

SUMMER COURSE OF THE WORLD FUTURES STUDIES FEDERATION



THE YOUTH FOR A LESS SELFISH FUTURE

DAILY REPORTS OF THE

I. BUDAPEST FUTURES COURSE

Collected by: Bernadett Nagy



Department of Futures Studies
Budapest University of Economic Sciences and Public Administration



Budapest, 2000

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I. BUDAPEST FUTURES COURSE

August 7-19, 1999
Budapest, Hungary

a UNESCO sponsored event
organized by a 30-year-old research center
on the crossroads of East to West and South to North

Department of Futures Studies
Budapest University of Economic Sciences and Public Administration

Budapest, 2000

Collected by

Bernadett Nagy

Edited by

Erzsébet Nováky, Bernadett Nagy, Tamás Kristóf

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PREFACE

This collection contains daily reports on the work-days of the first Budapest Futures Course of the World Futures Studies Federation held between 7-19 August, 1999 at the Budapest University of Economic Sciences and Public Administration.

On the other days we organised common cultural programs. On the 8th of August we visited Szentendre, one of the nicest Hungarian small towns. On the 11st of August we could see the total eclipse of the sun at Lake Balaton. Sport activities, musical events and quiz also were organised for (and by) the participants.

I wish to express my thanks to the World Futures Studies Federation for their faith in us, to UNESCO for its financial backing, to the lecturers, the workshop leaders and the attending “students” for their professional work, active and constructive participation, and to the organisers of the summer university for their tireless dedication. Special thank Bernadett Nagy, one of the beloved graduate students of our department for her thorough work.

Budapest, February 2000

Prof. Erzsébet Nováky, DSc.

*Head of Department
Course Director*

FIRST DAY – AUGUST 9, 1999

**MAJOR CHALLENGES FOR UNESCO
IN THE COMING DECADES**

Jerome Bindè

Analysis and Forecasting Office, UNESCO

The Director General of UNESCO, Mr Federico Mayor, will publish a “White Paper” on the 21st century. It is a future-oriented report on some of the major challenges for UNESCO in the coming decades. This presentation is an overview of the “White Paper”.

This Report is meant especially for young people, to allow them to better anticipate the future and to enable them, throughout the world, whether they be young men or women, to make their voices heard about the challenges of the next century, which they will be the first to face. It is also meant to show them that there exist practical steps we can already take to build a more caring, compassionate and less selfish future.

The goal of UNESCO is fairly ambitious: it is to bring the future into present, to make future challenges part of today’s agenda and to make the future a living concern to young people, to policy-makers and to the general public. In the words of Nobel Prize Winner Ilya Prigogine, “We can’t predict the future, but we can prepare it”. In other words, the future is not written as of now, and we ourselves can write it to a large extent.

1. Four challenges for the 21st century

We believe that at the dawn of the 21st century, we need to face four major challenges, which must be undertaken in good time if humanity wishes to survive the coming century.

The first of these challenges is *peace*, which constitutes the precondition for the achievement of all the other challenges.

Second challenge: will the coming century witness *the rise of a poverty*, will it be synonymous with growing and staggering inequalities, destroying the very notion of public space and sapping the very foundations of democracy, both within nations as well as on an international scale? The facts are troubling: more than 1.3 billion individuals live in absolute poverty and their number continues to increase, 880 million people are illiterate of whom 866 million are from developing countries, 80% of the population have no access to basic forms of telecommunications.

Third great challenge: *sustainable development* and the wise management of it. Our development models, which are based on unlimited use of non-renewable resources, may compromise, maybe irreparably so, the development and the rights of future generations. Who can teach us ecological wisdom?

Fourth challenge: the '*drunken boat syndrome*'. As Seneca wrote, 'there is never a favourable wind for the person who does not know where he is heading'. Do we have a direction and a long-term plan? Many countries appear to have mislaid their maps, compass, piloting equipment and even the very will to aim for the horizon.

2. The four contracts

We suggest that the 21st century must be based on four contracts: social, natural, cultural and ethical.

- *The social contract*: The first priority is to build a sharing society through the eradication of poverty and the reduction of the scandalous Futures disparities which lead to despair and exclusion. We need to tame the third industrial revolution and humanise it, to re-distribute the dividends of globalization in order to end Futures he society of the "one fifth" which calls into question the very foundations of democracy. We need to establish long-term policies without delay to eradicate poverty, to humanise the cities and to fight against urban apartheid.
- *The natural contract*: It must be founded on an alliance between science, development and environmental preservation. It is for the sustainable development and for the co-development with the Earth, based on an ethics of the future and on passing on a heritage to the generations to come.

- *The cultural contract:* It is linked inexorably to the two previous contracts and life-long education for all will be one of its basic tenets. The revolution in new technology constitutes a fundamental challenge, but also a decisive tool at the heart of the cultural contract: we need to move from the information society to the knowledge society. We need technology to contribute to the strengthening of education, of scientific research, of intercultural dialogue and of the free circulation of information and of knowledge.
- *The ethical contract:* It must give meaning and perspective back to the human experience. This contract should have three different aspects. In the first instance, how we can promote the growth of a culture of peace and of a smart development. The spread of democracy on an international level should also involve the development of a new culture of democracy and move towards a new culture of association. This new ethical contract may not be concluded without sharing, therefore, without the redistribution of the benefits of globalization, which must benefit everyone and not just one fifth of the world population. It is the vast area of ethics of the future. We should set our sights as far ahead as possible. We should forecast trends and anticipate change in order to assist or inflect it.

We have a moral duty to think ahead, to invest in the future and the well-being of the whole humankind. “Expect nothing from the 21st century,” said Gabriel Garcia Marquez, “It is the 21st century which expects everything from you.”

FIRST DAY – AUGUST 9, 1999

**FACTUAL AND METHODOLOGICAL EXPERIENCE PROBING
FUTURE ORIENTATION IN MODERN AND LATE MODERN
SOCIETIES, ESPECIALLY THE CASE OF HUNGARY**

Éva Hideg, Erzsébet Nováky

Budapest University of Economic Sciences and Public Administration, Hungary

Future researches must become familiar with the youth's attitude to the future in Hungary because the future orientation of young generations and its changes are vital to the success and speed of the transition in Hungary.

1. The appearance of the future orientation in Futures Studies

The negative meaning of this notion: Toffler, A.: Future Shock – 1970

Definition:

- Future problems overstrain the individual
- Too much stress from the environment causes collapse in the individual

At the level of individual:

Adaptation ability is exhausted

Forms:

refusal, uninterested

fear, false alarm

exhaustion

violence, brutality

escape to alcoholism, drug abuse, the past, the future

illness, disease

At the level of society:

- pessimism, indisposition / malaise
- decreasing capacity for activities

- high level of deviance

Forms:

increasing irrationality
increasing mental disorders
increasing alcoholism, drug use and crime
revolt

Conclusions:

- High speed changes are harmful
- To develop positive attitude to the future both at individual and social levels in a changing society

In transition countries – different situation: “*Shock of unchanging present*”

- problems of unchangibility
- lack of possibility to live in different ways

Forms: are the same

System shift: stimulates to develop positive meaning of the relation to the future, to change

2. The appearance of the future orientation in social psychology

Time-perspective, Future-perspective

Motivation background

- emotional and intellectual development of youth

PIAGET (1927)

Future orientation: cognitive structure and it has a historical dimension

Future events: causal and temporal connections

LEWIN (1931, 1935)

Future orientation: cognitive structure and it has a motivation dimension

Future – a picture, an image – it is modified permanently

“Psychical space”: anticipation, hopes, desires, fears

Bridge: between past, present (experience) and future (aims, hopes, desires, fears)

3. Future orientation

- belongs to the human beings
- is unique to human beings (some kind of animals – swallows, trout – are able to orientate, but they are not aware in future, the role of instinct)
- is a capacity for relating to the future (cognitive and mental)

Humankind has a historical view and a future attitude. This is expressed in future orientation.

4. Future oriented person

- decisions and actions – guided more by his/her intentions/goals/desires for the futures
- than by his/her experiences of the past

We claim that *the future is the driving force of the human activity* (Nováky – Hideg – Kappéter, *Futures*, 1994, p. 759) and we prove it as follows.

Future orientation is influenced by

- biological factors (brain structures)
- psychical/psychological factors (personal attitudes, creativity)
- social factors (development of a civil society, stability, transition)

Components of future orientation

- interest in and thinking about the future
- activities performed in the interest of the future
- expectations for the future

5. Connection to the new paradigms in futures studies

Two paradigms: evolutionary and critical futures studies

5.1 Evolutionary futures studies

- open, determines and undetermined at the same time
- space for human activity

Methodologically:

- evolution of emergent, selforganizing complexities containing human beings
- object of futures studies: cultural-social evolution of human being with his/her environment

Cultural-social evolution: non-linear trends

- regular changes with negative feedback
- irregular changes with positive feedback, bifurcation, chaos and system change

In critical epoch (Laszlo, E.):

- different possible futures
- competitive future images, expectations and options
- social deviance, crisis and new patterns of social values
- evolutionary shift – new level of cultural-social development

The role of individual:

- to change future orientation
- to change human cognitive map of evolution
- to trigger the shift

Conclusions

Future orientation:

- a central category of evolutionary futures studies
- the basis of futures activity which is one of components in social-cultural evolution

5.2 Critical futures studies

Future:

- exists in the present as cognition, notion and feeling
- not empirical, positive knowledge of the future, but interpretative knowledge and emotional relation to the future

Future in the present:

foresight (Slaughter, R.)

- seeking to avoid dangers and reduce risks
- broadening the boundaries of perception forward the future
- human capacity
- dynamic process: the irreducible uncertainties of biological life give impulse for it

It consists:

- assessing the implication of present actions, decisions
- early warning by scanning the environment
- futures strategies (preventive, adaptive, pro-active)
- envisioning of desires futures (normative future images)
- an active force taking effect on the present
- can be developed by adaptive learning

Basic category of critical futures studies:

The future can not be predicted but can be foresighted, mapped

The *task* of critical futures studies:

- to reveal foresight
- to analyse critically and to interpret the actual foresight to improve the quality of them in social discourse

Future orientation in critical futures studies:

- the basis of foresight activity
- decisive factor of the quality of foresight

Future orientation:

- positive attitude to the future

- capacity for foresight
- non-structured foresight

Foresight:

- structured foresight
- expressed, explicit form of
feelings,
thoughts,
expectations,
options and
actions for the future.

6. Empirical testing of future orientation

Future orientation test shows

concrete interpretation of individuals on their attitude to the future

Can be analysed:

- the place and the position of the future in interest, thought and activity of individuals
- the role of future orientation in forming life strategies
- future orientation as a precondition for forming and realisation of future images and social projects
- the characteristics of future orientation on components and their connection with each other
- typical features and differences in future orientation
- interpretation of future orientation on the aspect of the future expectation

The applied method:

inquiry with questionnaire in one or more rounds

Question can be:

- open
- closed
- controlling

depending on the aim of the test.

SECOND DAY – AUGUST 10, 1999

**FACTUAL AND METHODOLOGICAL EXPERIENCE PROBING
FUTURE ORIENTATION IN MODERN AND LATE MODERN
SOCIETIES, ESPECIALLY THE CASE OF FINLAND I.**

Anita Rubin

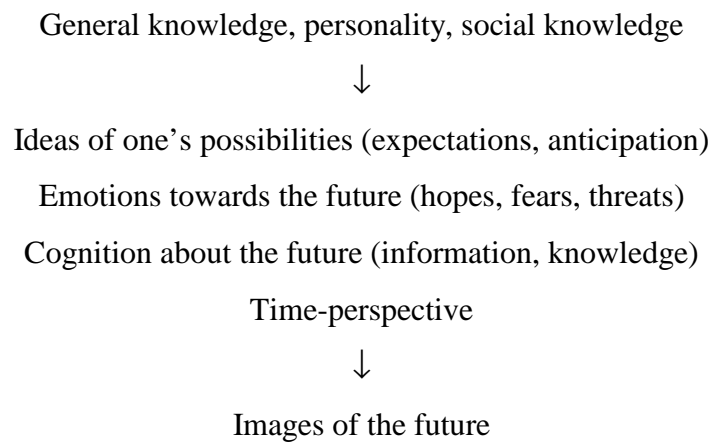
Finland Futures Research Centre, Finland

1. Transition and late-modernity

	<i>About the year 1970</i>		<i>About the year 2020 ± 20 years</i>	
	Industrial society	Late industrial transitional	Information society more or less equal with Postindustrial society	
		This phase is between two phases of stable development		
industrial rationality	More from more (mass production, mass consumption)			
late-industrial rationality		A new way of defining social activity and practices, includes characteristics both from the industrial and the information society, but re-defined by late-industrial rationality.		
postindustrial rationality		Better and more from less. Growth of individualism, individually tailored services and consumption habits.	More, different and produced in a new way (alternativity, service intensity, knowledge intensity, technology etc.)	

The same idea in economic rationality:

agricultural dominance → industrial dominance → new form of dominance yet to emerge



1. The images of the future conduct the choices of the present

- The tone of the image influences on the readiness to take responsibility and to make decisions.
- Negative images and fears of the future are apt to discourage, increased marginalization and passivity.
- Future, however, becomes reality as a result of present decisions, activities and their complex consequences.

2. Adolescents and the future

Incongruent images of one's personal future and the future of the society and the world.

Time-perspective: "When I am retiring / when my grandchildren are at the same age I am now" → some 50years from 1994

Personal future:

- traditional values
- nuclear family, 2-3 children, happy marriage
- property: probate house with a garden, two cars, country house, boat, etc.
- good health
- safe and long-lasting work, up-curving career

- good education (also for the children)

National and global future:

- polluted environment
- amount of refugees and immigrants growth
- desolated countryside
- fallen governance (corrupted administrative bodies)
- a big environmental catastrophe has taken place, e. g. explosion at a nuclear plant
- war(s) in Europe / Russia → refugees
- fallen standard of living in Europe / Finland
- famines and droughts in the developing countries
- drugs / global diseases

3. Adolescents ideas about their possibilities to affect

1. Personal future: they can affect it, school-oriented
2. The future of Finland: “I would like to affect” → they would like to take responsibility
3. Global future: “I would like to affect” or “I cannot affect”

4. Conclusions

- Younger at school: pessimism. The older are more optimistic.
- Younger at school: boys are more pessimistic. Older: girls are more pessimistic.

SECOND DAY – AUGUST 10, 1999

FACTUAL AND METHODOLOGICAL EXPERIENCE PROBING FUTURE ORIENTATION IN MODERN AND LATE MODERN SOCIETIES, ESPECIALLY THE CASE OF FINLAND II. VISION WORKSHOP

Anita Rubin

Finland Futures Research Centre, Finland

The meaning of the vision workshop is to develop participants' understanding on what challenges the near future (next 15 years) will bring to the study of the images of the future. Will the task of the images change in the coming of the late-modern society? How can the images be used in developing abilities for social coping and in the process of personal development? Is it possible to change the tone of the images towards greater optimism and true proactivity?

The participants were divided into small groups of 4-5 people in each (total 5 groups). The groups had two hours to prepare four scenarios on social change. The topic of the scenario working is *The Future of Young People in Late-Modernity*, and the different cultural and social backgrounds and life histories of the participants are seen as beneficiary to the work.

Description of the scenarios:

1. The Scenario of Continued Growth

It describes the future of the research subject as it would be, if nothing really changes. Our understanding of change would coincide with growth. Our daily existence, duties and affairs would continue and the only difference would be that there is more of everything. The development would continue the same way at the same speed and to the same direction as at present.

2. Catastrophe Scenario

It describes the future of the research subject in a case where a great turmoil has taken place. This would change our present well-being and welfare states into something

different and it would also affect our possibilities to keep society up and develop it into something different.

3. “Return to the Past” Scenario

It describes a tendency back to some time, place, social situation or environment which we have already lost, but which we cherish as good and worth seeking. This scenario will also describe the decisions and choices which would be necessary in order to regain that appreciated past situation.

4. Transformation Scenario

It describes a changed situation as well as the choices and decisions which have brought us there. This scenario presents the different models, alternatives and possibilities brought about complexity. The meaning is to present new ideas and possibilities and to widen up the patterns of ready-made or generally assumed view points.

Group I. (*Gian Matteo Apuzzo, Simone Arnaldi, Eduardo Gumboc III.*)

Some methodological outlines

The scenario exercise about futures of youth in late modern societies is based on a preliminary fixed set of variables describing the system.

These variables are: culture, values, social equality, economy, environment, localisation and globalisation, technology. The time horizon suggested is 2008, with a time-span from 2008 and 2038. The scenario generation is here based on subjective and quality research tools, indicating only the direction and not the measures of the phenomena. Given the set variables and the fixed numbers and types of scenarios the proceeding has been that of a structured brainstorming session.

Two main remarks are worth being underlined in the end. Firstly, the catastrophic scenario has been considered as a normative scenario. Secondly, during the session it has emerged clearly that individual backgrounds of the members of our group influenced the results – starting from the selection of the suggested variables.

1. The Scenario of the Continued Growth McDonaldsland

The political level is characterised by the diffusion and empowerment of regional groups which create trans-national political units. These regional systems interact globally.

On the one hand, however, their integration is mainly economic and financial, with a substantial reduction in trade barriers and restraints to capital flows. On the other, individuals mobility between different regions is affected by restrictive immigration policies implemented by the northern and developed ones.

The main geographical divide is the between developed and developing countries. This sharp division is permeable one-way flows from north, especially West, to the rest of the world. Such flows are to be considered in terms of culture, and together with it, values which become increasingly dominant. The result is a global uniformity of western-derived culture and value-systems.

Nevertheless, the socio-economic divide between Developed and Developing Countries and inside the first group, restricts the access to new technologies developed in this context and, particularly, TLC. Even people who has access to them, uses this type of technology (mainly Internet and VR) as a tool for escapism. This phenomenon affects the very basic socialisation process in society.

What is for the youth?

Young people is affected by the main trend in individuals mobility, enjoying a growing mobility inside the regional States systems, but experiencing a substantial loss in terms of chances to move from a system to an other, especially from south to north.

A decreasing spatial mobility, young people will experience a growing virtual mobility in terms of capacity of getting and receiving information via TLC. Youth's use of TLC will decrease the importance of families and schools as chances for socialising.

2. Catastrophe Scenario ***Armageddon scenario***

The catastrophe generating this scenario is an earthquake destroying the city of Tokyo. The economic consequences of this absolute catastrophe creates a huge withdrawal of Japanese investments abroad. The chain reaction involves both economic and financial markets firstly in Asia, and then at a global level.

The economic and financial élite is deeply affected by the event and loose a great part of its power. However, all the society is impoverished and lower classes become victims of mass poverty. The consequence is a complete social disorder and all others phenomena indicating the collapse of social order. Technology itself suffers because of the catastrophe: less investments in research and in updating existing plants create a real regression of technological level.

The main consequence of the event is a great loss in symbolic power suffered by the dominant élite. The collapse of the world s economic system creates great concern and finally, rejection of market oriented values and theories on which the system was based.

Nevertheless, when society reaches the most obscure point of the crisis, we can observe two contrasting attitudes. The first is basically oriented to individual survival and means the complete loss of any social solidarity. The second is a contrasting one, based on the attempts to build new forms of aggregations alternative to those proposed by the collapsed system.

What is for the youth?

Young people's value system is deeply challenged by the collapse, given that youth culture was the most influenced by the old values. Young professionals are likely to loose their jobs and the educational system can no longer provide symbolic references to them, because the world view, on which it was based has changed dramatically.

The collapse of values enable them to start projecting a new value system, contrasting the old one, to create organisations and movements to promote it, trying to make flourish new seeds of social cohesion.

3. “Return to the Past” Scenario ***Community village***

After the crisis in Tokyo caused by the earthquake, the seeds of a new society have developed. The key point is a shift in values: from market – and individual – oriented to communication ones. The social disorder is over and society is back to a traditional community life. The geographical horizon is restricted because people live in units much smaller than cities before the catastrophe and they settled down mainly in the countryside where they created self reliant social entities.

In particularly economic behaviour suffers a complete reverse and from competition it turns to co-operation among the members of the community. Property is not private and exclusive but shared. Economy is indeed oriented to social needs instead of the profit. The context of economy is a less capital intensive productive process.

Community assures also the production and transmission of cultures and values.

After the catastrophe the economic crisis and its consequences obliges the state to interfere in the economy to provide food for the population and to maintain order. The result is a late-communist system, in which the state owns the resources and distributes them according to the criteria permitting the maintenance of a certain standard of living.

The society is an authoritarian one, where the state is the powerful and efficient organisation after the collapse of private companies and private institutions due to the crisis.

What is for the youth?

Youth promotes the new social organisation. Their values have changed and now solidarity in small communities is the key role in their attitude.

As a consequence, family and social relations have strengthened and education is not provided mainly by a formal education system but from different institutions like family and elderly people. The mobility of the youth has reduced because of the very short geographical dimension of the community life.

4. Transformation Scenario Global Community Village

The mix between information technology and community-oriented values is the source of the transformation of society. The harsh individualistic and self-centred feeling leaves room for a new attitude.

From one hand, we have small social units, self-relying and with a strong inner solidarity. Values are shared and transmitted through generations; economy is not profit oriented, but it is more centred on community needs and goals; technology use and production is participated as well as decision-making processes. This attitude originates from the activity of social and civil society movements, working through networking. From the base of society, this tendency gradually extends to higher and more general ones, involving economy and local governments.

From the other, information technology itself permits the creation of an effective network of communities linked by TLC systems. The network gives the chance to extend the co-operative and solidarity values to a wider geographical and political units.

What is for the youth?

Youth enjoys a great range of possibilities. The society combines the change to reach the regional and global level in terms of spatial mobility and information availability with the capacity to acquire the needed level of resource at the local level.

Education is implemented through a formal educational system and informal cultural transmission. Therefore, on the one hand, school is still fundamental, but with a changed attitude and with an emphasis on participation and synthesis. On the other, culture is transmitted through community and this assures a dynamic continuity in values and world-view, together with a common sharing of the normative and cognitive basics.

These feelings of continuity and sharing makes youth play an essential role in projecting the futures of society. Indeed, young people is considered as the bridge both among different socio-economic groups in the present and different images of society in past, present and future.

Group II. (*Tamás Gáspár, Bruno Maltoni, Bernadett Nagy, Tony Stevenson*)

1. The Scenario of the Continued Growth

Situation: Mr. Stevenson is drinking his early morning coffee and reading a newspaper. The date is 6/9/2008. Let's see, what he is finding in that newspaper.

The traffic jam in Bangkok reaches all the way to Kuala Lumpur. Two percent of the world owns 98% of the wealth. India's population hits 3 billion. The world is one big golf course for the exclusive use of Bill Gates and other retired Internet executives. They fly their Mach 4 Concorde between fair ways in 18 countries. Water costs 100 US Dollars per litre. Half of all Australians have sun cancer, even though they lie on the beach only by night. The ozone layer has almost disappeared. The stock exchange moves from New York to Shanghai and the UN to Rio de Janeiro. Italy now has more prime ministers each year than Russia. Hungary is going to join the EU – tomorrow.

2. Catastrophe Scenario:

The monologue of Tamás Gáspár, the last man in the world

There are some problems – but no catastrophe: these were the last word of the last but one man in the world. He died because of pessimistic future shock – he could not have a child... because women had already died out many years ago. The last one dried out – she could not drink. The last gulp of water was used for putting out the fire. Because there was a great fire in the world as the consequence of the 60 Celsius degree temperature. The warming up has come from the overuse of energy. Oh yes, we had to make energy even from food to make hamburgers. This happened when the youth became McDonald's species. Cheese hamburger became the most powerful biological weapon. Oh, I have not mentioned, there was a world war... between James Bond fans and Rocky fans... Because from the Flinstones to Ciccolina all stars were put to illegal...by the media superpower... ruled by Spielberg. Though it did not turn out why they were forbidden because Spielberg's processor has broken down. So it is only me on the screen for years. And it is only me who watches this. But I will survive. There are some problems... but no catastrophe.

3. “Return to the Past” Scenario

Situation: Bruno Maltoni and Tamás Gáspár were making a very aggressive music (clapping their hands and yelling). Tony Stevenson and Bernadett Nagy were dancing a slow, classic dance to this music. No comment...

4. Transformation Scenario

Situation: Bruno Maltoni as CyberRomeo and Bernadett Nagy as CyberJuliet are sending e-mails to each other. Their conversation is as follows:

- Dear Juliet! Happy birthday! I miss you and your programs so much. I have got a new virtual sex program and I would like to share it with you.
- Definitely, CyberRomeo, but are you sure you are not infected? You know how dangerous these viruses can be today...
- Juliet, my honey, I just want to date with you on the web in our favourite pub in the cyberspace. We could listen to CyberScooter or Electric Madonna and drink some bytes of Tequila...
- OK, but I have nothing to wear and my keyboard and monitor is full of dust. Please, borrow me your little human being to tidy me up a bit...
- Sure, now I have a new one, the latest model, it is the clone of Naomi Campbell III.
- No thank you, CyberRomeo, I would rather not have it – the latest one you sent me broke my CD-ROM collection. These human beings are totally useless...

Group III. (*Eve Alexandre, Dan Chiribuca, Tamás Kristóf, Anatoli Reghintovschi*)

2. Catastrophe scenario

There is an earthquake in Japan, Japan is well none because it is producing great quantities of nuclear energy. The earthquake is so important that it hasn't destroyed only Tokyo but the Island of Japan integrally. The catastrophe provoked by this earthquake has two main aspects.

First an economic aspect, secondly, an environmental one. The economic issue of the earthquake may be the first in time but certainly not the most important. After they have been taught the

disaster, the financial stock exchanges all over the world enter in a big crisis. Money has no value any more. The second face of the catastrophe is that after a month life on earth is no more possible without genetic important change in the human being. The entire planet is infected by nuclear radiation. Water is no more drinkable, food is no more eatable. The laps of a month time is too small to permit any appropriate organisation to save humanity from the disaster.

“Rich” people may invest their private bunkers when they have one. Or the underground not allowing the other to come so to avoid surpopulation. But who are the rich people now that money has no more value.

In this new context the control of weapons, charismatic “spiritual” discourse, and the production of genetically modified food are the strategic powers.

4. Transformation Scenario

In the context of an accelerate globalization process institutions are no more able to adapt to change. Nobody is no more expecting anything from them they are unable to guaranty social rights and access to social and health services. They can no more preserve the economy of countries, the teaching of children...They become obsolete.

Firms became the new rulers of this world because of their ability to adapt to change every day because of their non territorial implantation (a firm can have some seats, some workers all around the world), because they understood that to preserve their capacity to adapt and their innovation they have to take care to the well being of their employees so to attract the more preferment one and to create the best conditions of work. Their is no state any more, no territorial identity but a moving one that suit you the time fixed in your contract with the firm (3 years is the most common longevity of your life in a firm).

Despite of non-territorial acceptation, mobility hasn't become the sign of this new era. The development of new technology progressively invites people to reduce their physical mobility when they were increasing the virtual one.

New values arose which had nothing to do with moral ones of the previous era. A person is now evaluated regarding his capacity to adapt and innovate and no more regarding his background with school and professional graduations.

Group IV. (*Zsuzsa Anwar, Stanko Blagojevic, István Kappéter, Anu Mikkonen, Szabolcs Szajp*)

1. The Scenario of the Continued Growth

News: According to BPFC more than 80% of the population in Britain are immigrants from Asia this morning. The ministry of Agriculture announced the delay of Christmas estimated for the 2 of April. The unemployment decreased to 72.9%.

And now the *commercial* of our sponsor:

- Having problems with your boarder fences?
- Is acid rain burning holes in them?

Use our new laser-electric stock equipment just in price 99.95 Worldos tax free!!!

The two volumes are available in all the major stores for only 2999.95 Worldos.

And now the *weather-forecast*: Do not take your masks off!

2. Catastrophe Scenario

News:

All the news agencies report of the disaster in South Pacific region, in which both remaining organises of the region were annihilated.

According to BPFC more than 80% of the population in Britain are immigrants from Asia this morning. The ministry of Agriculture announced the delay of Christmas estimated for the 2. of April. The unemployment decreased to 72.9%.

And now the *commercial* of our sponsor:

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And now the *weather-forecast*: Do not take your masks off!

3. “Return to the Past” Scenario

10th August 2019. All the loudspeakers on the streets everywhere on the world have to announce:

Yesterday at the urgent assembly of World Government decided to revive the era of 1830. Therefore we instruct the public that in accordance with this decision the following reminiscences of the late industrial era will be destroyed:

- the building of UNO in New York City,
- the World Trade Centres in Metropolis II., III., V. and VII.,
- all the centres of virtual and vocal communication,
- and of course all the interstructures connected with public, social, educational and child caring purposes.

The Government orders everybody to destroy all their radios, TV-sets, all the personal motorised vehicles.

Commercial:

Course manure horse-shoes with appropriate nails, curdle sticks, petroleum and many other useful appliances are available at Toby’s

Weather forecast:

The draught is still lasting – so keep your virgin daughters locked!

4. Transformation Scenario

Culture:

All the small nations will have the opportunity to learn at the university on their own language.

Economy:

Market of ideas – local and alternative groups are working on solving global or local problems and they take their ideas to a virtual market where they can change it without money/price.

Social equality:

The question of social problems is solved. Rich people recognised that if they give 20% of their fortune to the poor ones the present problem of inequality can be solved. So now everybody is living on luxurious standards.

Environment:

People will live in forests and will use the Internet there.

Technology:

Because of the achievements of the technology, there are better possibilities for space-travelling, better ways of communication and new medicines. Because of the genetic technology learning and teaching have become much more easier.

Group V. (*Blanka Bálint, Róbert Oravecz, Snezana Otasevic*)

1. The Scenario of the Continued Growth

We see the scenario of the continued growth as a problem between different parts, members and groups inside the community. The production and consumption oriented society divide the whole mankind into the producers and passive receivers: rich people and poor ones.

The difference between members of the same community is often artificially developed in the sense of “narcissism of small differences” in an attempt to develop individual or group identity, depending on the difference of “us” from the “others”.

The difference-based identity constructing causes a lot of violence and inter-group tensions also.

2. Catastrophe Scenario

The paradigm for a catastrophe scenario would be Orwell’s book: 1984. Society would be – in every aspect – totally polarised.

In economic sense there would be only two classes:

1. class of very poor population that could provide only for survival
2. class of very rich population that would exploit the poor ones.

Manipulation would be drawn to perfection, culture and cultural differences replaced by mediocrity. Traditional values would be forgotten and spirit would be totally neglected. That state of affairs would reduce society only to a consuming community – or vice versa? Those would be the last living days of nature. A world like this could probably not help himself. It would make a closed circle and it is a question whether it could be broken.

3. “Return to the Past” Scenario

Often happens that countries which are going through periods of changes lose their way to the goal – in fact sometimes the goal itself. It happens that these countries instead of solving the problems try getting back to the “good old days”. Of course old times have never been that good and they can never be revived. Traditional values are neglected and that is why they have lost their real true values. A society that has turned to the past often makes the same mistakes and those mistakes are the only part of the past they can revive. But even mistakes are not as they used to be before: they are much worse and it is much harder to correct them. They tend to destroy each good step that has been done since we began reviving to the present time.

The main problem with this scenario is that it has no future. It is only the present which tries to copy the past which is said to be “golden”.

4. Transformation Scenario

We would like to point out the problem of incoherence in the transition. The phenomena of incoherence influences the communication and the reality construction. The relevance of different ideological systems is fluctuating all the time. This kind of movement causes a high level anxiety in each member of the population and the feeling of insecurity as well.

The success of the transition depends on the structured dialogue among different ideological systems aiming integration. An amortisation system is also needed for reducing the impact of the above mentioned tensions and for eliminating the feeling of insecurity.

THIRD DAY – AUGUST 12, 1999

POSTMODERN FUTURE CONSCIOUSNESS

Endre Kiss

Lorand Eötvös University, Budapest

Utopian consciousness

- historical standards
- possibility of classical utopian attitude today

Consequences of the lack of utopian consciousness

- the best world?
- utopian potential

The Great Philosophical Framework

- *Max Weber*: Entzauberung der Welt – disenchantment of the world modern rationality and utopian mind
- *Ulysses* and *de Sade* (Adorno-Horkheimer, Peter Weiss) rationalist and magic behaviour

Modern rationality and utopian mind

- the great historical chance – to unite modern rationality and utopian mind
- Lenin and Bogdanov
- reduced unification of modern rationality and utopian mind: science-fiction
(instrumental rationality and the old vision about man and society)
- from the utopian mind motivated from the will to rationality – to a rationality without utopian elements
- conflict between rationality and utopian mind – not a metaphysical process
- modern rationality gains a victory over the utopian mind
- the functions of modern rationality annihilate the borderline between present time and future

Postmodern thinking

- past, present and future in the postmodern thinking
- attitude of the postmodern thinking towards future
- utopian mind versus modern rationality + postmodernism or
- utopian mind versus rationality versus postmodernism

1989

- fall of communism and the utopian mind
- the end of history

The three historical events which have effects on utopian consciousness:

- the Great War that caused the end of romantic nation approach
- the totalitarian dictatorship of the 20th century which used the utopian elements in their own ideas
- the consumer society which led the human aims for satisfaction of direct instincts and desires

The consciousness is stronger in the 20th century and the analysis of this mental process has developed and has been modernised during the past decades.

In those societies where the lack of utopian consciousness of the majority weaken the transformation was led by a minority which could dominate and terrorise with utopian potential.

On the one hand postmodern is a consciousness of the processes and motivations which took part in the transformation of the utopian consciousness on a direct or indirect way. On the other hand obviously the development of the postmodern became an important factor at the present utopian mind.

Modern rationality

- progression after the triple perversion of the utopian mind
- Marx, Hegel, Lukács – “Knowing and making”

Insights in a future without utopian mind

- fall of communism
- neoliberalism
- populism

- the “New Middle”
- new social games

Elements of Post-Modern thinking

- the hegemony of the post-modern thinking
- interpretations of the post-modern thinking
- the genealogical interpretation
- post-modern thinking and neomarxism/structuralism
- reasons of the hegemony of the post-modern thinking

Post-modern thinking and the future

- post-modern interpretation of time
- post-modern interpretation of objectiveness (Gegenständlichkeit)

Post-modern thinking and everyday consciousness

- real everyday consciousness
- new individualism
- selective consumerism
- antitotalitarianism
- all the main characteristics share post-modern attitude towards future
- post-modern in the everyday consciousness or
the everyday consciousness becomes post-modern
- attitude towards the future depends not on positive visions about it,
but on the interpretation of the present time

The continuum between present time and future

The continuum between present and future and its consequences for prognostic activities.

THIRD DAY – AUGUST 12, 1999

YOUTH AND FUTURES VALUES: AN OVERVIEW OF THE SPANISH SURVEYS

Enric Bas

University d'Alacant, Spain

Between sixties and seventies, time at which the establishment of Sociology as academic discipline converged with the beginning of the end of dictatorship, in Spain some people and institutions began to make public opinion research. With this type of surveys, it was tried to consult the values, attitudes and vision of the Spaniards with respect to themselves and questions like politics, economics or culture. These surveys show, in an explicit or implicit form, the values of youth and its attitudes towards future. This lecture treats to offer an approach to the study of values in Spanish youth, on the basis of some selected surveys. The relationship between socialisation process, values and attitudes is analysed the last three decades in Spain, which is a country that can be considered a contemporary paradigm of peaceful political and social change. Some comments and forecasts about the future are outlined according with the main trends observed.

Youth – aged between 15 and 29 – represents the 25% of the Spanish population. We always have to take account the recent history for understanding present values and attitudes, and to foresight future changes on them. Working with surveys is very difficult – if not impossible – to build forecast-oriented time series, because we are not working with panels, and much of the questions used in spaced surveys are sometimes too much different between or they are not included.

Here, although considering and contrasting other surveys, we have analysed the evolution of youth values in Spain basically with the results of the two national specific surveys realised at the moment: 1989 and 1996.

According to the data analysed, the trend determined in prior analysis (*Alaminos, 1999*) (*Alaminos, Bas, 1995*) seem to still alive:

- There has been an ideological change on Spanish youth during the last twenty years, and mainly since the middle of 80's.
- This change has two dimensions:
- An each time lower interest in politics, motivated by the consolidation of democracy as political system.
- A tendency to more conservative positions in youth.
- The change does not seem to be strong: Spanish youth believes in democracy and public institutions, and this attitude can be considered within a detected trend. Also stills being mostly leftist (although less than "old young's"). Both can be explained according to the high degree of communication within families. "Memory" has "cushioned" the impact of corruption affairs and political crises at the moment.
- The less leftist among the youth can be inserted within a trend where the Spanish people tend to prefer non-state economic organisations. Also within a trend where youth tends to prefer the personal dimension more than the political one. This is a consequence of the maturity of democracy in Spain, and the complete integration of our country in capitalist system (European Union, OTAN, etc.), where free market is a law.
- Work and other materialist values seem to be stronger than postmaterialist ones. This does not agree exactly on the Inglehart thesis that suppose that a – more or less – consolidated democracy has to show higher levels of postmaterialist values. Economy (the material) saw a value seems to maintain a crescent trend that still alive.
- Spanish youth shows a great degree of sympathy for social movements, but this attitude contrasts with a very low real involvement.
- Young people have a very good self-concept. Although self-recognised as egoists and dependent, they consider themselves as responsible, idealistic, sincere, soldiery, polite, tolerant, non-conformist and mature ones.
- They consider Spanish society as "unjust", but they do not claim for justice but do claim for work. On the other hand, their evaluations seem to obey to the lack of work. I mean, to material values, if this is not a contradiction.
- They are more pessimistic than optimistic about finding a job, and they think the education and connections (personal and recommendations) are the key factors for working.

FOURTH DAY – AUGUST 13, 1999

**THE ROLE OF YOUTH
IN THE TECHNOLOGICAL SOCIETY OF TOMORROW**

Enric Bas

University d'Alacant, Spain

Impact analysis

	Economy	Culture	Policy
Macro-level	development vs. undevelopment	communication vs. isolation	megastates vs. anarchy
Micro-level	employment vs. unemployment	homogenization vs. heterogenization	more democracy vs. less democracy

Workshop: The participants were divided into four groups. The task was to discuss the chosen topic from the matrix and to create a new structure.

Group I. (*Blanka Bálint, László Fazekas, Petr Lebeda, Bernadett Nagy, Szabolcs Szajp*)

Topic: *Economy*

Levels	Problem	Scenario	
		+	-
Individual	“Symbolic Analysts” diminishing middle-class “new poverty”	education of new quality	increasing polarisation of the society
National	virtual financial world vs. real national economy state regulation	corporate responsibility civic society activity	uncontrollability and intransparency of the economy
Global	acceleration of the North and South inequality	access to technologies, technology for humanity	increasing polarisation of North & South ↓ South: periphery North: centre

Group II. (*Gian Matteo Apuzzo, Dan Chiribuca, István Kappéter, Tamás Kristóf, Bruno Maltoni, Boris Raduka*)

Topic: *Policy*

	More democracy	vs.	Less democracy
Macro	international reformed organisations		megastates, transnational corporations (TNCs) scenario I.
	multilevel system of the world		scenario II.
Micro	individual participation	vs.	individual exclusion
	active involved individuals	vs.	passive individuals
	bottom-up democracy	vs.	top-down democracy
	civic society	vs.	central power

Problem: few institutions keep the society under control (→ formal democracy)

Group III. (*Zsuzsa Anwar, Simone Araldi, Eduardo Gumboc III., Robert Oravec, László Ozsgyáni, Anatoli Reghintovschi*)

Topic: *Culture*

Methodological premises:

1. culture (Geertz) – cognitive
2. culture →← technology (‘information-communication technology’: ITC)
3. not alternatives, rather dominant trend

Macro:

a new emerging heterogeneity → geography, socio-economic status, language

awareness: we can have access to all technologies but we do not know how technology works

Micro: capacity of processing information in terms of quantity, speed and processed information (quality)

Scientific culture → experience process (people start to use electricity)

↓
awareness of technology (they wasted electricity) – educational system can solve it

Group IV. (*Eve Alexandre, Stanko Blagojevic, Tamás Gáspár, Snezana Otasevic, Marta Zmolikova*)

Topic: *Synthesis*

Policy

Macro Megastates vs. transitional corporations

Micro Participation vs. exclusion

There is a gap between the micro and the macro world. Since consuming is the priority, there is a lack of thinking about anything else in the society. The individual is being bombed by information all the time, so our brains are overloaded.

What can be the reactions/answers of the individuals?

1. total distrust in the media,
2. seeking for more and more information → it is an illusion: it is the quality and not the quantity that counts,
3. taking the information for guaranteed.

Solution: Each person must have a stable framework, because the media can not be forced to select – we must select among the information. We need a frame for coping with IT and they need to bare responsibility for their frame – according to the Gauss-curve there are only few such people.

FOURTH DAY – AUGUST 13, 1999

ECONOMIC SITUATION IN HUNGARY IN THE PERIOD OF TRANSITION

János Hoós

Budapest University of Economic Sciences and Public Administration, Hungary

1. What is the main task of Hungary?

Transformation from socialism to capitalism

2. The core elements of the transformation

1. *Privatisation*

- Advantages of the foreigners' ownership: advanced technology, know-how, marketing.
- Disadvantages of the foreigners' ownership: they do not contribute to the social expenditures.

2. *Liberalisation*

Definition: free prices, wages, foreign exchange rates and the free foreign trade

Old system: quasi market economy, subsidise prices and fixed exchange rates/wages.

New system: support is demolished.

Consequences:

- “western prices and eastern wages”
- efficiency increased
- unemployment decreased

3. *Transformation of the tax-system*

- Couple of new taxes:
value-added tax, personal income tax, social security tax, profit tax etc.
- high taxation \Rightarrow rapid growth of the grey and black economy

4. Transformation of the major redistribution systems

→ health, pension, education, housing system

5. Redefining the role of the state – new role of the state

- **Stabilisation policy**

Goal: maintenance of the country's external balance, balance of the currency, decreasing the national debt.

The Hungarian government reached only a partial success in the stabilisation.

Total national debt:	89-90	↑
	90-92	↓
	92-94	↑
	94-98	↓

The standard of living declines because of the debt service.

- **Promote economic integration**

Goal: to be member of the EU

Tools: promoting foreign trade and creating an efficient exchange-rate policy

Foreign trade investment (1997):

Telecommunication:	8%
Manufacturing industry:	39%
Energy:	14%
Trade:	13%
Real estate:	8%
Financial service:	11%
Others:	7%

Almost 20 billion HUF direct foreign investment has come into Hungary so far: that means Hungary is the most popular in Eastern Europe in this sense.

- **Promote of transformation of ownership**

Hungary uses these national assets to pay debt service (“absolute sure businesses”): telecommunication, insurance and banking companies are sold out.

- **Ensure fairness of competition**

- **Ensure social safety net**

3. What has been done in this respect so far and what can be forecast for the future?

Fiscal policy

- Toward Maastricht
- Reduction of the:
 - deficit
 - expenditure level to GDP
 - taxation level to GDP
 - debt level to GDP
- Medium term deficit program stipulated in the budget law

1998 planned	1998 expected	1999 planned	2000 planned	2001 planned	2002 planned
4.9%	4.5%	4.0%	3.5%	3.0%	2.8%

- The effects of the pension reform.
- Taxation:
 1. reduction of labour costs
 2. improving tax administration efficiencies
- Finance:
 1. further strengthening the government securities market
 2. deficit: financed from the domestic market
 3. refinancing: increasing proportion of domestic financing
- Underlying macroeconomic projections

Co-ordinated monetary and exchange rate policy

- improved regulatory framework for capital markets
- newcomers on the market → growing pension funds
- close co-ordination with the central bank
- exchange rate regime
- stable foreign financing

Inflation and income policy

- Anti-inflation targets are supported by
 1. fiscal policy
 2. monetary policy
 3. moderate increases at regulated prices
 4. income policy
- 1997, 1998: policy goals are achieved
- Average CPI (consumer price index) in 1999: 11%
- Year-on-year CPI by the end of 1991: simple digit

4. Summary

- Credible, stable, predictable macroeconomic policy
- Conservative fiscal approach
- Strong anti-inflationary determination
- Cautious and tight monetary and income policy
- This is necessary for
 1. economic growth targets
 2. EU integration
 3. maintaining equality

Our economic policy is expected to fluctuate (“stop and go policy”) →← election cycles.

We are totally dependent on the EU.

FIFTH DAY – AUGUST 16, 1999

**THE ROLE OF EDUCATION IN THE FUTURE
ORIENTATION OF YOUTH**

Richard A. Slaughter

Swinburne University of Technology, Australia

An interdisciplinary field has

- unclear boundaries
- a distinctive core of material for teaching, learning and mastery
- rich connections with other fields of enquiry

Futures Studies – the knowledge base

- language, concepts, metaphors
- theories and ideas
- literature and data base
- methodologies and tools
- organisations, networks, contexts
- images and image process
- social movements, innovations
- practitioners
- an interdisciplinary field, external synthesis and connections

The KBFS as an Evolving Process

- critique of assumptions, methods, epistemologies
- conceptual, methodological and social innovation
- new voices: women, marginalized, non-w. cultures
- synthesis of methods, metatheory, perspectives

Foresight/Futures Studies: From Individual to Social Capacity

Level 1: foresight as innate human capacity

Level 2: futures concepts enable discourse

Level 3: future tools and methodologies

Level 4: application in organisations

Level 5: social capacity for foresight

The first four steps lead to Level 5. This is the shift from the individual to the social capacity.

Redundancy of Existing Educational Systems

Present systems dominated by two sets of forces:

- politics and
- economics

Both are fundamentally deficient.

Politics: adversarial, past-driven, short-termist.

Economics: growth, market ideology, materialism, pragmatic focus on the here-and-now.

Redesigning Education Systems for the 21st Century

- Education and Futures Studies closely linked
- Move beyond conventional strategic planning to “the big picture”
- Employ environmental scanning techniques
- Develop and apply strategic intelligence
- Nurture educational leadership

A Futures View: Some Educational Implications

- futures tools, concepts permeate curriculum
- explore futures context in teacher training, professional development
- relate curriculum to wider, long-term context
- use proven methods for reading trends etc.
- integrate futures methods: strategic planning

FIFTH DAY – AUGUST 16, 1999

THE ROLE OF CULTURAL TRANSMISSION IN THE FUTURE ORIENTATION OF YOUTH

Richard A. Slaughter

Swinburne University of Technology, Australia

Cultural editing

- instrumental rationality
- loss of sense of limits
- marginalization of numinous
- authority of the past
- means and ends reversed

“Changing the transmission of the culture”

- Absence of a clear vision regarding the future
- The empowerment principle: the keys to the future are not found in the focus

Topic: unemployment

	<i>Low quality</i>	<i>High quality</i>
<i>Acceptance of images</i>	“It is somewhere else, it is not my problem.”	Re-qualification Part-time work Leave the place
<i>Rejection of images</i>	Short time Depression Hungerstrike	Tax reform Social movement Voluntary work

Topic: pollution

	<i>Low quality</i>	<i>High quality</i>
<i>Acceptance of images</i>	“It is not my fault.”	Taking public transport
<i>Rejection of images</i>	move from the city	join Green Peace

Actions to enhance Futures Study

- integrate Futures Study into school and university systems
- development of new universities/organisations, Future study partnership
- pursue quality in every aspect of Futures Study work

Australian Foresight Institute

- small, high quality, global past practice
- based on research, futures field, ethics
- facilitate emergence of specialities, IOF's
- each IOF keyed to needs of specific sectors

SIXTH DAY – AUGUST 17, 1999

NEW COMMUNICATION TECHNOLOGIES AND THEIR LIKELY FUTURE IMPACT

Tony Stevenson

World Futures Studies Federation

1. Emerging communication technologies and their future social impacts

Questions

- **Interactivity:** Will people-to-people interactivity be possible with a range of data, text, graphics, animated images, sound and full-colour, full-motion video in order to engage more than one or two of our senses?
- **Consequences:** What will be the consequences of the Net for people, organisations and communities?

2. Future scenarios

- An *information society*

The industrialised commodification of information in a glittering technological *cybermarket*, a global *cyberfantasy* video game.

- A *communicative society*

The Net empowers collaborative community development, and human creativity and well-being.

- A *combination* of both.

3. Other contradictions and difficulties

Increased pace of life:

- Bill Gates is promoting business at the speed of thought; everything now becomes more urgent, if not important

- often, when a new product is announced, other competitors immediately announce a release date for their own product, and then hire people to invent the software
- not all new products are successful; they are finding a technology and forcing a market, for example Iridium the satellite-linked mobile phone system which is failing because it is too costly and does not work well inside buildings
- software updates make products obsolete quickly, forcing added future expenditure

Personal:

- the Internet is very private; individuals use it on their own, whereas even with TV, a family can share the viewing
- depression and disorientation are reported in surveys by almost half the users, after surfing the Net for more than 1 hour
- empowerment is not assured; Microsoft and others take control, indirectly, through software design and marketing policy
- an information overload results from too many unnecessary e-mails, often unsolicited, and from many often useless Web sites
- reading off screen is vastly inferior to reading off paper (Bill Gates, quoted in Robert Darnton, 'Brought to eBook: Gutenberg Galaxy meets Gates Universe', *The Australian*, 21 July 1999, pp. 38-39)

Socio-economic:

- information is becoming costly and inaccessible in print, for example a subscription to the journal, *Brain Research*, is US\$15,203 per year
- there is hardly any knowledge economy; information does not equal knowledge, and certainly not wisdom

Educational:

- the Net is creating new realities, making it harder for teachers who are Net illiterate to converse or keep up with their students, in the new ways Internet users understand their world, and in terms of the new jargon

4. Appropriate use of ICTs in Africa

- generally a basic tool for survival in the next century
- enhancing efficiency in the work place
- ease and speed of social communications, while obviating the problems of transportation
- help to solve socio-economic problems
- help academics reach out to colleagues and keep up to date
- help monitor crime in society
- ultimately will make Africa part of the global society

5. Appropriate use of ICTs in Asia-Pacific

- local doctors can consult colleagues internationally, as well as doctors in isolated communities
- technologies which are most appropriate, for example e-mail, enable communities and organisations to communicate more effectively
- distance education at all levels; the future of education depends on ICTs
- instantaneous available of data
- Internet access helps productivity, innovation and entrepreneurship
- helps young people search for jobs
- essential for knowledge

6. Inhibiting factors in Africa

- ignorance about use and need makes people apathetic to ICTs, even those rich enough to buy them
- general poverty contributes to a perception of computers as alien and luxuries
- poor maintenance and repair culture wastes time and money in time of break down when parts and experts are not available
- poor infrastructure support, for example, inefficient electricity and telecommunications systems
- lack of government support leads to underfunding for tertiary institutions

- illiteracy and lack of basic computing skills
- lack of science and technology policy
- absence of democracy
- perception of computers as status symbols

7. Inhibiting factors in Asia-Pacific

- high cost leads to restricted access
- conservative attitudes; doing things as in the past
- lack of deregulation and legislation leads to ICT monopolies
- poverty and harsh economic climate
- infrastructure problems, for example poor networks allow lines to drop out
- health and social welfare commitments undercut ICT expenditure
- lack of basic education and computing skills
- political culture which discourages information sharing

8. The present and the future: our chances

Dominant	Alternative
Deductive logic	Inductive reasoning (synthesis)
Hierarchy	Difference coexistence
Cause and effect (linear)	Reciprocal causality
Short term thinking	Long term thinking
Competition = zero sum game	Collaboration = positive sum game
(Anthro) / Ethnocentrism (Ego)	Multiculturalism
Technological innovations	Social innovations
Centralisation	Decentralisation
Information, training	Knowledge, wisdom

SIXTH DAY – AUGUST 17, 1999

**PERSONAL FUTURE VIEWS:
DISCUSSION**

Tamás Kristóf

Budapest University of Economic Sciences and Public Administration, Hungary

1. Future orientation of young people in the English-speaking countries

For the presentation the following paper was used: David Hicks: Young People's Hopes and Fears for the Future. In "The Knowledge Base on Futures Studies", Vol. 2., 1996

Toffler (1970): dissonance between personal and national/global futures

Brown (mid 1980's): argued that children's views reflect the social, cultural and political concerns of the times

Expected life:

violence, unemployment, high technology, boredom, inflation, poverty, pollution, material prosperity, not much different life from that today

Desired future:

world peace was most frequently mentioned

1.1. Australia (In the doctoral thesis of *Frank Hutchinson*)

Fears for the future:

1. a depersonalised and uncaring world,
2. violent world, with a high likelihood of war occurring,
3. a world divided between the 'haves' and the 'have-nots',
4. a mechanised world of violent technological change,
5. an environmentally unsustainable world with continued degradation of the biosphere,
6. a politically corrupt world, where voting is seen as a waste of time.

Preferable futures:

1. 'technocratic dreaming' in which students uncritically accept 'techno-fix' solutions for all problems (most popular among boys),
2. a demilitarisation and 'greening' of science and technology to meet genuine human needs,
3. intergenerational equity as well as an acceptance of our responsibility for the needs of future generations,
4. making peace with people and the planet through a reconceptualisation of both ethics and lifestyles.

1.2. England (*David Hicks – Visions of the Future, 1994*)

"What do you think about the future?"

- Personal Futures
- Local Futures
- Global Futures
- Optimism and pessimism
- Gender differences

Personal Futures

- under half of the primary pupils think often or very often about their personal futures,
- a third talk about personal futures with their friends,
- at secondary level 75% think often or very often, under half discuss this with their peers,
- main hopes relate to education, work, relationship and achieving a 'good life',
- fears include work, health, money and family.

Local Futures

- most claim not to think about the future of their local area 'often' or 'very often' – under 2/3 'sometimes' – nearly a quarter 'never',
- half 'never', 44% 'sometimes' talk about local futures with their friends,
- hopes: less pollution, better amenities, less crime, greater prosperity,
- fears: increases in crime, pollution, unemployment, worsening environment.

Global Futures

- over half think ‘often’ or ‘very often’ about global futures
- 2/3 see programs about global futures on TV ‘often’ or ‘very often’
- over half talk ‘sometimes’ about global futures with friends, a quarter ‘never’ do
- major interests: war, environment, world poverty, food availability, relationship between countries

Optimism, pessimism and gender differences

- optimism decreases with age
- girls are more likely than boys to think about the future on all three scales, particularly between age 6-12 and at the age of 18
- girls are more likely to talk about future with each other than boys
- girls are more optimistic about their personal futures than boys, except at the age of 14
- at secondary school boys are more optimistic concerning both local and global futures

István Csapó gave a presentation focusing on the future vision of the USA. The outcome of his presentation was the following statement: according to the children of the US nation greed is meant to be good.

Kuo-Hua Chen presented us a film under the title of “Visions of young children on future education” on the video.

2. Futures workshop

The students created three groups in order to discuss different topics.

Group I. (*The presentation was given by Dan Chiribuca*)

Questions:

- *What are the key factors of future orientation?*
- *What are the eternal values and the changing values of a society?*

1. approach:

Future orientation as an attitude has three dimensions:

- affective: what I feel (hopes and fears)
- cognitive: what I know
- actual: what I do about the future

Each dimension has three levels: micro, middle and macro levels.

2. approach:

The factors are the components of the future orientation:

- subjective: feelings
- objective: behaviours

3. approach:

The factors are determinants

- *frame references*

space: micro level (household)

middle level (town)

macro level (the world)

time: short-term

middle-term

long-term

- *personal features*: education, demographic, biological, psychological
- *environmental features*: culture, geography, economics, politics

Group II. (*The presentation was given by István Benczes*)

Question:

What happened in different countries that had a great effect on the society and what was their reaction?

Hungary:

Transition in 1989 – we gave up the socialist system and started the market-oriented capitalist system. Two years later we already experienced the negative effects of the system-transition but we still wanted it. Later, in 1994 people lost their optimistic attitudes and started to be rather pessimistic.

Spain:

Spanish society experienced transition twice: in 1980 and in 1990. They still believe in democracy, they are very optimistic about their future.

Finland:

After the collapse of the soviet market they were forced to seek a new market. They managed it and now well-being and optimism is characteristic for the Finnish society.

Australia:

In 1992 – after a long period of GDP-growth – a “new” phenomena occurred: unemployment. That is why nowadays there is a big pressure on teenagers.

USA:

In the mid 80’s the US Congress started the “Star War” program. People had fears because of the threatening possibility of a nuclear war.

Group III. (*The presentation was given by Kuo-Hua Chen*)

Question:

Which factors influence the society the most in the participant’s home countries?

Factors: dependent variables → hopes versus fears, optimism versus pessimism

Hungary:

- age of the individual
- economics is the dominant factor of future thinking

England:

- age of the individual

Spain:

- economic factor – optimism
- age of the individual
- space

Taiwan:

- long-term future thinking is not characteristic for the society because of the integration of Taiwan with China
- older generations deal with the environment and with China a lot – pessimism
- younger generations are more optimistic

Eternal values depend on the culture.

Changing values depend on the individuals and on the economic-political situation.

SEVENTH DAY – AUGUST 18, 1999

THE FUTURE ORIENTATION OF THE PARTICIPANTS AT THE BUDAPEST FUTURES COURSE

Erzsébet Nováky

Budapest University of Economic Sciences and Public Administration, Hungary

1. An overall picture

- Interest in and thinking about the future
- Activities performed in the interest of the future
- Expectations for the future

2. Differences and similarities

- age
- sex
- profession
- schooling
- working experience (in years)
- place of residence (village/small town/city/capital)

3. What can the reasons of the differences be in future orientation of BFC students?

4. Comparison between Foreigners' and Hungarians' views

5. Discourse

- What are the main factors of future orientation
- What are the eternal and changing values

- Is this questionnaire be accepted to test future orientation
- How can future orientation be developed

6. Conclusions

What kind of future may be realised:
selfish or less selfish one?

SEVENTH DAY – AUGUST 18, 1999

**FUTURE ORIENTATION OF INDIVIDUALS-
ANALYSIS OF THE QUESTIONNAIRE**

Petr and Marta Lebeda

BFC Participants, Czech Republic

Interest in the future and thinking about the future

1. Sample characteristics and limits of the analysis

1.1 Sample characteristics

Total of individuals: 26

Special characteristic:

Participants of the BFC has higher interest in the future than the majority of population

Age groups	20-24	25-30	31-?	
Frequency	9	10	7	
Percentage	35	39	27	(all rounded)
Sex	Male	Female		
	17	9		
	65%	35%		
Profession	Student	PhD. student	Employed	
	7	3	16	
	27%	12%	62%	
Schooling	Undergraduate	Graduate/M.A.	PhD	Not identified
	7	16	2	1
	27%	61%	8%	4%
Working experience	No experience	1-5	6 and more	
	6	14	6	
	23%	54%	23%	
Country		Hungary	Others	
(most of the group prefers Rock)		7	19	
		27%	73%	
Place of residence	Village	Small town	City	Capital
	0	4	11	11
	0%	15%	42%	42%

1.2 Limits of the analysis

Due to a small number of respondents the analysis does not allow for correlation and/or trend tests, therefore no generalisation on youth future orientations can be drawn!

(As a matter of fact, it was pretty interesting mind exercise.)

2. Reasons for interest in the future

Questions:

Why are you interested in the future?

Why do you think other people are interested in the future?

Reasons	myself -yes/ other yes	yes/no	no/yes	no/no
1. wish to know what will happen	6 23%	2 8%	10 38%	8 31%
2. influencing the future	8 31	17 65	0 0	1 4
3. uncertainty	3 12	3 12	7 27	13 50
4. fear	2 8	0 0	10 39	14 54
5. trust in the future	3 12	5 19	5 19	13 50
6. occupation, work	7 27	9 35	4 15	6 23
7. future of the family and the children	12 46	4 15	5 19	5 19
8. overall economic situation of the country	2 8	6 23	5 19	13 50
9. future is a part of human life	5 19	10 39	2 8	9 35
10. the future of humankind	2 8	9 35	2 8	13 50

Empowered and fearless

Key categories for the explanation of the above figure are *influencing the future* (2.) and *fear* (4.). The interest in the future of the given group of respondents is largely based on their intention to influence the future while they consider the other people's interest is almost not. Moreover, their interest does not at all grows from fear, but they think that it might be the case for the others. So do they, but to a lesser extent, think that others are more curious to know what will happen (1.) than they are themselves. Their stronger future orientation is also supported by factor 9. (future is a part of human life).

Categories 11-16 (extraterrestrial life, other life, the other world, other ... to be filled in by respondent, not interested, and do not know) are entirely left out because almost no one considered them relevant.

The only relevant reason for the interest in the future they seem to share with the rest of the population is the concern about the future of family and children.

Older people, men and people with more than 6 years of experience show more self-confidence with regard to influencing their future.

In general, this group feels quite fearless and empowered to influence the future.

3. Attitudes towards the future

Question:

Which do you consider to be true of the following statements?

Statements	totally true (4)	partly true (3)	false rather than true (2)	absolutely not true (1)	do not know
1. I look with confidence into the future	14 54	10 39	1 4	0 0	1 4
2. I do not deal with the future because unexpected events upset my plans	0 0	1 4	5 19	19 73	1 4
3. I can hardly influence my fate	0 0	5 19	9 35	10 39	2 8
4. When I think about the future I am seized by fear	0 0	2 8	11 42	12 46	1 4
5. My future mainly depends on myself	7 27	16 62	3 12	0 0	0 0

Statements	statistical mean
1. I look with confidence into the future	3.7
2. I do not deal with the future because unexpected events upset my plans	1.2
3. I can hardly influence my fate	1.7
4. When I think about the future I am seized by fear	1.5
5. My future mainly depends on myself	2.8

Older and more experienced working men have slightly more confidence in their ability to steer the life. The group is very homogenous in its active, confident and flexible attitude towards the future. Small towns' dwellers may turn out to be less challenged by unexpected events.

4. Space and time span in the future considerations

Question:

Do you usually think about what will happen to ...?

Topics	in 1-5 years	in 5-10 years	in 10-20 years	in 20-50 years
yourself	24	15	11	9
your family	21	16	9	7
place of your residence	18	11	7	4
your country	18	17	10	7
world	17	14	15	19

The further the future is, the more people think of either very close or very distant environment, with the world being the most distant, it seems to be more natural to think of it in connection with long term future, which we suppose would influence the future of their country, place of residence and the family.

The group is again more or less homogenous in the three most frequent fields shown in the table (yourself and your family in short term future and the world in long term future). Group of people between their 25 - 30, with some working experience seems to be more interested than the rest of the group in the future of family and at less frequent future of their place of residence and their country.

5. Conclusions

The data show that the group of future course participants is a quite homogenous group of people with confidence and active attitude and no fear towards the future. They believe they can influence future more than other people. Those who are older with some working experience have more real hopes, less fears and more confidence in steering their life and influencing the future. The questionnaire proved to contain both unclear and very interesting questions that deserve further exploration. However, it requires a bigger sample to allow for a more thorough analysis of, and possibility to prove significance of, the trends that seem to emerge.

SEVENTH DAY – AUGUST 18, 1999

EVALUATION AND MESSAGE OF THE BFC

Tamás Gáspár

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Students created four groups in order to discuss the message of the conference. Their statements are the following.

Group I.

1. We need revolutionary changes – for example a catastrophe – to create a less selfish future.
2. In spite of the different backgrounds of the participants (educational, cultural, social etc.) there seems to be some “axioms” in the future field we did not argued.
3. We need organisations and a network of future oriented people to create a less selfish future.

Group II.

1. Future is a cultural challenge.
2. The topic of the conference was more the future orientation of the youth than selfishness.
3. Modern IT has controversial impacts (advantages and disadvantages).

Group III.

1. Futures research is a hermeneutic process that never ends.
2. Culture is the matrix of future creation.
3. The vision of the future influences the way we evaluate the past.

Group IV.

1. Present is the future’s past, past was the future of some youth’s present future, future will be present for another youth’s past.
2. Instead of asking what your future can do for you deal with the question what you can do for your future.
3. You are responsible for your future.

4. Being aware of cultural patterns does not mean being imprisoned by cultural implicit assumption about the future.

Conclusions

- Futures are multi-dimensional entities (time, space, alternatives).
- Understanding the futures is a never-ending process.
- Without futures' discourses future is the continuation of the past.
- Futures are ours, here and now.
- That is the reason why we must take the challenge to our local surroundings back.