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 Cultural Heritage and Global Change : a new
 challenge for Europe**

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 Report:**

**3 - Futures Literacy Scenarios Workshop: The Future
 of Cultural Heritage Research**

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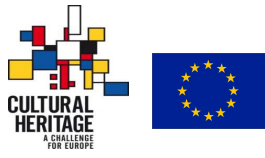
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RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	



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1. Introduction

The Joint Programming Initiative, *Cultural Heritage and Global Change: a new Challenge for Europe*, is developing a Strategic Research Agenda (SRA) for the field of cultural heritage, with a horizon of 10-20 years. Foresight and futures methods are widely used to support the process of developing research policies and strategies. One of the activities to inform and define the SRA is a Foresight Study on Cultural Heritage.

This report presents the main outcomes of the Scenarios workshop – part of the Foresight Study – convened with an international group of experts using the Futures Literacy (FL) methodology. The experts represented a range of interests in cultural heritage and research: tangible, intangible and the digital (Annex x provides a list of the experts that participated in the workshop).

Purpose of the workshop

FL is a learning-by-doing scenario method that enables participants to explore critically assumptions and changes in framework conditions.

Workshop participants are taken through a three-stage process: (1) current assumptions and norms; (2) rigorous imagination of an alternative scenario – with disruptive changes – and (3) (reassessed) decision-making in context.

The aim of the workshop was to elicit strategic and policy choices in the area of cultural heritage emerging from the process of reflecting critically on current (ex ante) expectations and those brought to the surface by the rigorous imagination of alternatives.

Foresight Study

The FL Scenarios Workshop is one of the three main methods of the Foresight Study on Cultural Heritage.

- Scenarios workshops: Futures Literacy Workshop – creative, participatory process to explore assumptions, changes in conditions in cultural heritage research;
- Drivers analysis: meta-analysis – scientific and grey literature;
- Real-Time Delphi Study: explore views of cultural heritage expert on drivers and potential changes in the field/impacting on the field.

This report sets out the main points generated by the two FL workshop groups. It follows the three-stage FL process and concludes with overall comments on how the potential of the present – that surfaced in the discussions – reveal strategic issues and choices for cultural heritage research in the future.

With the participatory, learning processes involved in FL, it is difficult to convey the full richness of discussions. We therefore also present some of the feedback provided by the participants to capture some of the insights and value gained through the workshop.

2. Workshop Programme and Methodology

The workshop programme was constructed around the application of the FL/Hybrid Strategic Scenario (HSS) method, an advanced Foresight approach that draws on contemporary theoretical perspectives in science and philosophy (ontology, anticipatory systems and complexity)¹. (References)

The FL methodology was used to structure and facilitate a 2-day workshop, with a strong emphasis on a learning-by-doing approach.

The participants were arranged into 2 groups, which worked through three levels of FL – with plenary feedback and discussion after each level. Facilitation for the groups was provided by Dr Martin Rhisiart and Mr Meirion Thomas.

Plenary animation was provided by Dr Riel Miller. A workbook was distributed to participants, which included materials to facilitate discussion (the full workshop workbook is provided in Annex x).

¹ See Riel Miller, “Anticipation: The Discipline of Uncertainty”, in *The Future of Futures*, Association of Professional Futurists, 2012; and Riel Miller, “Being Without Existing: The Futures Community at a Turning Point”, *Foresight*, Vol. 13, No. 3, 2011

Overview of 2-day workshop programme, 19-20 November 2012

Introductions and overview

Level 1 Futures Exercise: the Future of Cultural Heritage Research

- Cultural Heritage Research in 2032: group exercise: values, expectations and defining the subject
- What does 'research' on (cultural heritage) look like in 2032 Describe cultural heritage research in 2032 – what you expect and what you hope.
- Surface aspirations and hopes

Presentation of recent foresight and research developments (Martin Rhisiart, Meirion Thomas)

Overview of foresight and research agendas/priorities: examples of recent initiatives in Europe on grand challenges, national examples on research prioritisation

Presentation of Futures Literacy and the Learning Intensive Society Model (Riel Miller)

Level 2 Futures Exercise: Rigorous Imagination and Reframing

The Learning Intensive Society as a model for thinking about cultural heritage research in 2032, with key dimensions of the Economic, Social and Cultural Possibility Space (conditions of the transition), with a tailored set of questions for reframing cultural heritage research:

- Research in 2032
- The changing nature, purpose and direction of research: Mode 1, 2 to 3?. Towards an Open Research Mode/Model – with open, distributed research/knowledge 'production'.
- Institutions and infrastructure – from ownership to availability
- How could cultural heritage research become a more dynamic field (animated by the principles of social constructivism) where there is real-time reflexivity and interpretation?
- How would cultural heritage research (cross-) disciplinary work?
- What do culture, heritage and preservation mean in a LIS 2032 world?

Level 3 Futures Exercise

Reassessing anticipatory assumptions using Level 1 and Level 2 understanding. What are the anticipatory assumptions around cultural heritage research – and the social, economic, cultural conditions that frame them?

Plenary Feedback and Conclusions

- Group feedback
- Summing up around the table/room
- Recap on next steps

Close of workshop

3. FL Level 1 Discussions: Expectations and Norms

The two groups were asked to discuss to consider Cultural Heritage Research in 2032 – from the current position.

The main objective of this level was to identify expectations (what people thought *would probably* happen?) and, norms & aspirations (what they would *like the field to be* in 2032?).

Group 1

What is research?

- Knowledge creation in society changing – validity and role of research process
- Enquiry process – practice is changing – validity of research changing in some cases
- Differences between science and research – in UK focus on natural not social sciences and humanities – therefore not as integrated – arts need to be tied to science to get recognition and funding

Definitions:

- CH can be many different things – memory skills, materials, technologies
- ‘Dealing with old stuff’ – redolent of the passage of time between past and present
- In CH research – knowledge from the research process etc

Expectations for 2032

CHR will be more interdisciplinary but practice will remain ahead of structures and institutions – causing a continued lag in support for interdisciplinary funding

CHR will be more nuanced – in terms of ‘what’s worth preserving?’ – with an advanced focus on some aspects because of better value being allocated in some areas.

Europe will be more multicultural:

- A challenge for CHR to better reflect diversity that and what it means for individuals.
- CHR will have a positive role as a bridge between diversity and societies



- Problem of relevance will be critical- CHR needs to reflect diversity or it will decline in funding and in the relevance of some artefacts.
- Problem of funding cycles – need progress on educating decision makers that otherwise undermine continuity – reinforced by economic situation expectations.

Preferred 2032 – CH Research

- ✓ There will be recognition of the need for funding
- ✓ Increased recognition, awareness and interest from the public
- ✓ More decentralised and networked - shared and connected
- ✓ Capacity of CHR to empower individuals to participate in CH
- ✓ Public becomes part of the process – practical reasons as resources in the profession will be inadequate – public become conservation resource
- ✓ Boundary between digital and physical will disappear
- ✓ Careers will be more entrepreneurial - portfolio careers – private, public and philanthropic
- ✓ Centrality of education and awareness
- ✓ CHR will be a continuous act of creation – not a static process

Group 2

Definition of CH and CHR

CH institutions have several roles: Collect / Research / Preserve /Disseminate

- Research – scientific activity (archive, library, museum); understanding; media and materials
- Society, community, family
- Global / national / local / community / family - put into context; shared; given identity

“What is not functional is lost” – part of the role is to give function to the artefact

Expected 2032

- Curators – their task is to decide what stays & what goes; but the role will be redefined – to make intelligent linkages; may be digital more than physical
- Paradigm reinterpretation – e.g. globalisation (China; Islam) and historic trends - will force the reinterpretation of CH
- Materials and technology will be a core part of CHR
- CHR will be more integrated into society
- CHR will be an ‘open’ science – participation from citizens and consumers

Hope for 2032

- Depoliticised and Unifying – not ‘PC’ driven; academic freedom; further understanding
- Better evaluated funding
- More valued
- Economically valued
- Less ‘Tivolisation’ (like theme park/Disney phenomenon)
- Prompt dissemination
- Recognition as a discipline

4. FL Level 2 Discussions: Rigorous Imagination and Reframing

Using the Learning Intensive Society as a model for thinking about cultural heritage research in 2032, the groups were challenged to imagine a different set of framework conditions – social, economic and cultural.

The objective of the Level 2 discussions was to produce a 2032 scenario for cultural heritage research – which would illustrate (as a snapshot) how the knowledge production process and scientific enquiry could look with an alternative set of boundaries and conditions.

Group 1

ATHENA SCENARIO

Athena is our friend - 30 years old – with a lot of skills and ambition.

She is a practitioner, a craftsperson and an aspiring researcher. She would like to get into more research – in a LIS, the main value is exchange of knowledge as part of social fabric

CH is an important feature in her society where old and new are both valued.

The old brings accumulation of knowledge and experience and can inform new knowledge so CH is a representation of knowledge.

Athena is a questioner and looking for new horizons. Craft knowledge and high end research are equally valued – allows for different and varied career development opportunities.

Government is the guarantor of knowledge and institutions and ability to acquire and develop knowledge as well as high level knowledge through Universities – Athena not sure that she wants to be in this realm.



Athena asks questions but becomes part of the team as researcher but not embedded within the institutions.

Society allows her to do both pure and applied research – knowledge is the prime value creator – people are valued by their portfolio of knowledge –people are allowed to pick and choose – education is a mix of science and the arts to get a palette of skills –practice open to research and research open to practice

Shared value is mediated through shared appreciation of the value around knowledge – when people retire, their knowledge is not dispersed - they can still bring their knowledge value into the economy and society.

Society supports her to allow her to learn and practice – she will be supported if and when she has children – society values her knowledge and skills and will support her to fulfil her learning ambitions.

CHR is more fluid – Athena can enter the field at various stages as suits her circumstances and ambitions.

Open access to knowledge and national institutions will act as mediators of that knowledge.

Group 2

Cultural Diversity in Europe Event Scenario

We are a researcher in a digital hub centre focusing on 2012 heritage and we are organising an exhibition / conference **"Cultural Diversity in Europe"**

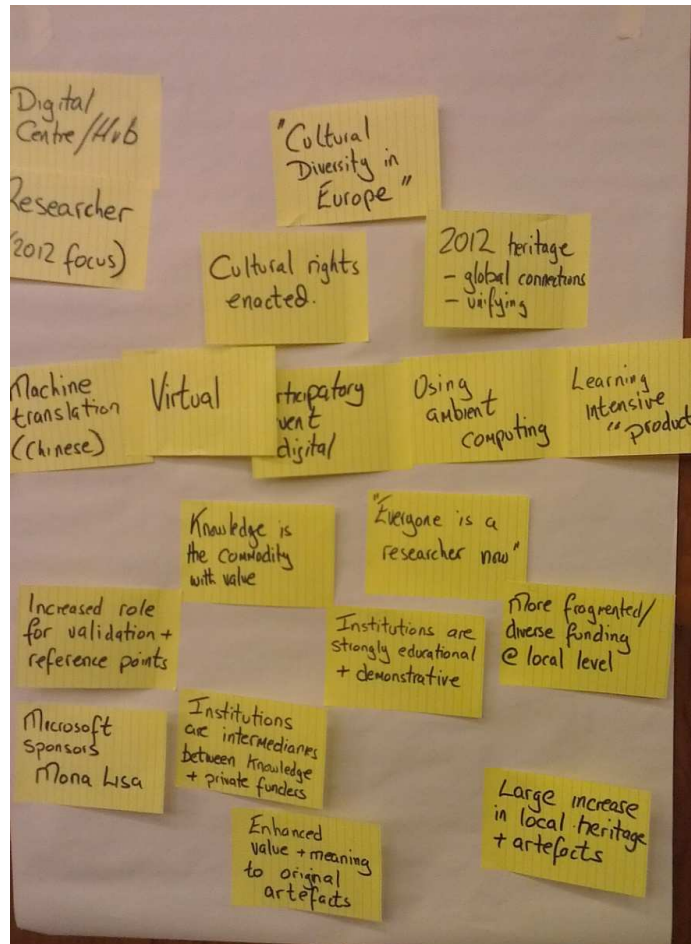
The context for the event is that Cultural Rights are enacted and work; there is a strong focus in CH on global connections between different cultural groups and a drive in CHR to find unifying concepts.

For the conference, machine translation will be a key tool to allow Chinese etc translation;

This will be a Virtual exhibition – based around digital technologies challenging the virtual realities for CH and research – what is the role of the original?

This will be a strongly participatory event – participants will use ambient computing that enables them to see, feel, smell, experience the exhibits

Knowledge is a commodity with the value so in the world of 2032 CHR:



- "Everyone is a researcher now" – they do their own research and produce learning intensive products
- Virtual experiences and participatory CHR means that paradoxically there is enhanced meaning and value assigned to original artefacts There is an increased role for validation and reference points – CH institutions who curate
- There is an increased role for CH institutions as intermediaries between knowledge and private funders
- Institutions are strongly educational/entertainment and demonstrative – touching, feeling, experiencing
- Funding is fragmented and diverse especially on local level – produces opportunity for many small local heritage artefacts and niche CH and CHR

5. FL Level 3 Discussions: Decision-Making in Context

Group 1

How CH is valued more broadly

Current situation assumed is that CH is valued in policy because there may be an economic value – cultural enterprise; creative industries etc & new social based value assumed

Separation of researchers and users/ consumers and producers – where they are independent of one another.

Much 'engagement' (not all) is on the basis of dissemination of results once the research has been completed post hoc engagement)

Potential of the present

1. Empowerment and democratization. How can Cultural Heritage Research support empowerment?

One dimension (where people feel more comfortable) is intra-systemic empowerment, where constraints are removed within the research community to cross disciplinary working; collaboration and reform

How can CHR support empowerment on a social level? What does it really mean? Two dimensions: (1) Remove constraints – permission to act; (2) ownership in the creating process;

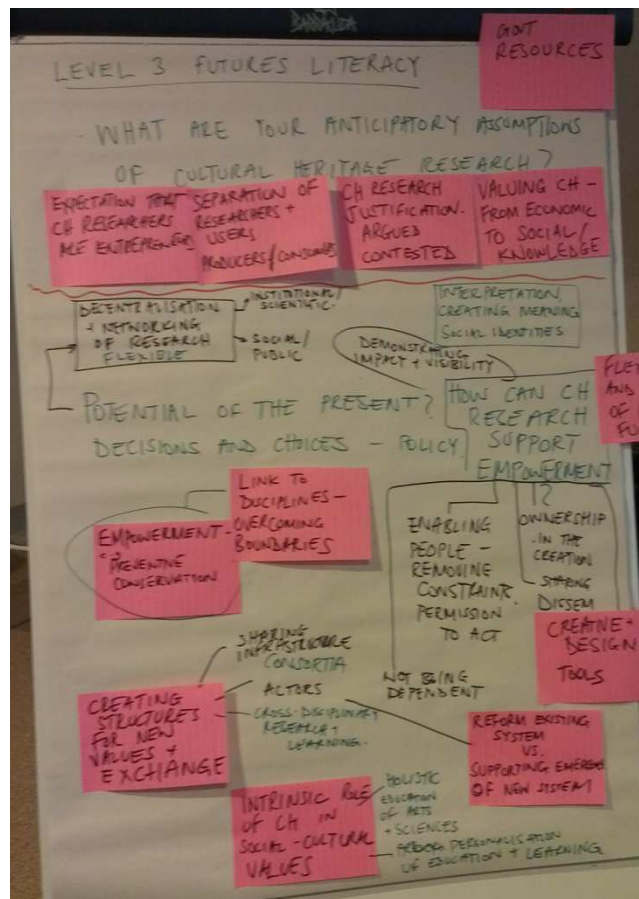
How can CHR support and anticipate policy discussions? How can CHR be ahead of the game in respect of economic instrumentality?

2. Creating new structures and infrastructure

Shared ownership of infrastructure between institutions and cross disciplinary

3. Intrinsic role and value of CH in society

If we realise that potential on a social level – lot of the progress could be made in education to allow a holistic approach to education. Personalisation of education which removes false choices between sciences and arts.



Group 2

Underlying assumptions

- **Cultural heritage matters to society at large** – this is the fundamental and underlying assumption. Increase in participation is good.
- **Everyone is a researcher now** – how developed is that? How much of that is already apparent in programmes and activities now? Some good indications in the present, e.g. Programmes have requirements for dissemination plans; requirement for digital distribution of outputs
- **Knowledge is a commodity with value; this has implications for the evaluation and funding of research in cultural heritage.** Evaluation of knowledge, artefacts etc needs to improve. Evaluation of research outputs and decisions on research funding needs to be on net new content rather than simply looking at citations.
- **Important role of technology** – digital technologies and access – but materiality also matters (alongside the digital and the intangible).
- **Cultural heritage research helps integration of communities and societies**, enables further understanding and is a unifying factor (precondition to this is the first assumption – that cultural heritage is valued by society at large).
- **Producers/consumers drive cultural heritage research.** Society establishes the key strategies for cultural heritage – done from a broad political and cultural context, but also responds to problems (such as natural environment). Also, consumers become producers as well – everybody becomes a researcher – and increasingly they will drive cultural heritage research

6. Conclusions

In concluding the workshop – particularly drawing on the points made during the Level 3 process – the final plenary session focused on the insights and implications for strategic policy choices for cultural heritage research.

Developing a Strategic Research Agenda: key considerations

Empowerment: how can cultural heritage research support empowerment and democratisation within society? There are two distinct dimensions to the social empowerment question from a cultural heritage research/practice perspective. The first is giving people permission to act – by removing constraints e.g. allowing people to access artefacts/conservation. The second is enabling ownership in the research process.

Co-creation: how can policy be designed in a way that genuinely uses the knowledge and capacity distributed in society? This is a large question for research policy more broadly but one in which cultural heritage research may be able to lead the way. Engagement in this sense is not disseminating the results of (closed) research processes after they have finished but rather co-creating research and knowledge through a distributed and participatory model of enquiry and practice.

Importance of values: the crucial role of values in cultural heritage research was recognised. First, cultural heritage research should be reflective of values in society. Second, values should be explicitly addressed in judgements on what is worth preserving/how to make the choice of what is preserving. Without the societal recognition and valuing of cultural heritage, discussions on options for cultural heritage research will be largely futile. Cultural heritage research needs to address the intrinsic value of cultural heritage in society generally.

Valuing knowledge and the allocation of resources: new methods of evaluating research are needed, which will serve as the basis of allocating resources. Evaluation of research outputs and decisions on research funding need to be done on the basis of producing net new content/knowledge rather than simply looking at citations.

Annex 1 Participants in the Futures Literacy Workshop

Title	First name	Surname	Institution	Country
Dr	Martin	Rhisiart	Glamorgan	UK
Mr	Meirion	Thomas	CPI	UK
Dr	Riel	Miller	UNESCO	France
Dr	Gail	Lambourne	AHRC	UK
Mr	Ousmane	Blondin Diop	Minister Counsellor and Former Permanent Delegate of Senegal	Senegal
Ms	Linda	Tinio-Le Douarin	UNESCO	France
Ms	Liliana	Simionescu	UNESCO	France
Ms	Barbara	Torggler	UNESCO	France
Professor	May	Cassar	UCL	UK
Professor	Koenraad	van Balen	Director of R. Lemaire International Center for Conservation	Belgium
Professor	Hannes	Palang	Centre for Landscape and Culture, Estonia	Estonia
Professor	Helle	Porsdam	The SAXO Institute, University of Copenhagen	Denmark
Professor	Milos	Drdacky	Academy of Sciences of the Czech Republic, Centre of Excellence for Research on Cultural Heritage	Czech Republic
Professor	Vicki-Ann	Cremona	Theatres Studies Division of the Mediterranean Institute at the University of Malta, currently Ambassador in Tunisia	Malta
Dr	Roman	Kozłowski	Polish Academy of Science, Institute of Catalysis and Surface Chemistry	Poland
Mr	Iván	Rónai	Deputy Head, Dept of Public Collections, Unit of Libraries, Hungary	Hungary
Ms	Noro	Andriamiseza	UNESCO	

Annex 2 Workshop Agenda and Programme

JPI Futures Literacy Workshop: The Future of Cultural Heritage Research

**Repetition and Difference,
Preservation and Emergence**



**Joint Programming Initiative (JPI) on
Cultural Heritage and Global Change: a new
Challenge for Europe²**

Paris, 19-20 November 2012

² <http://www.jpi-culturalheritage.eu/>

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Introduction

One of the fundamental questions facing humanity is what can be done today to create a better, more sustainable, more peaceful, and more equitable world in the future? We want to act now in order to influence the future. But before we act we usually want to know certain things. We want to know the nature of our goals and we want to know what are the most effective ways to get to our goals. But in order to know where we are going or how to get there we must **use the future**. This means that we are obliged to use **anticipatory systems**³.

These systems, like those of a simple tree that loses its leaves in anticipation of winter, function with sensors, data, models, and means. The sensors capture the shorter days. The data is the chemical influence on cells as the leaf's bond to the tree begins to die. The model is the embedded process within the tree that anticipates winter, the outcome of a long evolutionary process. And the means are the internal components of the cells that react to the signals and then die, letting the leaf tumble to the ground. This is an inanimate anticipatory system; a natural phenomenon that is part of an inherently anticipatory universe. In other words a universe in which space and time make our reality constantly anticipatory as all current states contain the promise of the next place, the next moment.

Humans, unlike trees, can also use the future in a conscious and constructed way. We build explicit anticipatory systems. When we cross the street most of us are at ease sensing the oncoming bus, calculating its speed and then imagining the timing of its intersection with our own trajectory. Using this anticipatory system we step off of the curb. We also plan in advance, using our imaginations to impose our will on the future. An invitation to go to the cinema conjures up the desired goal and the means to get there. Then we act, first by making a commitment to be there and then by using the resources necessary to be in the right place at the right time. These everyday activities deploy anticipatory systems made up of sensors, data, models and means. These systems enable us to use the future to act in the present.

But humans do not just avoid accidents and plan tomorrow's activities; we also have scientific and moral aspirations – both of which require anticipatory systems that must go beyond dealing with the “simple” cases of external surprises and “best laid plans”.

Our scientific aspirations push us to use the future in ways that reflect more accurately our understanding of reality. That is the basic vocation of science – to

continuously inquire and test our relationship to reality. And today, in order to fulfill this aspiration, we are obliged to acknowledge that we live in a creative universe. A universe where complexity is defined not simply by infinitude, that can never be fully accounted for, nor by the inevitable inadequacy of the theories, models and variables we use to describe reality. Rather, in a creative universe complexity also finds its origins in novelty, the phenomena that pop into existence, Big Bang like, to

³ See Riel Miller, “Anticipation: The Discipline of Uncertainty”, in *The Future of Futures*, Association of Professional Futurists, 2012; and Riel Miller, “Being Without Existing: The Futures Community at a Turning Point”, *Foresight*, Vol. 13, No. 3, 2011

usher in new possibilities that at a prior moment were non-existent and unimaginable. To embrace this complexity we need specific anticipatory systems and models.

Our moral aspirations also call for developing more open anticipatory systems, ones that treat uncertainty as a friend not an enemy. Welcoming openness, the creativity that confounds determinism, is a pre-requisite for feeling at ease in a world where “all human beings are born free and equal in dignity and human rights (Article 1, UDHR).” This means that morally we cannot accept just any kind of sustainable, peaceful and equitable community – only those forms that are consistent with our commitment to “life, liberty and security (Article 3, UDHR)”. But once again we need to have the appropriate anticipatory systems, ones that allow us to use the future to embrace openness and liberty, to express and respect the diversity arising from creativity.

Yet, despite the centrality of the future for what we see and do in the present, relatively little attention has been paid to the anticipatory systems that create these futures. This is the point of “futures literacy”. The idea is quite straightforward, to become more capable of using the future in different ways in different circumstances by gaining a better understanding of different anticipatory systems and the related sensors, data, models and means. The approach taken in this Futures Literacy Workshop is to learn by doing.

Workshop participants use the future to think about a specific topic.

Initially, as a first step, every participant is called upon to explain what they expect will happen (what is their best guess about what will “probably” happen) and what they hope will happen (what their values bring them to deem desirable, even if not likely, for the future). Subsequently, in the next phase of the workshop’s knowledge creation process, participants get to play with some new models for describing the future. Within specific frames and using specific tools participants get to paint a picture, (a still-life not a movie), of the future. Like trying to paint a picture this is often not something most people are used to. It requires effort and imagination to think about the future using different descriptors (variables, institutions, etc.) than the ones we are accustomed to. This step requires imagination and a willingness to invent, to experiment with new and untested ideas, even new words. Finally, in a third phase, as the contours of the anticipatory systems we use start to become clearer, the conversation turns to a re-examination of the present based on new ways of thinking about and describing the future.

The futures we are constantly imagining are powerful factors helping to determine what we pay attention to and which assumptions we use to justify the decisions we make in the present. A better grasp of different kinds of future and how we invent them helps to clarify why we notice some things and not others, why we decide some things are important and not others. This means that at a minimum being more futures literate, knowing how to better use the future, can provide clearer and potentially more analytically rigorous inputs to decision making processes. But perhaps even more importantly a better understanding of the nature and role of anticipatory systems might make it easier to take advantage of emergent novelty. In other words a better command of how to use the future could make it easier to take advantage of the only constant we know, change, and help us to celebrate instead of fear uncertainty (not ignorance).

Agenda for the JPI Workshop on The Future of Cultural Heritage Research

Monday 19 November

10.00 Introductions and overview

Introductions

Presentation: Purpose of the Scenario workshop, context of the Strategic Research Agenda of the JPI on Cultural Heritage; the Foresight Study.

Martin Rhisiart, University of Glamorgan, UK

Gail Lambourne, Arts and Humanities Research Council, UK

Orientation to the workshop – learning by doing approach, built on advanced Foresight methods, overview of futures literacy workshop method.

Riel Miller, UNESCO

10.45 Level 1 Futures Exercise: the Future of Cultural Heritage Research

Cultural Heritage Research in 2032: group exercise: values, expectations and defining the subject

What does 'research' on (cultural heritage) look like in 2032 Describe cultural heritage research in 2032 – what you expect and hope.

Surface aspirations and hopes

11.45 Groups report back

12.30 Presentation of recent foresight and research developments

Overview of foresight and research agendas/priorities: examples of recent initiatives in Europe on grand challenges, national examples on research prioritisation

Martin Rhisiart

Meirion Thomas, CM International

13.00 Lunch

14.30 Presentation of Futures Literacy and the Learning Intensive Society Model

Riel Miller

15.15 Level 2 Futures Exercise: Rigorous Imagination and Reframing

- Use the Learning Intensive Society as a model for thinking about cultural heritage research in 2032, with key dimensions of the Economic, Social and Cultural

Possibility Space (conditions of the transition), with a tailored set of questions for reframing cultural heritage research:

- Research in 2032
- The changing nature, purpose and direction of research: Mode 1, 2 to 3?. Towards an Open Research Mode/Model – with open, distributed research/knowledge ‘production’.
- Institutions and infrastructure – from ownership to availability
- How could cultural heritage research become a more dynamic field (animated by the principles of social constructivism) where there is real-time reflexivity and interpretation?
- How would cultural heritage research (cross-) disciplinary work?
- What do culture, heritage and preservation mean in a LIS 2032 world?

17.00 Close of first day

19.30 Workshop Dinner

Tuesday 20 November

09.30 Level 2 Futures Exercise

Groups to continue with Strategic Scenarios exercise, making anticipatory assumptions explicit

10.30 Plenary Level 2 Exercise Report Back

Groups describe the 2032 LIS for CH Research

11.30 Level 3 Futures Exercise

Reassessing anticipatory assumptions using Level 1 and in Level 2 understanding of anticipatory assumptions. What are the anticipatory assumptions around cultural heritage research – and the social, economic, cultural conditions that frame them?

13.00 Lunch

14.30 Level 3 Futures Exercise - Continued

15.30 Plenary Feedback and Conclusions

Group feedback

Summing up around the table/room

Recap on next steps

16.30 Close of workshop

Instructions for Participants

10:45 – 11:45 Level 1 Group Exercise – What is cultural heritage? What is cultural heritage research? What do you expect cultural heritage research to be like in 2032? What do you hope it will be like in 2032?

First topic – What is cultural heritage and cultural heritage research. 20 minutes.

The topic for this Futures Literacy Workshop is the future of cultural heritage research. The aim is to examine how the participants in the workshop imagine the future of cultural heritage research. To engage in this type of discussion according to the principles of scientific inquiry and with the hope of also creating new knowledge, it is important to first make clear the meaning of the terms we are using and the frameworks which give those terms meaning. The provocation on the preceding page is meant to serve as a catalyst for discussing what is cultural heritage and what is cultural heritage research. This provocation is simply intended as a catalyst for a brief sharing of the premises and assumptions of the participants in this workshop.

Please spend about 20 minutes discussing what you believe is the definition(s) of cultural heritage and cultural heritage research.

Second topic – The future of cultural heritage research in 2032. 20 minutes.

The aim of this part of the group discussion is to share your ideas, views regarding what you think is likely to happen to cultural heritage research. This is your best guess – the image of the future that you would bet on as most likely to happen. The aim is think about the probability of particular outcomes 20 years from now. Try to be careful to not let your preferences color your expectations. This part of the discussion is about best guesses about what will happen.

Questions: what is the definition of cultural heritage research that is dominant in 2032? How is cultural heritage research, as a competence and as a practice developed, reproduced, advanced, and used? What role does cultural heritage research play in different kinds of society?

Third topic – What would you hope, in the best of all possible worlds for cultural heritage research in 2032? 20 minutes?

This part of the group discussion turns to what you value, your preferences – what you hope the future will be like, even if you don't think it is likely. Try to be explicit about the underlying values that inform your image of the future, such as a belief in equity, solidarity, peace, etc.

Reporting back. The rapporteur will take bullet point notes throughout the discussion. If there is time the group might review the bullet points and decide on the highlights to be included in a 5 minute report back to plenary.

15.15 (and 09.30 Tuesday) Level 2 Group Exercise – Cultural heritage research in the LIS

Locate and describe – “paint a picture” of cultural heritage research in the LIS (recall: this should be a snap-shot, not a movie of how things happened)

How is value created in the economy – what is the role of cultural heritage research?
How is cultural heritage research organized?

What are social relationships like – how and where do people connect, create their communities and identity? What is the role of cultural heritage research? How does scientific activity in this domain work?

How does scientific decision making work?

Reporting back: prepare for presentation to plenary a set of bullet points that cover:
Look for a metaphor, a title for your LIS scenario of cultural heritage research in 2032.
Briefly explain the nature, role and working of cultural heritage research and cultural heritage research systems (in different kinds of societies) in 2032.

Tuesday 11:30 – 13:00 and 14.30-15.30 – Level 3 Futures Exercise – Decision-making in Context

Level 3 Futures Literacy uses the results of the previous two levels to reveal and question key assumptions about both the current reality, what is there, and the future, what is our vision of the potential of the present (our anticipatory assumptions) that play such a central role in decision making (and the choice of both strategic goals and the tactics meant to achieve the goals).

- On the basis of the scenario and the values, expectations and definitions discussed in Level 1, explore the question of changes in the conditions of change”
- Identify key anticipatory assumptions in the present and in the imaginary future described by the outcome scenario.

Asking new questions about cultural heritage research today:

What are the anticipatory assumptions shaping policy choices in the present?

Are there changes in the conditions of change that challenge existing anticipatory assumptions?

Can we begin to identify new aspects of the potential of the present? How could cultural heritage research play a role in going beyond industrial approaches to the creation and diffusion of knowledge?

Does challenging the anticipatory assumptions that shape current decision making offer new avenues for thinking about capacity building and adaptation to the challenges we face today?

Capture the main points of the group and present in the final plenary. These are key points for the wrap up discussion.

Some closing points about futures literacy and the “discipline of anticipation”.

Consolidating lessons from the futures literacy process – how the discipline of anticipation helps with:

- system boundary identification,
- clarifying anticipatory assumptions and strategic alternatives,
- engaging in knowledge creation as an experimental (scientific) laboratory process,
- making use of the different levels of futures literacy.

Annex 1 Joint Programming Initiative (JPI) on Cultural Heritage and Global Change: a new Challenge for Europe and the Strategic Research Agenda (SRA)

Summary

The overall aim of the Joint Programming Initiative (JPI) on Cultural Heritage and Global Change: a new Challenge for Europe is to define a common vision between participating European countries which will then be implemented through a Strategic Research Agenda (SRA) developed under the EU Coordination Action, 'Joint Heritage European Programme' (JHEP).

Member States and Associated Countries involved in the JPI on Cultural Heritage and Global Change defined a common vision on how cooperation and coordination in the field of research, at Union level, can help to preserve Cultural Heritage in all its forms, ensuring its security and sustainable exploitation. Defining this common vision, which included the main objective of the JPI, was the first stage of the Joint Programming process and must now be translated into a Strategic Research Agenda.

The JPI consortium consists of 17 participating countries with an additional 8 observing countries. Governance structures and coordination and support arrangements are in place with the Arts and Humanities Research Council (AHRC) taking a leading role on a Work Package which aims to identify priority research areas, activities, gaps and needs in the fields of tangible, intangible and digital cultural heritage which will form the basis of the development of a Strategic Research Agenda. The AHRC set up an Expert Group to help create a 'Common Framework' template which National Consultation Panels (NCPs), set up by Member states and Associated Countries, have used to feed in information on priority research areas. The AHRC is currently in the process of analysing all input, from which important information will be extracted and utilised in the development of the SRA, which will also include results of a foresight study.

Who is involved?

- | | |
|--|-------------------|
| • Italy (Coordinator; WP1, & WP4 Leader) | • Norway |
| • Belgium | • Poland |
| • Cyprus | • Romania |
| • Czech republic | • Slovakia |
| • Denmark | • Slovenia |
| • France (WP5 Leader) | • Spain |
| • Ireland (WP6 Leader) | • Sweden |
| • Netherlands (WP3 Leader) | • UK (WP2 Leader) |
| • Lithuania | |

Observers:

- | | |
|------------|------------|
| • Austria | • Greece |
| • Bulgaria | • Israel |
| • Estonia | • Latvia |
| • Germany | • Portugal |

Annex 2 Background Material and frameworks for the Level 2 Discussions:

Thinking about Cultural heritage research in a Learning Intensive Society

Defining the Subject: scientific research is how everyone constantly re-negotiates their relationship to reality.

“Mode 1: a complex of ideas, methods, values, norms that has grown up to control the diffusion of the Newtonian (empirical and mathematical physics) model... strict disciplinary boundaries and hierarchies...

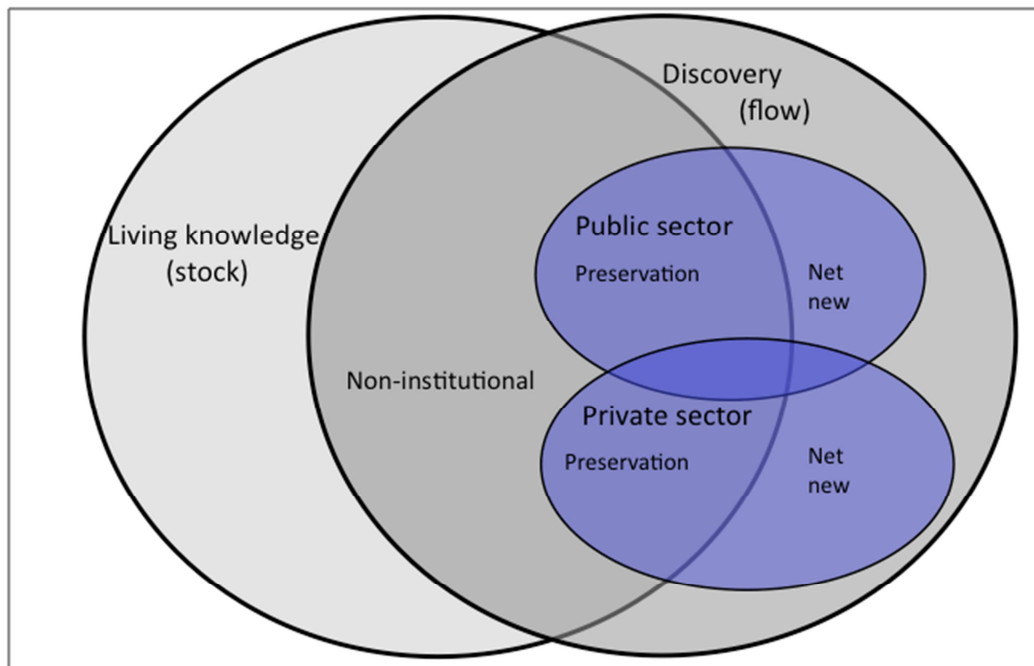
Mode 2: trans-disciplinary, heterogeneous and heterarchical, quality control is more socially accountable and reflexive... wider set of practitioners, more local knowledge is admissible...”

Gibbons et. al. The New Production of Knowledge, 1994

Mode 3: Change in a systemic context

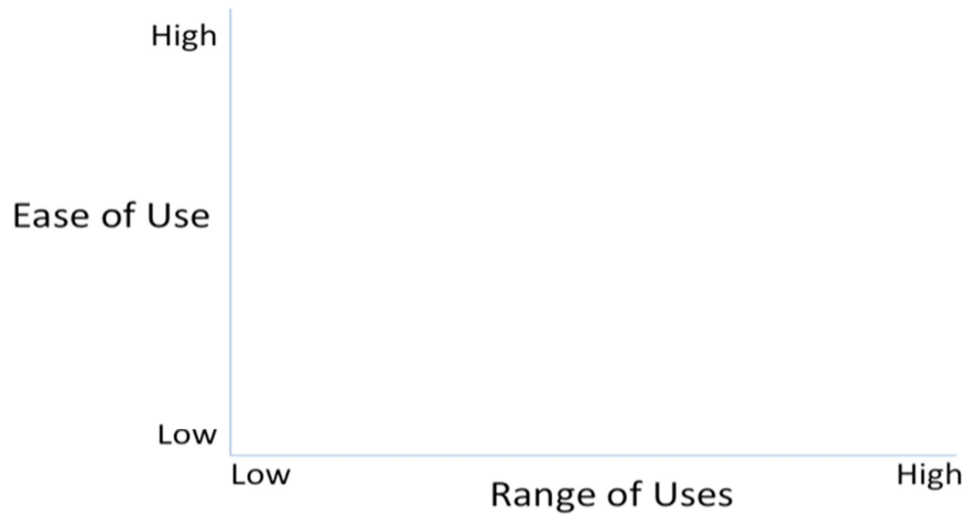
- Unique creation
- Banal creativity
- Heterarchical value
- Mode 1 is marginal
- Mode 2 is general but not dominant
- We know the means, we know the ends but what are the policies that are open to emergence at an operational level?

Knowledge Creation and Destruction: Mode 3?

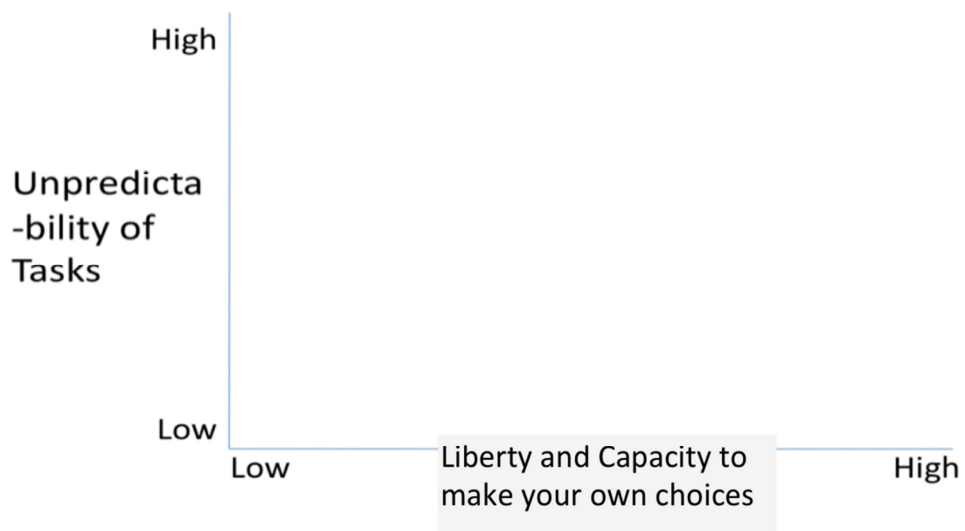


Etienne Wenger: Communities of Practice

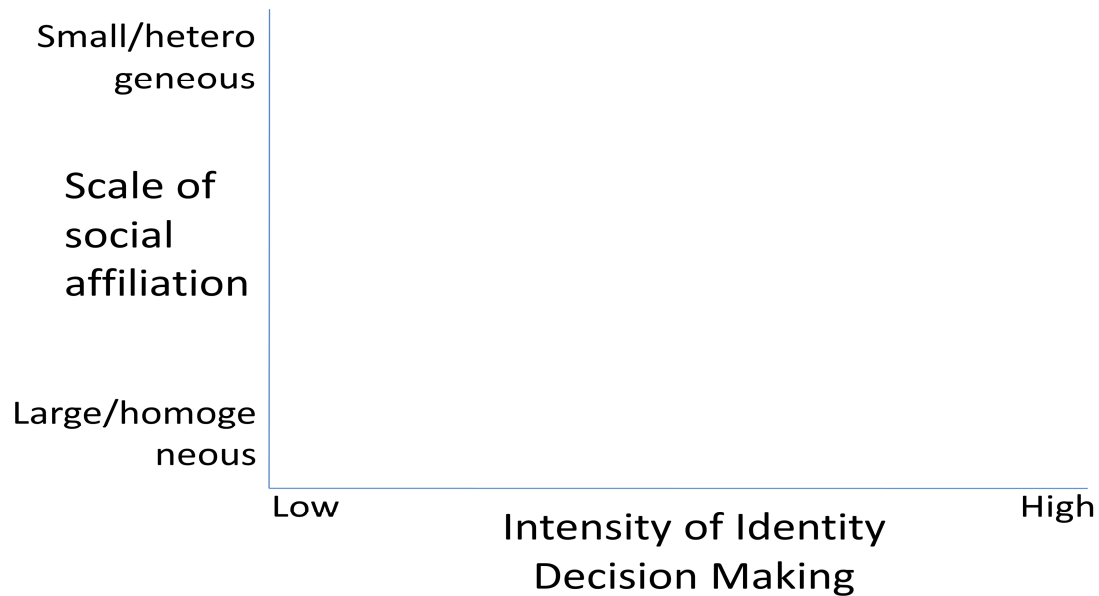
Technological Dynamism – Ambient Computing



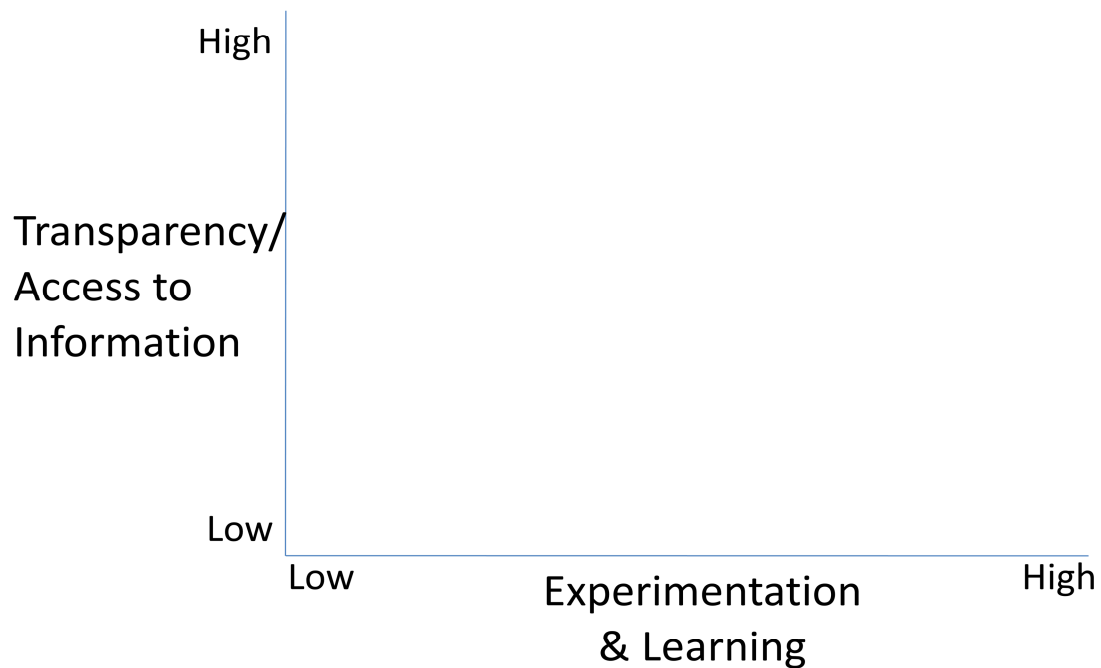
Economic Dynamism – Unique Creation



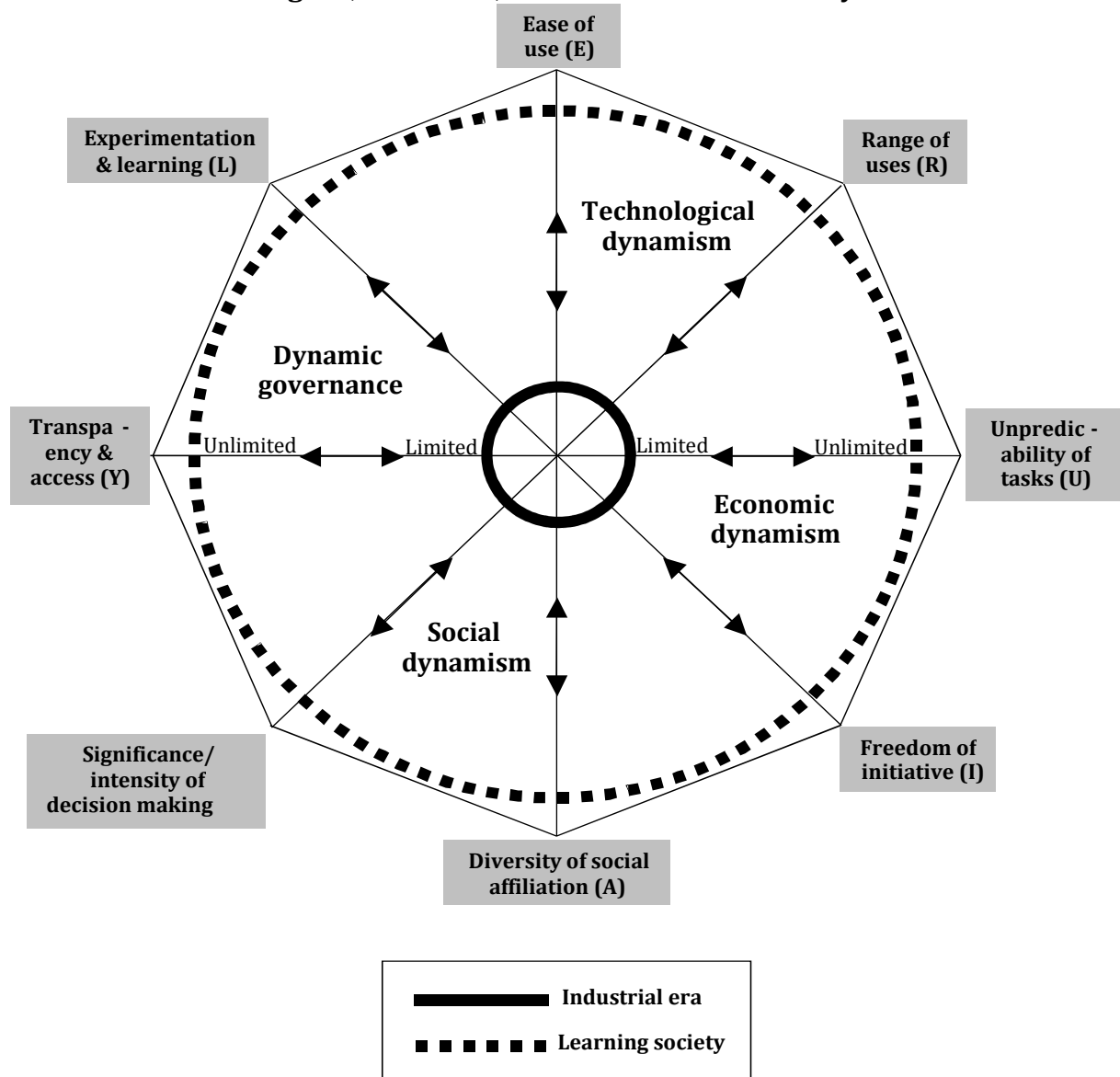
Social Dynamism – Social Identity Creation



Dynamic Governance – Decision Making Quality



Synergy Conditions for Transition Scale Change: Technological, Economic, Social and Governance Dynamism



Before and After 21st Century Transition

	Industrial Era	Learning Intensive Society
Wealth	Physical/financial	Human capital
Rules	Simple property rights	Complex property rights
Governance	Ex-ante allocation of power	Real-time allocation of power
Values	Adoption of the Universal Declaration of Human Rights	Implementation of the Universal Declaration of Human Rights
Economy	Mass production	Production for self/community
Home	Life organized for work	Work organized for life
Authority	Hierarchy	Networked autonomy
Identity	Imposed identity	Co-created identity
Freedom	Liberation from constraints	As a capacity to do things

Narrative assumptions for the “Learning Intensive Society” story

Purpose: Goal discovery – what is the potential of the present? Not planning or contingency.

Point-of-view: Change in daily life (metric: agriculture to industry). Not institutional or macro level variables (although obviously the changes in the conduct of daily life have aggregate and institutional implications).

Temporal frame: Comparative static cross-section in 2032 – the issue is not describing the voyage or how or why to get from A to B.

Protagonist: the actor is a public sector “leader” today since the aim of the exercise is to understand how today’s form of organizing collective action might play a role in grasping today’s options for action.

Rules: universal declaration of human rights, representative democracy, mixed economies (markets not planning), etc.

The LIS is defined by:

- 1) Ambient computing – high levels of ease-of-use, range-of-uses for information technologies such that these tools are no longer “evident”;
- 2) Unique creation – high levels of unpredictability of tasks and freedom of initiative for wealth creating activity mean that the predominant source of value-added is the refinement of taste (banal creativity);
- 3) Continuously negotiated collective identity – high levels of diversity of affiliations and intensity of identity generating decision making produce sense making that integrates (internalises) the social nature of the individual;
- 4) Governance – high levels of transparency/access to information and experience in making strategic choices emerges reflexively from the interaction of ambient computing, unique creation and collective identity creation.

The LIS is about daily life in a “wisdom society” where:

- Infocom is ambient and ubiquitous, the use not the tool requires skill;
- Unique creation predominates in a high transaction intensity, post-subsistence, quality of life economy;
- Identity is a collective process of continuous renegotiation, highly heterogeneous, produced endogenously on a highly liberating minimum common denominator of values; and
- Decision making capacity allows people to embrace experimentalism, heterogeneity, complexity and spontaneity.

Some kick-starter suggestions for discussions around the role of cultural heritage research in the LIS. How does cultural heritage research enter into:

- How wealth accumulation & exchange are organized?
- Property rights – situations of diverse contractual relationships, mixtures of different degrees of copyright/copyleft? How trust is established and maintained?
- How work (or wealth creating activity) is connected to the way we build our habitat?
- How power is allocated (is authority assigned or taken, is decision making capacity gained through experimentation, is complexity embraced)?
- What kind of equality matters (hierarchy and/or heterarchy)?
- What shapes a person’s identity?
- How is risk perceived & managed?

Annex 3 Futures Literacy Elements

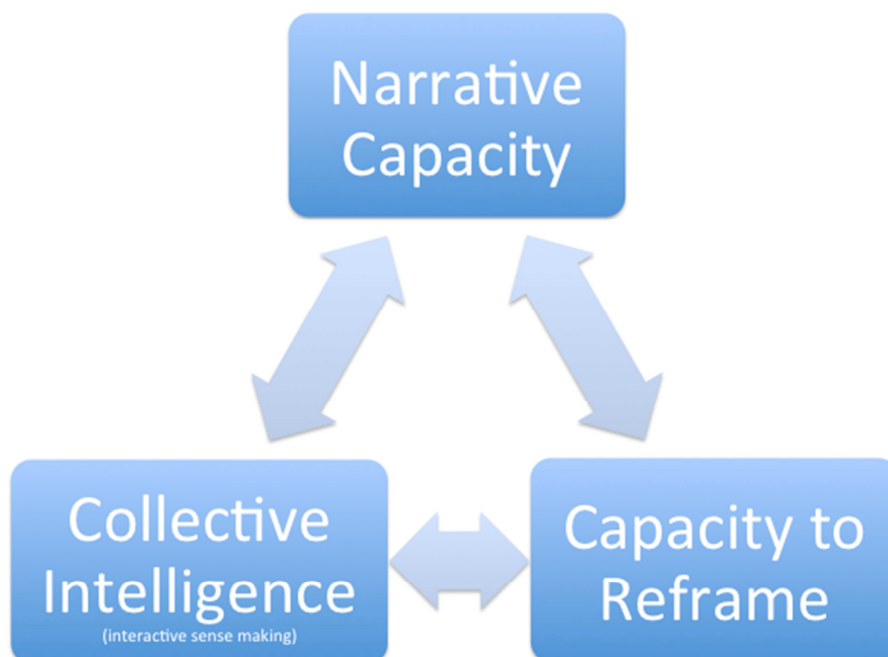
Use the Future to Make Complexity Actionable

Change within the system	Change outside the system
Inside-in	Inside-out
Outside-in	Outside-out

Klein Miller 2011

Futures Literacy: Better Decision Making

Using the future for knowledge creation and capacity building



Acquiring Futures Literacy as a Learning-by-doing Process

- **Level 1 futures literacy**
 - Temporal awareness, values, expectations
- **Level 2 futures literacy**
 - Rigorous imagining in a dual frame
- **Level 3 futures literacy**
 - Strategic scenarios – asking new questions