That I often take a leading role: 7
 - That I am often passive in a group: 15
 - That I have difficulty to think I group situations: 1
 - That I have learned other ways to understand reality: 15
 - Other: 4
 - The value of values. To continue clarifying, despite differences in understanding.
 - That it can be a little noisy in a group
 - Respect for differences in peoples energy an interests
 - It is possible to solve conflicts in a group

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Notes

- 1 Because I live in a different country than the one in which I was born, I am often asked why I moved. I answer by saying "adventure and love in that order". The same holds true for the work I am describing here. Framtidsbygget(Building the Future) is an adventure. It attempts to exemplify the best of what we know about education, the study of the future and personal development. It became a love because it addressed problems at the deep level I personally longed to work with: values awareness, personal learning, change and futures thinking.
- 2 Dian, N, Creating a New History, ed. Tae-Chang Kim and James A. Dator, Institute for the Integrated Study of future Generations 1994 p,236
- 3 Puranen, B., Framtidsbygget, en utvardering, 1996, p.20
- 4 Puranen, B., Framtidsbygget, en utvardering, 1996, p.67
- 5 In Building the Future for Women we had an advisory group. Their purpose was to contribute resources to the quality of the project however, not to support the project leaders.
- 6 In developing lectures which contributed to environmental scanning through listening to experts, it came to our attention that the Royal Academy of Engineers, which was celebrating seventy-five years of existence, was planning a series of lectures all over Sweden. Their theme was the future and we made contact to see if our participants could attend some of these lectures. When the Royal Academy heard about the project they were fascinated and wanted our participants to take part instead of listen. They had no young people's opinion in any of their planned lectures. This led to more invitations and the group spent a lot of time presenting and lecturing. This had the advantage of giv-

- ing the participants an impressive list of contacts and experiences and the disadvantage of disrupting the flow of the project. The participants themselves asked the funding source for more time and they reciprocated with a six month extension.
- 7 This is from a questionnaire for participants of Building the Future for Women one year after the projects end. The six questions asked were based loosely upon the text from the brochure created for recruiting participants (what was promised) and a need to know what they were doing at the present. The evaluation was done by Monica Erikson, Training Assistant for the National Health Insurance Agency, 1975-1997, Education Broker for "Utbildningsmaklare" and past participant in Building the Future for Women.
 - 8 Christel Nilsson, Framtidsspanarna - slutentkat, 1999
 - 9 A comment from the person who "played" the trend From Russian fear to Muslim fear": "It was difficult, I felt as if I was a big city trend. I had a lot of negative thoughts in myself, a lot of fear for Russians and Muslims. Then I remembered that when I lived in a Muslim country, how safe I had felt there and I changed my relationship to the trend." A documentation of Trend Constellations is available on request.
 - 10 A good description of how Swedes describe work with the future was written by Daniel Bergsten, in "Guru", October 2000, about prognosis and those who make them. He places those who make them in three groups, "companies who are active in gathering information, those who do research and the others...visionaries". "They each have their own theories about how the future can best be described. Information gathering companies gather information by telephone, surveys that are sent by mail or deep interviews. Statistics are derived from this material and sold to a client who draws their own conclusions. Research companies package the information and add an analysis which is then sold to the customer. Visionaries use the research companies and media's reports in order to build scenarios from which they make conclusions that are more long range than what the research companies have done."
 - 11 All translation has been done by the author.
 - 12 Inayatullah S., Corporate, Technological, Epistemic and Democratic Challenges: Mapping the Political Economy of the University Futures, Paper Presented to the University of Hawaii Conference sponsored by the Globalization Research Center, Honolulu Hawaii, February 2002.
 - 13 Trendbreakers, A transnational Employment Youthstart Project, p.68
 - 14 Trendbreakers, A transnational Employment Youthstart Project, p.61
 - 15 Mats Holmquist och Christin B Karlsson, Evaluation of Trendbreakers - a descriptive evaluation, Hogskolan i Halmstad, Centrum for Arbetslivsutveckling vid Hogskolan i Halmstad., 1997-04-24, page 12.
 - 16 For further information on evaluations or others materials referenced here, please contact the author. All evaluation materials cited are written in Swedish and translation possibilities can be discussed.