



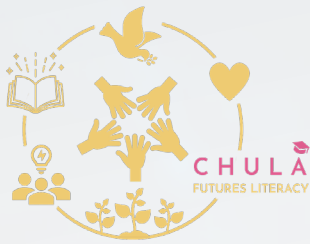
# Chula Futures Literacy Week 2022

Connecting Communities through Futures Literacy:  
Solidarity and Transformative Learning  
in a Post Covid-19 Asia

## Proceedings

February 28 – March 4, 2022  
Chulalongkorn University, Bangkok, Thailand





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# **Chula Futures Literacy Week 2022**

## **Proceedings**

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*Dr. Riel Miller*

*Dr. Maya Van Leemput*

*Prof. Dr. Suwithida Charungkaittikul*

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*Prof. Dr. Soraj Hongladarom*

*Dr. Leonard Chrysostomos Epafra*

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*Assoc. Prof. Dr. Apiwat Ratanawaraha*

*Prof. Dr. Yoshitsugu Hayashi*

*Prof. Dr. Pasuk Phongpaichit*

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### Welcome and Opening Remarks

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*Dr. Suphat Champathong, Permanent Secretary for Education, Ministry of Education;*

*Vice Chair of the Thai National Commission for UNESCO*

### **Keynote Address**

**Futures Literacy and the Reframing of Education in Asia and Beyond**

*Professor Emeritus Vitit Muntarbhorn*

**“การรู้หนังสือในอนาคตและการสร้างกรอบการศึกษาใหม่ในทวีปเอเชียและในทวีปอื่น”**

ศาสตราจารย์กิตติคุณวิทิต มันทารภรณ์

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## ABOUT THE PROCEEDINGS

*“Connecting Communities through Futures Literacy: Solidarity and Transformative Learning in a Post Covid-19 Asia”* is a compilation of contributions made for Chula Futures Literacy Week 2022 held online during February 28 -March 3, 2022.

Chula Futures Literacy Week 2022 was organized amid the unprecedented era of the Covid-19 pandemic as an innovative platform to facilitate dialogues and action among partners and the public across the globe for sustainable futures. Participants included academics, researchers, university leaders, policy makers, corporate leaders, practitioners from civil society/international organizations, and students.

Crises brought about by the pandemic have been causing each of us to question the meanings of knowledge, science, work, life, and humanity. A week-long program consisted of public lectures, a book talk, a Futures Literacy Lab, and panel sessions at the international conference. These allowed participants to contemplate and articulate how core values such as dignity and justice can be enhanced and how the promises of sustainability can be fulfilled. Participants were encouraged to pay due attention to and incorporate the potentially far-reaching implications of the pandemic on our vision of sustainability, justice, and dignity, particularly regarding cross-cutting issues such as human security, the ethics of science and technology, and global governance. The exchanges during the program transcended national, cultural, sectoral, and disciplinary borders and attempted to co-create knowledge for the New Normal.

## ACKNOWLEDGEMENTS

The week-long program was made possible with funding from UNESCO and Chulalongkorn University. Owing much to the committed partners across the globe, who have enthusiastically joined this initiative in co-designing the programs, Chula Futures Literacy Week became a timely and meaningful platform of dialogue and exchanges to connect our voices across sectors to catalyze the transformation needed by our global community.

The editorial team that oversaw the publication of this small volume wishes to express its sincere appreciation to the following individuals:

Vitit Muntarbhorn, for his keynote speech at the international conference and his generous permission and support for this volume to carry the text in two languages;

Riel Miller, former Head of Futures Literacy at UNESCO and his dedicated Futures Literacy team, including Christine Kavazanjian and Sally Yu Yang Lin, for their collaboration in co-designing the programs;

Bhanubhatra Jittiang, Carl Middleton, Dicky Sofjan, Elodie Jacquet, Imtiaz Ahmed, Ora-orn Poocharoen, Susan Vize, Suthirat Kittipongvises, and Yeoh Seng Guan, the convenors/moderators of panel sessions for their visionary leadership in content development;

Lecturers, presenters, and all session contributors, for their invaluable contributions, which comprise this volume;

Khathaleeya Liamdee, who collaborated in putting together an executive report as the rapporteur;

Hanze University of Applied Sciences (UNESCO Chair for Futures Literacy), for allowing Chulalongkorn University to utilize its introduction video on Futures Literacy, for Chulalongkorn University's Futures Literacy video production in Thai-language;

Sebas van den Brink, for his generous support in finalizing the above video edit;

Jackie Imamura, for editorial inputs and technical editing with great dedication.

Last, but not least, we would like to thank all members of the Organizing Committee and Task Force, without whose leadership and tireless efforts, the week-long program could not have been materialized.

### **Editorial team**

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Nadya Kalwa

Tanasak Kaewsomboon



# ORGANIZING COMMITTEE

## Titles/positions as of March 2022

### Co-chairs:

- Prof. Dr. Bundhit Eua-arporn, President of Chulalongkorn University
- Dr. Suphat Champathong, Permanent Secretary for Education, Ministry of Education; Vice Chair of the Thai National Commission for UNESCO

### Advisors (Executives from Chulalongkorn University):

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### Committee Members (Chulalongkorn University):

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- Asst. Prof. Dr. Carl Middleton, Director, Center for Social Development Studies, Faculty of Political Science
- Dr. Bhanubhatra Jittiang, Director, MAIDS/GRIPS, Faculty of Political Science
- Dr. Ram Piyaket, Director, Office of International Affairs and Global Network
- Ms. Michiko Yoshida, Director, Global Networking and Engagement Division, Office of International Affairs and Global Network

## TASK FORCE

The Chula Futures Literacy Task Force (hereafter “Task Force”) was formulated under the leadership of the Office of International Affairs and Global Network to identify best strategies and implementation ideas for Chula’s Futures Literacy initiatives. The Task Force aimed to achieve this by bringing together key academic resource persons, practitioners, and facilitators whose expertise and experiences were aligned with the objective of the initiatives. The Task Force contributed to 1) building a future vision of Chula’s Futures Literacy initiatives, 2) developing concrete project strategies, including multidisciplinary, trans-disciplinary, multi-stakeholder engagement and outcomes, 3) developing project milestones and discussing major activities and timelines, 4) convening a session/panel at the conference, 5) identifying and securing resource persons, networks, and necessary manpower.

### Task Force Members:

- Assoc. Prof. Dr. Apiwat Ratanawaraha, Dept. of Urban and Regional Planning, Faculty of Architecture (Head)
- Prof. Surichai Wun’Gaeo, Professor Emeritus of Sociology; Director, Center for Peace and Conflict Studies
- Asst. Prof. Dr. Carl Middleton, Director, Center for Social Development Studies, Faculty of Political Science
- Asst. Prof. Dr. Suthirat Kittipongvises, Director, Environment, Development and Sustainability Program; Lecturer, Environmental Research Institute, Chulalongkorn University (ERIC)
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## Titles/positions as of March 2022

**Adrian W. J. Kuah** is the Director of the Futures Office at the National University of Singapore. Prior to his current position, he worked in a range of jobs in the civil service (Prime Minister's Office), the private sector, and academia (Lee Kuan Yew School of Public Policy). His professional interests include public policy (especially education policy), complexity science, and futures thinking.

**Ahmad Rifai** is the Co-founder and Executive Director of Kota Kita, an Indonesian non-governmental organization that addresses urban issues through improved planning and the involvement of citizens in processes of understanding and intervening in the city. He received his MSc from the Development Planning Unit, University College, London, and has worked as a consultant for UN HABITAT, UNDP, the ADB, the World Bank, IIED, and the ILO. His core qualifications and expertise range from community organizing, participation and public engagement, and urban governance to poverty and development planning, informality, and climate change adaptation.

**Apiwat Ratanawaraha** is an Associate Professor at the Department of Urban and Regional Planning, while also serving as an advisor at the Urban Design and Development Center and as the Deputy Director of the Center for Science, Technology, and Society at Chulalongkorn University. His teaching and research cover urban policy and management, infrastructure planning and finance, technology and innovation policy, and strategic foresight. His ongoing research focuses on urban issues in Thailand, including the futures of Thai urban life, foreign ownership of land, informal urban mobility, tourism and development, and citizen science. He has consulting and advocacy experiences with government agencies, development organizations, philanthropic foundations, civil society groups, and private companies in Thailand and beyond. His recent publications include four books in Thai on topics related to the land economy of Thailand, futures studies and foresight, and urban tourism. He was Chief Editor of the *Nakhara: Journal of Environmental Design and Planning*. He was a Visiting Assistant Professor at the MIT Department of Urban Studies and Planning and a Visiting Scholar at the Harvard-Yenching Institute. He has been a full member of the Club of Rome since 2020. He is a recipient of the 2021 National Outstanding Researcher of the Year (Philosophy) Award.

**Athapol Anunthavorasakul** has 12 years of experience working with the Education for Sustainable Development (ESD) Center and more than 20 years as a Teacher Educator. He has also engaged with Global Citizenship Education (GCE). His work on Active Learning Activities with Integrated Curriculum has been developed for Pre-service Teacher Training in the Faculty of Education, Chulalongkorn University and In-service Teacher Training among the network of Thai Civic Education. He helped develop five courses in the undergraduate program and co-curricular program based on an active learning approach and transformative pedagogy to facilitate inner change among students and broaden pre-service teacher-students' perspectives on themes such as Sustainable Development, Diversity, Change, Human Security and Human Rights. For In-service teacher training, he has collaborated with a network of universities, key policy makers from the Ministry of Education, and civil society to create a platform of learning to build the capacity of primary-secondary school teacher and teacher educators. He currently contributes to scaling-up training programs nationwide and supports schoolteachers and teacher educators to implement concepts and approaches of GCE/ESD in their classes through a mentoring and coaching system and a School as Learning Community (SLC) approach.

**Bhanubhatra Jittieng** is a development sociologist and a lecturer in the Department of International Relations at Chulalongkorn University. He is also the current Director of the MA and PhD program in International Development Studies (MAIDS-GRID), the National Coordinator for the Thailand Program

of the Asia Pacific Centre for Responsibility to Protect (APR2P), and a steering committee member of Metropolis Asia-Pacific. His research and teaching interests encompass forced migration and refugees, humanitarianism, atrocities prevention, international development, international conflicts, securitization, sociology of race and ethnicity, and African studies. He completed a BA (first class honor) in Political Science (International Relations) from Chulalongkorn University, an MA in International Development Studies from the Elliott School of International Affairs, George Washington University, USA, and a PhD in Sociology from the University of Wisconsin-Madison, USA.

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**Carl Middleton** is an Assistant Professor and Deputy Director for Graduate Studies in the International Development Studies (MAIDS-GRID) Program, and Director of the Center for Social Development Studies (CSDS) in the Faculty of Political Science of Chulalongkorn University. Dr. Middleton's research interests orientate around the politics and policy of the environment in Southeast Asia, with a particular focus on nature-society relations, the political ecology of water and energy, transboundary water governance, environmental change and mobility, and environmental justice. Much of his research addresses the Mekong-Lancang River, and more recently the Salween River. His most recent book, co-authored with Jeremy Allouche and Dipak Gyawali, is titled *The Water-Food-Energy Nexus: Power, Politics and Justice* (Earthscan-Routledge 2019). Recent co-edited books are: *Living with Floods in a Mobile Southeast Asia: A Political Ecology of Vulnerability, Migration and Environmental Change* (Earthscan 2018; with Rebecca Elmhirst and Supang Chantavanich) and *Knowing the Salween River: Resource Politics of a Contested Transboundary River* (Springer 2019; with Vanessa Lamb).

**Chan Chee Khoon** is a health policy analyst at the University of Malaya in Kuala Lumpur. He graduated from the Massachusetts Institute of Technology with Bachelor's and Master's degrees in life sciences, and has a Doctor of Science in epidemiology from Harvard University. During 2004-2005, he was a Nippon Foundation API Senior Fellow at Kyoto University. He has served as consultant and technical adviser to the World Bank, the European Commission (EC-INCO expert evaluator for health sector research), the WHO (global consultations on Genomics & Health; IDEAHealth advisory board), UNRISD, UNESCAP (Expert Group Meeting on Health & Development, 2004), UNESCO (Bangkok regional consultation on ethics of scientific knowledge and technology, 2006), IOM (2nd Global Consultation on Migrant Health, 2017), and the Japan International Cooperation Agency (third-party evaluator). Elected to a two-year term on the inaugural Executive Board of the International Society for Equity in Health, he has also served on the editorial advisory boards of the International Journal for Equity in Health, Global Health Promotion, Global Social Policy, and Oxford Bibliographies in Public Health. He has authored and reviewed chapters for *Global Health Watch* (volumes 1-3), and his current research interests include health systems in transition, emerging infectious diseases, migration, rights and health, and environmental health.

**Chanikan Inprom** is currently a lecturer in the Global Citizenship and Languages Program at Webster University Thailand. She is now instructing ESL, Thai language, Multicultural Studies, and Cross-cultural Communication courses at the Bangkok campus, fostering the same experiential learning she benefited from. She earned her dual Bachelor of Education in Teaching English to Speakers of Other Languages (TESOL) from Khon Kaen University, Thailand, and Massey University, New Zealand. She then earned her Master of Education in Teaching English as a Foreign Language (TEFL) from Chulalongkorn University.

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**Christine Kavazanjian** is a Futures Literacy Practitioner and Designer at UNESCO. She holds a degree in Diaspora & Transnational Studies and an MBA from the University of Oxford. Christine spent a large part of her professional career in the banking sector, with a focus on business strategy and change management. She also worked with the Inclusive Policy Lab at UNESCO, which focuses on the emerging issues of knowledge co-production and its translation into inclusive and equity-weighted policies. On the Futures Literacy team, Christine works closely with the Global Futures Literacy network, was responsible for the planning and execution of the 2020 Futures Literacy Summit, and is a designer and facilitator for Futures Literacy Laboratories across a range of themes.

**Cynthia Maung** is a medical doctor and the founder of Mae Tao Clinic, located in western Thailand, along the Thailand-Burma border. She, herself a displaced person forced to flee her homeland when the military seized power in 1988. During the pro-democracy movement of 1988, she joined villagers and students to bring about positive change in Myanmar and was among those who fled when the military seized power in September 1988. She founded Mae Tao Clinic, which tirelessly provides critical medical care, education, and protection services for displaced and migrant populations of Eastern Myanmar for more than 30 years. Mae Tao Clinic has addressed the health care needs and human rights of these people through comprehensive programs and a collaborative approach with local, national, and international government bodies. The clinic also works closely with community-based organizations in Thailand and Eastern Burma to strengthen health care services and build the health workforce in Eastern Burma. This has improved access to essential health care, especially maternal and child health, for many in conflict and post conflict areas. She is also a prominent human rights advocate, especially on the issues of access to essential services for marginalized migrant and displaced communities from Myanmar. Since the 2021 military coup in Myanmar, together with other civil society organizations and human rights groups MTC has been vigorously advocating for cross-border and direct humanitarian aid to local respondents, who are providing first-hand assistance and health and humanitarian services to conflict-affected populations. Her work has been recognized by international communities with accolades including the Roux Prize 2018, the Sydney Peace Prize 2013, the National Endowment for Democracy Award 2012, the Ramon Magsaysay Award in 2002, and the UNDP untold stories award in 2018. She received an Honorary Doctorate in Medicine from Ubon Ratchathani University in Thailand and was a recipient of the 2018 Human Rights award from the Thailand National Human Rights Commission.

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**Dicky Sofjan** is a Core Doctoral Faculty in the Indonesian Consortium for Religious Studies (ICRS), based in the Graduate School of Universitas Gadjah Mada (UGM). His interests include religion and politics, religious literacy, international affairs, human dignity, ethics and sustainability. Dr. Sofjan's publications have been published in *Journal of Religions*, *Asia-Pacific Network (APN) Science Bulletin*, *International Review of Faith and International Affairs*, *Journal of Hemispheres*, *Journal of Middle Eastern and South Asian Studies*, *Al-Jami'ah*, *Globethics.net*, *Areca Books*, *Yayasan Obor*, *Mizan*, to name a few. He has worked and collaborated with the European Union, the US State Department, the Ford Foundation, the Henry Luce Foundation, *Globethics*, the Carnegie Council, Greenpeace Middle East and Africa and Southeast Asia, The Nature Conservancy, UNDP and other international organizations and development agencies. Dr. Sofjan was appointed as a Visiting Fellow/Professor in Iran, Japan, Malaysia, Bulgaria and Italy, and has spoken in many international academic conferences, workshops and strategic international events, including G20 Interfaith Forum, EU, OHCHR, UNCTED, ASEAN, USINDO and others. Dr. Sofjan has also been interviewed by numerous international news outlets.

**Elodie Jacquet** is the Manager of Knowledge and Practice at the Morris J. Wosk Centre for Dialogue at Simon Fraser University. She has been working with the Centre and other clients from all levels of government on a variety of dialogue and civic engagement processes for the past 15 years. She has developed and refined her convening and facilitation skills in a wide variety of dialogues, including Canada's World, Citizens' Dialogue on Canada's Energy Future and the community guided dialogues for the National Inquiry into Missing and Murdered Indigenous Women and Girls. She was a lead investigator for the Government of Canada on Inclusion in Open Government and a peer-reviewer for the Government of Canada's 4th Open Government Plan. She was the project lead for the Centre's work on Equity in Public Engagement and has won the International Association of Public Participation Research Project of the Year award in 2021 for the *Beyond Inclusion: Equity in Public Engagement* report. She delivers training on the value of engagement, best practices for effective and collaborative engagement and on equity in public engagement. She currently leads the Centre's work on climate engagement, and is an official UNFCCC Research and Independent Non-governmental Organisation observer at the COP. She holds a Master's Degree in Global Climate and Energy Policy from SOAS, University of London and degrees in behavioral biology from Université Paris XIII Nord.

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**Graldine Ansart** has been the Chief of Mission for the International Organization for Migration (IOM) in Thailand since October 2020. She has more than 15 years of experience in humanitarian aid and development programming. Since 2017, she has been the Syria Crisis Coordinator of the International Organization for Migration, based in Geneva, remotely managing the IOM Syria office. Previously, she worked in Amman, from where she provided regional coordination services to IOM missions operating in Syria and neighboring countries. Between 2009 and 2013, she managed IOM's institutional partnership with the European Union's Humanitarian Aid Office from the IOM Regional Office in Brussels. Between 2015 and 2009, she worked as a Migration and Development Specialist and implemented several Migration and Development projects in the Great Lakes region of Africa (Rwanda, Burundi, and DR Congo). She holds a degree in Law and Political Sciences from the Institute of Political Sciences in Lyon, France and the Queen's University in Belfast, UK, and a Master's Degree in International Administration from Sorbonne University, Paris (France).

**Hermes Huang** is a practitioner of Design Thinking, Co-Creation, and Open Science. Born and raised in the San Francisco Bay Area, and living and working in Asia since 2012, he began his career in the international development sector. Mr. Huang co-founded DSIL Global, an innovation consultancy. He has since worked with multinational corporations, community organizations, and individuals to develop research, leadership, and design programs across Asia and the Pacific. He was also an adjunct professor at the School of Global Studies, Thammasat University. Mr. Huang holds a BS in Neurobiology, Physiology and Behavior from the University of California, Davis, and an MA in International Development Studies from Chulalongkorn University.

**Hezri Adnan** is the Executive Director of the Malaysian Institute of Economic Research (MIER), a premier think tank. With a PhD in Public Policy from the Australian National University, he specializes in sustainable development solutions, with work spanning areas such as the green economy and natural resources governance. From 2015 to 2018, Hezri served as a member of the United Nations' International Resource Panel (IRP), a UN Environment Programme expert body that focuses on strategic natural resources. He is also a former Chief Executive Officer of the Langkawi Development Authority or LADA, a statutory body under Malaysia's Ministry of Finance.

**Imtiaz Ahmed** was born in Bangladesh and is Professor of International Relations and the Director of the Centre for Genocide Studies at the University of Dhaka. Professor Ahmed was educated at the University of Dhaka, The Australian National University, Canberra, Australia, and Carlton University, Ottawa, Canada. He is also currently a Visiting Professor at Sagesse University, Beirut. Professor Ahmed is the recipient of various awards and honors. He has authored, co-authored, or edited 35 books, 13 monographs and published more than 120 research papers and scholarly articles in journals and chapters in edited volumes. His recent publications include: *COVID-19: the otherside of living through the pandemic*, edited (Dhaka: Pathak Shamabesh 2021); *Rights, Rivers, and the Quest for Water Commons: The Case of Bangladesh* (Berlin: Springer 2021); and *Ensuring Life without Terror: Responses to Terrorism in Bangladesh*, 2 volumes, co-edited with Monirul Islam (Dhaka: The University Press Limited, 2021).

**Jessada Salathong** completed his Bachelor's Degree in Environmental Science at Thammasat University, obtained a Master's Degree in International Relations from Waseda University, and a Doctor of Philosophy (International Studies) from Waseda University in Japan. His professional interests include the role of media in promoting the Sustainable Development Goals. Among others, he has conducted research on Thai audiences and journalists' response to a holistic, future-oriented, participatory and empowering (HOPE) model for climate change coverage. He has also been following media coverage related to the Education for Sustainable Development (ESD) intensively and has been conducting content analysis of climate change coverage in Thailand's newspapers. Presently, he works at Chulalongkorn University as the Chairperson of the MA program in Strategic Communication Management.

**Jin Sato** is a professor in the Department of Pioneering Asian Studies, Institute for Advanced Studies on Asia, the University of Tokyo. He previously held a Visiting Professorship at the Princeton School of Public and International Affairs and was affiliated with the Agrarian Studies Program at Yale (1998-99). His publications include an edited volume, *Governance of Natural Resources: Uncovering the Social Purpose of Materials in Nature* (United Nations University Press 2013) and a co-edited book, *The Rise of Asian Donors: Japan's Impact on the Evolution of Emerging Donors* (Routledge 2012). He has published numerous papers on foreign aid and natural resource politics in Asia in international peer-reviewed journals, including *Comparative Studies in Society and History*, *World Development*, *Journal of Development Studies*, *Development and Change*, and *Sustainability Science*. He won the Japan Academy Medal in the field of humanities and social sciences for the year 2013.

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**Mariko Komatsu** joined the Hiroshima Organization for Global Peace in May 2021 as Coordinator for Global Collaboration to promote the abolition of nuclear weapons before the centennial of the Nuclear Age arrives in 2045. Born and raised in Hiroshima, Mariko has always been interested in nuclear justice, and that led her to work with NGOs to assist *hibakusha*, the atomic bomb survivors, to share their testimonies around the globe and, after the nuclear power plant accident in 2011, to help residents in Fukushima gain Radiation Literacy. Mariko graduated from McGill University with BEd and Hiroshima University with MEd in curriculum development. Currently, she is a PhD candidate in social psychology, researching the interrelatedness of trust, risk perception, and civic engagement, especially in youth. Mariko is also a member of the Peace Education Archive project at the Educational Vision Research Institute of Hiroshima University (EVRI), collecting oral histories of schoolteachers in Hiroshima to elaborate on the role of education and how it helps or hinders students in shaping their idea of peace and further contributing to peace building.

**Maya Van Leemput** is a Senior Researcher for the Research Center Open Time at Applied Futures Research at Erasmus Brussels University of Applied Sciences and the Arts, where she also teaches Strategic Futures Orientation. She is the UNESCO Chairholder for Images of the Futures and Co-creation for the Open Time team. She earned a PhD from the University of Westminster for research on "Visions of the Future on Television." In partnership with photographer Bram Goots, she runs a long-term independent project to explore images of the future, combining conversation-based



approaches and visual ethnography with multi-media co-creation. Her critical, forward-looking work on media, culture, arts, cross-cultural communication, development, and science and technology in society, uses experimental, creative and participatory approaches. She is a Fellow of the World Futures Studies Federation and the Centre of Postnormal Policy and Futures Studies, a member of the board of the Association of Professional Futurists, and a founding member of the interdisciplinary visual arts collective OST and Plurality University.

**Michiko Yoshida** is the Director of the Global Networking and Engagement Division in the Office of International Affairs and Global Network at Chulalongkorn University, where she facilitates Chula's participation in strategic university networks and other global initiatives. With 31 years of experience in the non-profit sector promoting international intellectual and cultural exchanges, she is committed to the co-creation of knowledge that cultivates empathy and a culture of mutual respect amongst peoples. Together with international key partners, Michiko spearheads a number of initiatives that support university public engagement, including the CU-UNESCO Futures Literacy Project (of which Chula Futures Literacy Week is a part) and Civic Engagement 4.0. From 2000-2004, she served as Thailand country coordinator, and between 2005-2015 she was the regional coordinator of the Asian Public Intellectuals Fellowships Program, a multi-country partnership that cultivated a community of some 330 public intellectuals in the region. Prior to coming to Thailand, Michiko worked at the International House of Japan, Inc. for seven years. She received a BA from Sophia University and she is a graduate of the United World College of the Atlantic.

**Miwako Hosoda** has been conducting sociological research by observing human relations in the healthcare and environmental ethics field, both locally and globally. She graduated from the University of Tokyo in 1992 and received an MA and a PhD in Sociology from the University of Tokyo. After working as a research fellow for the Japan Society for the Promotion of Science, she studied at Columbia University Mailman School of Public Health and the Harvard School of Public Health. She joined Seisa University as a professor in 2012 and served as vice-president from 2013-2020. Prof. Hosoda has been President of the Sociology of Health of the International Sociological Association (ISA) since 2019 and is Vice-president of the Asia Pacific Sociological Association (APSA). In 2020 she founded Inclusive Action for All (IAFA), an NPO/NGO for international aid and lifelong education.

**Mochamad Indrawan** is a trained ecologist and conservation biologist with more than three decades of field experience. His voluntary rainforest conservation work since 2007 has included continuous facilitation among indigenous peoples and local communities to establish community conservation areas. He served as a member of two IUCN specialist groups (World Commission on Protected Areas and Red List Authority), and also as a research associate at Kansas University in the USA, as well as a Visiting Scholar at Kyushu University, Kyoto University in Japan. As an Asian Public Intellectual (API) Senior Fellow, he conducted comparative research on Japanese socio-ecological systems (*satoyama*) and Indonesian agroforestry systems. He jointly edited, among others, "*Biologi Konservasi*" and "*Civic Engagement in Asia: Lessons in Transformative Learning in the Quest for a Sustainable Future*," which was supported by APN – Asia Pacific Network for Global Change Research. He proactively cooperates with the international scholarly community, for example as a member of the UK Research and Innovation (UKRI) – UK Research and Innovation's Peer Review College. Believing that a megadiverse country like Indonesia needs to develop an adequate number of citizen scientists, he is also engaging with the Indonesia Biodiversity Foundation (Yayasan KEHATI) to rekindle public interest in the biological science of taxonomy. He is currently jointly editing *Barefoot Taxonomists in a Megadiversity Country* (in Bahasa Indonesia) and *Environmental Governance*. His latest endeavor involves advising "Plastic Finance," a business startup from Indonesia that aims to mobilize plastic heroes from the former "scavengers" of Indonesia.

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**Natcha Thawesaengskulthai** is a Vice President for Strategic Planning, Innovation and Global Engagement. She envisions a future of higher education and develops the university's strategic plan, managed by objective key results (OKRs). She leads CU Innovation Hub that empowers talents, and develops innovation enterprises of over 100 startups with a total market valuation of 500 million USD benefiting over 1 million citizens. Her global engagement role at the Office of International Affairs and Global Network aims to support students and academic staff to be successful internationally, engage globally, and to use research and innovation to solve global issues and build internationalization at home. She founded the School of Integrated Innovation, which provides a transdisciplinary platform in the context of future-oriented and demand driven education, research, and innovation enterprise.

**Ora-orn Poocharoen** is the Founding Director of the School of Public Policy at Chiang Mai University (from January 2018 to the present). She is a former United Nations Committee of Experts for Public Administration (CEPA) and was an Assistant Professor at the Lee Kuan Yew School of Public Policy, National University of Singapore between 2007-2016. Her current research interests are in public policy, public management, sustainable governance, wellbeing and the public sector. She has spearheaded numerous workshops on strategic foresight, covering topics from higher education, travelling, innovation landscape, to Thailand's governance systems. Her organization has developed and executed foresight training programs that blend critical approaches, complexity thinking, creativity, and design thinking to strategic foresight. Her work aims to influence policy-makers and public officials to adopt new mindsets to be more open to new possibilities. She is on the Visionary Board for the Asia Pacific Futures Network (APFN) and is a guest editor for a special issue of the *Journal of Future Studies*. She holds a PhD in Public Administration from the Maxwell School, Syracuse University.

**Parichart Shapitanonda** graduated from the Faculty of Arts at Chulalongkorn University and finished her Master's Degree in Faculty of Communication Art at the same university. She completed her PhD in International Development Communication from Ohio University in the USA and continued her fellowship in Harvard-Yenching at Harvard University in the USA in 2007. Presently, she works at Chulalongkorn University as a Vice President of Academic Affairs and Social Outreach, in which she is also a Board of Director for Thai Post, Thai State Enterprise, Board of Director in National Reform Commission, Thai Government as well as a Director for Dr. Kasem Utthanin Foundation and a Director in Panjapat Co., Ltd. She was also an Independent Board of Director for MCOT Public Company Limited, Thailand.

**Pasuk Phongpaichit** is a Professor Emeritus of Political Economy in the Faculty of Economics at Chulalongkorn University, and for the last 8 years, a Distinguished Research Professor. She advocates reducing all forms of inequality as part of achieving social sustainability. This is reflected in her recent research works, such as *Unequal Thailand: Aspects of Income, Wealth and Power* (2016); and *WE THE PEOPLE Demand Income Tax Reform* (2019, received the Best Research Award from the Thailand Research Fund). The latter forms part of a campaign to promote tax reform to finance the social welfare programs

necessary for achieving a more egalitarian society. With her research team, she has just completed a study on the issues of land distribution and land governance for social sustainability, to be published as a book in 2022. Her other publications include *Populism in Asia*, co-edited with Kosuke Mizuno (NUS Press 2009), *Thailand Economy and Politics*, co-authored with Chris Baker (Oxford University Press 1995, 2002, received the Best Book award from the National Research Council of Thailand in 1998) and *A History of Thailand*, co-authored with Chris Baker (4th ed., Cambridge University Press 2022).

**Penchom Saetang** is the Founding Executive Director of Ecological Alert and Recovery–Thailand (EARTH), a non-profit foundation focused on health & environment, industrial pollution & impact, social and environmental justice, and chemical safety issues. She has worked on a range of environmental monitoring, training, community empowerment, law and policy advocacy, and action research including transboundary movement of waste into Thailand, chemical products and toxic chemicals in environment in industrial development areas. In 2015, EARTH established a citizen science project to protect the environment and public health by gathering data on the chemical contamination in the environment caused by industries. Her achievement has been strengthening the negotiation power of people and helping affected communities' exact accountability from the polluters and government to ensure their safety and that of the general public. Her public policy engagement includes her service at the Advisory Board of the Council of Work and Environment-Related Patient Network of Thailand, Environmental Litigation Division in the Civil Court (2017 to 2024) and Subcommittee on Academic, Occupational and Environmental Diseases Bureau, Department of Disease Control, and as a civil court expert witness on industrial pollution. She was Asian Public Intellectual Fellow, funded by the Nippon Foundation, and was elected to the Ashoka Fellowship in 2010.

**Peter Malvicini** is the Director of the Center for Policy Research and Outreach, at Westminster International University in Tashkent (WIUT). The Center's futures research work focuses on anticipatory governance and sustainable policy making. With John Sweeney, he is co-facilitator of an emerging Uzbekistan futures movement—using Futures Literacy and strategic foresight to engage a community of like-minded people across Central Asia. He has been an active participant in the Asia Pacific Futures Network. He led the WIUT's participation in the UNESCO Futures Literacy Global Summit and other research and capacity development activities. WIUT is a candidate for a UNESCO Chair in Futures Studies and Futures Literacy. He is a former coordinator of the Cornell Participatory Action Research Network. He dabbles in Open Systems Theory and Practice, is an aging disciple of Paulo Friere, and is certified in Appreciative Inquiry. He has conducted research and lived in Asia for over 25 years. He has worked with NGOs, local and national governments, and international development agencies. His experience spans over 20 countries across Asia and the Pacific. As a Fulbright and Kellogg leadership fellow, he earned an MSc/PhD from Cornell University in Ithaca, New York, in adult learning, program planning and evaluation, and international development.

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**Pichet Munpa** has over 15 years of experience working in non-profit organizations (at the national, regional, and global levels) in a variety of fields, including community development, disaster risk reduction, and humanitarian response, climate justice, gender justice, resilience building, advocacy, reproductive health, HIV/AIDS, and human rights, as well as engagement with faith-based organizations. He has a Master of Science in Sustainable Land Use and Natural Resource Management (SLUSE) and is currently pursuing a PhD at Chulalongkorn University in the discipline of Environment, Development, and Sustainability (EDS).

**Ram Piyaket** began an early career nearly 25 years ago in academic administration at the College of Management, Mahidol University (CMMU), where he developed the very first international Master's Degree curriculum in Electronic Commerce Management in Thailand. The program produced more than 70 graduates in its first two years. In addition to program management, he was also tasked with the development of a five-year IT master plan as CMMU grew quickly to accommodate over 1,500 students in its subsequent years. During his tenure at CMMU, he was a member of the Executive Committee and established and led the CMMU - Nakhon Sawan campus. In 2006, Dr. Ram relocated his family to the United States and began to work at the Vanderbilt University Medical School (VUSM) as a team leader of the information systems group. His team was responsible for the development and implementation of many academic Web applications that supported both learning and research activities of VUSM. His last position at Vanderbilt University was as Program Director of Academic Informatics, where he helped VUSM transform its curriculum and deliveries that supported six core competencies of medical students using an individualized learning plan. He is currently the Director of the Office of International Affairs and Global Network (OIA) at Chulalongkorn University, where he oversees and directs three divisions in support of the University's key strategies, i.e., Future Leaders, Impactful Research and Innovation, and Sustainability. His office is responsible for international relations activities, academic exchange programs, student and staff mobilities, research and innovation promotions, and global network partnerships. He received his Bachelor's Degree in Electrical Engineering from Chulalongkorn University and went on to obtain a Master's Degree in Electrical Engineering from the University of Minnesota, Minneapolis. He graduated from University of California at San Diego with a PhD in Electrical Engineering.

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**Riel Miller** is one of the world's leading authorities on the theory and practice of using the future to change what people see and do. He is recognized as an innovative and globally experienced project initiator, designer and manager. He is widely published in academic journals and other media on a range of topics, from the future of the Internet to transforming strategic processes. He is an accomplished keynote speaker and facilitator. He has worked as a senior manager in the Ontario public service (Ministries of Finance; Universities; Industry) and at the OECD in Paris (Economics; Science & Technology; Education; Territorial Development; Development Centre; International Futures Programme). In 2005 he founded the Consultancy Xperidox to advise clients on how to use the future more effectively. In 2012 he was appointed Head of Foresight at UNESCO. Riel Miller has been focusing specifically on the dissemination of Futures Literacy throughout the UN system and worldwide ever since.

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**Surichai Wun'Gaeo** has been the Director of the Center for Peace and Conflict Studies at Chulalongkorn University since 2010 and a professor of Sociology at the university since 2009. After finishing his post-graduate studies at the University of Tokyo, he has successively held various academic posts, including the Directorship of Chulalongkorn University's Social Research Institute and Visiting Professorships at universities, including Hitotsubashi (Japan), University of Illinois-UC (USA), and Humbolt (Germany). His wide-ranging research interests include the sociology of development, environmentalism and sustainable development, social movements, endogenous social theory, and Japanese studies. He is also currently an advisor for the Working Group on Legal, Economic and Social Measures for Sustainable Development Goals (SDGs), Thailand, a Commissioner on the National Health Commission (since 2014), the Chair of Thailand's UNESCO-MOST (Management of Social Transformations Programme) Committee, and the Vice-President for the Inter-Governmental Council of MOST for Asia and the Pacific Region. Following the increasing violence in Thailand's southernmost provinces, he joined campaigns to change government policies under Prime Minister Thaksin Shinawatra. Consequently, in 2004, he became a member and joint secretary of the National Reconciliation Commission (NRC), chaired by Anand Panyarchun, former Prime Minister of Thailand. He has also been active in civil society movements and democratization issues for decades. He is the chairperson of the Labor Rights Promotion Network Foundation, the Ecological Alert and Recovery Thailand (EARTH) Foundation and FOCUS on the Global South, among others.

**Susan Vize** is the UNESCO Regional Adviser for Social and Human Sciences in Asia and the Pacific based in Bangkok. She joined UNESCO in 2006 and spent eight years in Samoa as the Social and Human Sciences Programme Officer working on a range of projects with youth, social inclusion, bioethics, creative industries, and education for sustainable development. In 2014, she transferred to the Regional Office in Bangkok and is working on youth and social inclusion projects across the region. She has acted as Officer in Charge for UNESCO in the Pacific and Ha Noi, Vietnam. Prior to joining UNESCO, she was the Executive Officer of the Murray-Darling Basin Community Advisory Committee based in Canberra, Australia. She has worked on a range of community natural resource management, capacity building, and community education projects in Australia, Papua New Guinea, and Fiji. She is a qualified teacher and trainer, and the founding Principal of FNQ Training, a community-based TVET organization working with Aboriginal communities and the unemployed in north Queensland.

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**Tanja Hichert** is a futures and foresight practitioner who has maintained a link with academic Futures Studies in her career specializing in: scenario planning, horizon scanning, strategic foresight, risk management and facilitating strategic conversations, that provide clarity and direction for organizations and institutions facing complexity and uncertainty. She has extensive experience in process design and in applying futures and foresight to a vast range of issues in the public and private sector. She is the Co-chair of the candidate UNESCO Chair in Complex Systems and Transformative African Futures at Stellenbosch University. She teaches post-graduate students and serves on boards of Futures

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**Tarek Ketelsen** is the Director General of AMPERES and an environmental systems engineer experienced in integrated environmental assessments, climate resilience, ecohydrology, and river basin planning. His skills lie in utilizing the principles, processes, and systems-thinking of ecology to build better relationships between human communities and the environment. He specializes in building evidence-based and deliberative processes to improve the sustainability of how we manage, conserve, and utilize natural resources.

**Thanongsack Duangdala** has been the Deputy Director of the Office of Academic Affairs at the [National University of Laos \(NUOL\)](#) since January 2019. Before assuming his current position, he was the head of the Quality Assurance and Assessment Division (2008 to 2012), the head of the Curriculum and Accreditation Unit (2003-2005), and a member of the admin staff (1999 and 2002) in the same office. In addition to his management position, he also provides lecture courses, including: 1) Education, Human Resource Management and Development for NUOL's Master of International Development Studies' program, and 2) Public Educational Management and Governance of Local Administration for the PhD program in Educational Management. He also offers workshops on outcomes-based education (OBE), quality assurance, and program assessment. He is an assessor and the Chief Quality Officer (CQO) with the [ASEAN University Network \(AUN\)](#); a co-founder and a country representative to the [ASEAN-QA Association](#); and a co-founder and a member of [the task force on Strategic Human Resource Management for Southeast Asia Universities \(HR4ASIA\)](#). He received a Bachelor of Education (majoring in English Teaching) in 1999 from NUOL and a Master (2007) and Doctor (2016) of Education from Flinders University, Adelaide, Australia. His current research interests include quality assurance, curriculum development, educational management, and foreign aid.

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**Theodore (Ted) Mayer** is the Academic Director of the Institute for Transformative Learning of the Bangkok-based International Network of Engaged Buddhists (INEB). He designed and directs the SENS (School of English for Engaged Social Service) and 3OM (One-On-One Mentoring) programs, which aim to foster leadership that can respond intelligently and compassionately to complex global crises now developing with climate breakdown at their core. He is a US anthropologist, who was born in India and has resided much of his life in Asia. He is also a certified teacher of peer-listening practices known as "Co-Counseling" and a language teacher who has developed curricula for English, Spanish, and Thai. His earlier research and writing focused on movements that seek inspiration from Buddhist traditions to work for both personal and social transformation—a phenomenon known as "socially engaged Buddhism." His recent focus has shifted towards inquiry into the meaning of transformative learning and teaching in a time of rapid and potentially catastrophic change. His core question has been to ask what it will take to bring about both a widespread awakening to the dangers and possibilities of our time and a determination to cooperate in creating social arrangements conducive to genuine peace and flourishing.

**Toshiyuki Doi** is currently an Academic Advisor of the Institute of Asian Studies (IAS) at Chulalongkorn University. He is also a Senior Advisor with the Tokyo-based NGO Mekong Watch. Over the past 25 years, he has been monitoring impacts of development finance on the Mekong region, particularly marginalized and vulnerable local communities' access to natural resources, such as rivers, forests, and land. His research interests include policies and practices of multilateral and bilateral development institutions, such as the World Bank, the Asian Development Bank (ADB), and the Japan International Cooperation Agency (JICA). He has also carried out several research projects and other activities on the revitalization of languages, cultures, and traditions of Indigenous Peoples and ethnic minorities in Asia.

**Vachararutai (Jan) Boontinand** is the Director of the Institute of Human Rights and Peace Studies, Mahidol University in Thailand. She teaches courses in Human Rights Theory, Human Rights Standards and Mechanisms, and Practical Skills in Human Rights Protection. Her PhD research examined school culture and curricula in Thailand and how they contribute to or hinder the development of democratic citizenship. In 2018, she was awarded the Newton Advanced Fellowship by the British Academy and the Thailand Research Fund and is working on a research project using philosophical inquiry to teach critical thinking and democratic citizenship in higher education in Thailand. Prior to becoming an academic, she worked in the field of women's rights and in the development sector for 15 years, including with the Global Alliance Against Traffic in Women, where she coordinated action research in Vietnam and Cambodia, conducted training on migration and trafficking, and advocated for the protection of trafficked victims. In 2002, she helped set up ActionAid Thailand and served as its Country Coordinator from 2004-2008, when she oversaw projects on education, women's rights, food security, and disaster response. She has a PhD in Human Rights and Peace Studies from Mahidol University, and an MA in South-East Asian Studies from the University of Hull, UK.

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**Yeoh Seng Guan** is an Associate Professor of Social Anthropology in the School of Arts & Social Sciences, Monash University in Malaysia. He is an urban anthropologist and has done fieldwork in Malaysia, the Philippines, and Indonesia on the topics ranging from socio-spatial justice, diasporic indigenous identities, and everyday interfaith relations, to environmental activism. He also makes ethnographic documentaries and has been involved with various civil society groups in Malaysia, including Aliran, Amnesty International, and Suaram during the past two decades.

**Yong Ming Li** is a fellow at the East-West Center, where she is studying issues relating to livelihoods, development, transboundary water governance, and hydropower development in the Mekong River Basin. Her research thus far has centered on the opportunities and challenges relating to community-based natural resource management, civil society movements and strategies, public participation in transboundary environmental governance, and the institutional arrangements that influence the politics around water resource development in the Mekong Region. She received her PhD from the University of Sydney in 2019, after which she joined the School for Field Studies' Center for Conservation Studies and Development in Cambodia as a faculty member, where she taught a course on environmental ethics and development and served as a principal investigator on research projects relating to climate change vulnerability and solid waste management on the Tonle Sap Lake. She has also taught courses on academic writing and the environment at the Pannasastra University of Cambodia in Siem Reap, and courses on the geographies of food and sustainability at the National Institute of Education, Nanyang Technological University in Singapore.

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**Yoshitsugu Hayashi** is a Distinguished Professor at Chubu University in Japan. He has also been an Executive Committee Member of the Club of Rome, a think-tank famous for 1972 Report *The Limits to Growth*, Chair of the JICA study to introduce urban rail transit in Bangkok in the 1990s, and Ex-President of the World Conference on Transport Research Society, leading "Sufficient transport."

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# I. EXECUTIVE REPORT

## Connecting Communities through Futures Literacy: Solidarity and Transformative Learning in a Post-Covid-19 Asia

Chula Futures Literacy Week was co-hosted by Chulalongkorn University and the Thailand National Commission for UNESCO amidst the unprecedented Covid-19 pandemic. As an innovative platform to facilitate dialogue and action among partners across the globe for sustainable futures, the program took place from February 28 to March 4, 2022, and was joined by scholars, university leaders, policy makers, corporate leaders, practitioners from civil society/international organizations, community leaders, and students. It included public lectures, a book talk, Futures Literacy Labs, and panel sessions. The program addressed the challenges and uncertainties of the world we live in, which have been painfully highlighted by the pandemic. The week-long program was an invitation to each of us to work toward a future that is just and sustainable, reflecting on the Global Commons.

Futures Literacy is a discipline of anticipation. It allows us to embrace uncertainty and complexity, harnessing them as resources, rather treating them as insurmountable obstacles. Coinciding with the ongoing pandemic, Chula Futures Literacy Week invited participants to examine the disruptions, disconnectedness, and injustice happening around the world and to search for innovative and inclusive real-world solutions. The following pivotal questions offered a guide:

- What challenges and opportunities has the Covid-19 pandemic provided (and/or will it provide) to communities in Asia, especially in terms of transformative learning within and across national borders?
- In the light of Futures Literacy initiatives, how do our experiences with Covid-19-induced crises shape, or reshape, our vision, practices, approaches, and strategies to achieve sustainability, justice, and dignity in Asia?
- What is the role of knowledge actors, including universities and other educational institutions, in societal transformation, especially in the realm of cross-border learning and exchange?

The programs deliberated on these questions through open discussions and debates, while tackling key issues such as the transformation of global governance, the future of universities as agents for change, AI and humanity, health and wellbeing, empathy and compassion, civic education and engagement, climate justice, international development, and the co-creation of knowledge. Chula Futures Literacy Week exchanges transcended national, cultural, sectoral, and disciplinary borders and attempted to co-create knowledge for the New Normal.

### Public Lectures and Book Talk

#### Futures Literacy: An Essential Competency for Global Citizens in the 21st Century

Futures Literacy Week was kick started with a public lecture on February 28, 2022. In the welcome remarks, **Prof. Dr. Parichart Sthapitanonda**, Vice President for Academic Affairs and Social Outreach at Chulalongkorn University introduced and affirmed the role and responsibility of the university to promote innovative learning for all and to nurture new generations of leaders who care for society with an understanding of global citizenship, which requires fostering respect of diversity, ideas, cultures, and orientations to each other through the works of futures literacy.

The inaugural public lecture, which introduced Futures Literacy as “*An Essential Competency for Global Citizens in the 21st Century*,” took place online on February 28, at the beginning of pre-International Conference programs. In the lecture, **Dr. Riel Miller**, Head of Futures Literacy, UNESCO, **Dr. Maya Van Leemput**, UNESCO Chair on Images of the Futures & Co-creation; Erasmus University of Applied Sciences and Arts in Brussels, and **Prof. Dr. Suwithida Charungkaitikul**, Director, General Education Center, Chulalongkorn University introduced the initial directions and guiding frameworks for Chula Futures Literacy week.

In “*From the future of education and the internet to the transformation of leadership and productivity*,” **Dr. Miller** articulated the conditions for global governance and citizenship through the concept of futures literacy, which allows us to change relations and capabilities to gain understanding of the complexity of the world, how the world functions, and how humans respond to dangers that emerge. Therefore, we must not simply make existing systems better, but rather identify and navigate through the problems of the existing systems. Dr. Miller suggests re-framing human agency around anticipatory systems and processes, placing the future at the center of our attention. Being aware of the need to be innovative and increase creativity should not lead to stress, anxiety, or burnout. Rather, feeling a sense of responsibility is how we motivate to change without resorting to fear and how we can manage risk without hierarchy. He concluded by noting that the main tasks of the futures literacy are to embrace greater diversity without inviting more fragmentation and chaos and to rise to the challenge of making the invisible visible.

In “*Beyond national interests on solidarity and transformative learning*,” **Dr. Van Leemput** defined futures literacy as the capacity to provide collective yet multi-directional flows of information knowledge and wisdom. Using the idea of “familiar futures,” she explained how and why people in different parts of the world use the idea of futures in arts, films, or advertisements to explore limitations and desired futures, and to highlight sources of inspiration. Thus, we should be able to identify points where desired directions can be synced as a way to share our various experiences and familiarize ourselves with alternative community preparedness and resilience.

Lastly, **Prof. Dr. Suwithida** presented Chulalongkorn University’s educational innovation programs, including general education courses on the CU-Neuron platform, which advance lifelong learning and futures literacy learning. **Prof. Dr. Suwithida** emphasized the role of educators at this critical time, noting that we must shift the paradigm from teaching to promoting and supporting self-directed learning. The goal of this educational innovation is not only to improve our ability to harness the power of images of the future, but also to more fully appreciate the diversity of the world around us and the choices we make. Enhancing the humanity of students, broadening their knowledge and understanding to appreciate themselves and others in society, allows them to be attentive to continuous change and to constantly improve. Chulalongkorn University is committed to develop more research and development in general education to raise the standard of self-learning management as the university’s mission.

## AI and Futures of Humanity – A Perception from Buddhism

This public lecture was presented by **Prof. Dr. Soraj Hongladarom**, Director of Center for Science, Technology, and Society, Chulalongkorn University, and moderated by **Dr. Leonard Chrysostomos Epafra**s, Universitas Kristen Duta Wacana and the Indonesian Consortium for Religious Studies (ICRS) on March 2, 2022.

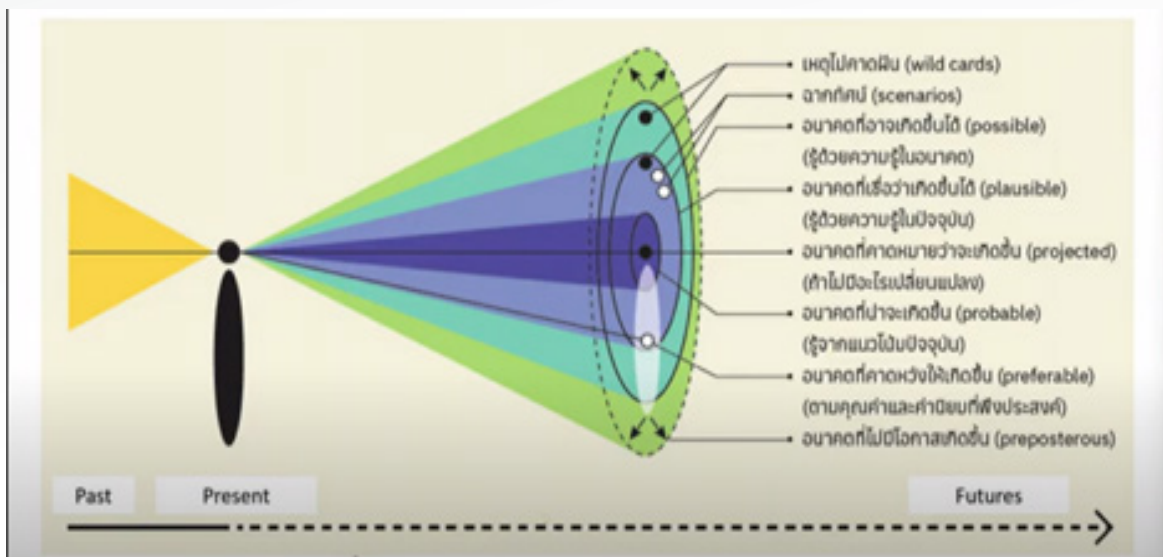
It began with a set of philosophical questions regarding the use of the plural form of the word “future(s)” as a theme of this conference and highlighted fundamental questions and understandings about why we need to talk about the future, and if we really have a future. While Buddhism has taught us to focus on the present and to not worry about the future, the idea of being mindful of what is happening is to be aware of what consequences our current acts would bring to the future. In other words, what decisions being made right now will affect the next generations?

Relating the discussion to his recently published book *“The Ethics of AI and Robotics: A Buddhist Viewpoint”* and his participation in the *“<A+> Alliance for Inclusive Algorithms,”* Prof. Soraj explored the role that AI as a transformative technology must play in being our ally rather than our enemy. We must contemplate new systems and new structures for the future of AI, the governance of AI, and the contexts surrounding AI in societies. When we envision our futures, what role does AI play? Eliminating AI is not an option, but humans should not have to “confront” AI as an enemy. Rather, humans must act together with AI, to find a way to live with it and align it with our goals and values, which include flourishing, happiness, inclusiveness, and equality. In other words, using Buddhist philosophy can provide a new way of thinking about AI ethics. We must focus on seeking robust regulation systems and ways to channel the power of AI in both ethical and technical senses to achieve the best version of AI. The world can utilize the power of AI to be a force for good and to create a more equal society.

### Book Talk: The Futures of Thailand, 2585 BE

Presented by Assoc. Prof. Apiwat Ratanawaraha from the Department of Urban and Regional Planning, Faculty of Architecture, Chulalongkorn University, the book talk *“The Futures of Thailand by 2585 BE (2042)”* (in Thai *อนาคตประเทศไทย พุทธศักราช 2585*) was held on March 2, 2022 as part of the pre-International Conference programs.

Based on the Futures of Thailand project report supported by the National Research Council of Thailand, the book presents two different worlds. First, we have the “Real World,” which is full of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA), and we have another world of “Policy Assumptions,” which assumes Stability, Certainty, Simplicity, and Clarity (SCSC). Looking at statistics regarding Thailand Today, various problems have created risks not only for the country, but also at the systemic level for individuals, households, and communities in Thailand and beyond. Various future scenarios are presented in the study, ranging from wild cards, the possible, the probable, the plausible, and the projected to the preferable and the preposterous. All of these can serve as early warnings and forecasts for communities.



During the past ten years, Thailand has demonstrated a low level of growth, high inequity, and high systemic risks. The great future challenges for Thailand include climate calamity, disruptive technology, and more inequality. The multitude of possible futures allows us to envision how to break out of the status quo and transform drivers of change from factors of risk to factors of resilience. In other words, imagining the future is to search for alternative scenarios and to challenge mainstream paradigms; it generates dialogue, discussion, and deliberation that aims to be thought-provoking and controversial and to take some risks to identify opportunities.

Drawing from scenario building methods and logic the creation of Thailand 2042 presented future pathways with key events and turning points that aim to offer strategic options for policy makers. Dr. Apiwat noted that drivers of change can be studied by growth type, including sources of wealth (brown or green) and the power of governance over resources (centralized or distributed). Four future scenarios of Thailand in the next 20 years were presented as follows:



1. Millipedes in the Maze (lower left): the future that is not much different from today and could be worse, with unsustainable consumption and production, a hierarchical market economy, a centralized oligarchy, and a more unequal society.
2. Eels out of the Mud (upper left): the future that remains unsustainable, but with some local economic successes.
3. Organic Chickens in the High-Tech Coop (lower right): the future that remains centralized and creates green growth with a Green New Deal led by large firms.
4. Doves beyond Borders (upper right): the future that is a full-scale green, circular, and inclusive economy with new types of labor unions, a Green Social Contract, and a new welfare system.

Key strategic challenges involving how to decouple the often-conflicting choices between economic growth and resource use and between productivity and wages stand in the way of achieving sustainability and realizing new futures. Policy implementation for structural transformation is urgent, and therefore we must determine how to proceed toward transformation with just and prudent transitions. In conclusion, Dr. Apiwat suggested that moving toward Thailand 2585 BE requires bureaucratic reforms, decentralization, and co-investment in green infrastructure that engage local government associations and labor unions.

Following the book talk, **Prof. Dr. Pasuk Phongpaichit**, Professor Emeritus of Political Economy, Faculty of Economics, Chulalongkorn University and **Prof. Dr. Yoshitsugu Hayashi**, Club of Rome Full Member, Professor Emeritus, Nagoya University; Professor, Chubu University, Japan, provided valuable comments.

**Prof. Pasuk** congratulated the success of the book and highlighted its importance in studying the future, particularly amid the rapid buildup of new risks and challenges in the areas of health, global warming, geopolitical tensions, and institutional breakdown. This book stimulates discussion around what has happened during the last decade in Thailand and the government's 20-year iron cage-like plan, which is centralized and top-down in decision-making and ignores people's talents and aspirations. **Prof. Pasuk** agreed with the book author that solutions must be decentralization and political space broadened to



allow people to negotiate local solutions. The emphasis on the principle of justice should not only include distributive and procedural justice in all dimensions regarding decisions over resources and a just transition, but also in judiciary reform, with the growth in the complexity of the economy and society to resolve disputes and to ensure social justice. She noted that the presented scenarios may be too complex and may need to be refined into something simple to engage the mass public in any kind of debate. Paying attention to the new generation of young Thai people and their dreams and energies offers enormous potential to drive change and transformation in Thailand. The next stage of research and planning should involve more local organizations in data gathering on risks, challenges, and technical aspects.

Lastly, **Prof. Hayashi** discussed the key ideas of immunity, restorative and inclusive development, decentralization, and the building of inheritable and sustainable cities for the next generation by comparing Thailand with Japan 30 years ago. Care and respect for each other must be preserved in the development of Thailand's socio-economic ecological system. It is also important to start recognizing population decline and the aging of society, as Thailand is set to follow the same pattern and challenges that Japan is already facing. Although forecasts predict these patterns and challenges for a more distant future, the key challenge is how to inform the public and obtain acceptance of the kind of informative data that is presented in *The Futures of Thailand 2585 BE*.

## **Futures Literacy Lab: “Co-Designing our Futures”**

This Lab was co-designed and facilitated by the Center for Social Development Studies, Chulalongkorn University and UNESCO in partnership with UNESCO Chair for Futures Studies housed at Westminster International University in Tashkent. On February 28 and March 1, the Futures Literacy Lab invited 30 passionate Thai and international students from several Thai universities to participate in the workshop “*Co-Designing our Futures: Re-imagining Learning and Knowledge on Climate Change, Climate Action and Climate Justice*.” This process-oriented program provided an opportunity for intensive reflection and evaluation of self-assumptions of the topics among the selected participants. It was designed in such a way that the perspectives and findings from this process would feed into the discussions of the international conference for further reflections on the related topics.

After three days of the Lab, on March 4, all co-designers and facilitators of the lab activities gathered to present and reflect on their findings during the four phases of the lab, namely 1) Tacit to explicit 2) Reframing 3) New Questions and 4) Next Steps. The lab began with participants imagining unfamiliar futures and then encouraging them to make sense of those futures. Activities included role play in which participants could negotiate between humans and non-humans, stimulating creative thinking around their preferable futures, and exploring innovative and inclusive approaches. The participants reflected that the activities helped reshape their thoughts and reframe their way of thinking to identify potential collaborative and collective actions among many actors, including community organizations and individuals, global organizations, governments, private sectors, industry, researchers, and academia to achieve global goals such as climate justice. Overall, they were empowered to act on climate change in creative and sustainable ways and to build their awareness of how individual and collaborative action could address climate change, including re-shaping the paradigm of climate action and climate justice; and determining what role learning and knowledge creation about futures should play in making climate justice more actionable in practice.

## Insights from Opening Addresses, Keynote Speech, Panel Sessions

### Opening Addresses

The International Conference of Chula Futures Literacy Week took place during March 3-4, 2022, with the Opening Remarks from **Prof. Dr. Bundhit Eua-arporn**, President, Chulalongkorn University and **Dr. Suphat Champathong**, Permanent Secretary for Education, Ministry of Education; Vice Chair of the Thai National Commission for UNESCO.

In their remarks, the speakers addressed the importance of futures and how to employ the capability of the future to anticipate or create innovations in the context of Thailand. Although the future will never exist in the present, students and lecturers should be trained and equipped with the skills to live and thrive in a complex world, regardless of what the future holds. Chula Futures Literacy Week is a platform for mutual learning, knowledge co-creation and solidarity in creation for a better future. As much as the pandemic has affected us during the past two years, yet another devastating development is transpiring in the world at this very moment. **Prof. Bundhit** said that therefore there is no other timelier and more important topic than building human capacity through futures literacy. He said that it is hoped that through futures literacy, we may overcome limited imaginations that are defined and constrained by national and short-term interests in the face of increasing complexity and interconnectedness of the challenges and change that confront us. In need of a new framework of thinking and action for transformative learning in the post Covid-19 era, the speakers encouraged us to engage in transdisciplinary, cross-sectoral, and cross-cultural collaborations. They specifically encouraged universities to reimagine and redefine their role to transform and to commit to generate innovations to serve the public and work for global sustainability in Asia and beyond. **Prof. Bundhit** affirmed that Chulalongkorn University, as a member of the UNESCO Global Futures Literacy Network, will create meaningful engagements among partners across the globe to connect communities through futures literacy to work for a better world. **Dr. Suphat** highlighted how digital technology has long-lasting effects on all sectors, including the education sector, and requires new technologies, new connections, and new forms of employment. The growing digital divide requires collective efforts from all sectors to work on life-long learning as well as to support all learners in gaining skills that are needed for the 21st century.

### Keynote speech: Futures Literacy and the Reframing of Education in Asia and Beyond

The keynote speech was given by **Professor Emeritus Vitit Muntarbhorn**, Chulalongkorn University; former UN Independent Expert and member of UN Commissions of Inquiry on human rights; UN Special Rapporteur on the situation of human rights in Cambodia; recipient of the 2004 UNESCO human rights education prize.

The thought-provoking speech discussed how futures literacy can help reframe the panorama of education in Asia and the world beyond. Covid-19 and its new anomalies have accelerated a process of adaptation, especially for the Asian region, with its variety of political systems. The pandemic also exposes disparities in the age of poverty aggravated by technological deficits and lack of access to basic education. Acknowledging anthropological and ontological challenges will enable us to develop longitudinal and long-term perspectives toward our relations with each other and the surrounding environment with a capacity to be risk conscious and risk ready. He urged us to prepare educational tools that allow us to innovate and drive change in the brave new world. This involves:

1. **Learning and Doing** in the interaction with emerging futures to enable students to learn from real situations. There should always be room for the social sciences and humanities as a compliment to the technological, as they are critical to both consciousness and conscience in both human interaction and self-actualization.

2. **Caring and Sharing** in education includes the fostering of knowledge, attitude, and behavior in persons who then become responsible and responsive to others and the environment. There can be no sustainable future unless there is also a space for comprehension, a call for partnership, and a commitment to action across generations with an appreciation for responsibility towards actuality and posterity.
3. **Including and Participating** not only of what is learned, but also how it is learned. The complementarity of substance and methodology should encourage and help people to learn new technological skills where academic freedom is very constrained and educational freedom is heavily strained, as opportunities might no longer be linear in the sense of each person having one lifelong job. Adaptability with access under the promise of leaving no one behind is critical.

Finally, he considered three phenomena that demand increased responsiveness from the educational sector to ensure that they serve humanity in the advent of futurism. These are:

1. **Automation:** although machines are taking over human jobs, the human touch is something that automation is unable to substitute. Learners should be trained in the key areas of Creativity, Empathy, and Dexterity to deal with the impacts of digitalization. New laws relating to labor protection and financial supports for social protection as well as access to health care and different forms of education are needed to enable people to recover, revive, and rebuild the basics of life.
2. **Algorithm:** The use of algorithms to use personal data for commercial reasons should be regulated with privacy laws, we must ensure that algorithms are not used for criminal purposes, and preserve the right “to be forgotten.” On the other hand, we must also be cautious of certain state law enforcement used by non-democratic regimes that may affect the freedom of expression and academic freedom.
3. **Artificial Intelligence (AI):** While AI may contribute much to help humankind, a major concern is the use of AI for security and surveillance, such as facial recognition technology and the arrival of self-automated killer robots. Accordingly, people need education and literacy to be aware of the potential uses of and negative consequences of AI and to protect themselves regarding the issues of digital security.

**Prof. Vitit** concluded that any technological advancement is unlikely to supersede human capacity if we remain firm that humans must remain in control and be accountable.

## Panel Sessions - Insights

During the International Conference of Chula Futures Literacy Week (March 3-4, 2022), a total of 11 Plenary and Parallel Sessions were held. The conference invited some 60 international and Thai speakers, who contributed as presenters, convenors, and moderators. Session participants discussed a broad range of topics through the experience of scholars, public intellectuals, civil society, academic institutions, and development partners. Although all sessions were conducted online, speakers and convenors successfully activated thought-provoking discussions.

### **Panel 1: “Futures Literacy: Preparing for Emergence and Transforming Governance”**

This panel focused on the forms of governance needed for the challenges of today and tomorrow in a world where humans have created hostile conditions, which have resulted in environmental crises and destructive disasters. It particularly focused on how climate change intersects with sustainable development. The speakers invited us to think about *ecological rationality* and the notion of *non-linear change* to avoid greenwashing, or practices that appear to be environmentally friendly but are ineffective in transforming structural problems. They called for cross-sectoral cooperation and partnerships to promote understanding of the world’s most pressing challenges and social responsibility.

### ***Panel 2: “University 4.0—Transition Agents for the Futures”***

Panelists highlighted the role of universities as a special place for innovation and knowledge creation, and where futures literacy can be integrated into higher education to create more equitable, sustainable, democratic, and fair futures. Panelists challenged us to imagine a university of the future through the six dimensions of space, time, power, reality, mind, and soul. Learning in the near future is not bounded by the traditional fixed institutions that we are accustomed to. Formal learning processes must adapt and respond to current and future crises, changing priorities, and disruptions. This requires interdisciplinary work as well as more collaboration and preparation across the region.

### ***Panel 3: “Environmental and Climate Justice: Resilient Futures through Transdisciplinary Learning”***

Further discussion of environmental challenges in Panel 3 focused on environmental and climate justice and building resilient futures by using transdisciplinary learning approaches to identify ways that decision-making processes related to the environment and human well-being can be more inclusive. Speakers presented case studies of comparative biodiversity research, spirituality as a basis for sustainability, how ecotourism in Indonesia has helped revitalize and restore local-indigenous values and knowledge, community self-sufficiency and participatory conservation, building women’s capacity and resilience to address environmental pollution and achieve climate justice in the Philippines, and how citizen science and community empowerment is addressing the environmental and health impacts of industrial pollution in Thailand.

### ***Panel 4: “Co-Creation of our Futures through Civic Education, Dialogue and Engagement”***

Civic education is delivered in the curricula to shape citizens to think or not think of certain socio-political issues. Creating space for students—from the primary to higher levels—to explore how to be active citizens allows them to engage with their communities, to tackle and co-design sustainable solutions. Enhancing civic engagement among different sectors of society allows us to better respond to political instability and crises and it builds the capacity for empathy and care for the marginalized, under-represented and vulnerable groups. To be active citizens, students may learn from their own experiences or engage with civil society organizations that promote community activism, to embrace their agency with dedication and act as a model for creating respectful allies and reflection within the community. The panelists presented case studies from Canada, Thailand, Indonesia, and Japan, suggesting that civic education may begin with providing space, time, and activities for students to discuss school regulations, thus changing a seemingly confrontational relationship between students as the “oppressed” and teachers as the “oppressors” to one of meaningful mutual learning. Aligning formal learning in classes with informal learning in the real world through volunteering and community services allows students to choose how to become responsible and active in a justice-oriented citizenship based on their own experiences engaging with others. As part of this, acknowledging existing problems is necessary before imagining better futures.

### ***Panel 5: “Beyond COVID-19--Futures for All, Health as Global Commons”***

The panel discussed and reflected on various case studies related to the Covid-19 pandemic and health futures. The studies investigated community art projects that draw upon affective empathy for community healing, transborder health operations in conflict zones, pandemic preparedness through citizenry involvement, and global health solidarity’s role in building collective resilience and reducing health inequity. Positioning healthcare access and citizen health literacy as a global commons is crucial for creating futures with health equity. Conversely, health equity is undermined by limited medical supplies and slow vaccine distribution in conflict zones and low-income countries. Citizen health literacy, respect for human rights, and global solidarity across national borders must be further

strengthened and promoted to ensure better futures for all. Additionally, more post-disciplinary research collaboration and progressive health policies are required to address the current Covid-19 pandemic and other public health issues. In this context, the speakers emphasized the empowering role of citizen-oriented education that is inclusive, creative, and futures-oriented.

### ***Panel 6: “A Bridge Over Troubled Water: Anticipating and Reimagining the Future of Rivers in Southeast Asia”***

This panel examined the future of rivers in Southeast Asia, such as the Mekong and Salween, from diverse perspectives. Speakers noted the many connections between humans and rivers and how rivers are vital for human life, yet they also highlighted how conflicts over water as a natural resource have caused human-made disasters, displacement, and dispossession. Indigenous activists, researchers, and policy makers discussed how to achieve ecological justice for rivers by articulating their desired futures for rivers and by considering how the rights of nature could lead to treating a river as a “legal personhood.” This conceptualization could offer a new way to connect to and protect rivers that have been or are planned to be commodified in the name of development. The environmental crises caused by the misuse and overuse of rivers demands that we deepen our understanding of biodiversity and indigenous ways of living with water at the level of policy making; focus on affected communities throughout the region; and strive for a symbiotic coexistence of development and conservation.

### ***Panel 7: “Re-thinking International Development: Towards Co-Creation of Knowledge and Future for Global Commons***

Through knowledge exchange among scholars from the global north and south, this session provided insights to the new challenges posed to international development, as the Covid-19 pandemic has significantly shaped and changed the global political, socio-economic and cultural landscape. The panelists noted the recurring challenge of how to overcome a nationalistic mindset while caring for indigenous ways of development and highlighting local contexts in knowledge production. They highlighted the need to recognize the limits of knowledge transfers and existing norms about development to make sure that future international development does not create a mere shift in dependency. While the sense of global interconnectedness is increasing, uneven processes and dynamics are rising as well. The uncertainties caused by the pandemic have pushed us to slow down to create common understandings. In this context, international development can be a platform for people of all literacies to join the same conversation. The challenging task for the international development field, which requires global collaboration, is thus not only learning how to empathize, but creating space for people to hear things so vastly different from their own conceptualization.

### ***Panel 8: “Fostering Empathy and Compassion for a Sustainable Society: The Role of Religion, Faith and Spirituality”***

This panel emphasized the role of religion, faith, and spirituality in the context of technological advancement, the Internet of Things (IoTs), and deep social media engagement that can lead to social polarization, the fragmentation of religious authority, and the rise of online religion. The conveners highlighted the need to humanize fellow human beings in a world that is full of eco-anxiety and eco-angst that make our lives unhealthy. Empathy and compassion are not embraced solely by religious people, but also by non-religious communities. No one should be excluded from the conversation of fostering empathy and compassion for a kinder and gentler society to help build a more sustainable and resilient society.

## **A Way Forward: Connecting Communities, Transforming Governance**

The closing session was contributed by **Assoc. Prof. Dr. Apiwat Ratanawaraha**, Dept. of Urban and Regional Planning, Faculty of Architecture, Chulalongkorn University, **Ms. Géraldine Ansart**, Chief of Mission for the International Organization for Migration (IOM) in Thailand; **Asst. Prof. Dr. Ora-**

**orn Poocharoen**, Founding Director, School of Public Policy, Chiang Mai University; **Prof. Dr. Yuto Kitamura**, Graduate School of Education, University of Tokyo; **Prof. Dr. Imtiaz Ahmed**, Professor of International Relations; Director, Centre for Genocide Studies, University of Dhaka; **Prof. Surichai Wun'Gaeo**, Professor Emeritus of Sociology; Director, Center for Peace and Conflict Studies, Chulalongkorn University.

The moderator, **Dr. Apiwat**, first addressed the overarching theme of the conference, which presented futures literacy as a means to connect people and communities with diverse backgrounds, interests, and desires during our time of uncertainties. Next, each convener shared and reflected on global common challenges and the use of futures literacy in response to these challenges based on their expertise and experience.

**Ms. Géraldine** shared her experience working in the field of international migration, particularly in Thailand's context. She noted that the increasing numbers of vulnerable groups, including migrants and displaced people, require at least three frameworks of the strategic direction of the United Nations in response to the current crisis and challenges. Those frameworks are: the new sustainable development cooperation framework, the principle of leaving no one behind, and the critical role of civil society towards the implementation of the sustainable development goals. These support free and inclusive dialogue and participatory decision-making. We must invest in a strong, diverse, and vibrant civil society and we must engage with local voices and young generations.

**Dr. Ora-orn** discussed the challenge of connecting communities by using the two concepts of *Identity* and *Inclusivity*. First, identifying oneself foremost according to nationality rather than embracing the notion of being a *Global Citizen* limits our ability to properly consider the *Global Commons* and thus address issues such as climate change. Inclusivity is key to global commons and social connection. Without connectedness and inclusiveness, a whole range of psychological fears, of rejection, of loneliness, of feeling that one does not belong, and of ostracization, lead to the behavior of using force rather than peaceful means to solve problems. Therefore, we should always question who is at the table with us and who is not. Practicing futures literacy allows us to find ways to communicate among different actors and different interest groups, either through text and language or the arts, music, and metaphorical expression to attract people to participate. We are then able to question our own assumptions, resulting in not only in empowerment, but also a form of emancipation to see the global connection more clearly.

As an educator, **Prof. Kitamura** shared his thoughts on the challenges for the future of our society and highlighted *disparities* in opportunities and access to natural, financial, and human resources. He noted that we must address multiple challenges simultaneously; the problems of today and tomorrow cannot be solved by the conventional or singular approaches currently found in both developed and developing countries. The “*Education for Sustainable Development (ESD) Program*” and the “*Whole Community Approach*” are valuable responses that encourage students and learners to link with their community and promote plural literacies to better understand the complexity we are experiencing. The words from UNESCO's founding charter, “*Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed,*” illustrate that education and *knowledge diplomacy* are the pathways leading out of the dogma that obstruct a better future for the whole world.

According to **Prof. Imtiaz**, the challenge for world peace is to invest in human beings. Beginning his remarks with the statement “I dream, therefore, I am,” he noted that historically, humans' dreams have been hijacked by a colonized mind, resulting in a “*Singular or Silo Mindset.*” This *Singularity* is related to nationalism, which oftentimes blocks international cooperation. Overcoming the idea of singularity and its dystopian results and to become global citizens in defense of the global commons will help solve the many problems we all face, such as the Covid-19 pandemic and the latest war crises. In other words, he asserted, we must “deconstruct in order to reconstruct” to build something new.

**Prof. Surichai** invited us to the idea of sense-making when listening to other panelists' responses to the core questions of the conference. Sense-making involves focusing on the human side of ourselves in context of our relationship to others. Linking to the discussion of singularity, he pointed out the dilemma of being educators in a singular and state-funded university while attempting to create dialogues around global commons beyond national interests. He urged us to think about power relations not just vis-à-vis nation-states, but also how each of us relates to power in their own ways. This is necessary to break out of the traps of inequality and conflict, which are dominated by people in power, and who have power to create and exacerbate such agendas.

The conference highlighted not only how the pandemic has forced us to think very differently as everyone shares difficult experiences of living under Covid-19, but also how it has presented an opportunity to reflect on civic and collective responsibility to care for humanity.

**Prof. Narin** closed Chula Futures Literacy Week 2022 by thanking all the speakers, panelists, and facilitators for making the conference an extremely enriching and thought-provoking experience that will advance debates and re-contextualize how Chulalongkorn University can engage to be further socially responsible and to promote inclusivity at the policy level for a more sustainable future.

*Report prepared by Khathaleeya Limdee*

## II. PRE-INTERNATIONAL CONFERENCE PROGRAMS

### II. 1 Public Lecture

February 28, 2022

“Introduction to Futures Literacy: an Essential Competency for Global Citizens”

Lecturers:

- **Dr. Riel Miller**, Head of Futures Literacy, UNESCO
- **Dr. Maya Van Leemput**, UNESCO Chair on Images of the Futures & Co-creation; Erasmus University of Applied Sciences and Arts in Brussels
- **Prof. Dr. Suwithida Charungkattikul**, Director, General Education Center, Chulalongkorn University

**Moderator:** Ms. Chanikan Inprom, Webster University, Thailand

The inaugural public lecture became the starting point of the Chula Futures Literacy Week. The lecture introduced the initial directions and guiding frameworks for Chula Futures Literacy week.

Dr. Miller spoke about the conditions for global governance and citizenship through the concept of futures literacy, which allows us to change relations and capabilities to gain understanding of the complexity of the world, how the world functions, and how humans respond to dangers that emerge. Dr. Miller suggested re-framing human agency around anticipatory systems and processes, placing the future at the center of our attention. He concluded by noting that the main tasks of the futures literacy are to embrace greater diversity without inviting more fragmentation and chaos and to rise to the challenge of making the invisible visible.

Dr. Van Leemput defined futures literacy as the capacity to provide collective yet multi-directional flows of information knowledge and wisdom. Using the idea of “familiar futures,” she explained how and why people in different parts of the world use the idea of futures in arts, films, or advertisements to explore limitations and desired futures, and to highlight sources of inspiration.

Prof. Dr. Suwithida presented Chulalongkorn University’s educational innovation programs, including general education courses on the CU-Neuron platform, which advance lifelong learning and futures literacy. Prof. Dr. Suwithida emphasized the role of educators at this critical time, noting that we must shift the paradigm from teaching to promoting and supporting self-directed learning. She concluded that Chulalongkorn University is committed to develop more research and development in general education to raise the standard of self-learning management as the university’s mission.

The poster is for a public lecture titled "Introduction to Futures Literacy: An Essential Competency for Global Citizens in 21st Century" held on Monday, February 28, 2022, from 13:30 to 14:30 Thailand Time (GMT+7). It features a welcome remarks section by Prof. Dr. Parichart Schapitanonda, Vice President for Academic Affairs and Social Outreach at Chulalongkorn University. The speakers listed are Dr. Riel Miller (Head of Futures Literacy, UNESCO), Dr. Maya Van Leemput (UNESCO Chair on Images of the Futures & Co-creation, Erasmus University of Applied Sciences and Arts in Brussels), and Dr. Suwithida Charungkattikul (Director at General Education Center, Chulalongkorn University). The MC is Ms. Chanikan Inprom, Doctoral candidate at Lifelong Education, Chulalongkorn University. A QR code is provided for registration.



The lecture can be accessed from the below links.



[View on Facebook](#)



[View on Youtube](#)

## II.1 Public Lecture

March 2, 2022

“AI and Futures of Humanity—  
A Perspective from Buddhism”

**Lecturer: Prof. Soraj Hongladarom**

Director, Center for Science, Technology, and Society,  
Chulalongkorn University

**Moderator: Dr. Leonard Chrysostomos Epafra,**  
Universitas Kristen Duta Wacana and Indonesian  
Consortium for Religious Studies (ICRS)

In this lecture, Prof. Dr. Soraj talked about his recent work that discusses the futures of humanity as human beings are blended more and more with technology. Cyborgs used to be the stuff of science fiction, but increasingly humans are actually becoming cyborgs. He mentioned that it is becoming more and more difficult to distinguish the natural from the artificial, the human body and the human mind from the technological and technological mind. This ongoing integration between the natural and the technological is fraught with many ethical implications. In his lecture, he proposed a way to navigate our common futures intelligently, especially the kind of future where the technological, the artificially intelligent, is thoroughly pervasive. This pervasiveness is present not only in the rich economies in the Global North but the South will also be affected, perhaps more seriously. He also presented an overview of philosophical questions regarding the use of the plural form of the word “future(s)” as a theme of this conference and highlighted fundamental questions and understandings about why we need to talk about the future, and if we really have a future. Prof. Soraj explored the role that AI as a transformative technology must play in being our ally rather than our enemy.

The key finding of the lecture is that eliminating AI is not an option, but humans should not have to “confront” AI as an enemy. On the other contrary, humans must act together with AI, to find a way to live with it and align it with our goals and values, which include flourishing, happiness, inclusiveness, and equality. Prof. Soraj concluded that Buddhist philosophy can provide a new way of thinking about AI ethics. We must focus on seeking robust regulation systems and ways to channel the power of AI in both ethical and technical senses to achieve the best version of AI. The world can utilize the power of AI to be a force for good and to create a more equal society. He argued that insights derived from an understanding of Buddhism could help us in navigating such a future intelligently, and this should become a part of futures literacy.


CHULA FUTURES LITERACY WEEK  
February 28 - March 04, 2022


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**PUBLIC LECTURE  
“AI AND FUTURES OF  
HUMANITY—A PERSPECTIVE  
FROM BUDDHISM”**

 Prof. Soraj Hongladarom  
Director  
Center for Science, Technology, and Society,  
Chulalongkorn University

 Moderator  
Dr. Leonard Chrysostomos Epafra  
Universitas Kristen Duta Wacana and  
Indonesian Consortium for Religious Studies (ICRS)

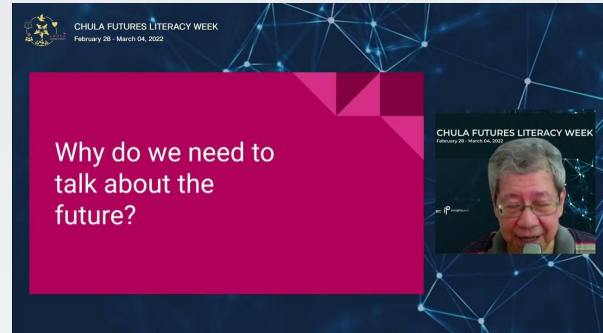
Register Here!

 WEDNESDAY, MARCH 02, 2022  
10:30 - 11:30, Thailand Time (GMT+7)

The lecture can be accessed from the below links.



[View on Facebook](#)



[View on Youtube](#)

## II.2 Book Talk

March 2, 2022

“The Futures of Thailand, 2585 BE”

**Lecturer: Assoc. Prof. Dr. Apiwat Ratanawaraha**  
Dept. of Urban and Regional Planning, Faculty of  
Architecture, Chulalongkorn University

**Commentators:**

- Prof. Dr. Yoshitsugu Hayashi, Club of Rome Full Member; Professor Emeritus, Nagoya University; Professor, Chubu University, Japan
- Professor Dr. Pasuk Phongpaichit, Professor Emeritus of Political Economy, Faculty of Economics, Chulalongkorn University

Based on the Future Thailand project report supported by the National Research Council of Thailand, the book discussed two different worlds: “*Real World*,” which is full of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA), and the world of “*Policy Assumptions*,” which assumes Stability, Certainty, Simplicity, and Clarity (SCSC).

Dr. Apiwat gave an overview of statistics regarding Thailand Today. He explained that various problems have created risks not only for the country, but also for individuals, households, and communities in Thailand and beyond. Dr. Apiwat described future scenarios which can serve as early warnings and forecasts for communities. He explained that imagining the future means searching for alternative scenarios and challenging mainstream paradigms; which generates dialogue, discussion, and deliberation that aims to be thought-provoking and controversial and to take risks to identify opportunities.

The presentation can be accessed from the below links.

CHULA FUTURES LITERACY WEEK  
February 28 - March 04, 2022

**“THE FUTURES OF THAILAND, 2585 BE”**

WEDNESDAY, MARCH 02  
13:00 - 14:30

**Assoc. Prof. Apiwat Ratanawaraha**  
Club of Rome Full Member  
Dept. of Urban and Regional Planning  
Faculty of Architecture  
Chulalongkorn University

**Prof. Dr. Pasuk Phongpaichit**  
Professor Emeritus of Political Economy  
Faculty of Economics  
Chulalongkorn University

**Prof. Yoshitsugu Hayashi**  
Club of Rome Full Member  
Professor Emeritus  
Nagoya University  
Professor Chubu University, Japan

**MODERATOR**  
Wan Chantavilasong  
Lecturer  
Chulalongkorn University  
Dept. of Urban and Regional Planning

Register Here!

CHULA FUTURES LITERACY WEEK  
February 28 - March 04, 2022

**March 2, 2022**

**Public Lecture**  
10:30-11:30 “21st and Futures of Humanity—A Perspective From Buddhism”  
Prof. Dr. Sang Hwangboon, Director, Center for Science, Technology, and Society, Chulalongkorn University  
Moderator: Dr. Pasuk Phongpaichit, Professor Emeritus of Political Economy, Faculty of Economics, Chulalongkorn University

**Lunch Break**  
11:30-13:00

**Public Talk**  
13:00-14:30 “The Futures of Thailand, 2585 BE”  
Assoc. Prof. Apiwat Ratanawaraha, Dept. of Urban and Regional Planning, Faculty of Architecture, Chulalongkorn University  
Prof. Yoshitsugu Hayashi, Club of Rome Full Member, Professor Emeritus, Nagoya University, Professor, Chubu University, Japan  
Moderator: Prof. Dr. Pasuk Phongpaichit, Professor Emeritus of Political Economy, Faculty of Economics, Chulalongkorn University

**Coffee Break**  
14:30-15:00

**Future Literacy Lab**  
15:00-18:00 [workshop continued, closed session for FLL participants only]  
Wrap up and preparations for presentation at the next conference

[View on Facebook](#)

CHULA FUTURES LITERACY WEEK  
February 28 - March 04, 2022

**CHULA FUTURES LITERACY WEEK**  
February 28 - March 04, 2022

Organizing Partner:

[View on Youtube](#)

## II.3 Futures Literacy Lab

February 28, 2022

### Facilitators

- **Asst. Prof. Dr. Carl Middleton**  
Director, Center for Social Development Studies,  
Faculty of Political Science, Chulalongkorn  
University
- **Ms. Christine Kavazanjian**  
Practitioner and Designer, Futures Literacy  
Research Policy and Foresight, Social and Human  
Sciences Sector, UNESCO
- **Dr. John Sweeney**  
Senior Research Fellow, Westminster Int'l  
University in Tashkent: UNESCO Chair for Future Studies for Sustainable Policy-making
- **Ms. Sally Yu Yang Lin**  
Futures Literacy Designer/Facilitator, UNESCO
- **Dr. Peter Malvicin**  
Director, Center for Policy Research and Outreach, Westminster Int'l University in Tashkent

### Co-facilitators

- Ms. Resham Badri
- Mr. Pyae Sone Aung
- Ms. Phan Khanh Ha
- Mr. James Orina
- Mr. Andrea Taglioni
- Mr. Awng Cham Mon
- Ms. Bimvilai Sundararohita
- Ms. Miranda Rolfe

The Futures Literacy Lab was co-designed and facilitated by the Center for Social Development Studies, Chulalongkorn University and UNESCO, in partnership with UNESCO Chair for Futures Studies housed at Westminster International University in Tashkent. This process-oriented program provided an opportunity for intensive reflection and evaluation of self-assumptions of the topics among the selected participants. It was designed in such a way that the perspectives and findings from this process would feed into the discussions of the international conference for further reflections on the related topics. The Futures Literacy Lab became a virtual information exchange platform for discovering creative and sustainable climate solutions. Activities included role play in which participants could negotiate between humans and non-humans, stimulating creative thinking around their preferable futures, and exploring innovative and inclusive approaches.

The participants reflected that the activities helped reshape their thoughts and reframe their way of thinking to identify potential collaborative and collective actions among many actors, including community organizations and individuals, global organizations, governments, private sectors, industry,

**February 28, 2022**

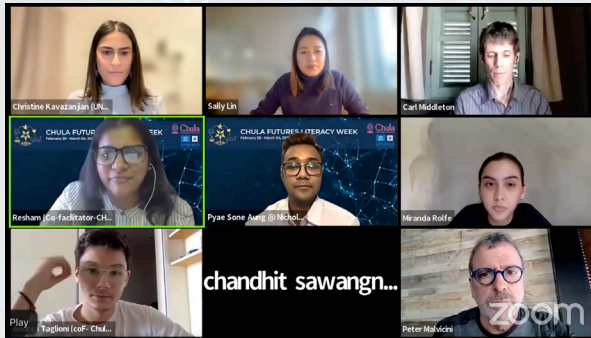
**Public Lectures**  
"Introduction to Futures Literacy: An Essential Competency for Global Citizens in 21st Century"  
Welcome remarks: Prof. Dr. Parichart Shapitanonda, Vice President for Academic Affairs and Social Outreach, Chulalongkorn University  
Speakers:  
Dr. Riel Miller, Head of Futures Literacy, UNESCO  
Dr. Maya Van Leemput, UNESCO Chair on Images of the Futures & Co-creation, Erasmus University of Applied Sciences and Arts in Brussels  
Dr. Suwitthida Charungkahtitkul, Director, General Education Center, Chulalongkorn University  
Moderator: Ms. Chanikam Inprom, a doctoral candidate in Lifelong Education, Chulalongkorn University

**14.30-15.00**  
Coffee Break

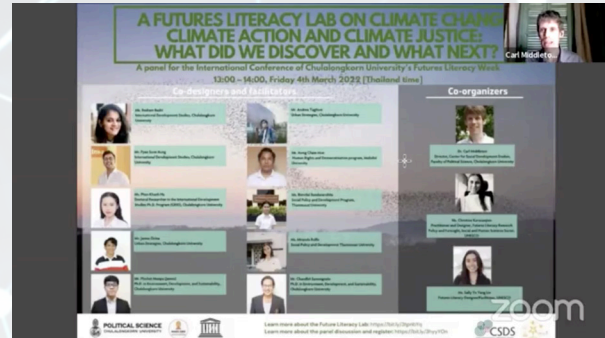
**15.00-18.00**  
Introduction to Futures Literacy Lab  
(closed session for FLL participants only) "Co-Designing our Futures"  
Welcome remarks:  
Asst. Prof. Dr. Voraprapa Nakavachara, Assistant to the President for Global Engagement, Chulalongkorn University  
Facilitators:  
Ms. Christine Kavazanjian, Practitioner and Designer, Futures Literacy Research Policy and Foresight, Social and Human Sciences Sector, UNESCO (also MC)  
Dr. John Sweeney, Senior Research Fellow, Westminster Int'l University in Tashkent:  
UNESCO Chair for Future Studies for Sustainable Policy-making  
Dr. Peter Malvicin, Director, Center for Policy Research and Outreach, Westminster Int'l University in Tashkent  
Asst. Prof. Dr. Carl Middleton, Director, CDS, Faculty of Political Science, Chulalongkorn University  
Ms. Feukero Kwamou Eva, Anticipation Specialist, Africa Coordinator for Futures Literacy, UNESCO  
Ms. Sally Yu Yang Lin, Futures Literacy Designer/Facilitator, UNESCO

researchers, and academia to achieve global goals such as climate justice. They were empowered to act on climate change in creative and sustainable ways and to build their awareness of how individual and collaborative action could address climate change, including towards re-shaping the paradigm of climate action and climate justice; and to determine what role learning and knowledge creation about futures should play in making climate justice more actionable in practice.

The presentation can be accessed from the below links.



[View on Facebook](#)



[View on Youtube](#)

### III. INTERNATIONAL CONFERENCE

#### Concept Notes

The international conference was organized as a **culminating event at the end of the Chula Futures Literacy Week**. By engaging with multiple stakeholders, it aimed to facilitate focused dialogue and action on Futures Literacy and civic engagement, activate meaningful discussion on regional governance of sustainability with justice and dignity at its core, and facilitate agenda-setting for future collaborative possibilities in Asia and beyond.

Crises brought about by the pandemic have been causing us to question the meanings of knowledge, science, work, life, and humanity. This encourages us to contemplate and articulate how core values such as dignity and justice can be enhanced and how the promises of sustainability can be fulfilled. We must pay due attention to and incorporate the potentially far-reaching implications of the pandemic on our vision of sustainability, justice, and dignity, particularly regarding cross-cutting issues such as human security, the ethics of science and technology, and global governance.

Disconnectedness is hampering our ability to address the complex challenges of our time. Unprecedented access to information and data, together with improved connectivity, can facilitate evidence-based actions and more dynamic, transparent, and accountable policy formation processes. Technological advancements can also create a range of alternative approaches that can contribute to building a dignified, just, and sustainable society. However, the opportunities also come with a set of complex risks and challenges. Increased access to information technology has led to a more disrupted society. What has been considered the “era of connectivity” has been compromised by the exclusion and division it generates. The “digital divide” has created and exacerbated disparities among people from different social backgrounds. The use of technology for the surveillance and accreditation of citizens by those with power is yet another concerning trend and needs to be carefully balanced with security needs and the proliferation of the digital economy.

The international conference addressed, among others, the following questions:

1. What challenges and opportunities has the COVID-19 pandemic provided (and/or will it provide) to communities in Asia, especially in terms of transformative learning within and across national borders?
2. In the light of Futures Literacy initiatives, how do our experiences with the COVID-19-induced crises shape, or reshape our vision, practices, approaches, and strategies to achieve sustainability, justice, and dignity in Asia?
3. What is the role of knowledge actors, including universities and other educational institutions, in societal transformation, especially in the realm of cross-border learning and exchange?

## Welcome and Opening Remarks

### Welcome Remarks

*President Bundhit Eua-arporn,  
Chulalongkorn University*

Honorable guests, distinguished speakers, colleagues, friends, ladies and gentlemen,

It is a great honor for me to address you on behalf of Chulalongkorn University and welcome you all to the culminating event of Chula Futures Literacy Week.

With generous support from UNESCO, the Thai National Commission for UNESCO, and our old and new partners, colleagues, and friends from across the region and the world, Chulalongkorn University is honored to be able to convene Chula Futures Literacy Week, to create space for mutual learning, knowledge co-creation, and solidarity actions, for better futures.

Ladies and gentlemen, during this week alone, yet another devastating development is transpiring in the world. At this very moment, can we possibly think of a timelier and more important topic than building human capacity through Futures Literacy?

As much as the pandemic has affected us during the past two years, this latest development will also impact us all. As time unfolds and grave consequences are revealed, humanity will be challenged again, and again.

How can we overcome our limited imaginations, which are defined—and constrained—by national and short-term interests, in the face of the increasing complexity, pace, and interconnectedness of the challenges and change that confront us? How can we be better equipped to navigate further changes that lie ahead?

I believe you will all agree with me that we need innovative and new frameworks of thinking and action. We need transdisciplinary, cross-sectoral, cross-generational, and cross-cultural collaborations.

Academics, policy makers, business leaders, civil society leaders, youth, writers, religious leaders, artists, philosophers—it requires all of us to be involved and active, and to align our efforts for better futures.

Chulalongkorn University is committed to generate and support “Innovations for Society,” to strengthen multi-stakeholder collaborations to serve society at large. We are working to transform our institution and ourselves, which takes re-imagining and re-defining the role of universities to serve the broader public good, to serve the global commons.

Ladies and gentlemen, we are here to share insights to re-shape our vision, practices, and strategies toward transforming governance and institutions for global sustainability. We are here to discuss system improvements to support work toward sustainability in Asia and beyond, with the values of justice and dignity at its core. In working toward such a direction, it is our civic and collective responsibility to promote humility, respect for each other, and most importantly, compassion.

To continue with this journey, Chulalongkorn University has become a member of the UNESCO Global Futures Literacy network since our participation in the 2020 High-Level Summit for Futures Literacy. I am most grateful that today we are joined by the UNESCO Chairs for Futures Literacy/Future Studies and many of our engaging partners across the globe, to address the matter of foremost importance to us, connecting communities through Futures Literacy to transform our governance for global sustainability.





In closing my welcome address, I would like to express my sincere appreciation to all the speakers, panelists, and facilitators, who have kindly convened together with us, to create meaningful engagements to work toward a better world.

I would also like to take this opportunity to extend my deepest appreciation to our co-organizer, the Thai National Commission for UNESCO at the Ministry of Education, Thailand, represented today by Dr. Suphat Champathong, Permanent Secretary for Education and Vice Chair of the Commission. My sincere appreciation also goes to the UN Resident Coordinator Office of Thailand, headed by Ms. Gita Sabharwal, and the UNESCO Futures Literacy team in Paris, headed by Dr. Riel Miller, who have provided us with their most generous support in co-designing several key programs, including the Futures Literacy Labs.

Thank you very much for joining us for the Chula Futures Literacy Week international conference and I look forward to our meaningful and novel deliberations over the next two days of the program.

## Opening Remarks

### ***Dr. Supat Champathong***

#### ***Permanent Secretary for Education, Ministry of Education; Vice Chair of the Thai National Commission for UNESCO***

- Ms. Geraldine Ansart, Chief of Mission, The International Organization for Migration, Thailand Country Office,
- Dr. Riel Miller, Head of Futures Literacy, UNESCO,
- Professor Bundhit Eua-arporn, President, Chulalongkorn University,
- Professor Vitit Muntarbhorn, Chulalongkorn University; former UN Independent Expert and member of UN Commissions of Inquiry on human rights,
- Executives and experts of Thai and Foreign Universities and International Partners,  
Distinguished speakers and guests,



Ladies and gentlemen,

On behalf of the Ministry of Education of Thailand and the Thai National Commission for UNESCO, I am honoured to be a part of this international conference, including the public lectures and the special workshop held prior to today and hosted by Chulalongkorn University. The topic of the whole event “Connecting Communities through Futures Literacy: Solidarity and Transformative Learning in a Post-Covid-’19 Asia” is in line with the need to recover our societies by all sectors collaborating and sharing their knowledge and practices.

The spread of the COVID-19 pandemic and the advancement of digital technologies has disrupted the world at an overwhelming rate. These factors will have long-lasting effects on all sectors, and education is no exception. The changes coming in the future, require education to prepare learners for a world of rapid changes in new technologies, new connectedness and new forms of employment. Therefore, we need a more flexible education system that is responsive to the rapid changes and external factors by offering various learning approaches and lifelong learning curricula in line with the unique potential of each individual learner.

In this regard, education was forced to evolve and adapt to a blended learning model with a heavy focus on a digital and distance learning approach. Among the negative effects, the advancement of using digital technology and innovation may count as a positive one. However, it reveals the growing digital divide that requires all sectors to work together to narrow this gap. As well as this, there are a number of unprecedented things and situations that are happening. In light of this, we need to prepare well to manage them in the best way using the knowledge, experiences, and best practices we have learnt.

During these trying times, we must all remember that the ultimate goal of education is to develop the capability of human resources by supporting all the learners with knowledge and essential skills for the 21st century. Not only how to acquire and provide quality education for all, but how to make it sustainable and lifelong, which is our responsibility as education providers. If we prepare and plan today for the future, that means we will achieve a future society where everyone has obtained the skills to strengthen the capacities to cope with challenges and unforeseeable situations that may occur at any time.

“Chula Futures Literacy Week” shows our collective effort and cooperation in solving these challenges. With the support of UNESCO’s Participation Programme in Thailand and the assistance of Chulalongkorn University, the Ministry of Education, and the Thai National Commission for UNESCO in collaboration with national and international partners, we have successfully made the event happen, despite the pandemic situation.

Futures Literacy is one of the competencies and approaches we believe will help our societies to achieve these goals. This is a great time to enhance and expand our collaboration by discussing the ways to utilize literacy skills and let everyone realize its importance and how to use it properly. This will not happen unless all stakeholders and relevant sectors cooperate with one another.

At this juncture, I would like to take this opportunity to convey my appreciation to all the participants and honourable guests and speakers of this meaningful event for their participation. I would also like to pay special thanks to UNESCO as our supporter and Chulalongkorn University as the main host and organizer. I am sure this event will be a great success.

Thank you.

## Keynote Address

### Professor Emeritus Vitit Muntarbhorn

Vitit Muntarbhorn is Professor Emeritus in the Faculty of Law, Chulalongkorn University, Bangkok. He is a graduate of Oxford University (M.A., B.C.L. (Oxon.)) and Université Libre de Bruxelles (Licence Speciale en Droit Europeen (Brux.)). He is also a Barrister at Law (the Middle Temple, London). He teaches International Law, Human Rights, and related subjects. He has held a number of UN posts, in particular the following: UN Special Rapporteur on the Sale of Children, Child Prostitution and Child Pornography; UN Special Rapporteur on the Situation of Human Rights in the Democratic People's Republic of Korea; UN Independent Expert on Protection against Violence and Discrimination based on Sexual Orientation and Gender Identity. He was the Chairperson of the UN appointed Commission of Inquiry on the Ivory Coast (2011) and a member of the UN appointed Commission of Inquiry on the Syrian Arab Republic. In 2021, he was appointed as UN Special Rapporteur on the Situation of Human Rights in Cambodia by the UN Human Rights Council.

He also assists civil society and was for several years the Co-Chairperson of the Working Group for an ASEAN Human Rights Mechanism. He has published widely on international law and human rights. His latest book is *Challenges of International Law in the Asian Region* (Springer 2021). He is the recipient of various awards, including the 2004 UNESCO Human Rights Education Prize, and was bestowed the Knighthood (KBE) in 2018.



# “Futures Literacy and the Reframing of Education in Asia and Beyond”

*Professor Emeritus Vitit Muntarbhorn*

## An Introductory Tale

Let us start with a friendly tale. A personal dilemma arrived at my doorsteps the other day. Should I compel my students to switch on their cameras when learning online? The argument “in favour” is that the “switch-on” enables the teacher to check for class participation and to have some eye contact, which is a valuable part of education and socialization. The argument “against” is that some of the students are in precarious and difficult situations. They might not own a computer or are forced to share a computer due to lack of money to buy a machine. Or they might be in a location where they are too timid to show the view behind the camera, which could expose too much of the privacy that they need to safeguard. So, what is the solution, please?

After discussing this puzzle with several people, I opted for a compromise. “Dear Students, please switch on the camera unless you have a good reason for the ‘switch-off.’ And please provide a reason for the camera ‘switch-off.’”

Flexibility, rationality, empathy, and necessity interlinked with education and socialization somehow blended to find a pathway together as part of our pedagogical process and the all-rounded literacy to which we aspire, with the future pending and impending among all of us.

The term “Futures Literacy” thus offers the opportunity to reframe the panorama of Education, especially because COVID-19 has accelerated our process of adaptation. This is especially important for the Asian region, because it is the most populous continent, blessed with a huge number of children, but also ironically replete with a variety of political systems, ranging from democratic to authoritarian. There are also key lessons for the world beyond.

Online education, whether singular and/ or hybrid, has become the norm in many settings, despite the acute paradoxes faced by humanity, particularly our children, along the way. Some have access to online, while others do not. Some have the means to buy new technology befitting online education, while others do not. Old disparities are compounded by new anomalies, with age-old poverty aggravated by the advent of technological deficit and related lack of access.

Yet, the point of underlining the basic ingredients of education is to enable ourselves as humans to develop with a longitudinal perspective – call it the “anthropological challenge”. Meanwhile, there is the interface between our existence and the surrounding environment with a capacity to be risk-conscious and risk-ready, testing our survival to the limit – call it the “ontological challenge”. In reality, we should not forget that there are already some instruments in the existing educational toolbox that can be well-used, while we also need to prepare for and respond to innovations and drivers of change in the (perhaps brave?) new world. Let us then cast a glance at the reflections from the two-sided mirror: side one: futuristically existential, and side two: existentially futuristic.

## Futuristically Existential

There are key considerations which are at the heart of humanity’s existence and survival, inviting us to address the stakes with a sense of preparedness for the future, maximizing various existing entry points.

1. **Learning and doing.** The old maxim “Learning by doing” voiced by UNESCO years ago is still relevant today in our interaction with emerging futures. It is still true that “schooling” is not equivalent to learning. Even with the flood of information on the internet, the role of the teacher

is still relevant, but it should be less as a magisterial lecturer and it should be more as a coach to enable students to critically analyse a variety of information. We need to be aware of the adage that “information is not necessarily education” and “propaganda is certainly not education.”

Even though the pandemic has made field visits and field work more difficult, access to life situations is still important to enable students to learn from real situations and to appreciate the wisdom of the many catalysts along the way. Hence, experiential learning. Cross-disciplinary, cross-cultural, and inter-disciplinary knowledge and learning are to be nurtured, bearing in mind that there should always be room for the Social Sciences as a complement to the Technological Stream, as they are critical for a sense of consciousness and conscience about human interaction and the self-actualization of humans with a grasp of history. For example, it should not pass unnoticed that this past month witnessed a key resolution of the UN General Assembly, underlining the need to educate people about the Holocaust whereby some six millions Jews and other vulnerable groups, such as minorities and LGBTI people, were systematically exterminated by Nazis before and during the Second World War. Thus, there is a need to counter Holocaust denial, whereby misinformation and disinformation are regrettably encouraging people to deny that the genocide took place. Moreover, social discourse and social interaction, such as through sports, artistic events, community programmes and pro bono work to help marginalized groups are all lessons in socialization that enable the learner to appreciate the basics of life not only materially but also non-materially and spiritually. Life-based and lifelong literacy, please.

- 2. Including and Participating.** This entry point invites us to take stock not only of what is learned, but also of how it is learned. There is the complementarity between substance and methodology. There are still many settings today where the methods of teaching and learning are not participatory enough as we prepare for our futures. Democratic space in the so-called classroom, whether offline or online, is an old dilemma when faced with the opacity where and when learners are subjected to indoctrination, without the space and freedom to participate actively in discussions with an open mind. We should not be disingenuous about the many non-democracies in the region where academic freedom is very constrained and educational freedom is heavily strained in such settings.

However, even now, there are already instruments in the educational toolbox that should be well used. The international community’s Sustainable Development Goals (SDGs) have enjoyed universal “buy-in” by countries and their goals, targets and indicators set the tone for inclusion and participation. In particular, SDG 4 calls for quality and inclusive education, with gender sensibility. It emphasizes not only primary education, but also pre-school and secondary education. Technical and vocational education is all the more important now to help people learn new technological skills, especially when work opportunities might no longer be linear in the sense of one lifelong job per one person. Thus, there is the challenge of adaptability with access to all persons without discrimination under the promise of “Leave no one behind.”

- 3. Caring and Sharing.** There are generally three components behind education: the fostering of knowledge, attitude, and behaviour of the human person that is responsive to other persons and the environment. COVID-19 has accentuated the call for a sense of humanity linked with that trio behind the educational process, which has become all the more needed when faced with deprivation and disparity. Activities that enable students and the general public to care and share are invaluable to offset the damage inflicted by the pandemic.

The pandemic is also an opportunity to revitalize our responsiveness to the broader community and environment around us. One obvious global/local challenge is climate change and the need to mobilize everyone to decarbonize and reduce waste. The world is not short of standards and there are plenty of treaties and action plans, encapsulated by the Paris Agreement on climate change, which builds upon the United Nations Framework.

Measures are needed not only to mitigate the situation, such as to phase down/phase out the use of coal and to reduce dependency on oil and gas, but also to adapt to more sustainable practices, such as good town planning to address climate change, and incentivization, such as tax relief, to enable the public to opt for solar energy and other green, renewable energy. The potential to commit to all these measures will depend much on education from a young age that cares for and shares with others, together with respect for other forms of life on earth and to face the fact that in a sense, the future is already here as an existential challenge for all of us and our survival as a human race. There can be no sustainable future unless there is also a humane face gazing amicably at the panorama around and before us with a space for comprehension, a call to partnership and a commitment to action across the variety of generations with appreciation for responsibility to actuality and posterity.

## Existentially Futuristic

One business leader very recently listed five up-and-coming technological innovations. These are: the Internet of Things; applied artificial intelligence (AI) (such as to use AI for repetitive medical procedures); blockchains; the metaverse, and robotics. Education has to address the futuristic elements that are now dawning on us and which will appear even more evidently on the horizon very soon, at best propitiously, at worst ominously. Perhaps we can reduce those phenomena to the three A's represented by A for automation, A for Algorithms, and A for Artificial Intelligence, as discussed below. They all invite more responsiveness from the educational sector to ensure that they are at the service of humanity, implying more innovative education-cum-literacy to cater to the advent of futurism:

1. **Automation.** A key consequence of the pandemic has been the shift to automation. The negative side has been rising unemployment and the question of how to revive access to jobs. Yet, machines are taking over work previously done by humans. A key strategy is to enable the displaced workforce to re-skill and up-skill. In the meantime, there is the exponential growth of the digital economy, which demands a more skilled workforce, while necessitating the nurturing of new professions.

When is automation unable to substitute for the human touch? In the book titled *Artificial Intelligence 2041* penned by former Google China's executive, Kai-Fu Lee and sci-fi writer Chen Qiufan, it is noted that three areas open doors to new types of work: "creativity, empathy and dexterity." For example, the "empathy industry" would promote people who are needed to offer empathy to other humans. These include social workers, nurses, and psychologists dealing with the impact of digitalization, such as computer related injuries and mental illnesses. A different kind of service industry has the possibility of emerging, complemented by new learning possibilities.

How then to help those who are out of work and who have yet to find new jobs and activities? Another idea being touted is to offer universal basic income to everyone. Yet, in UN circles, there is a divergence of opinions on this. Humans need more than such income because we all search for activities that are fulfilling and that enhance our self-esteem and self-actualization. Thus, constructive occupations are still needed even if the State provides some guaranteed financial support. Social protection is also essential to cover access to health care and other supports, including access to different forms of education for "futures literacy" to enable people to recover, revive, and rebuild the basics of life.

What about labour protection and the digital economy? There is a question as to whether "gig workers" who offer digital services from home interlinked with digital platforms are formal workers to be covered by the labour law. The latter may have to be adjusted to cover these workers explicitly. Hybrid work (work from home alternating with work at the office) is already prevalent in many countries and it also needs education and monitoring to ensure fair labour practices.

2. **Algorithms.** The issue of data and algorithms is all-pervasive today. Algorithms are linked with digital equations and instructions that enable the profiling of consumers in terms of their behaviour and have obvious implications in relation to the marketing of goods targeting that behaviour for commercial reasons. There are also privacy implications. Today, human rights-conscious countries are increasingly adopting laws on the protection of personal data so as to enable people to safeguard their right to privacy and the need for their consent if their data are to be used. Colloquially, “the right to be forgotten” has emerged as a key concern. It implies that when your data are put on the internet against your will, you can demand their removal from the platform, “to be forgotten.”

What if such data and algorithms are used for criminal purposes? There is now a move towards an international treaty on cybercrimes, but this invites education and caution because it may affect freedom of expression and may be abused, especially by non-democratic regimes. The preferred example on this front is the European Convention concerning cybercrimes, known as the “Budapest Convention” to which some Asian countries are parties. Basically, the Convention calls for the criminalization of specific internet-related activities, such as child pornography and fraud on the internet, rather than a general internet law that confers broad powers on the State to block information flow. Currently, a key danger in the Asian region is the emergence of internet gateway laws, which enable the authorities to switch off the internet tap all too easily and arbitrarily. This will have great impact on education in general and the space for liberal learning and academic freedom.

3. **Artificial Intelligence.** As for the rise of AI, it is recognized that robots (and the like) can contribute much to help humankind. Two areas give rise to worries. A major concern is the use of AI for security and surveillance. An example is facial recognition technology, which enables the identity of persons to be singled out, especially in undemocratic settings. Regrettably, street demonstrators are identified remotely by such technology and are harassed by law enforcers and security personnel for repressive purposes. The human rights arm of the UN has already called for a moratorium on the use of such technology and this is especially resonant for Asia. To counter an overly surveilled society, people also need education and literacy to protect themselves through digital security.

Finally, there is the arrival of killer robots, which need to be regulated. What is most concerning, however, is (self-)automated robots, which can decide to attack and kill of their own accord, without being subjected to human command. The UN has also called for international regulation of these weapons and the global public needs to be aware of the situation through broadened educational process formally and informally. The most logical entry point on this front is to expand a treaty that already exists.

The Convention on Conventional Weapons is directly relevant and it prohibits, for example, blinding laser weapons. In future, this treaty might be expanded to prohibit killer robots that act beyond human command. However, many Asian countries have not signed up to this treaty and should be encouraged to do so.

While the three As have much to contribute to humanity, an existential question is whether in future, that trio will overtake human intellect and know-how. That stage is called “singularity.” Yet, there are two areas where the three As are unlikely to supersede human capacity, at least in the short term: consciousness and conscience. With that added value amidst the emerging futurism linked with the trajectory of education and literacy, humans still need to be in control and to be accountable; to be “humans in the loop.”

# “การรู้หนังสือในอนาคตและการสร้างกรอบการศึกษาใหม่ในทวีปเอเชีย และนอกอาณาบริเวณนั้นในทวีปอื่น”

วิจิต มันทาภรณ์\*

## เรื่องเล่าสำหรับบทเกริ่นนำ

เรามาเริ่มต้นด้วยเรื่องเล่าที่แสดงมิตรไมตรีกันเกิดเล็ก ๆ น้อย ๆ กันก่อน เมื่อวันก่อน เหตุการณ์หนึ่งเสียปะจระเข้ที่เป็นส่วนตัวได้มาถึงบ้านโดประตูบ้านของผมผมประสบกับเหตุการณ์ที่คิดไม่ตกว่า ผมควรจะให้นักศึกษาเปิดกล้องเมื่อเรียนออนไลน์หรือไม่? การในข้อโต้แย้ง “ที่เห็นด้วย” ก็คือ “การเปิดกล้อง” ทำให้ผู้สอนสามารถตรวจสอบผู้เข้าเรียนและสบตากับพวกเขาบ้าง ซึ่งเป็นส่วนที่มีคุณค่าสำหรับการศึกษาและการพบปะทางสังคม การส่วนในข้อโต้แย้ง “ที่เห็นต่าง” ก็คือนักศึกษาบางคนรู้สึกว่าจะอยู่ในสถานการณ์ที่ไม่ปลอดภัยและยากลำบาก พวกเขาอาจจะไม่มีเครื่องคอมพิวเตอร์หรือถูกบังคับให้ใช้คอมพิวเตอร์ร่วมกับผู้อื่นเพราะไม่มีเงินซื้อหรือพวกเขาอาจจะอยู่ในสถานที่ที่อับอายเกินกว่าจะให้เห็นภาพเบื้องหลังกล้อง ซึ่งอาจจะเสนอความเป็นไปได้ในการเปิดเผยความเป็นส่วนตัวที่พวกเขาต้องการจะปกป้องมากเกินไป ดังนั้นอะไรคือทางออกสำหรับปัญหานี้

หลังจากสนทนาปัญหานี้กับหลายคน ผมเลือกการประนีประนอม “นักศึกษานิสิตที่รัก กรุณาเปิดกล้องนอกเสียจากว่าคุณมีเหตุผลที่ดีในการ “ปิดกล้อง” ไว้ และขอให้ชี้แจงเหตุผลสำหรับการ “ปิดกล้อง” ด้วยนะครับ”

ความยืดหยุ่น ความมีเหตุผล ความเห็นอกเห็นใจผู้อื่นและความจำเป็นที่เชื่อมต่อการศึกษและการพบปะทางสังคมได้ผสมผสานกันไม่ทางใดก็ทางหนึ่งเพื่อหาหนทางร่วมในฐานะที่เป็นส่วนหนึ่งของกระบวนการสอนและการรู้หนังสืออย่างเรียนรู้อย่างรอบด้านที่เราถวิลหามุ่งหวัง ที่อนาคตยังคงค้างคาและใกล้เข้ามาทุกทีซึ่งเป็นอนาคตที่เกิดขึ้นแล้วและกำลังจะเกิดขึ้น ...ในหมู่เราทุกคน

คำว่า “การรู้หนังสือในอนาคต” จึงให้โอกาสที่จะสร้างกรอบใหม่ของทัศนียภาพทางการศึกษา โดยเฉพาะอย่างยิ่ง เพราะเนื่องจากสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ได้เร่งกระบวนการปรับตัวของเรา สิ่งนี้สำคัญยิ่งสำหรับภูมิภาคเอเชียเพราะเป็นทวีปที่มีประชากรมากที่สุด ซึ่งโชคดีที่มีเด็กจำนวนมากแต่ก็ขัดแย้งกับความจริงที่ว่า เป็นทวีปที่เต็มไปด้วยระบบทางการเมืองที่แตกต่างกันมากมาย นับตั้งแต่ประชาธิปไตยจนถึงเผด็จการ ทั้งยังมีบทเรียนสำคัญสำหรับโลกภายนอกด้วย

การศึกษาออนไลน์ไม่ว่าจะเป็นเพียงอย่างเดียวหรือแบบผสมผสานได้กลายเป็นปกติวิสัย (Norm) ในสิ่งแวดล้อมสถานะแวดล้อมต่างๆ แม้ว่าจะมีสิ่งที่คุณเหมือนว่าขัดแย้งกันอย่างรุนแรงที่มนุษยชาติต้องประสบอยู่ตลอดเวลา โดยเฉพาะอย่างยิ่งเด็ก ๆ ของพวกเราบางคนสามารถเข้าถึงออนไลน์ได้ ในขณะที่บางคนเข้าไม่ถึง บางคนมีความสามารถที่จะซื้อเทคโนโลยีใหม่ ๆ ที่เหมาะกับการศึกษาออนไลน์ ในขณะที่คนอื่น ๆ ไม่มี ความยากจนเหลือล้นที่มีอยู่เป็นระยะเวลาแสนยาวนานประกอบกับความไม่ปกติในรูปแบบใหม่ที่เกิดขึ้น รวมถึงได้ถูกทำให้รุนแรงมากขึ้นโดยการมาถึงของภาวะขาดแคลนเทคโนโลยีและการขาดความสามารถโอกาสที่จะเข้าถึงที่เกี่ยวข้อง

แต่อย่างไรก็ตาม จุดที่เป็นพื้นฐานของส่วนประกอบหลักของการศึกษาก็คือ เพื่อการทำให้เราในฐานะมนุษย์สามารถพัฒนาได้ โดยทัศนพิสัยตามแนวราบวิสัยจากอดีตสู่อนาคตที่เรียกว่า “ความท้าทายทางมนุษยวิทยา” ในขณะที่ความสัมพันธ์มีการเชื่อมต่อระหว่างการดำรงอยู่ของเรากับสิ่งแวดล้อมรอบ ๆ ตัวด้วยความสามารถในการตระหนักถึงความเสี่ยงและความพร้อมที่จะเผชิญความเสี่ยง เป็นการทดสอบการรอดชีวิตของเราจนกระทั่งถึงขีดจำกัด ซึ่งเรียกว่า “ความท้าทายด้านการดำรงชีวิต” อันที่จริงแล้ว เราไม่ควรที่จะลืมนึกว่าเครื่องมือบางอย่างในกล่องเครื่องมือทางการศึกษาที่มีอยู่แล้วซึ่งสามารถนำออกมาใช้ได้อย่างดี ในขณะเดียวกันเราก็ต้องเตรียมตัวและตอบรับนวัตกรรมและขับเคลื่อนความเปลี่ยนแปลงในโลกใหม่ (อาจจะจะเป็นโลกใหม่ “ที่แสนวิเศษมีความท้าทาย” หรือ “Brave” new world) ด้วย ดังนั้นเราจึงมามองดูภาพสะท้อนจากกระจกเงาสองด้านกัน ด้านแรกคือการดำรงชีวิตตามอนาคตที่จินตนาการขึ้น (futuristically existential) และด้านที่สองคือ อนาคตที่จินตนาการโดยคำนึงถึงเพื่อการดำรงชีวิตที่ผ่านมา (existentially futuristic)



## การดำรงชีวิตตามอนาคตที่จินตนาการขึ้น

มีปัจจัยหลักซึ่งเป็นหัวใจของการมีชีวิตอยู่และการอยู่รอดของมนุษยชาติที่ทำให้เราเอาใจใส่กับเดิมพันตอบสนองต่อข้อท้าทายด้วยการตระหนักถึงการเตรียมพร้อมเพื่ออนาคตโดยการเพิ่มจุดเข้าถึงต่าง ๆ ที่มีอยู่ให้มากที่สุด

### 1. การเรียนรู้และการลงมือทำ

คำขวัญเดิมๆ “การเรียนรู้โดยการลงมือทำ” ที่นำเสนอโดยองค์การยูเนสโก (UNESCO) หลายปีมาแล้วยังคงได้ในวันนี้มีความสำคัญอยู่ในปัจจุบันในการปฏิสัมพันธ์ของเรากับอนาคตที่กำลังเข้ามาจะเกิดขึ้น ยังเป็นความจริงว่า “การศึกษาในโรงเรียน” (“schooling”) ไม่เท่ากันกับการเรียนรู้ แม้ว่าด้วยการถาโถมเข้ามาของข้อมูลบนอินเทอร์เน็ต ครูยังคงมีบทบาทในการเรียนแต่ควรจะมีบทบาทน้อยลงในฐานะผู้บรรยายที่ทรงอำนาจ และควรจะอยู่ในรูปผู้ฝึกที่ช่วยให้นักศึกษานักเรียนสามารถมีวิจักษณ์ญาณในการวิเคราะห์ข้อมูลที่หลากหลายในลักษณะวิพากษ์วิจารณ์ เราต้องตระหนักถึงคำกล่าวที่ว่า “ข้อมูลไม่จำเป็นต้องเป็นหมายถึงการศึกษาเสมอไป” และ “การโฆษณาชวนเชื่อไม่ใช่การศึกษาอย่างแน่นอน”

แม้ว่าการระบาดของไวรัสจะทำให้การออกภาคสนามและปฏิบัติการภาคสนามยากมากขึ้น แต่การเข้าถึงสถานการณ์ในชีวิตจริงยังคงมีความสำคัญที่จะทำให้เด็กนักเรียนนักศึกษาได้เรียนรู้ชีวิตจริงและตระหนักถึงคุณค่าทางภูมิปัญญาของคนจำนวนมากที่กระตุ้นให้เกิดความเปลี่ยนแปลงมาโดยตลอด ดังนั้น จึงเป็นการเรียนรู้ที่ขึ้นอยู่กับประสบการณ์ ความรู้และการเรียนรู้โดยข้ามสาขาวิชา ข้ามวัฒนธรรม และเป็นสหสาขาวิชาจะต้องได้รับการสนับสนุน โดยตระหนักว่าควรมีพื้นที่ว่างสำหรับสังคมศาสตร์ในฐานะที่เป็นส่วนเสริมสายเทคโนโลยี ทั้งนี้เพราะสังคมศาสตร์เป็นสิ่งสำคัญมากที่จะทำให้ตระหนักถึงการมีสติรู้ตัวและจิตสำนึกที่เกี่ยวกับการปฏิสัมพันธ์ของมนุษย์กับการตระหนักถึงความจริงเกี่ยวกับตนเองของมนุษย์ ภายในขอบเขตของโดยคำนึงถึงประวัติศาสตร์ ตัวอย่างเช่นไม่ควรที่จะปล่อยให้เหตุการณ์นี้ผ่านไปโดยไม่สังเกตเห็นว่าเดือนที่ผ่านไปนี้ที่ประชุมใหญ่ของสมัชชาสหประชาชาติสมัชชาใหญ่แห่งองค์การสหประชาชาติได้ผ่านมติให้ที่เน้นความจำเป็นที่จะต้องให้การศึกษาค้นคว้าแก่ประชาชนเกี่ยวกับการฆ่าทำลายล้างเผ่าพันธุ์ชาวยิว ซึ่งชาวยิวราว 6 ล้านคนและกลุ่มคนที่เป็นเป้าหมายอื่น ๆ ได้แก่รวมถึงชนกลุ่มน้อยและเหล่าผู้กลุ่มที่มีความหลากหลายทางเพศ (LGBTI) ถูกทำลายล้างอย่างเป็นระบบโดยพวกนาซีทั้งก่อนและระหว่างสงครามโลกครั้งที่ 2 ดังนั้น จึงมีความจำเป็นที่จะต้องได้กลับการปฏิเสธว่าไม่มีการฆ่าทำลายล้างเผ่าพันธุ์ ซึ่งเป็นที่น่าเสียใจเสียดยออย่างยิ่งว่าข้อมูลที่ผิดพลาดและข้อมูลที่บิดเบือนเหล่านั้นกำลังสนับสนุนประชาชนให้ปฏิเสธว่ามีการฆ่าทำลายล้างเผ่าพันธุ์เกิดขึ้น ยิ่งไปกว่านั้นการถกปัญหาสังคมและการปฏิสัมพันธ์ทางสังคม ตัวอย่างเช่นโดยผ่านกีฬา กิจกรรมทางศิลปะ กิจกรรมรายการต่างๆ ของชุมชน และงานที่ทำโดยไม่มีค่าตอบแทนเพื่อช่วยเหลือกลุ่มคนชายขอบแล้วแต่เป็นบทเรียนในการพบปะทางสังคมที่ทำให้ผู้เรียนสามารถชื่นชมพื้นฐานของชีวิต ไม่เพียงแต่ในด้านวัตถุแต่รวมถึงสิ่งที่ไม่ใช่วัตถุและด้านจิตวิญญาณด้วย ดังนั้นขอให้เป็นการรู้หนังสือที่มีพื้นฐานขึ้นอยู่กับการเรียนรู้และการเรียนรู้ตลอดชีวิตด้วยเถิด

### 2. การรวมเอาไว้และการมีส่วนร่วมและการเข้าร่วม

จุดนี้เชิญชวนให้เราตรวจสอบสภาพของมิใช่ไม่ใช่เพียงแต่สิ่งที่ได้สิ่งที่จะเรียนรู้แต่จะรวมถึงกระบวนการในการเรียนรู้ด้วย มีความสัมพันธ์ที่เอื้อต่อกันระหว่างเนื้อหากระบวนการ เนื้อหาสาระและวิธีการเรียนการสอนมีความสัมพันธ์ที่เกื้อกูลต่อกันและกัน แต่ในทุกวันนี้ยังคงมีสภาพแวดล้อมในหลาย ๆ แห่งที่ยังคงมีสภาพแวดล้อมมากมายในวันนี้ซึ่งวิธีการสอนและเรียนรู้ไม่เป็นแบบที่ช่วยส่งเสริมการมีส่วนร่วมอย่างเพียงพอในขณะที่เราเตรียมการเพื่ออนาคตของเรา พื้นที่ที่เป็นประชาธิปไตยในสิ่งที่เรียกว่าชั้นเรียน ไม่ว่าจะออนไลน์หรือออฟไลน์ก็ยังคงเป็นการหนีเสือปะจระเข้ประเด็นปัญหาแบบเดิม ๆ เมื่อเผชิญกับความมิดมนของสถานที่และเวลาที่ผู้เรียนถูกทำให้ยอมรับการปลุกฝังความเชื่อโดยไม่มีพื้นที่และเสรีภาพในการมีส่วนร่วมอย่างกระตือรือร้นในการอภิปรายด้วยจิตใจที่เปิดกว้าง เราไม่ควรที่จะตรงไปตรงมาปักใจเชื่อง่ายจนเกินไปกับผู้ระบบที่ไม่สนับสนุนประชาธิปไตยจำนวนมากในภูมิภาคนี้

ซึ่งเสรีภาพด้านวิชาการถูกจำกัดอย่างมากและเสรีภาพทางการศึกษาถูกทำให้ตึงเครียดกดขี่อย่างหนัก  
ในสิ่งแวดล้อมสถานการณ์ดังกล่าว

แต่อย่างไรก็ตาม แม้ในปัจจุบันนี้ก็มีเครื่องมือในกล่องเครื่องมือทางการศึกษาอยู่แล้ว ซึ่งควรจะได้รับการนำไปใช้งานได้เป็นอย่างดี กล่าวคือ เป้าหมายในการพัฒนาอย่างที่ยั่งยืน (Sustainable Development Goals: SDGs) ของชุมชนประชาคมนานาชาติ ซึ่งได้พึงพอใจกับ“การซื้อตุนไว้”ทั่วไปโดยได้มีการ “การยอมรับ” อย่างกว้างขวางจากประเทศต่างๆ และเป้าหมายจุดประสงค์และตัวชี้วัดของ SDGs ได้วางท่วงทำนองเพื่อการรวมเอาไว้และการมีส่วนร่วมวางกรอบเกี่ยวกับการมีส่วนร่วมและการเข้าร่วม โดยเฉพาะอย่างยิ่ง เมื่อ SDGs 4s เรียกร้องให้มีการศึกษาที่มีคุณภาพและการมีส่วนร่วมจากรวมทุกคนไว้ด้วยความรู้สึกโดยคำนึงถึงความละเอียดอ่อนทางด้านเพศสภาพ เป็นการศึกษาที่มีได้เน้นย้ำเฉพาะการศึกษาในระดับประถมแต่รวมถึงการศึกษาก่อนเข้าโรงเรียนและระดับมัธยม การศึกษาสายเทคนิคและสายอาชีพล้วนแล้วแต่มีความสำคัญมากขึ้นในขณะนี้ เพื่อช่วยให้คนเรียนรู้ทักษะด้านเทคโนโลยีใหม่ ๆ โดยเฉพาะอย่างยิ่งเมื่อโอกาสการทำงานมิได้เป็นเส้นตรงอีกต่อไปในความหมาย กล่าวคือที่ว่างงานๆหนึ่งเป็นงานตลอดอายุคนๆ 1 คนตลอดอายุคน 1 คน ไม่จำเป็นต้องทำงานเพียงแค่ 1 อย่างอีกต่อไป ดังนั้นจึงมีความท้าทายในการปรับตัวด้วยการให้ทุกคนเข้าถึงโดยไม่มีการแบ่งแยกภายใต้คำสัญญาว่า “ไม่ทิ้งใครไว้เบื้องหลัง”

### 3. ความเอาใจใส่และการแบ่งปัน

โดยทั่วไปการศึกษามี 3 องค์ประกอบคือ การส่งเสริมความรู้ ทักษะ และคุณภาพของบุคคล ซึ่งตอบสนองต่อผู้อื่นและสิ่งแวดล้อม สถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ได้เน้นเป็นตัวเร่งให้เห็นการเรียกร้องเพื่อความหมายของมนุษยชาติที่เชื่อมต่อกันประกอบทั้งสามภายใต้กระบวนการศึกษาซึ่งเป็นที่ต้องการมากขึ้น เมื่อต้องเผชิญกับความสูญเสียขาดแคลนและความไม่เท่าเทียมกันเหลื่อมล้ำ กิจกรรมที่ทำให้ให้นักศึกษานักเรียนและประชาชนทั่วไปสามารถให้ความเอาใจใส่และการแบ่งปันกันเป็นสิ่งที่มีความสำคัญในอันที่จะลดความเสียหายที่เกิดจากโรคระบาดได้

โรคระบาดยังเป็นโอกาสที่ทำให้การตอบสนองของเราต่อชุมชนประชาชนและสิ่งแวดล้อมที่อยู่กว้างขวางกว่ารอบๆ ตัวเรามีชีวิตขึ้นใหม่มากยิ่งขึ้น ความท้าทายระดับโลก/ระดับ/ส่วนท้องถิ่นที่ชัดเจนอย่างหนึ่งก็คือการเปลี่ยนแปลงของสภาพภูมิอากาศและความจำเป็นที่จะผลักดันทุกคนให้ยุติการปล่อยก๊าซคาร์บอนไดออกไซด์จากการเผาผลาญพลังงานและการลดขยะ โลกไม่ได้ขาดแคลนมาตรฐานและมีสิทธิสัญญาและแผนดำเนินการมากมาย ซึ่งสรุปโดยข้อตกลง ณ กรุงปารีสเกี่ยวกับความเปลี่ยนแปลงของสภาพภูมิอากาศซึ่งเกิดขึ้นจากการประชุมนานาชาติอนุสัญญาาระหว่างประเทศที่เพื่อวางกรอบเรื่องการเปลี่ยนแปลงของสภาพภูมิอากาศ มีเป้าประสงค์ที่รู้จักกันดีที่จะต้องบรรลุ นั่นคือ เพื่อให้แน่ใจว่าอุณหภูมิ/ความร้อนของโลกจะไม่สูงขึ้นมากกว่า 2 องศาเซลเซียส และถ้าเป็นไปได้รักษาไว้ให้ต่ำกว่า 1.5 องศา

มาตรการที่ต้องการไม่เพียงแต่เพื่อบรรเทาสถานการณ์ ได้แก่ การลด/การเลิกการใช้ถ่านหินลงที่ละน้อยและการลดการพึ่งพาอาศัยน้ำมันและก๊าซและการปรับไปหาการดำเนินการที่มีความยั่งยืนมากขึ้น ได้แก่ การวางผังเมืองที่ดีเพื่อจัดการกับการเปลี่ยนแปลงของสภาพภูมิอากาศ และมาตรการที่เป็นการกระตุ้น ได้แก่ การลดหย่อนภาษี เพื่อให้สาธารณชนเลือกที่จะใช้พลังงานแสงอาทิตย์และพลังงานสีเขียวที่นำมาใช้ใหม่ได้ ศักยภาพในการทำตามมาตรการเหล่านี้จะขึ้นอยู่อย่างมากกับการให้การศึกษาตั้งแต่อายุน้อยที่ใส่ใจและแบ่งปันกับผู้อื่นอย่างมาก รวมทั้งการเคารพในรูปแบบชีวิตของผู้คนบนพื้นโลกและเผชิญกับความจริงที่ว่าโดยนัยหนึ่ง อนาคตอยู่ที่นี้เรียบร้อยแล้วในฐานะที่เป็นความท้าทายเกี่ยวกับการดำรงอยู่ของมนุษย์สำหรับพวกเราทุกคนและการมีชีวิตอยู่รอดของพวกเราในฐานะเผ่าพันธุ์มนุษย์จะไม่ในอนาคตที่ยั่งยืนได้นอกจากเสียจากว่าจะมีใบหน้าแห่งมนุษยธรรมที่จ้องมองอย่างมีเมตตริจิตไปยังทัศนียภาพรอบ ๆ และเบื้องหน้าต่อหน้าพวกเราด้วยพื้นที่แห่งความเข้าใจ การเรียกร้องเพื่อความเป็นหุ้นส่วนและพันธการยึดมั่นต่อการกระทำตลอดหลายชั่วอายุคน ด้วยความชื่นชมในความรับผิดชอบต่อความเป็นจริงต่อปัจจุบันและอนาคตและคนรุ่นหลัง

# อนาคตที่จินตนาการโดยคำนึงถึงการดำรงชีวิตที่ผ่านมา

เมื่อไม่นานมานี้ ผู้นำด้านธุรกิจท่านหนึ่งได้ให้รายการกำหนดนวัตกรรมทางเทคโนโลยีไว้ 5 ชนิด ซึ่งมีแนวโน้มที่จะประสบความสำเร็จกำลังจะเกิดขึ้น คือทุกสิ่งอุปกรณ์ทุกอย่างที่ใช้อินเทอร์เน็ต (the Internet of Things) ปัญญาประดิษฐ์ (AI) (ตัวอย่างเช่น ได้แก่การใช้ AI เพื่อกระบวนการทางการแพทย์ที่กระทำซ้ำ ๆ) บล็อกเชนส์ (blockchains) เมตาเวิร์ส (Metaverse) และหุ่นยนต์ การศึกษาต้องมุ่งความสนใจไปยังองค์ประกอบแห่งอนาคตซึ่งกำลังฉายแสงแรกบนตัวเกิดขึ้นกับเราและจะปรากฏให้เห็นเด่นชัดมากยิ่งขึ้นบนเส้นขอบฟ้าในไม่ช้านี้ ที่ดีที่สุดก็คือเป็นถกขงามยามดีแต่ที่เลวร้ายที่สุดก็คือเป็นลางร้ายซึ่งหากใช้ให้เป็นประโยชน์ก็จะส่งผลดี แต่หากใช้ในทางที่ผิดก็จะส่งผลเสียหาย บางทีเราอาจลดปรากฏการณ์เหล่านี้ให้เหลือเพียง 3A ซึ่งเป็นตัวแทนของคำว่า Automation (การใช้เครื่องมืออัตโนมัติ) Algorithms (ระบบวิธีการคำนวณทางคณิตศาสตร์ด้วยขั้นตอนเรียงลำดับโดยระบบคอมพิวเตอร์) และ Artificial Intelligence (ปัญญาประดิษฐ์) ซึ่งจะอภิปรายต่อไป ทั้ง 3A ได้เชิญชวนให้เกิดการตอบสนองมากขึ้นจากภาคส่วนทางการศึกษาเพื่อให้แน่ใจว่าพวกเขาให้บริการแก่นักเรียนที่แสดงเป็นนัยถึงการรู้หนังสือที่เป็นการศึกษาเกี่ยวกับนวัตกรรม (innovative education-cum-literacy) มากขึ้นเพื่อรองรับการมาถึงของโลกแห่งอนาคต

**1. Automation** ผลกระทบที่สำคัญของโรคระบาดก็คือการเปลี่ยนมาใช้เครื่องมืออัตโนมัติ ผลด้านลบก็คือการเพิ่มขึ้นของการว่างงานและคำถามว่าจะทำให้การเข้าถึงอาชีพกลับมามีชีวิตชีวาขึ้นมากได้อย่างไร แต่ทว่าเครื่องจักรกำลังเข้าทำงานซึ่งแต่เดิมทำโดยมนุษย์ กลยุทธ์สำคัญก็คือการทำให้จำนวนคนงานที่ถูกปลดออกจากหน้าที่ต่งงานได้สร้างทักษะใหม่ในการทำงานหรือยกระดับทักษะการทำงาน ในขณะที่มีการเติบโตอย่างรวดเร็วของเศรษฐกิจดิจิทัล ซึ่งต้องการแรงงานที่มีทักษะมากขึ้นในขณะเดียวกันก็ทำให้มีความจำเป็นต้องทำบางสิ่งบางอย่างใหม่ ๆ ด้วย

เมื่อไหร่ Automation จึงจะไม่สามารถแทนที่ฝีมือมนุษย์ได้ ในหนังสือชื่อ “Artificial Intelligence 2041” เขียนโดยอดีตผู้บริหารของกูเกิลไชน่า (Google China) นามว่า ไค-ฟู ลี (Kai-fu Lee) และนักเขียนแนววิทยาศาสตร์นามว่า เฉิน กิวฟาน (Chen Qiufan) ได้บันทึก 3 พื้นที่ปัจจัยที่เปิดประตูไปสู่งานชนิดใหม่ๆ คือ “ความคิดสร้างสรรค์ ความเห็นอกเห็นใจผู้อื่น และความคล่องแคล่วเชี่ยวชาญ” ตัวอย่างเช่น “อุตสาหกรรมเกี่ยวกับความเห็นอกเห็นใจผู้อื่น” จะสนับสนุนคนที่เป็นที่ต้องการในอันที่จะให้จะต้องแสดงความเห็นใจแก่นักเรียนอื่น ๆ สิ่งนี้ซึ่งรวมถึงนักสังคมสงเคราะห์ พยาบาลและนักจิตวิทยา ซึ่งต้องจัดการกับผลกระทบของระบบดิจิทัล ได้แก่ การบาดเจ็บที่เกี่ยวข้องกับคอมพิวเตอร์และความเจ็บป่วยทางจิต มีความเป็นไปได้ที่จะเกิดบริการใหม่ ๆ ขึ้นในอุตสาหกรรมการให้บริการ อุตสาหกรรมเกี่ยวกับความเห็นอกเห็นใจผู้อื่นที่แตกต่างออกไปก็มีความเป็นไปได้ที่จะเกิดขึ้น ซึ่งได้รับการเติมเต็มส่งเสริมโดยความเป็นไปได้ในการเรียนรู้แบบใหม่

แล้วจะช่วยเหลือผู้ที่ตกงานหรือผู้ที่ยังหางานและกิจกรรมใหม่ไม่ได้ได้อย่างไร ความคิดอีกความคิดหนึ่งที่ได้รับการแนะนำก็คือการให้รายได้พื้นฐานทั่วไปแก่ทุกคน แต่ทว่าในองค์การแควดวงของสหประชาชาติก็มีความคิดเห็นที่หลากหลายเกี่ยวกับเรื่องนี้ มนุษย์ต้องการมากกว่ารายได้ดังกล่าวเพราะเราทุกคนต่างมองหากิจกรรมที่เป็นที่น่ายินดีและยกระดับคุณค่าของตนเองและการตระหนักรู้ตัวเอง ดังนั้นอาชีพที่เป็นประโยชน์อย่างสร้างสรรค์จึงยังคงเป็นสิ่งที่ต้องการ แม้ว่ารัฐจะจัดการการสนับสนุนทางการเงินที่รับประกันได้จำนวนหนึ่งไว้แล้ว การคุ้มครองปกป้องโดยทางสังคมก็เป็นสิ่งสำคัญที่ครอบคลุมการเข้าถึงการดูแลสุขภาพและการสนับสนุนด้านอื่น ๆ รวมทั้งการเข้าถึงรูปแบบต่าง ๆ ของการศึกษาเพื่อ “การรู้หนังสือในอนาคต” เพื่อช่วยให้เป็นการฟื้นฟูประชาชนพันตัวให้ กลับมามีชีวิตและสร้างพื้นฐานของชีวิตใหม่อีกครั้ง

แล้วการปกป้องคุ้มครองแรงงานและเศรษฐกิจดิจิทัลเป็นอย่างไรบ้าง มีคำถามดังเช่น ถ้าเช่นนั้นก็กิ๊กเกอร์เคอร์ส (“Gig Workers”) ซึ่งเป็นผู้ให้บริการดิจิทัลจากบ้านที่เชื่อมต่อกับแพลตฟอร์มดิจิทัลต่าง ๆ จะถือว่าเป็นคนทำงานปกติที่ครอบคลุมโดยกฎหมายแรงงานหรือไม่ กฎหมายแรงงานนี้อาจจะต้องปรับเปลี่ยนให้ครอบคลุมเหล่าคนทำงานเหล่านี้ อย่างชัดเจน การทำงานแบบผสมผสาน (การทำงานจากบ้านสลับการทำงานในสถานที่ทำงาน) ได้แพร่หลายในหลายประเทศแล้ว และการทำงานแบบนี้ก็ต้องการการศึกษาและการควบคุมดูแลเพื่อให้แน่ใจว่าการใช้แรงงานมีความยุติธรรม

2. Algorithms (ระบบวิธีการคำนวณทางคณิตศาสตร์ด้วยขั้นตอนเรียงลำดับโดยระบบคอมพิวเตอร์) ประเด็นเกี่ยวกับข้อมูลและอัลกอริทึมเป็นสิ่งที่บิดเบือนทั้งปวงแทรกแซงเข้าไปในทุกสิ่งทุกอย่างในปัจจุบัน อัลกอริทึมได้รับเป็นการโยงกับสมการดิจิทัลและคำสั่งที่ทำให้สร้างประวัติโดยย่อของผู้บริโภคซึ่งได้ในด้านเกี่ยวข้องกับความประพฤติกบพฤติกรรมของพวกเขา และมีนัยยะที่ชัดเจนที่ข้องเกี่ยวกับ การตลาดของสินค้าที่มีเป้าประสงค์ต่อความประพฤติพฤติกรรมนั้นด้วยเหตุผลด้านการค้า อีกทั้งยังมีนัยยะด้านความเป็นส่วนตัวด้วย ปัจจุบันนี้ ประเทศที่ตระหนักถึงความสำคัญของสิทธิมนุษยชน กำลังเพิ่มการใช้กฎหมายด้านการปกป้องข้อมูลส่วนบุคคลเพื่อทำให้ประชาชนสามารถคุ้มครองสิทธิ ความเป็นส่วนตัวของตนเองและต้องได้รับความเห็นชอบจากพวกเขาเสียก่อนถ้าจะใช้ข้อมูลของพวกเขา กล่าวอย่างไม่เป็นทางการก็คือ “สิทธิที่จะถูกลืม” ได้ปรากฏเป็นเรื่องน่าห่วงที่สำคัญ หมายความว่าเมื่อข้อมูลของคุณถูกนำขึ้นอินเทอร์เน็ตโดยที่คุณไม่ได้ยินยอม คุณสามารถเรียกร้องให้พวกเขาลบ ข้อมูลนั้นจากอินเทอร์เน็ต “เพื่อให้ถูกลืม”

แล้วถ้าข้อมูลและอัลกอริทึมถูกนำไปใช้เพื่อจุดประสงค์ทางอาชญากรรมล่ะ ขณะนี้ มีความเคลื่อนไหวที่นำไปสู่สนธิสัญญาระหว่างประเทศเกี่ยวกับอาชญากรรมทางไซเบอร์ แต่สิ่งนี้ต้องกระทำด้วยการศึกษาและความระมัดระวังเพราะการกระทำดังกล่าวอาจมีผลกระทบกับเสรีภาพด้านการแสดงออกและอาจจะถูกนำไปใช้ในทางที่ผิด โดยเฉพาะอย่างยิ่ง ในโดยประเทศที่ระบอบการปกครองที่ไม่เป็นประชาธิปไตย ตัวอย่างที่เลือกมาใช้ในกรณีนี้ก็คือ การประชุมสมัชชายุโรปอนุสัญญายุโรป (The European Convention) เกี่ยวกับว่าด้วยอาชญากรรมทางไซเบอร์ ที่รู้จักในนามว่า อนุสัญญาการประชุมสมัชชาบูดาเปสต์ (the Budapest Convention) ซึ่งประเทศในเอเชียบางประเทศเป็นสมาชิก โดยพื้นฐาน ที่ประชุมอนุสัญญากำหนดให้เรียกร้องให้ถือว่าการกิจกรรมที่อยู่บนอินเทอร์เน็ตบางกิจกรรมประเภท เป็นการประกอบอาชญากรรม ตัวอย่างเช่น ภาพลามกอนาจารเด็ก การหลอกลวงบนอินเทอร์เน็ต แทนที่จะใช้กฎหมายอินเทอร์เน็ตโดยรวมซึ่งให้อำนาจที่กว้างขวางกว่าแก่รัฐในการที่จะระงับการแพร่กระจายของข้อมูลข่าวสาร ขณะนี้อันตรายสำคัญในภูมิภาคเอเชียคือ การปรากฏขึ้นของกฎหมายเกี่ยวกับช่องทางเข้าอินเทอร์เน็ต (internet gateway) ซึ่งทำให้เจ้าหน้าที่สามารถปิดหัวเปิด/ปิดของอินเทอร์เน็ตได้อย่างง่ายดายเกินไปและโดยพลการ สิ่งนี้มีผลกระทบการศึกษาโดยทั่วไปอย่างยิ่ง อีกทั้งจะกระทบพื้นที่เพื่อการเรียนรู้ซึ่งเป็นอิสระและเสรีภาพทางวิชาการ

3. Artificial Intelligence (ปัญญาประดิษฐ์) ในเรื่องการเพิ่มขึ้นของการใช้ปัญญาประดิษฐ์ เป็นที่ตระหนักดีว่าหุ่นยนต์ (และสิ่งที่อยู่ในประเภทนี้) สามารถช่วยมนุษย์ได้มาก แต่ก็มี 2 เรื่องที่ทำให้เกิดความวิตกกังวล สิ่งที่ทำให้กังวลอย่างมากก็คือการใช้ AI เพื่อความมั่นคงและการสอดส่องควบคุมดูแล ตัวอย่างก็คือเทคโนโลยีการจดจำใบหน้าซึ่งทำให้แยกบุพพพรรณสัมพันธ์ของบุคคลออกมาได้ โดยเฉพาะในสิ่งแวดล้อมที่ระบอบที่ไม่เป็นประชาธิปไตย น่าเสียใจเสียตายเป็นจะสามารถบอกรูปพรรณ ของผู้ประท้วงบนถนนได้จากระยะไกลโดยใช้เทคโนโลยีดังกล่าวชั่วคราว และสิ่งนี้เป็นสิ่งที่ก้องกังวานสำหรับทวีปเอเชีย เพื่อต่อต้านสังคมที่มีการตรวจตราจนเกินจำเป็น ประชาชนต้องการการศึกษาและการรู้หนังสือเพื่อปกป้องตนเองตลอดระยะเวลาความมั่นคงทางดิจิทัลเป็นที่น่าสลดใจว่า ผู้ประท้วงบนถนนถูกระบุบุพพพรรณสัมพันธ์จากระยะไกลได้โดยเทคโนโลยีดังกล่าวและถูกคุกคามโดยผู้บังคับใช้กฎหมายและบุคลากรด้านความมั่นคงด้วยจุดประสงค์เพื่อการปราบปราม หน่วยงานด้านสิทธิมนุษยชนแห่งองค์การสหประชาชาติจึงจำเป็นต้องออกประกาศชั่วคราวเกี่ยวกับการใช้เทคโนโลยีดังกล่าว และสิ่งนี้เป็นสิ่งที่สะท้อนในทวีปเอเชียโดยเฉพาะ เพื่อตอบโต้สังคมที่อยู่ภายใต้ความเข้มงวดจนเกินขอบเขต ประชาชนต้องการการศึกษาและการรู้หนังสือเพื่อปกป้องตนเองโดยผ่านความมั่นคงด้านดิจิทัล

ท้ายที่สุด หุ่นยนต์สังหารก็มาถึง ซึ่งการมาถึงดังกล่าวต้องมีการบังคับควบคุม แต่อย่างไรก็ดี สิ่งที่น่ากังวลมากที่สุดก็คือ หุ่นยนต์ที่ทำงานโดยอัตโนมัติด้วยตนเองโดยอัตโนมัติ (self-automated robot) ซึ่งสามารถตัดสินใจที่จะโจมตีหรือสังหารตามอำเภอใจ โดยไม่ต้องอยู่ภายใต้การคำสั่งของมนุษย์ องค์การสหประชาชาติก็ได้เรียกร้องให้นานาชาติควบคุมการใช้อาวุธเหล่านี้และมีความจำเป็นสำหรับสาธารณชนทั่วไปในโลกที่จะต้องตระหนักถึงสถานการณ์ดัง

กล่าวโดยผ่านกระบวนการทางการศึกษาที่ได้รับการขยายกว้างขวางขึ้นทั้งที่เป็นทางการและไม่เป็นทางการ จุดเริ่มต้นที่เป็นเหตุเป็นผลสำหรับแนวคิดนี้ก็คือการขยายขอบเขตสนธิสัญญาที่มีอยู่แล้ว การสนธิสัญญาเรื่องอาวุธธรรมดาอนุสัญญาว่าด้วยการห้ามใช้อาวุธตามแบบบางชนิด (ที่ไม่ใช้อาวุธนิวเคลียร์) The Convention on Conventional Weapons) เข้าประเด็นมีความเกี่ยวข้องโดยตรงและสนธิสัญญาดังกล่าวก็มีข้อห้าม เช่นการห้ามอาวุธเลเซอร์ที่ทำให้ตาบอด ในอนาคต สนธิสัญญาสนธิสัญญานี้อาจขยายกรอบให้ครอบคลุมการห้ามหุ่นยนต์สังหารซึ่งทำการนอกเหนือคำสั่งของมนุษย์ แต่อย่างไรก็ตามประเทศในทวีปเอเชียหลายประเทศยังไม่ได้ลงนามในสนธิสัญญานี้และควรจะสนับสนุนให้ลงนามในสนธิสัญญาฉบับดังกล่าว

ในขณะที่ 3A ได้ช่วยมนุษยชาติอย่างมาก คำถามที่เกี่ยวกับการดำรงอยู่ของชีวิตก็คือในอนาคต ทั้ง 3A จะเข้าแทนที่สติปัญญาของมนุษย์และความรู้ความชำนาญในการทำงาน (know-how) หรือเปล่า ระยะเวลาสั้นเรียกว่า “การที่ทั้ง 3A นั้นได้พัฒนาก้าวหน้าไปมากกว่ามนุษย์ความพิเศษ” (singularity) แต่มี 2 พื้นที่ปัจจัยที่ไม่น่าจะเป็นไปได้ว่า 3A ไม่น่าจะเข้ามาแทนที่ศักยภาพของมนุษย์ได้ อย่างน้อยที่สุดก็ในระยะเวลาอันสั้นนี้ นั่นคือความมีสติรู้ตัวกับสติสัมปชัญญะและความคิดสำนึก พร้อมด้วยคุณค่าเพิ่มดังกล่าว ในท่ามกลางกระแสแห่งอนาคตที่กำลังเกิดขึ้นมูลค่าเพิ่มดังกล่าวซึ่งเชื่อมโยงกับวิถีแนวโค้งแนวทางของการศึกษาและการรู้หนังสือในอนาคต มนุษย์ยังคงต้องสามารถควบคุมและมีความรับผิดชอบ เพื่อยังคงเป็น “มนุษย์ที่อยู่ในวงโคจร”

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\*วิทิต มันทาภรณ์ เป็นศาสตราจารย์กิตติคุณ คณะนิติศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย ได้ปฏิบัติงานช่วยเหลือสหประชาชาติในตำแหน่งผู้สอบสวนรายงานพิเศษ ผู้เชี่ยวชาญอิสระและสมาชิกของคณะกรรมการสืบสวนด้านสิทธิมนุษยชนแห่งสหประชาชาติ เป็นผู้รับรางวัลการศึกษาด้านสิทธิมนุษยชนขององค์การยูเนสโกประจำปี 2004 (UNESCO Human Rights Education Prize) เขียนหนังสือเล่มล่าสุดชื่อ Challenges of International Law in the Asian Region (สำนักพิมพ์ Springer 2021) ลิขสิทธิ์โดย VM

## Panel Sessions

### Panel Session 1

#### Futures Literacy: Preparing for Emergence and Transforming Governance

***Session brief: Dr. Susan Vize***

The COVID-19 pandemic has demonstrated that futures are not as predictable as we thought they were, highlighting the need to be flexible and adjust expectations. In this context, Futures Literacy allows us to innovate the present and respond to unforeseen challenges. Critical to such innovation and response is transforming governance so that societies can address emerging threats while not losing track of the important work of achieving sustainability. In other words, we must integrate existing responses with new adaptations. This session explores how Futures Literacy can be applied to create new approaches and solutions to address the complexities of today and advance sustainable development, particularly vis-à-vis climate change

### Panel Session 2

#### University 4.0: Transition Agents for the Futures

***Session brief: Asst. Prof. Dr. Ora-orn Poocharoen***

Is higher education an industry to produce a suitable workforce for the economy, or a tool by the state used to indoctrinate certain values and goals of society? Is it a seedbed of freedom of thought and expression, a place for innovation and knowledge creation? Or is it a place for critical in-depth reflection on where we are heading? How can higher education and universities play a better role in transforming mindsets and practices toward a more equitable and sustainable world? As technology and societies continue to evolve, older institutions such as universities must continuously reshape and transform to stay relevant and be of value. Many are discarding the importance of university degrees, and many see universities as a place only for elites. This panel will tackle these questions and challenges. Using the futures lens, we explore the myriad futures of the university, sharing cases and experiences candidly.

### Panel Session 3

#### Environmental and Climate Justice: Resilient Futures through Transdisciplinary Learning

***Session brief: Asst. Prof. Dr. Suthirat Kittipongvises***

Environmental justice is commonly defined as the meaningful involvement of all groups of people in the development and enforcement of environmental laws and related policies regardless of race, color, national origin, or income. Meaningful involvement means that 1) all people have an opportunity to participate in all decision-making processes related to activities that may affect their health and/or environment, 2) decision seek out and facilitate the involvement of those potentially affected, and 3) community concerns are taken into account. Environmental justice seeks the same degree of protection from environmental and health hazards for all, and equal access to the decision-making process to realize a healthy environment in which to live, learn, and work. This session discusses environmental justice for indigenous peoples; citizen science to support transformative learning of communities; community voices on environment justice; environmental crises and humanitarian responses; clean air and social justice; transdisciplinary studies and futures literacy challenges.

## Panel Session 4

### Co-Creation of our Futures through Civic Education, Dialogue and Engagement

#### *Session brief: Ms. Elodie Jacquet*

Can universities help transform the world through dialogue, engagement, and civic education? Can universities foster a better, equitable civic life by providing safe spaces for students and communities to come together and address some of the pressing issues of our time? Listening and responding to community members with diverse lived experiences increases the quality and legitimacy of decisions and fosters sustained support for long-term, transformative action. However, the voices of marginalized and equity-seeking communities—many of which are particularly vulnerable to climate change, pandemics, or drastic economic change—are often under-represented in engagement processes. People who face historic or ongoing marginalization due to their race, gender, disability, socioeconomic background, or other identities may encounter barriers to participation. They may feel alienated or ill-equipped to participate in civic processes. Universities can play an essential role in creating spaces for dialogue with communities and co-design solutions to the wicked problems of our time, be they pandemics, global inequality, or climate change. They can provide new tools for engagement and participation, within their walls and beyond. This engaging session explores these questions and shares insights and hopes for a more sustainable future in ASEAN.

## Panel Session 5

### Beyond COVID-19: Futures for All, Health as Global Commons

#### *Session brief: Prof. Dr. Imtiaz Ahmed & Assoc. Prof. Dr. Yeoh Seng Guan*

Access to safe and effective vaccinations on an equitable basis is essential to limiting the COVID-19 pandemic. Assuring availability and promoting ethical, non-discriminatory usage requires global cooperation. The politics of vaccine nationalism, on the other hand, thwarts these noble attempts. Even before many of the now-approved COVID-19 vaccines completed clinical trials, wealthy countries such as the United States, the UK, and Japan procured several million doses of the promising vaccines in the pipeline. In contrast, global promises of equitable vaccine supply in countries of the Global South remained unkept. Policymakers and academics alike must recognize the importance of cooperation and non-discrimination in this endeavor to prevent further outbreaks of diseases.

Public health has repeatedly experienced paradigm shifts in the digital era, confounding nearly all predictions made by scientists and futurists. For the first time in human history, newer innovations have opened the stage for establishing health as global commons. Based on the experiences of the Covid-19 pandemic during these past two years, this session brings together academics and practitioners of diverse disciplines and expertise to deliberate on the questions of public health, the well-being of all citizens, and futures of health as global commons.

## Panel Session 6

### “A Bridge Over Troubled Water: Anticipating and Reimagining the Future of Rivers in Southeast Asia”

#### *Session brief: Asst. Prof. Dr. Carl Middleton*

Rivers hold diverse meanings, values, and relationships to people in Southeast Asia. They are defining features of the region's geography, the lifeblood of diverse ecosystems, and a dynamic constant that

pattern livelihoods with their seasonal cycles. The region's rivers have historically been interwoven with a diversity of cultures, lives, and river-dependent livelihoods across the region. They have also been valued locally and globally for their remarkable biodiversity. In recent decades, rivers have been transformed by accelerating processes of economic modernization with the construction and operation of large-scale water infrastructure, including irrigation schemes and large hydropower dams, as human demand for water for agriculture, industry, hydroelectricity, and domestic consumption has grown. This water infrastructure has changed seasonal and daily river hydrology, fragmented and degraded ecosystems, and had impacts on pre-existing livelihoods. Large-scale water infrastructure has progressively transformed river basins at the local to basin-wide scale, bringing benefits to some and harm to others. Simultaneously, there are also diverse practices on sustaining river-dependent livelihoods and protecting and recovering (or rewilding) ecosystems. In this context, there continues to be intense debate from diverse perspectives on the value and use of rivers in Southeast Asia for the present and future, with implications for social and ecological justice.

This session addresses the following questions:

- What are the possible futures for the region's rivers?
- Who benefits and who loses out in each of these futures? Which ones are most desirable?
- How could desirable futures be attained?

## **Panel Session 7**

### **Re-thinking International Development: Towards Co-Creation of Knowledge and Future for Global Commons**

#### ***Session brief: Dr. Bhanubhatra Jittiang***

This session explores the future of international development. The COVID-19 pandemic has significantly shaped and changed the global political, socio-economic, and cultural landscape in the way we have not witnessed during the past century. We have seen the rise of violent conflicts, political polarization, social divisions, and economic stagnation in every corner of the world. The shortage of vaccination and healthcare access in many places, especially in the Global South, reflects a development gap and the deepening of global inequality. Through knowledge exchange between scholars from the Global North and South, this panel hopes to rethink the international development of the years to come in terms of landscape, emerging issues, approaches, and eventually, meaning. The session explores the following set of questions:

- What will the international development landscape look like in the post COVID-19 era?
- What are the emerging issues in international development?
- What are new approaches to international development?
- What does it mean to talk about "international development" in post COVID-19 contexts?

## **Panel Session 8**

### **Fostering Empathy and Compassion for a Sustainable Society: The Role of Religion, Faith and Spirituality**

#### ***Session brief: Dr. Dicky Sofjan***

The future of religion, faith, and spirituality remains elusive in the age of the Internet of Things (IoTs) and deep social media engagement. Social polarization, fragmentation of religious authority, and the



rise of online religion have challenged the way we perceive, discuss, and experience religion, faith, and spirituality. The increasing number of atheists, agnostics, the unaffiliated, and 'the nones' merely illustrates what the future holds for traditional and conventional forms of religion, faith, and spirituality. These challenges are further compounded by the way of life and living of Generation Z and the so-called digital natives, who are seemingly living in a parallel universe and harboring uncanny perspectives about what they believe and do not believe in. In some sense, with these trends, there has also been an increase in the 'global distribution' of personal and public sites of pain, suffering, destruction, and death.

This panel therefore explores the prospect of fostering empathy and compassion in a world that is fast moving and embracing formless, non-rigid, and flexible norms, values, and moral systems that may or may not be related to the existing religious traditions, faith communities, and spiritual groups. The almost-universal suffering that the world experienced with the COVID-19 pandemic can perhaps be a catalyst for those wanting to find other pathways to a different kind of 'salvation' altogether.

## Closing Plenary Session

### Futures Literacy: Connecting Communities, Transforming Governance

#### ***Session brief: Assoc. Prof. Dr. Apiwat Ratanawaraha***

In this Closing Plenary Session, panelists address how Futures Literacy could help people and communities with diverse backgrounds, interests, and desires connect with one another to jointly build a global commons that is just and sustainable. The global commons, broadly speaking, encompasses tangible objects, such as common-pool resources, as well as intangible goals, such as international peace. Discussions evolve around questions such as:

- What challenges do we face as we try to connect communities, broadly defined, to create the global commons?
- How can we overcome such challenges?
- What kinds of governance arrangements we should we build to create the global commons?
- How can Futures Literacy be useful in our endeavors for the global commons?

## IV. CLOSING REMARKS

***Prof. Dr. Narin Hiransuthikul, MD.***

*Vice President for Strategic Monitoring and Assessment, Planning, Budgeting, and Well-being,  
Chulalongkorn University*

Honorable guests, distinguished speakers, colleagues, friends, ladies and gentlemen.

It is my great pleasure to be here with you to conclude Chula Futures Literacy Week. Since beginning on February 28, Chula Futures Literacy Week has held public lectures, a book talk, and Futures Literacy Labs, before culminating in a 2-day international conference.

First and foremost, I would like to express my deepest appreciation to all the speakers, panelists, and facilitators who made invaluable contributions to shape highly engaging programs. This has been an extremely enriching and thought-provoking week. As a professor of preventive and social medicine, I could not agree more with the many discussions that highlighted how the pandemic has forced us to think very differently. Public health is a domain where mutual dependence and solidarity is evident. The difficult experiences of living under COVID-19 have given every person, from all walks of life, an opportunity to reflect on civic and collective responsibility to care for humanity. Although many of us may be still learning to adapt to the new realities, we recognize that a significant shift in thinking is necessary to live in our world full of uncertainties.

As Chulalongkorn University's Vice President for Strategic Monitoring and Assessment, Planning, Budgeting, and Well-being, I am therefore grateful that we could conduct Chula Futures Literacy Week at this juncture. Futures Literacy is an innovative learning tool that enables us to prepare for the unknown and encourages us to act on the present as responsible citizens. Given my responsibility as a strategic coordinator for higher education, I find the key messages from the various sessions this week vital for advancing debates and re-contextualizing how the university can engage to be further socially responsible and to promote inclusivity at the policy level for a more sustainable future.

Chulalongkorn University presently chairs the Council of University Presidents of Thailand, and I was delighted that we were joined by speakers and students from member universities in panel sessions, lectures, and Futures Literacy labs. I hope we can continue to create many more opportunities ahead to jointly work for the futures.

Before ending my closing remarks, I would like to express my deepest appreciation to all of our collaborators, including UNESCO, the UN Resident Coordinator Office in Thailand, the Thai National Commission for UNESCO, the Lao National Commission for UNESCO, and our old and new partners across the globe, for their tremendous support in making Chula Futures Literacy Week a reality. My special appreciation goes to the members of the organizing committee, the Chula task force, the secretariat, and all those who contributed to making Chula Futures Literacy Week a meaningful encounter and engagement.

## V. PROGRAM

### Chula Futures Literacy Week\*

*“Connecting Communities through Futures Literacy:  
Solidarity and Transformative Learning in a Post -Covid-'19 Asia”*

February 28 –March 4, 2022  
Chulalongkorn University\*

\*All programs were conducted online.

Thailand Time (GMT+7)	Program
<b>Monday, February 28, 2022</b>	
13.30- 14.30	<p>Public Lectures <i>“Introduction to Futures Literacy: An Essential Competency for Global Citizens in the 21<sup>st</sup> Century”</i></p> <p>Welcome remarks: Prof. Dr. Parichart Sthapitanonda, Vice President for Academic Affairs and Social Outreach, Chulalongkorn University</p> <p>Speakers</p> <ul style="list-style-type: none"> <li>• Dr. Riel Miller, Head of Futures Literacy, UNESCO</li> <li>• Dr. Maya Van Leemput, UNESCO Chair on Images of the Futures &amp; Co-creation; Erasmus University of Applied Sciences and Arts in Brussels</li> <li>• Dr. Suwithida Charungkaitikul, Director, General Education Center, Chulalongkorn University</li> </ul> <p>Moderator: Ms. Chanikan Inprom, a doctoral candidate in Lifelong Education, Chulalongkorn University</p>
14.30- 15.00	Coffee Break
15.00- 18.00	<p>Introduction to Futures Literacy Lab (closed session for FLL participants only) <i>“Co-Designing our Futures”</i></p> <p>Welcome remarks: Asst. Prof. Dr. Voraprapa Nakavachara, Assistant to the President for Global Engagement, Chulalongkorn University</p> <p>Facilitators</p> <ul style="list-style-type: none"> <li>• Ms. Christine Kavazanjian, Practitioner and Designer, Futures Literacy Research Policy and Foresight, Social and Human Sciences Sector, UNESCO (also MC)</li> <li>• Asst. Prof. Dr. Carl Middleton, Director, CSDS, Faculty of Political Science, Chulalongkorn University</li> </ul>

	<ul style="list-style-type: none"> <li>● Ms. Feukeu Kwamou Eva, Anticipation Specialist, Africa Coordinator for Futures Literacy, UNESCO</li> <li>● Ms. Sally Yu Yang Lin, Futures Literacy Designer/Facilitator, UNESCO</li> <li>● Dr. John Sweeney, Senior Research Fellow, Westminster Int'l University in Tashkent; UNESCO Chair for Future Studies for Sustainable Policy-making</li> <li>● Dr. Peter Malvicini, Director, Center for Policy Research and Outreach, Westminster Int'l University in Tashkent</li> </ul>
<b>Tuesday, March 1, 2022</b>	
15.00-18.00	Futures Literacy Lab (workshop continued, closed session for FLL participants only)
<b>Wednesday, March 2, 2022</b>	
10.30-11.30	<p>Public Lecture <b><i>“AI and Futures of Humanity—A Perspective from Buddhism”</i></b></p> <p>Prof. Dr. Soraj Hongladarom, Director, Center for Science, Technology, and Society, Chulalongkorn University</p> <p>Moderator: Dr. Leonard Chrysostomos Epafras, Universitas Kristen Duta Wacana and Indonesian Consortium for Religious Studies (ICRS)</p>
11.30-13.00	Lunch Break
13.00-14.30	<p>Book Talk <b><i>“The Futures of Thailand, 2585 BE”</i></b></p> <p>Assoc. Prof. Dr. Apiwat Ratanawaraha, Dept. of Urban and Regional Planning, Faculty of Architecture, Chulalongkorn University</p> <p>Commentators:</p> <ul style="list-style-type: none"> <li>● Prof. Dr. Yoshitsugu Hayashi, Club of Rome Full Member, Professor Emeritus, Nagoya University; Professor, Chubu University, Japan</li> <li>● Prof. Dr. Pasuk Phongpaichit, Professor Emeritus of Political Economy, Faculty of Economics, Chulalongkorn University</li> </ul> <p>Moderator: Ms. Wan Chantavilasvong, Dept. of Urban and Regional Planning, Faculty of Architecture, Chulalongkorn University</p>
14.30-15.00	Coffee Break
15.00-18.00	Futures Literacy Lab (workshop continued, closed session for FLL participants only) Wrap up and preparations for presentation at the int'l conference

## Thursday, March 3, 2022 International Conference

MC: Dr. Jessada Salathong, Faculty of Communication Arts, Chulalongkorn University

Thailand Time (GMT+7)	Plenary Sessions
13.30 – 14.00	<p><b>Opening Session</b></p> <p>Welcome and Opening Remarks:</p> <ul style="list-style-type: none"><li>• Prof. Dr. Bundhit Eua-arporn, President, Chulalongkorn University</li><li>• Dr. Suphat Champathong, Permanent Secretary for Education, Ministry of Education; Vice Chair of the Thai National Commission for UNESCO</li></ul> <p>Keynote address:</p> <p>Professor Emeritus Vitit Muntarbhorn, Chulalongkorn University; former UN Independent Expert and member of UN Commissions of Inquiry on human rights; UN Special Rapporteur on the situation of human rights in Cambodia; recipient of the 2004 UNESCO human rights education prize</p>
14.00 – 15.30	<p><b>Panel Session 1: “Futures Literacy: Preparing for Emergence and Transforming Governance”</b></p> <p>Speakers:</p> <ul style="list-style-type: none"><li>• Ms. Tanja Hichert, Centre for Sustainability Transitions, Stellenbosch University, South Africa</li><li>• Ms. Thanyaporn Krichtitayawuth, Executive Director, Global Compact Network Thailand</li><li>• Dr. Hezri Adnan, Executive Director, The Malaysian Institute of Economic Research (MIER)</li></ul> <p>Moderator:</p> <p>Dr. Susan Vize, UNESCO Regional Adviser for Social and Human Sciences in Asia and the Pacific</p> <p>Group Photo</p>
15.30 – 15.45	Coffee Break
15.45 – 17.15	<p><b>Panel Session 2: “University 4.0—Transition Agents for the Futures”</b></p> <p>Speakers:</p> <ul style="list-style-type: none"><li>• Assoc. Prof. Dr. Natcha Thawesaengskulthai, Vice President for Strategic Planning, Innovation and Global Engagement, Chulalongkorn University</li><li>• Asst. Prof. Dr. Thanongsack Duangdala, Deputy Director, Office of Academic Affairs, National University of Laos</li><li>• Prof. Dr. Yasuyuki Kono, Vice-President for International Strategy, Kyoto University</li><li>• Asst. Prof. Sunton Wongsiri, M.D., Vice President for Research and Innovation, Prince of Songkla University</li></ul>

	<ul style="list-style-type: none"> <li>• Prof. Dr. Yong Zulina Binti Zubairi, Associate Vice -Chancellor for Global Engagement, Universiti Malaya</li> <li>• Dr. Adrian W. J. Kuah, Director, Futures Office, National University of Singapore</li> </ul> <p>Moderator: Asst. Prof. Dr. Ora-orn Poocharoen, Founding Director, School of Public Policy, Chiang Mai University</p>
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### End of March 3 Program

## Friday, March 4, 2022, International Conference

MC: Ms. Michiko Yoshida, Office of Int'l Affairs and Global Network, Chulalongkorn University

### Parallel Sessions

Time	Panel Session 3	Panel Session 4
09.00 – 10.30	<p><b><i>“Environmental and Climate Justice: Resilient Futures through Transdisciplinary Learning”</i></b></p> <p>Convenor: Asst. Prof. Dr. Suthirat Kittipongvises, Director, Environment Development and Sustainability Program; Lecturer at Environmental Research Institute Chulalongkorn University (ERIC)</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>• Dr. Mochamad Indrawan, Ecologist, Conservation Biologist, Research Scientist, Universitas Indonesia</li> <li>• Prof. Dr. Emma Porio, President, Asia Pacific Sociological Association; Professor, Dept. of Sociology and Anthropology, Ateneo de Manila University</li> <li>• Ms. Penchom Saetang, Director, Ecological Alert and Recovery-Thailand (EARTH)</li> <li>• Mr. Phichet Munpa, WWF, Thailand</li> <li>• Dr. Diane Archer, Senior Research Fellow, Stockholm Environment Institute</li> </ul>	<p><b><i>“Co-Creation of our Futures through Civic Education, Dialogue and Engagement”</i></b></p> <p>Convenor: Ms. Elodie Jacquet, Knowledge Manager, SFU Morris J. Wosk Centre for Dialogue</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>• Dr. Toshiyuki Doi, Academic Advisor, IAS, Chulalongkorn University</li> <li>• Mr. Ahmad Rifai, Co-Founder/Executive Director, Kota Kita Foundation</li> <li>• Dr. Vachararutai (Jan) Boontinand, Director, Inst. of Human Rights and Peace Studies, Mahidol University</li> <li>• Asst. Prof. Athapol Anunthavorasakul, Director, Center for Educational Research and Development for Sustainable Development, Chulalongkorn University</li> <li>• Ms. Mariko Komatsu, Global Collaboration Coordinator, Hiroshima Organization for Global Peace</li> </ul>
10:30-10:45	Coffee break	

Time	Panel Session 5	Panel Session 6
10.45 – 12.15	<p><b><i>“Beyond COVID-19—Futures for All, Health as Global Commons”</i></b></p> <p>Convenor: Prof. Dr. Imtiaz Ahmed, Professor of International Relations; Director, Centre for Genocide Studies, University of Dhaka  Co-convenor: Assoc. Prof. Dr. Yeoh Seng Guan, Associate Professor in Social Anthropology, School of Arts and Social Sciences, Monash University, Malaysia</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>● Dr. Cynthia Maung, Founder/Director, Mae Tao Clinic</li> <li>● Dr. Chan Chee Khoon, Epidemiologist; Visiting Scholar, Universiti Malaya</li> <li>● Prof. Dr. Bussakorn Binson, Dean, Faculty of Fine and Applied Arts, Chulalongkorn University</li> <li>● Prof. Dr. Miwako Hosoda, Professor, Seisa University; Founder, Inclusive Action for All</li> </ul>	<p><b><i>“A Bridge Over Troubled Water: Anticipating and Reimagining the Future of Rivers in Southeast Asia”</i></b></p> <p>Convenor: Asst. Prof. Dr. Carl Middleton, Director, Center for Social Development Studies, Faculty of Political Science, Chulalongkorn University</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>● Asst. Prof. Dr. Chol Bunnag, Director, Sustainable Development Solutions Network (SDSN)—Thailand</li> <li>● Ms. Pianporn Deetes, Thailand and Myanmar Campaigns Director, International Rivers</li> <li>● Assoc. Prof. Raymond Yu Wang, Associate Professor, Center for Social Sciences, Southern University of Science and Technology, China</li> <li>● Mr. Saw John Bright, Water Program Manager, Karen Environmental and Social Action Network (KESAN)</li> <li>● Mr. Tarek Ketelsen, Director General, Australia – Mekong Partnership for Environmental Resources and Energy Systems (AMPERES)</li> <li>● Dr. Yong Ming Li, Fellow, East West Center</li> </ul>
12.15 – 13.00	Lunch Break	

## **VI. SECRETARIAT AND CONTACT**

### **Secretariat team**

#### ***Head of the secretariat***

Dr. Ram Piyaket, Director, Office of International Affairs and Global Network (OIA)

#### ***Project director:***

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Office of Academic Resources (pre-international conference programs)

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## VII. APPENDIX

### About Futures Literacy

#### What is Futures Literacy (FL)?

FL is a capability. It is the skill that allows people to better understand the role that the future plays in what they see and do. Being futures literate empowers the imagination, enhances our ability to prepare, recover and invent as changes occur.

People can become more skilled at ‘using-the-future’, more ‘futures literate’, because of two facts. One is that the future does not yet exist, it can only be imagined. Two is that humans have the ability to imagine. As a result, humans are able to learn to imagine the future for different reasons and in different ways. Thereby becoming more ‘futures literate.’

#### Why is Futures Literacy important?

FL is important because imagining the future is what generates hope and fear, sense-making and meaning. The futures we imagine drive our expectations, disappointments, and willingness to invest or to change. Without futures literacy, people become much more vulnerable to fear and attached to unrealistic expectations that we can stop the world from changing. In today’s world, given existing tools and technology, our proximities, and our diversities, the conditions for peace cannot be created without futures literacy.

#### How is UNESCO developing Futures Literacy?

In its role as a global laboratory of ideas, UNESCO has been pioneering innovative action-learning and action-research into Futures Literacy. With people all around the world, UNESCO is co-creating opportunities to explore locally rooted anticipatory assumptions, or the frames people use to imagine tomorrow (see map on page 2 for examples). These special, co-created Futures Literacy Laboratories have a proven track record in developing the capacity to ‘use-the-future’ for different reasons and using different methods. The 2018 book *Transforming the Future: Anticipation in the 21st Century* provides evidence that by engaging people in carefully co-created learning-by-doing processes, people become more ‘futures literate,’ asking new questions and opening up new horizons for innovative actions.

#### The History of Futures Literacy: International, World Class, and Cutting-Edge

Starting in 2012, UNESCO began shifting its foresight activities toward the development of Futures Literacy and the Discipline of Anticipation. This effort built on UNESCO’s decades of experience in fostering future studies and as a global laboratory of ideas where the latest advances in the theory and practice of using the future are discussed and prototyped. This approach of ‘using-the-future’ has now been applied on the ground and in close collaboration with local champions in over 20 countries (see: *Transforming the Future: Anticipation in the 21st Century*, 2018). Eight UNESCO Chairs have been established in the last few years and ten more are in the pipeline. *Imagining Africa’s Futures*, a new project from UNESCO, is prototype testing Futures Literacy Laboratories as a major innovation in the development and dissemination of the capacity to use-the-future.









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