



PROJECT 101055705 — DIALOG CITY

5 TRAINING MODULES

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The project was initiated and is coordinated by STADTARCHIV ASCHAFFENBURG (DE). Project Partners are CULTUREPOLIS (GR), STADTMUSEUM GRAZ GMBH (AT), FONDAZIONE CIRKO VERTIGO (IT), QUATORZE (FR), CENTRO FORMAZIONE PROFESSIONALE CEBANO MONREGALESE (IT) and CONSORZIO INTERAZIENDALE CANAVESANO PER LA FORMAZIONE PROFESSIONALE CIAC (IT).



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Context and Objective of the Delivery of 5 Workshops on the Basic Concept of Futures Literacy (PHASE A)

Introduction

As part of the DIALOG CITY Work Package 3, Phase A had as its main objective the training of participants on the basic concepts of Futures Literacy, with the aim of preparing them to become facilitators capable of transmitting these competencies to citizens and policymakers by using their artistic skills as effective communication tools.

Participants were selected by the project partners to ensure diversity in artistic and methodological approaches, to maximize the cultural and territorial impact in the next phase of the project.

In agreement with the project partners, Professor Dr. Vicky Karaiskou, Associate Professor and Academic Coordinator of the MA Programme in *Cultural Policy and Development* at the Open University of Cyprus, as well as UNESCO Chairholder and specialist in Visual Anticipation and Futures Literacy, was appointed. Professor Karaiskou designed and oversaw the entire training programme, ensuring methodological consistency with European objectives on active citizenship and collective future imagination.

Training Structure

The training was organized into 5 modules of three hours each, delivered in two editions. The workshops were conducted online using a participatory and hands-on methodology, focused on dialogue and practical experimentation.

Operational Details

- Total duration: 5 modules × 3 hours × 2 editions
- Format: Online participatory sessions, supplemented by interactive exercises
- Tools: Use of the Miro Board platform to facilitate visualization, co-creation, and collaborative reflection
- Typical session structure: Icebreaker → theoretical explanation → practical exercises and shared conclusions
- Support materials: Supplementary readings and exercises between sessions

Outcomes Achieved

- Effective transfer of theoretical and practical foundations of Futures Literacy, with a special focus on the use of art as an anticipatory language
- Introduction to the use of visualization and imagination as facilitation tools
- Development of critical awareness regarding participants' roles as facilitators and catalysts of participatory processes, able to stimulate citizens and policymakers to rethink the future of cities

Conclusions and Next Steps

Phase A concluded with the preparation of an initial group of artist-trainers, ready to independently lead workshops during the subsequent Phase B, targeting citizens and policymakers.



5 Futures Literacy and Visual Literacy Workshop Models



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A holistic approach towards
a digital cultural infrastructure
in European cities

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Workshop 1



Introduction to Futures & Visual Literacy

Thursday & Saturday January 9 & 11, 2025

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Icebreaker:

How would you introduce yourself without mentioning your profession / studies field or origin country?



Conditions for the workshop:

Keep the time;
Talk briefly and to the point;
Respect;
Co-create safe space;
There is no right or wrong;
Co-create;
Be present;
Be authentic



Define your goal:

Why do you attend this workshop?

What is Futures Literacy?

An UNESCO official program since 2012.

A way to enhance **awareness** of how we think;

A way to identify, reveal and explore **anticipatory assumptions** (A.A.) for the future with an aim to enable people comprehend how their thinking alters what they see, feel and do in the present.

A way to acknowledging the countless **alternatives** of the future;

A way to **appreciate upheavals** and **difficulties** as emerging opportunities; A way to value **change** and ephemerality.

Relevant reading:

Futures Literacy. Anticipation in the 21st c. UNESCO

Miller, R. et al. 2018. *Transforming the Future. Anticipation in the 21st c.* UNESCO & Routledge. France.

Larsen, N. 2020. What Is 'Futures Literacy' and Why Is It Important? At <https://medium.com/copenhagen-institute-for-futures-studies/what-is-futures-literacy-and-why-is-it-important-a27f24b983d8>

What is Visual Literacy?

Without consideration, without pity, without shame
they have built great and high walls around me.

[...]

Ah why did I not pay attention when they were building the walls.
But I never heard any noise or sound of builders. Imperceptibly they shut me from the
outside world.

C.P. Cavafy, Walls, 1896-1897

Beware of the stories we narrate and why we narrate them.

VL explores our **visuality**, i.e., the **perceptions** that determine the nature of our **assumptions**. It sheds light on *HOW* and *WHY* we think the ways we do, individually as well as collectively, and how we **reproduce** familiar patterns, values and structures.

What we “are” comes from the past and **conditions** our minds into feeling, thinking and acting. Awareness of where our stories come from and how we built them, liberates our minds, instils agency and empowers us as individuals.

Relevant reading:

Karaiskou, V. 2024. Visual Literacy as a tool to explore what lays behind and beyond our anticipations, *Futures*, v. 158, 103350. ISSN 0016-3287. <https://doi.org/10.1016/j.futures.2024.103350>
(<https://www.sciencedirect.com/science/article/pii/S0016328724000338>)

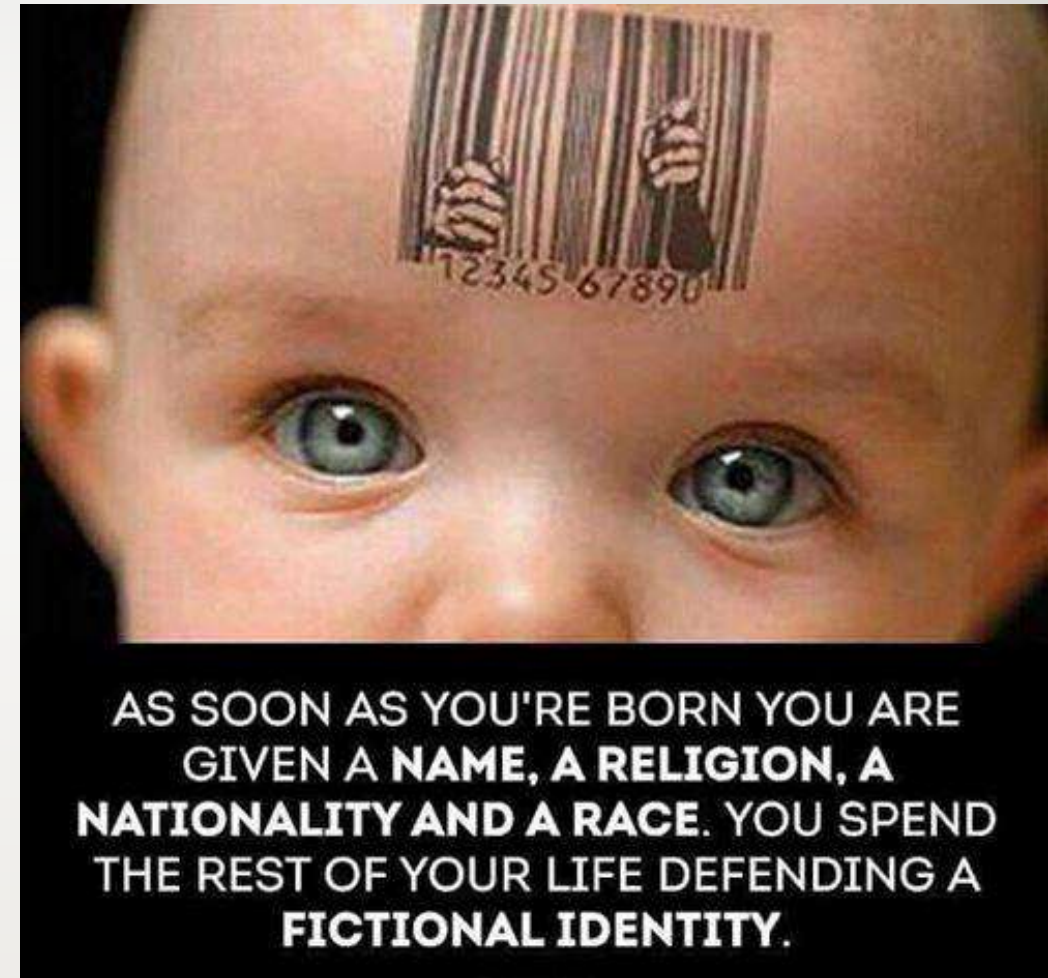
Karaiskou, V. 2022. Facing the Future through the Light of the Past. In *Perspectives of Visual Learning*, v. 5, p. 21-23

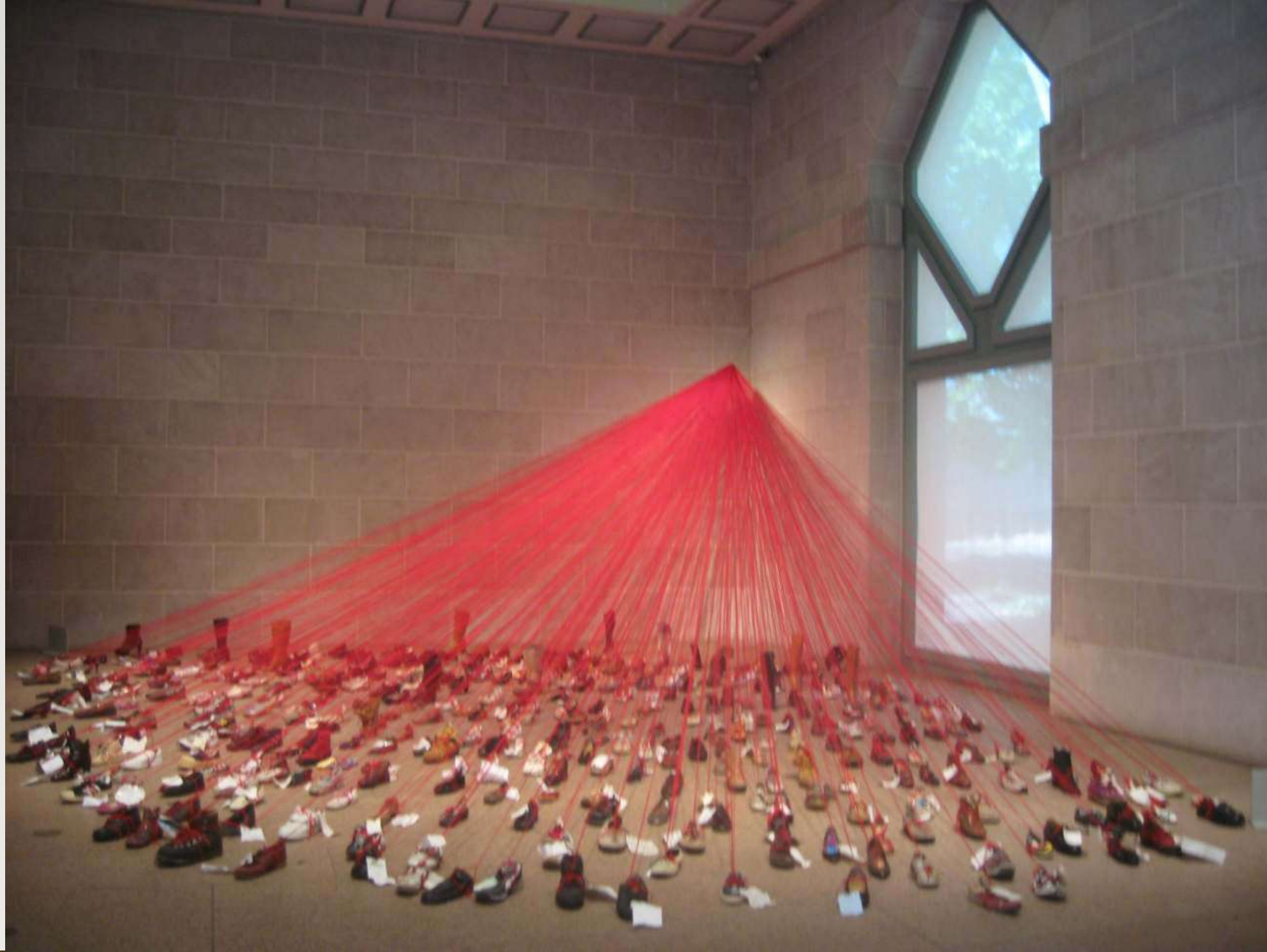


We are what we have learned to be.
We care about what we have learned to care about.
We do what we have learned to do.

“how we see; how we are able,
allowed, or made to see; and how we
see this seeing or the unseen therein”

(Foster, 1988, ix)





Chiharu Shiota,
Over the
Continents 1993



Activity:

Associate your (predominant) meaning & feeling of living with a color, a shape, a texture, a taste, or / and a sound.

Purpose of the activity:

Beyond mere cognitive processing, we always exist in a deeper engagement with our surroundings – one that transcends language and rational thought and embraces the full spectrum of our sensory experience.



Activity: The Wall

Imagine that you write on the wall the 3 most important for you values or conditions or components for living.

Please, make sure you come up with spontaneous answers.

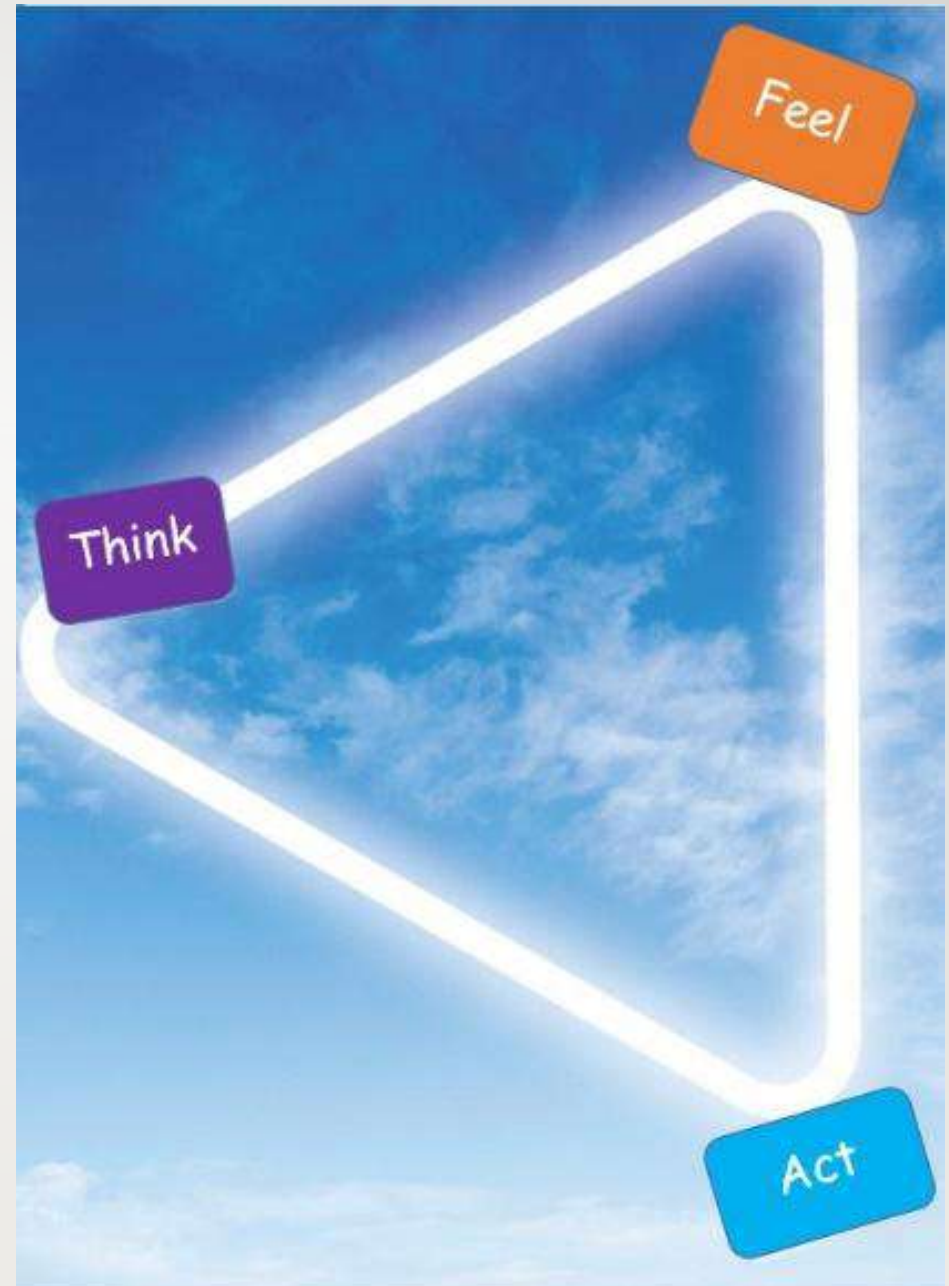
Purpose of the activity:

The intention is to build collectively a broader picture and become aware of its constituent parts and their role. During the process, you will comprehend how the resulting wall can take **different forms** depending on your **choices**.

Activity: The Identity Triangle

Purpose of the activity:

The thinking – feeling – acting process lays in the core of our brains' mechanism. The tool intends to make tangible the interconnection among these three realms in all manmade situations.



Activity: What IF. Reframe

Purpose of the activity:

The reframing tool is especially powerful because it extracts main suppositions from dominant narratives with the intention to provide a radically diverse approach to the topic under examination; to train for unexpected situations; and enhance adaptability & resilience.

Reframe:

Imagine a world with only “purposeful” art, stripped from the creative ‘how I feel / see / perceive’.

This art exists for the purpose of calling the audience to action.

How do you imagine this world, the people, the values, the society, their communication etc?

Try to observe as many details as you can.



Workshop 2

Introduction to Visual Literacy

Thursday & Saturday January 16 & 18, 2025

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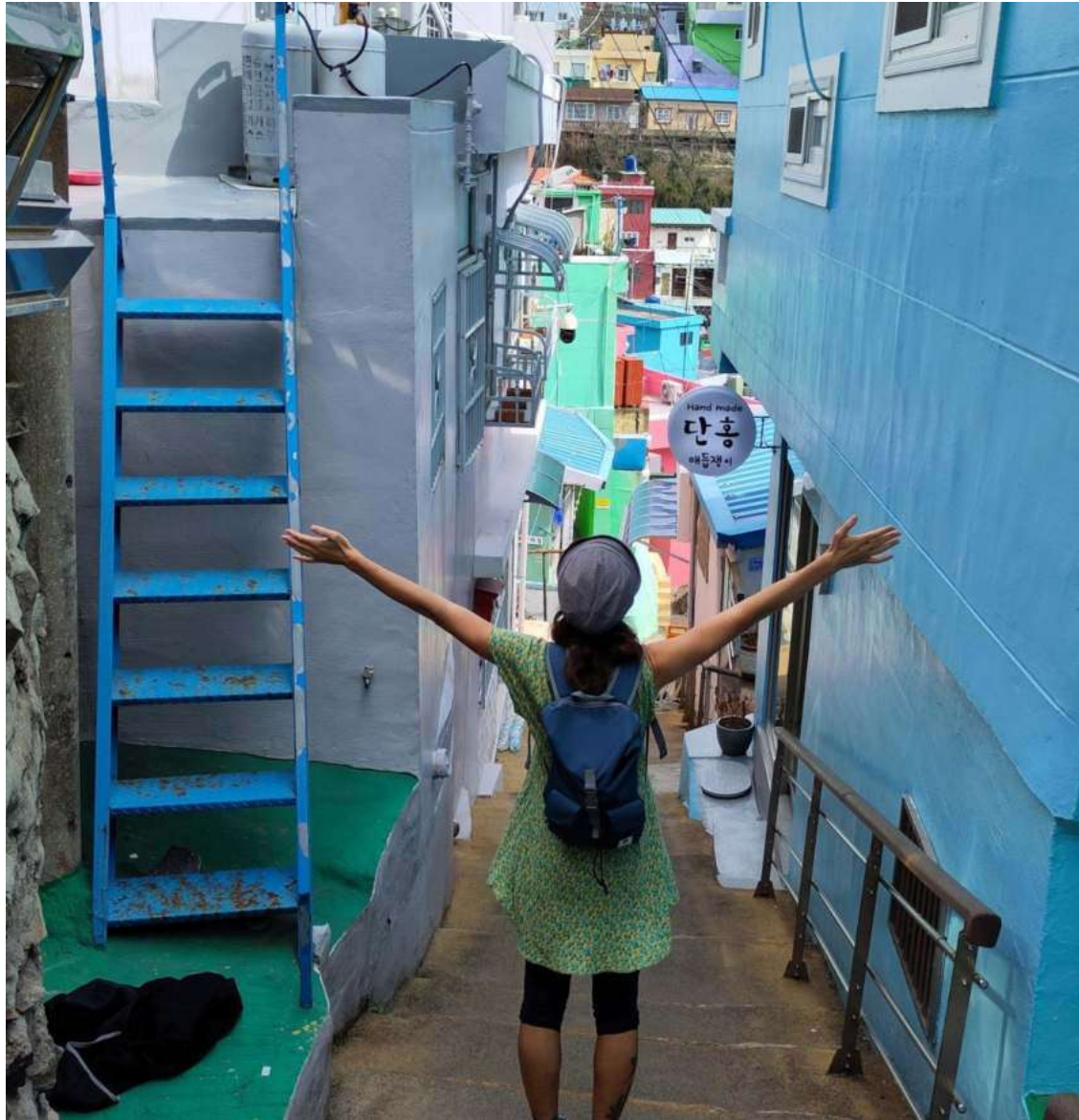
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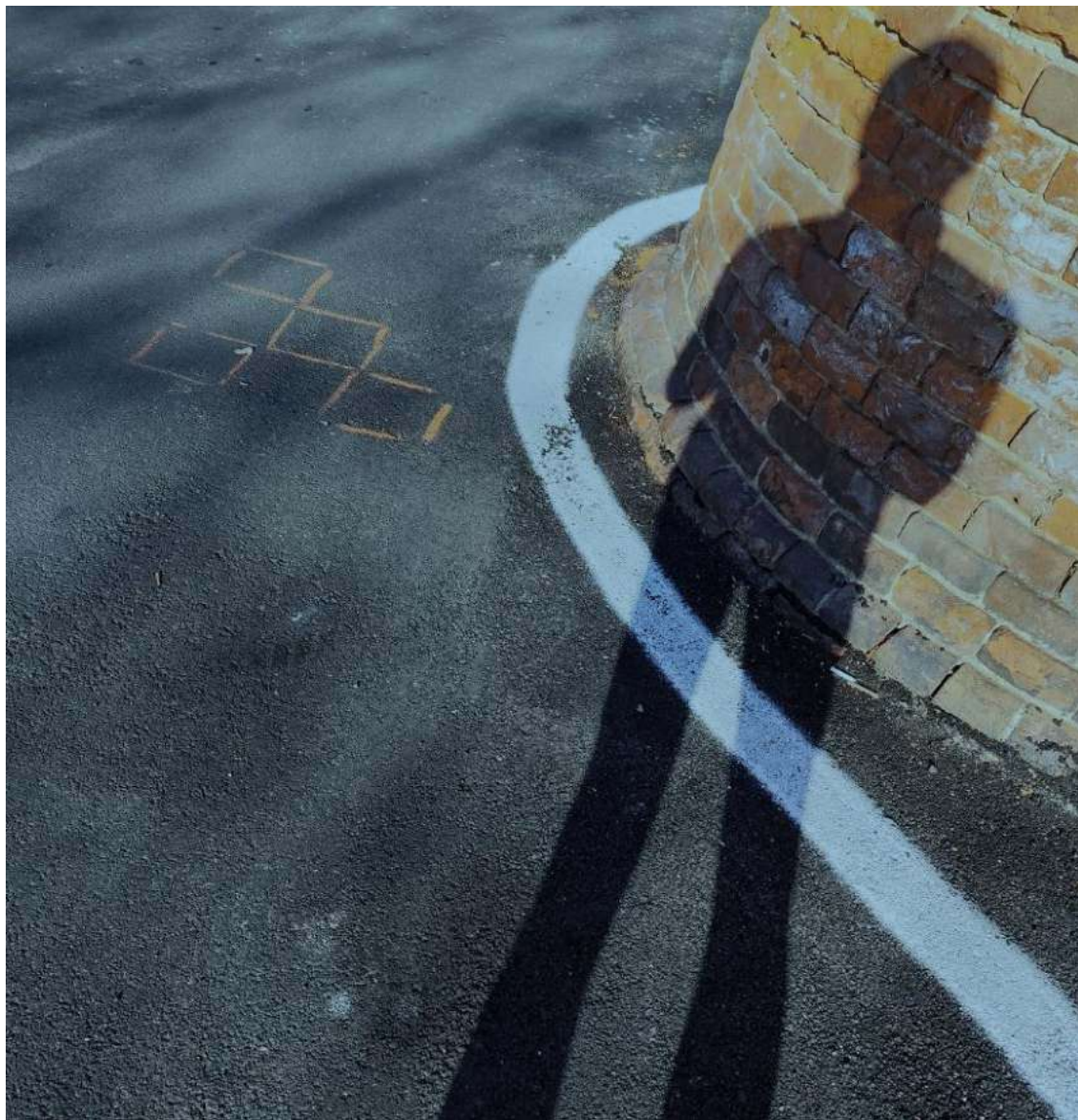


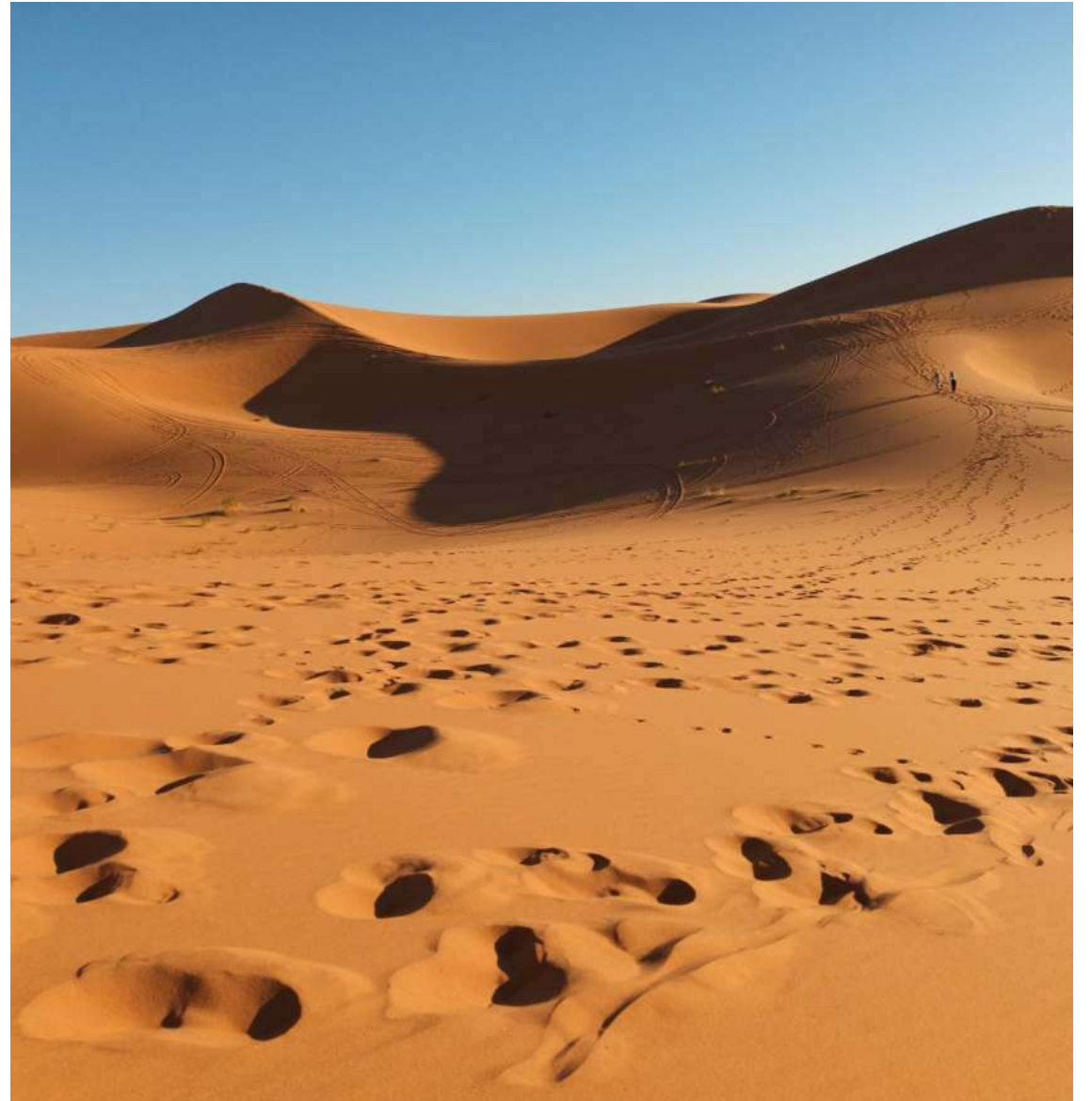


Icebreaker

If you had to leave for another country, what one item would you put in a box and take with you? Explain in 1-2 phrases why.











Keywords

stay free and open minded

travel the road, having a goal or a perspective, facing the walls, the curves and the possible holes on the path.

work and interconnection, information, knowledge, play and curiosity, creativity, inter-generation, reflection and observation, sharing and multi-purpose, safety, resourcefulness, positivity

"Living" represents an intertwined network of different aspects such as housing, education, health system, leisure, how we interact with nature, one another, how we build societies and reproduce values through our actions and objects. Feeling: curiosity

proximity

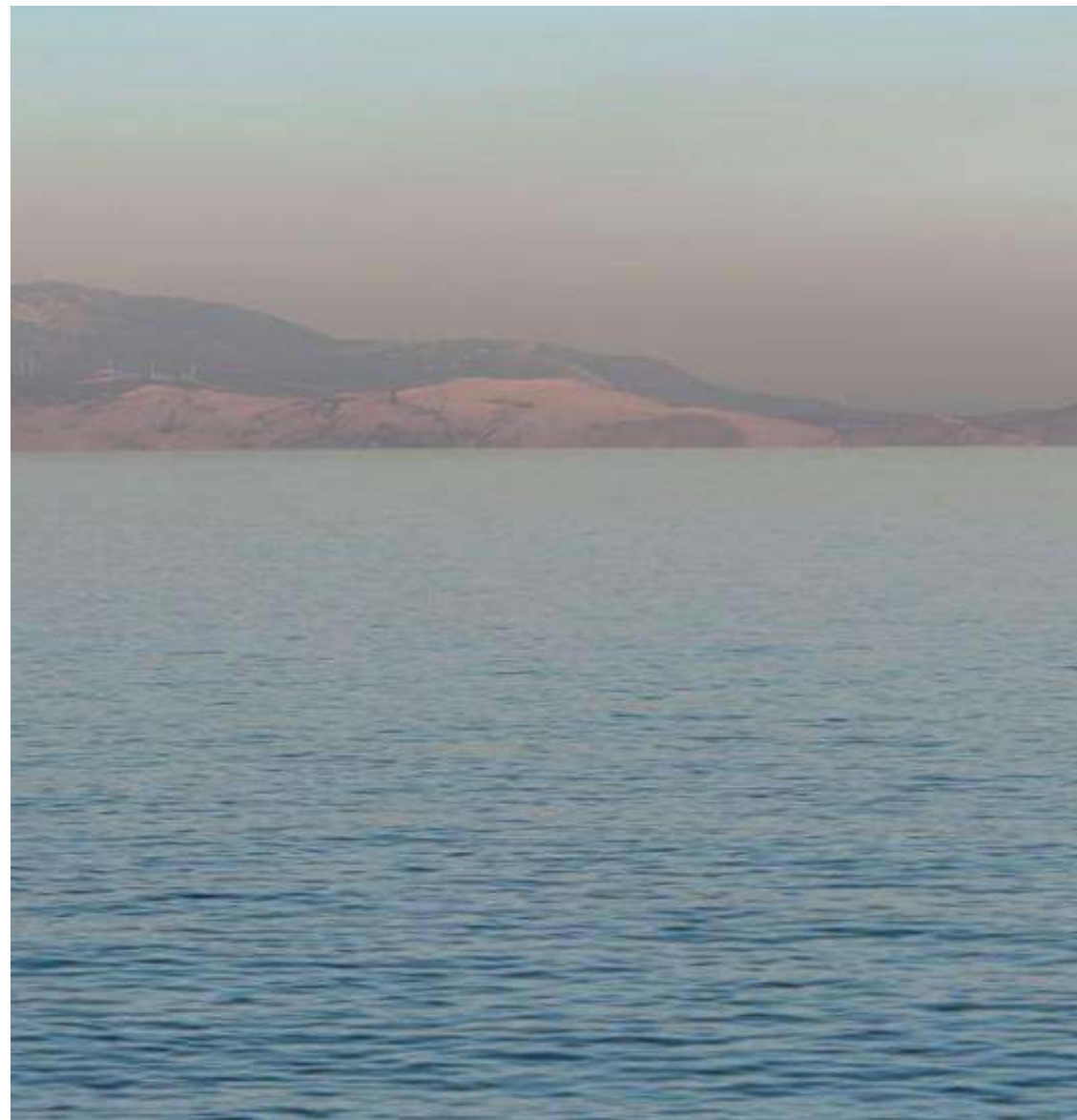
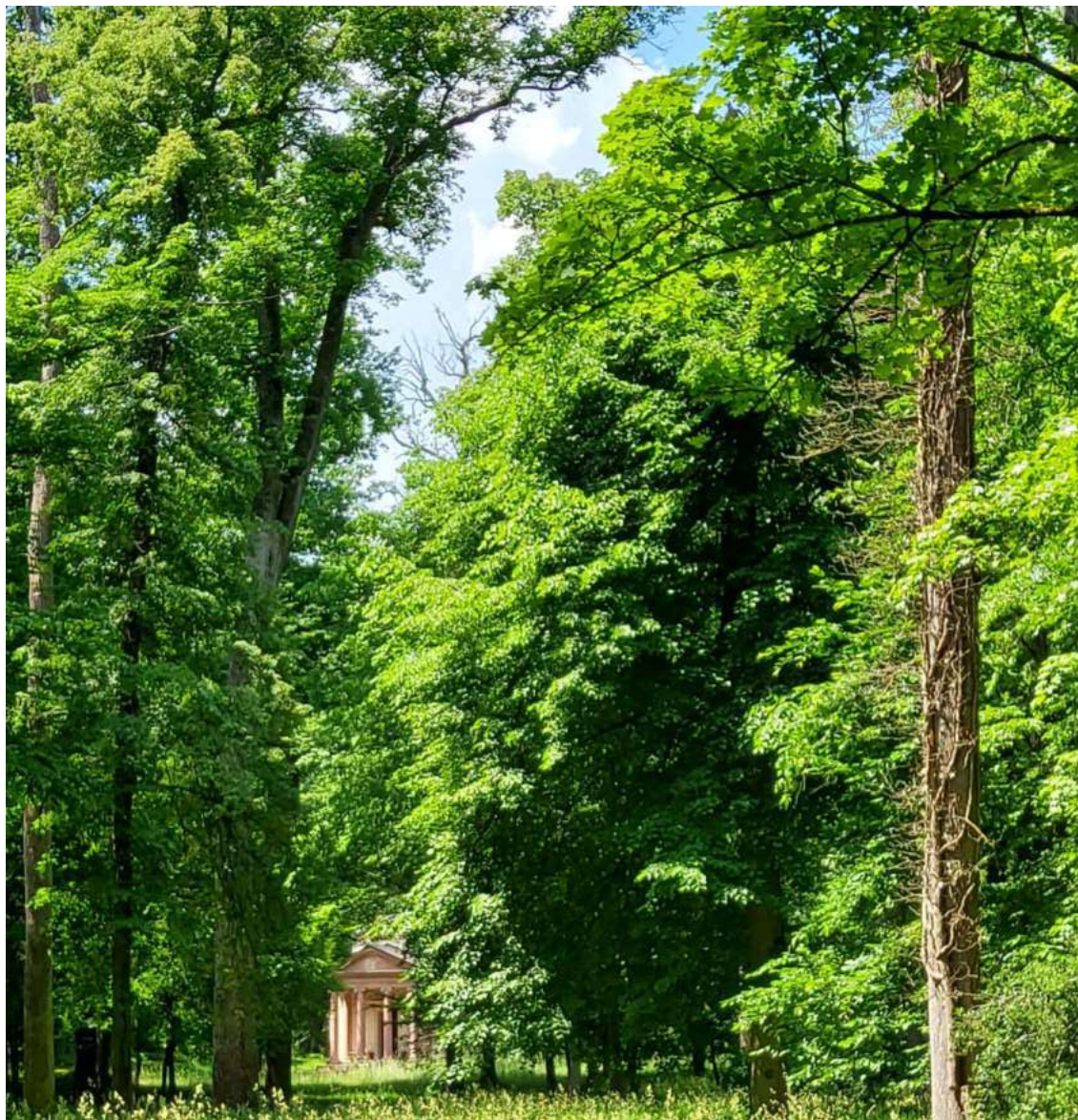
With open arms, embrace the wonders of the world, beside me, my steadfast companion – family of the heart. Together, we weave a joyful melody, a song to guide our days, brimming and bright – brimming with dreams, care, devotion and love

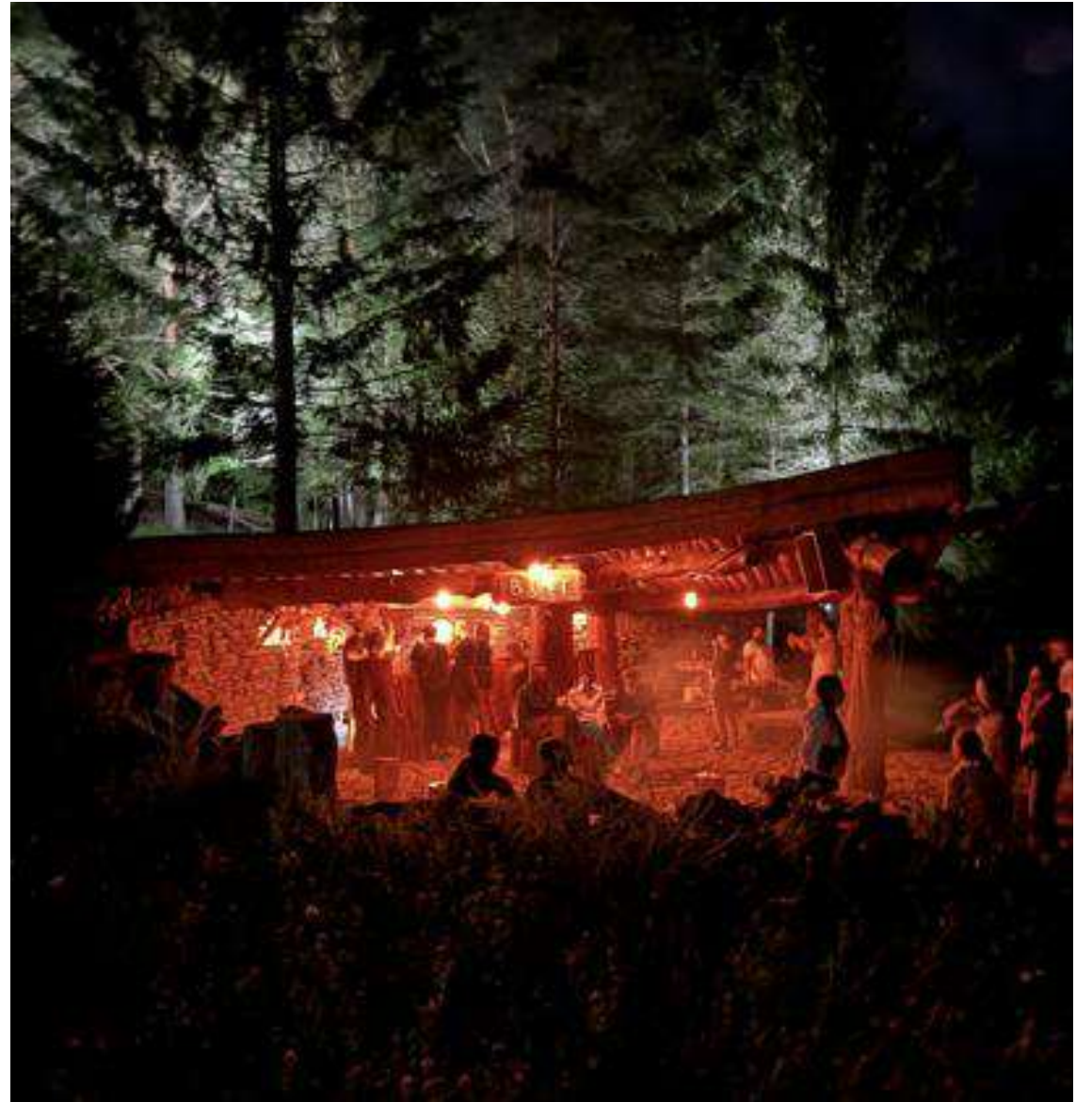
Sharing / Mobilty / Flexibility / Rough and Soft / Warm and Cold

colourful, children, fun, excitement, nature, energy, joy, love, laughter, connection, family, dance, play, art

Freedom, Joy, Nomadism, Fulfillment,
Serendipity, Solidarity, Balance, Reduction

Be an authentic sharing

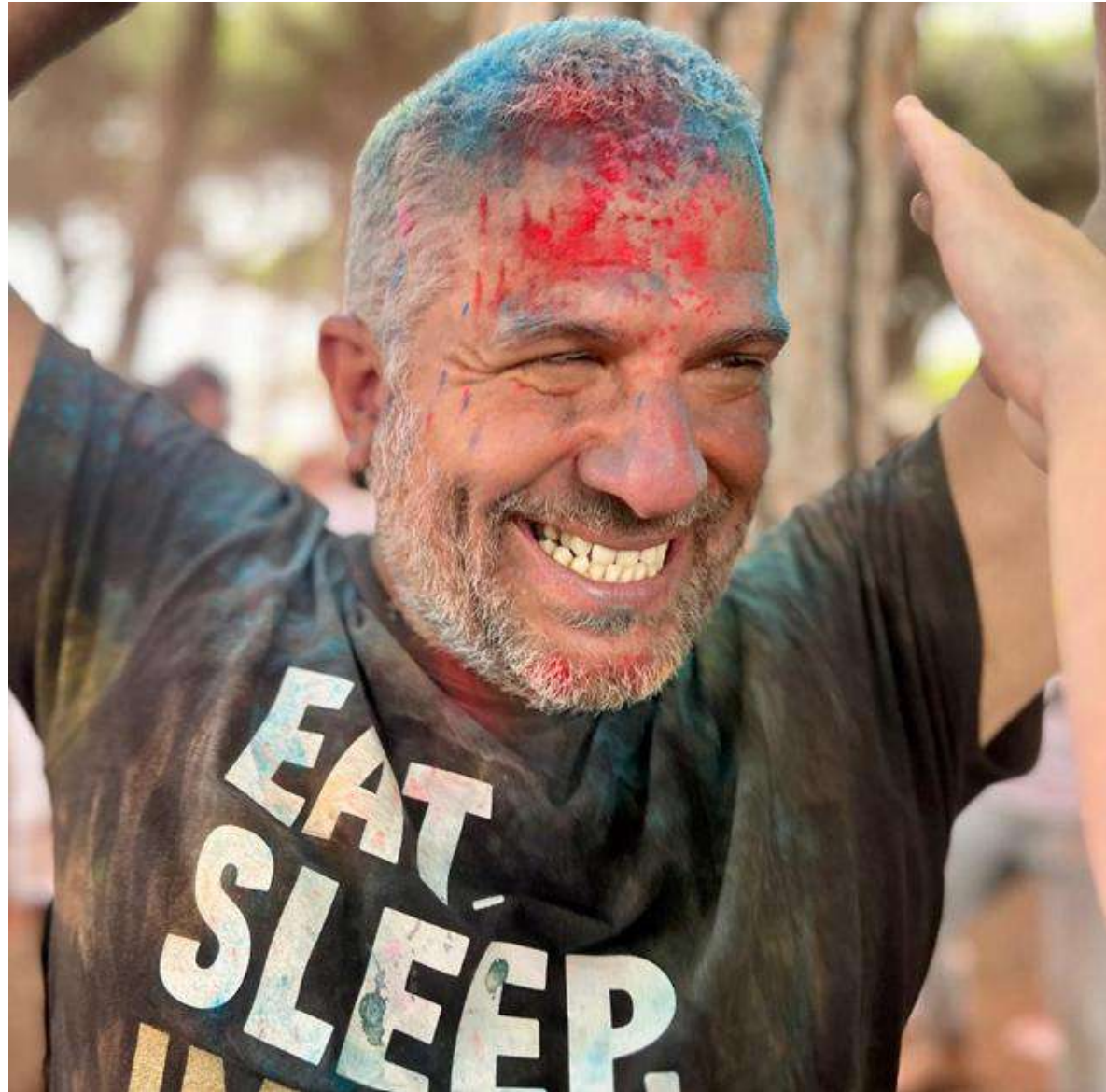












Keywords

finding beauty everywhere / Getting surprised
and surprise / Celebrate life / Being curious

Cozy, warm, community, nature-led, friends, energy,
happiness, joy, love, acceptance, alignment, ups and downs,
synchronicity

Generosity, peacefulness, well-being for all

Wild yet calming

Blind, I glide. Then I'll weave. Living. It persists because it cannot
not. Nothing welcomes, nothing repels. De-separated, Lost in
the drift. It is not a life. It is the living. Void and force In a space of
un-being. Never ceasing. Growing and un-dying.

Templer of friendship

kindness, joy, colours, engagement,
friendship, love and tenderness

a space, where's room for things I love
and space for things to create

A stormy getaway weekend with an old friend, a sprinkle of snow on
the Vesuvius, the stranger neighbor offers us some 'cannelloni'

Living the nature exploring with
who can enjoy it with you

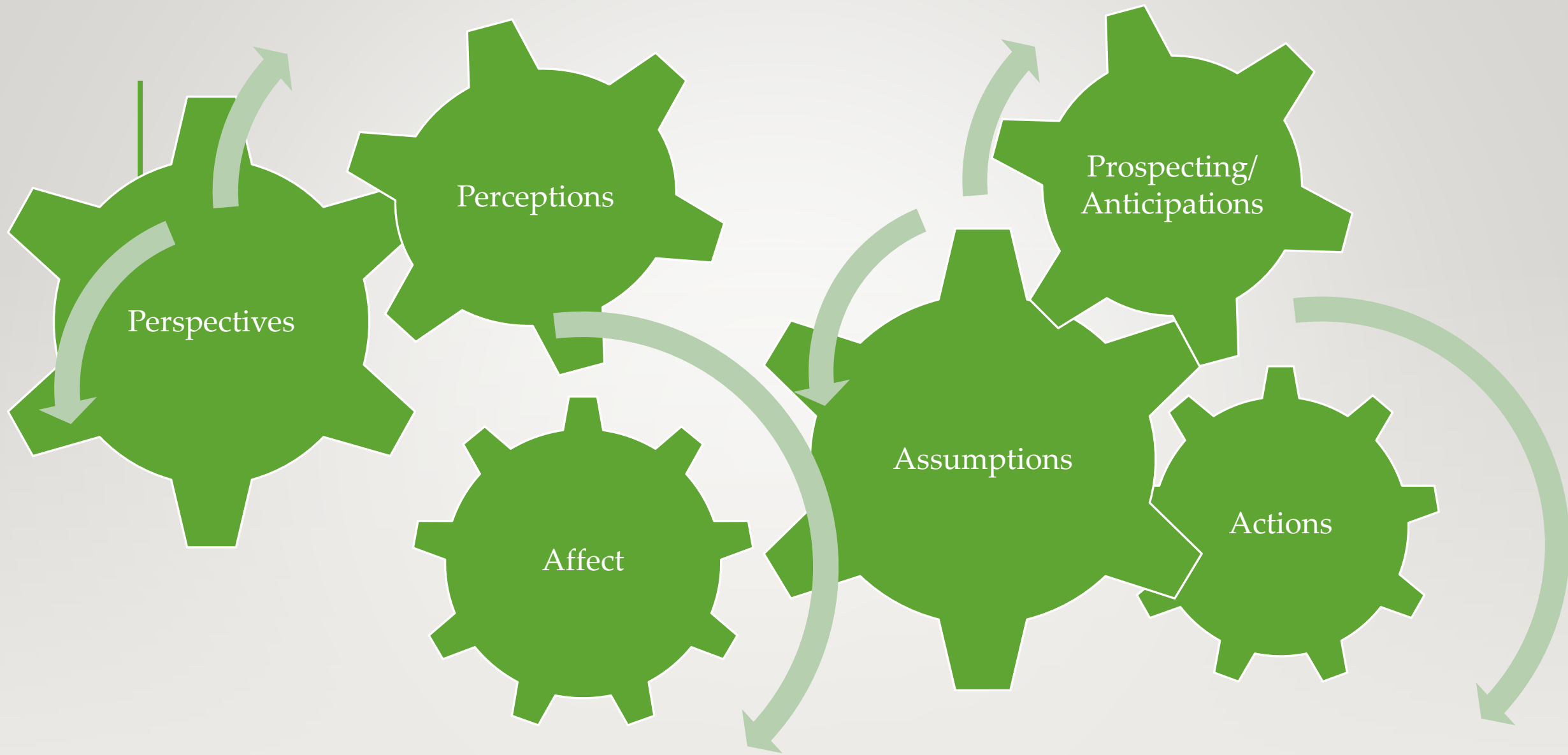
Try to find the essence and non-essence of every moment



IF A causes B, then how does B comes back to affect A?

Assumptions trick our brain into *certainties* & define our 'reality'

- ✓ Our assumptions are the result of our **cultural conditioning**
- ✓ We are conditioned to **tune** our thoughts and assumptions with what we have **learned to** accept as truth.
- ✓ We '**make sense**' because we reiterate our assumptions (and our environments supports that)
- ✓ Assumptions relate with our **perceptions, prospection** mechanism & **actions**
- ✓ Our memory and identity awareness reflect on our **anticipatory assumptions**. Every time we narrate our anticipations and anticipatory assumptions we preview and pre-experience the future and "we are soliciting advice from our ancestors." (Gilbert & Wilson, 2007, 1354)
- ✓ Our assumptions and anticipations for the future reflect *how we think, feel and act in the present*.
- ✓ **Affect**, our emotional response to our sensory inputs, serves as a major leverage of our visuality in the process of shaping perceptions, assumptions and anticipations.



Relevant Readings

Billig, M. (1995). *Banal nationalism*. Sage Publications.

Bruner, J. (1991). The narrative construction of reality. *Critical Inquiry*, 18(1), 1–21.

Gilbert, D. T. & Wilson, T. D. (2007). Prospection: Experiencing the Future. *Science*, 317(5843), 1351-1354.

Zajonc, R.B. (2001). Mere exposure, A Gateway to subliminal. *Current Directions in Psychological Science*, 10(6), 224-228.

Would you start a long journey wearing such shoes?



Marina
Abramovic The
Shoes for
Departure, 1995

...maybe there is more out there...!

Banksy



“Il visionario è l’unico realista”

“S/he who envisions is in touch with reality”

(Fellini)





Take a look at the back scene! – Where do assumptions hide?



IMAGINE:

What will “living” look like in 2100?

Give your *PREDICTIONS* and *Stage them*

(based on your preworkshop activity’s answers (“What is your prediction for the future of living? What do you expect the future of living to look like?”))

The 'iceberg' mind

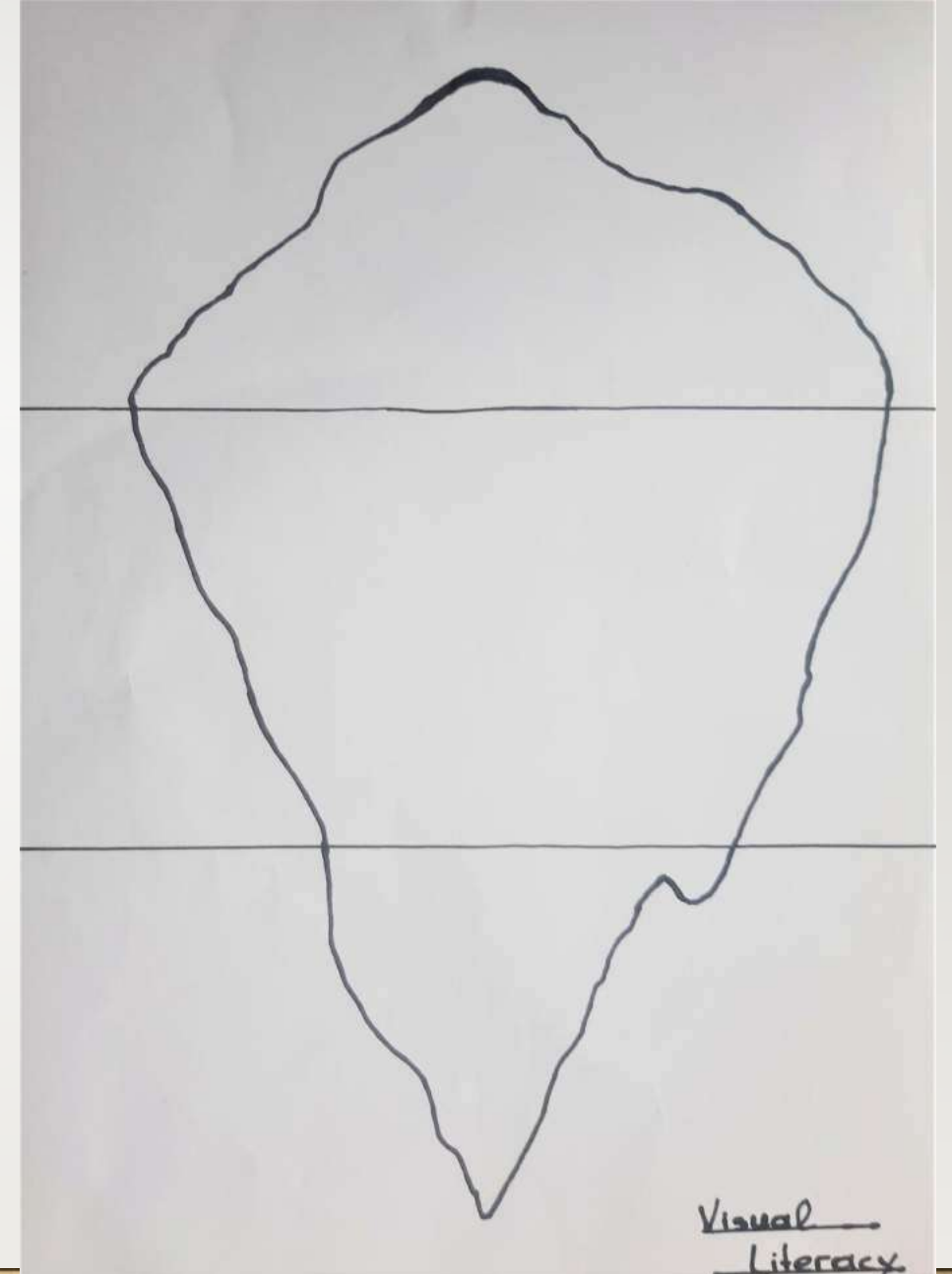
1st layer: what is visible. The 1st layer is the outcome of layers 3 & 2.

2nd layer: Invisible: the result of layer 3 and the supporting system of layer 1.

The space of structures, systems and organizations at all sectors (society, culture, politics, economy, education, demography, technology, and environment).

3rd layer: the roots/reason for layers 2 & 1.

The visions, values, ideologies, symbols, tales & myths, narratives and deriving emotions that support/produce the middle level and end up to the 1st level.





Workshop 3

Introduction to Visual Literacy

Thursday & Saturday January 23 & 25, 2025

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Icebreaker:

Share the first word or phrase that comes in your mind.

(relay race / corsa a staffetta)

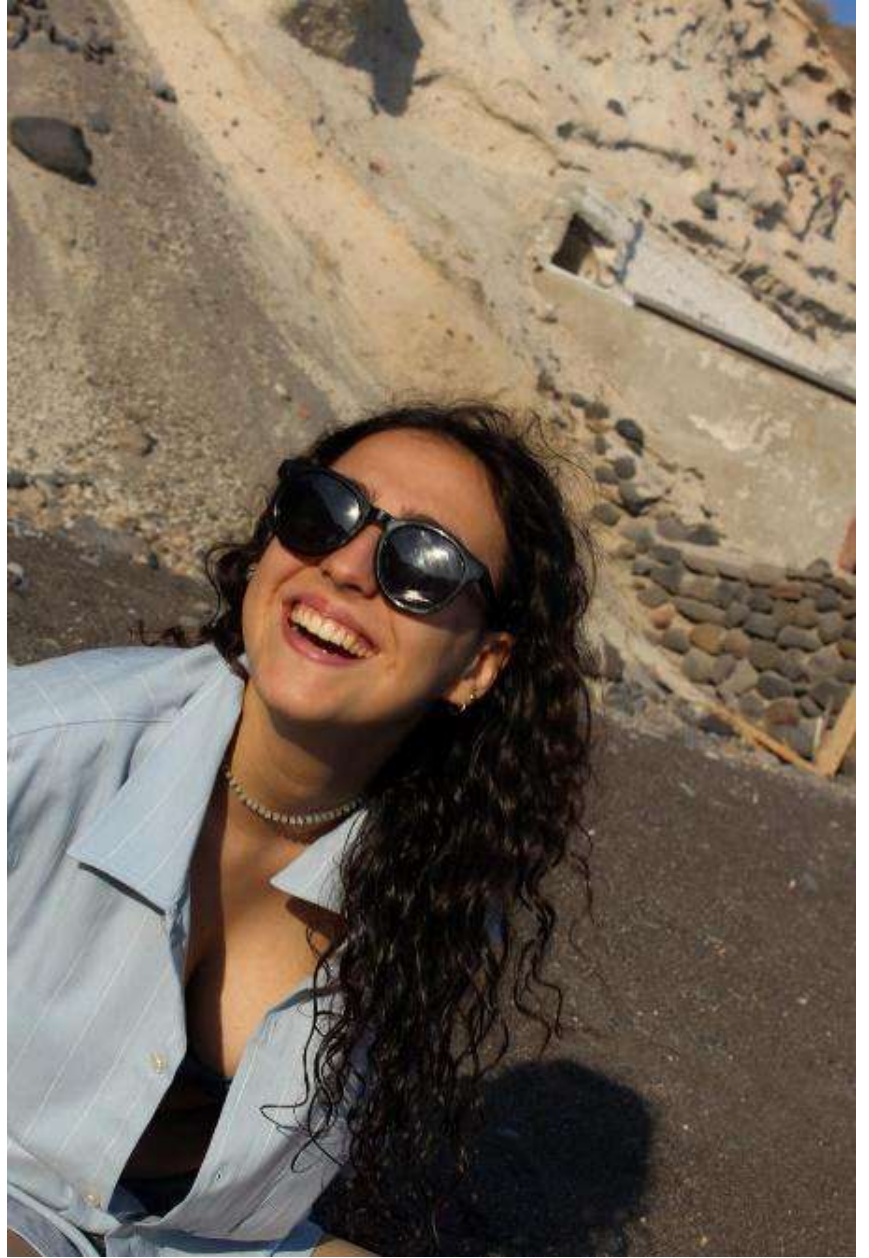




In between Modules/ Days 2 & 3 activity

Activity: “What images around you in your daily life teach you what living is, or should be, about? These images might come from anywhere. Just name as many as you can in bullet points.

Purpose of the activity is to unpack tacit narratives embedded in our public spaces that contribute to our cultural conditioning. At the same time, it makes tangible how we have shaped abstract concepts that we share and use.





Commercials: big cars, houses, new shoes, pictures of trends, styles

News: showing poverty and wars

Social media showing most of the time (in my bubble) happiness, traveling people, things are easy to manage, everybody succeeding in everything (job, family, garden, friends)

Pictures on tv/print media etc.: of the consequences of the climate crisis

Young people: telling me about ideas of sharing, tolerance, alternative living, dreams of cool jobs

Teachers/older people: speaking of "good jobs", safety in a living based on money,

People, I personally know and their ways of living: having lots of money, house etc. but not seem to be happy, taking anti-depressives. Having less money, but a fulfilling profession, and seem to be content with the situation

Friends/ role models: they grow their own food, garden, chicken, slow down in live and seem to be happy, and healthy

Refill up your energy and run...

Never stop making plans and building beauty

Getting up in the morning admiring the extraordinary beauty of life

Genuine things, made with care and love

My daughter's smile...always

Leaning towards life with sweetness and decision

An old person enjoying the sun on a park bench / A couple in love sharing tenderness and intimacy / A child's curious, ecstatic look on the world around / A big table with friends sharing food and having fun / People dancing and singing / A people's gathering discussing issues regarding their neighborhood / People attending a ceremony / Someone enjoying a sunset in front of the sea.

Gifts / Paintings from Kids / Colourful things / Lively
smells from herbs / Yellow lamps / Food / Plants /
Dead things / Young or old people / A mirror /
Massagetools / My phone / Vacation pics / Things I
love / Broken things / Things i dont love but ist not
easy to „kill“ or let go / My gemstones and oracle
cards / My books

It teaches me to live observing children and the
purity with which they discover the world, it
allows me to recover the purity of the gaze and
discovery without judgment, it teaches me to
live observing nature, listening to the sounds of
birds. It teaches me to live art, in all its forms,
even the ugly one. Everything that is created by
man, that comes from the intimate space,
teaches me to recognize the differences
between us and to accept them. So natural
places, spaces in which children can interact
with each other, with adults and with nature,
and cultural spaces.

Finding an apartment to rent online / Recycling plastic in a proper bin /
Entering a coffee bar asking for permission to use their toilet / Celebrating
Birthday with friends over dinner / Finding a daycare for a kid / Buying
vegetables on the green market / Doing taxes / Busses being late / Seeing
homeless people sleeping on the streets / Reading fake news / Waiting 2
weeks for a doctor`s appointment / Taking part in a voluntary camp /
Struggling to find a mentor for a final thesis / Returning the product you
ordered online that arrived broken / Applying for a visa to visit another country
/ Protesting on the streets against corruption, gentrification, wars / Buying
shoes on sale / Locked inside the house due to the bad air quality outside /
Talking with a friend who moved away to another country / Installing a motion
sensor light in the cellar / Joining a free yoga session in the park / Reporting a
racist influencer on Instagram / Writing New Year`s resolution / Borrowing a
glass of oil from a neighbor / Writing a review on Google about the visited
museum / Fighting against the gender pay gap / Pretend to talk on the phone
while walking alone in the dark street / Explaining the border control the
reason for visiting and the duration of my stay / Accepting cookies on a
website

Waking up in the morning and feeling grateful for what I have /
Accepting the low moments and seeking support from people
who can lift your mood / Dreaming big / The smell of the moka
pot in the morning / Packed lunches with my work colleagues /
My therapy sessions, which spark curiosity about new aspects of
myself / The love of family nurtured from a distance / Building
relationships where you feel comfortable talking intimately about
emotions, rather than superficially / Long drives to work / Going
dancing to release excess energy / Cooking with love / Taking
care of myself / Restoring while listening to my Spotify playlist /
Believing in love and coming to terms with what relationships
are today / Never feeling quite enough / Evening video calls with
my friends, just to chat and share something / Creating
workshops with my best friend and colleague / Feeling the urge
for change / Cleaning the house with music blasting /
Experiencing things without expectations / Drinking mate and
enjoying the pleasure of sharing this culture / Watching people
live their lives from my window, letting my mind wander / Video
calls with my 85-year-old grandmother / Traveling the world
while staying connected to its beauty in all its forms / Finding the
courage to keep out of my mind what's beyond my control /
Chatting with strangers I meet throughout the day

Construction and deconstruction:

Construction:

The building of our own lives (our identity, values, beliefs, etc.)

The building of relationships with the living world around us.

Deconstruction:

Breaking down our prejudices and growing from them.

Dismantling what we've built when it no longer works or serves
us.

Deconstruction can be difficult and messy, but it's also an
essential part of moving forward and evolving.

Finally, when I looked at the broken wall, I thought about:

The immense amount of work it took to create it.

The collective effort of many people over time—our heritage.

The value of know-how passed down through generations.

In between Modules/ Days 2 & 3 activity (Thursday group)

“What images around you in your daily life **teach you** what living *is*, or *should be*, about? These images might come from anywhere (social habits, adverts, social/media, norms, values, traditions). Just name as many as you can spot in bullet points.

Purpose of the activity is to unpack tacit narratives embedded in our public spaces that contribute to our cultural conditioning. At the same time, it makes tangible abstract concepts we share and use.







Girls don't want to be
Kylie Jenner, they want to
be deep sea creatures:



Living is....

being on holidays (Social Media).
traveling the world (Social Media).
making adventurous experiences (Social Media).
enjoying the sun (my cats).
having a family. (tradition)
having lots of friends.
going on parties (ads/social media)
having this one stylish furniture (ads)
enjoying good food/good coffee (social media)
having a job, that fulfils you
doing sport (every day). (Social Media)
living healthy / having healthy habits/healthy food
(Social Media)

Adverts: Do extreme sports / You
need junk food to survive the harsh
reality / If X does this, then you
should as well / Why not trying this
and that / All you need is material
things to be happy

Norms/ values/ traditions: You
need to have a 5/8 job / Go a lot out
with your friends / It's good to
volunteer / You need to work hard to
get something done / Life is unfair,
that's just how things are / Do
Sunday family dinners

Social/media: Living is
hard / You need help /
Enjoy life / Enjoy every
moment

Social habits: The morning coffee
routine / Sharing photos/videos before
eating in social media / Ask "How do
you do?" when you meet someone / You
have to catch-up with family members /
You need to change your clothes to stay
in fashion / Go out at Saturday night is a
must / Go in the toilet to fart and burp

1) From Home:

- Advertisements on TV, radio, or social media promoting happiness through possessions or style.
- Bills and reminders emphasizing financial obligations.
- Objects, clothes, or furniture bought as symbols of comfort or status.
- Sounds of young people laughing, arguing, or socializing, reflecting human connection.
- My partner's expectation of going out and enjoying life, asking me to move my ass.
- My ancestors or older relatives wishing us to live intensively because life is so short.
- My personal physical fitness, telling me: it is so nice to feel so old in my mind, while being in good health. Gratitude and pressure.

The feminist movement and all fights against oppression that are embodied.

Depression and other issues playing inside of me with the strings of desire and desperation.

2) Neighborhood:

- Young men talking aggressively, sometimes with dogs, playing loud music, asserting inferiority complex through dominance.
- Social interactions between neighbors, polite or distant, shaped by multicultural norms of coexistence.
- Working-class people walking with shopping bags, symbolising the urge to consume and replace cheap goods.
- Cafés promoting social status through fashionable food or interior design.
- Streets filled with cars and aggressive driving as symbols of competition and assertion
- Religious centres or behaviours of any kind, always reminding that we should be anxious.

3) City Level:

- Advertisements, music videos, or window displays showcasing oversexualised young girls.
- The young girls integrating these standards and competing to imitate.
- Wealthier areas contrasting with less affluent ones, illustrating disparities in societal “happiness.”
- Skyscrapers or office buildings, high, clean, and straight, symbolising ambition and success.
- Shopping centres and supermarkets popping up everywhere.
- Traffic and chaos reflecting a mix of individual pursuits and collective frustration.
- Cheap or more exclusive fitness clubs popping up everywhere also.
- Advertising for music festivals emphasising community joy and alcohol/drug consumption.
- Geopolitical issues and the 6th mass extinction, whispering constantly, while we pretend to be okay.

strengths, protection and friendliness

- Smiling families enjoying meals together
 - Luxury cars on open roads
 - Skincare or fitness ads featuring *perfect* bodies
 - Eco-friendly products in natural settings
 - Travel posters with exotic locations
 - Parks with families, joggers, and yoga groups
 - Crowded public transport with people glued to their phones
 - Billboards showcasing the latest gadgets or tech
 - Public murals or street art with cultural or political messages
 - Long queues outside popular restaurants
 - Weddings or holidays
 - Patterns of work and rush hours
 - Social gatherings centered around food or drinks
 - Influencers portraying curated *ideal* lifestyles
 - Grocery stores with healthy/organic sections
- spending slower mornings and meeting friends for coffee;
 - nature in your own backyard that you get to enjoy;
 - having a super highly maintained body with everything put together, a lot of sports;
 - beautiful family gatherings with everyone around the table;
 - beautiful streets with great architecture;
 - a highly esthetic home;
 - a large group of friends you do a lot of activities with; friends like family;
 - busy city centers with trash out of control;
 - great careers; highly successful;

The majority of images come to me (or dare I say even my generation?) in the *form of social media*. Not necessarily the actual people on social media, but the *Pinterest picture perfect snapshots of everything*.

Living in the countryside taught me what is living, I mean:

Just watching out of my window, in my balcony, out of my kitchen, I see mountains, fields, birds (I feed them, because they need more food during the winter, so they get closer), forest, wild animals. I like observing all of them, nature is teaching me to enjoy life day by day and it makes me feel good, in peace.

Going out in my garden with my dogs and cats, (I have father, mother and their son), I love to watch them playing, their interactions, their behaviour between them and us (me and my boyfriend), they teach me to play every day, to have respect and love my whole family made of different species.

Taking a walk with my cat without leash, she follows me, she behaves a dog, she teaches me to go beyond the appearances and common beliefs.

With my job, working with kids, I see these images:

Kids are sponges, they absorb and replicate what they breath; kids raised properly by their parents respect all living beings; kids improperly raised by their parents cannot respect others, can't keep from stealing, hurting or taking other people's stuff...they act like wildly, unpolitely ect...kids treated like stupids grow up insecure.

The children are too spoiled, as adults without their parents' help, they could easily crash.

All of those images teach me parenting is the hardest job and it is not a game.

About **social media images**: I see many people sharing pics about their look, their holidays, they try to share a perfect image of themselves but they all look the same and this is so boring to me..i like differences and various opinions...it makes me feel so sad...it would be cool if everyone could show how they really are, spontaneous and free... social media are useful for connecting people, for their thoughts, their needs etc...if they're used properly, not just for showing and sharing a fake image...so it teaches me to be myself without filters, this is what I like...

Do we have ensuing **role models** that represent collective values, stereotypes? Which ones?



Discussing VISUALITY...

“A picture is worth a thousand words”....

...because representations hold “a grammar and, even more importantly, an ethics of seeing” (Sontag, 1990, 3).



“how we see; how we are able, allowed, or made to see; and how we see this seeing or the unseen therein” (Foster, 1988, ix)

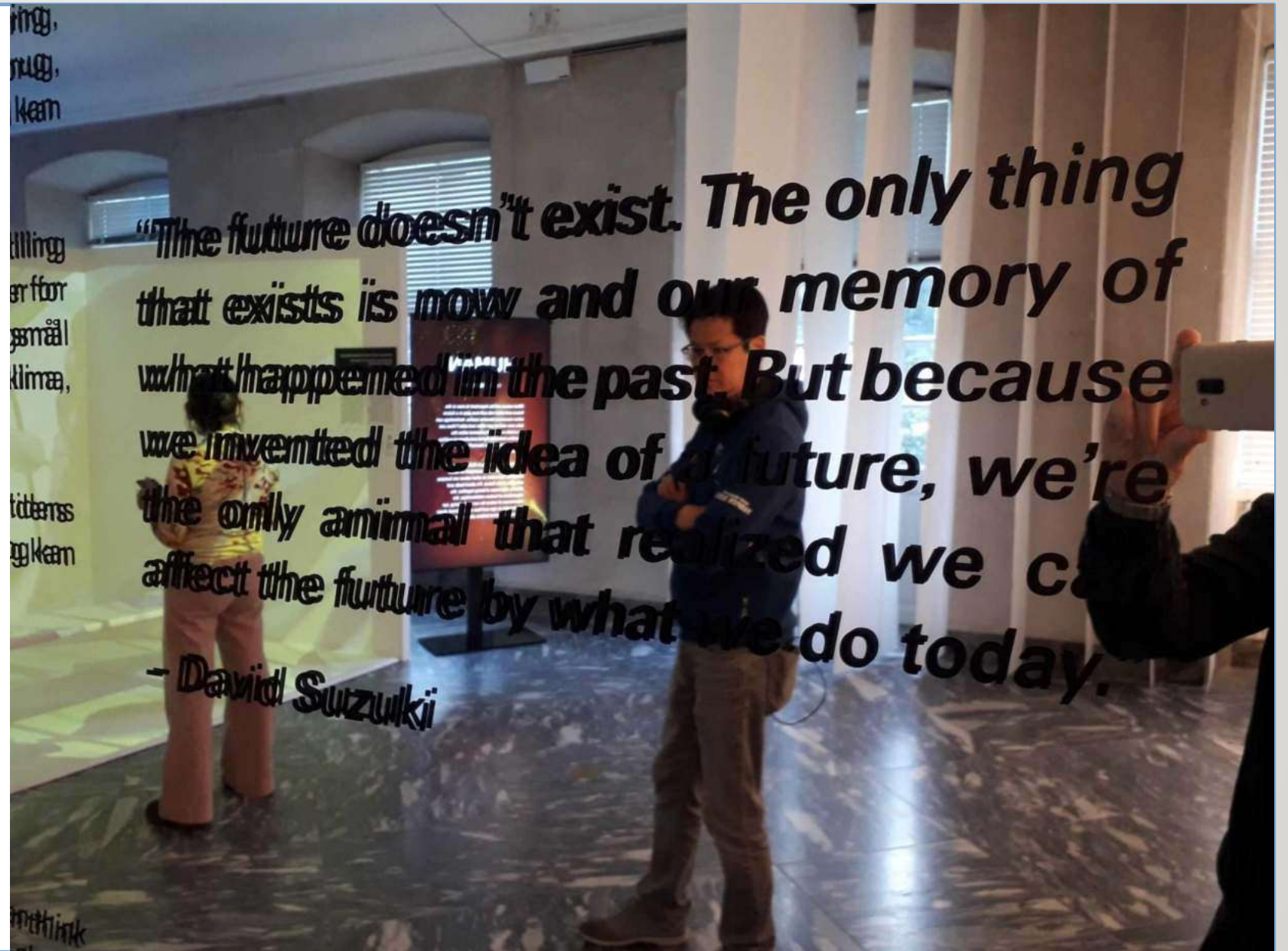
...in other words,...

We are what we have learned to be.

We care about what we have learned to care about.

We do what we have learned to do.

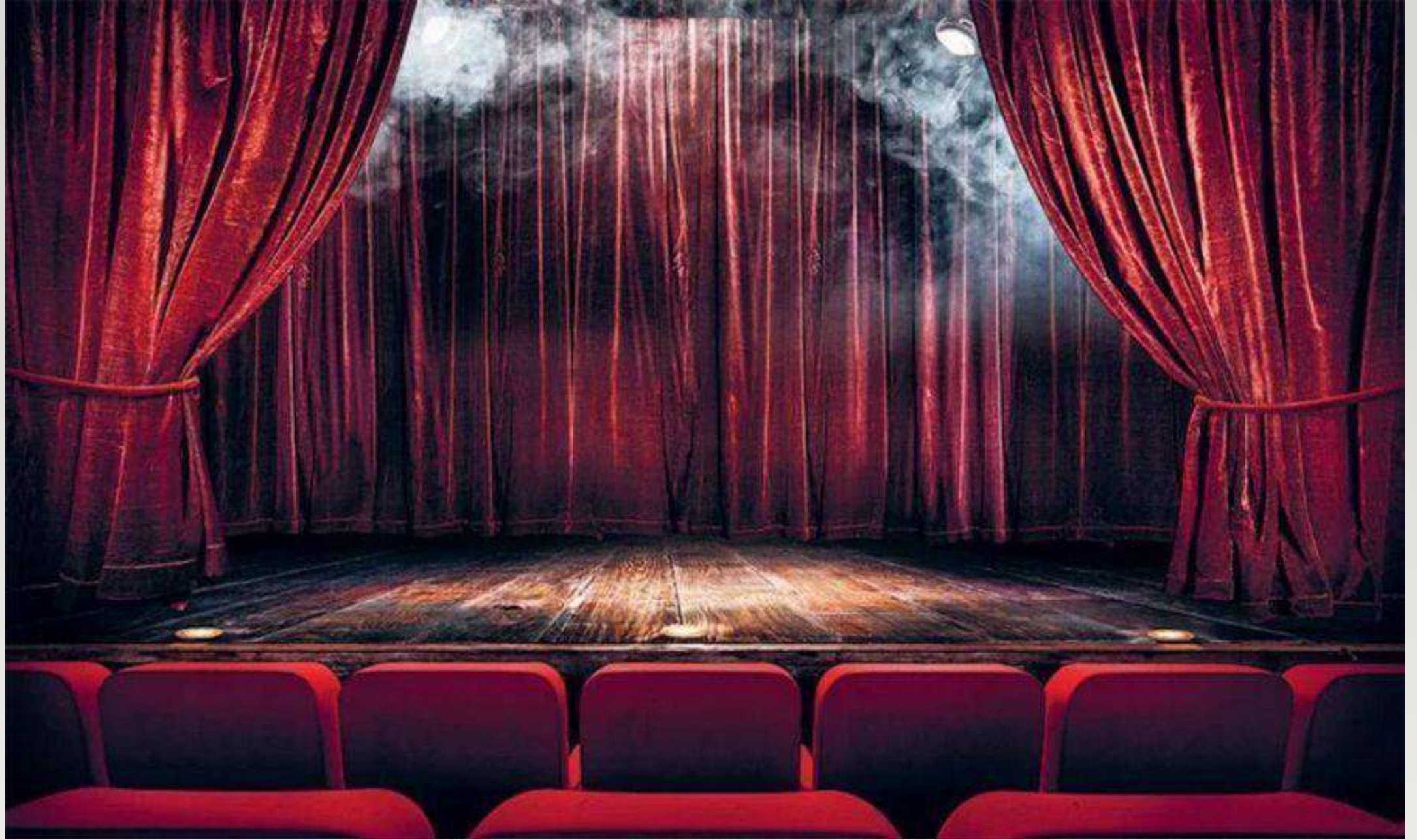
Design
museum
Copenhagen,
October 2024



“The future doesn't exist.

The only thing that exists is now and our memory of what happened in the past. But because we invented the idea of a future, we're the only animal that realized we can affect the future by what we do today.”

— David Suzuki



Brain / memory = images + affect

“The **picture superiority** effect”: Our visual systems involve the 1/3 of our brain.

“Seeing IS **believing**”

“Feeling IS **believing**”: What we experience as seeing relies less on the actual experience of our eyes and more on what is already in our memory. The words we use / the **stories we say define** our (presumed) identity:

Systems and stories: The parts of our brains involved in remembering are the same involved in prospecting.

Reality: a cultural **prison** (interpretative frame) + our personal **perceptions**: The data coming through our eyes make sense only if we cross-reference them.

We see only part of what we look at and we focus on the ‘important’ or ‘familiar’.

Our memory is **susceptible to distortion & ‘contamination’**.

We **re-act**, although we think we act.

Our past is our mythology.

A causes B and B comes back and affects A:

IF we reveal existing assumptions, we reframe our concepts and change our assumptions

IF we change the 'Myth', reality changes.

Relevant Readings

Damasio, A. R. (1994). [2006]). *Descartes' error. Emotion, reason, and the human brain*. Vintage.

Karaiskou, V. 2024. Visual Literacy as a tool to explore what lays behind and beyond our anticipations, *Futures*, v. 158, 103350. ISSN 0016-3287.

<https://doi.org/10.1016/j.futures.2024.103350>

(<https://www.sciencedirect.com/science/article/pii/S0016328724000338>)

Karaiskou, V. 2022. Facing the Future through the Light of the Past. In *Perspectives of Visual Learning*, v. 5, p. 21-23

Sontag, S. (1990). *On Photography*. Anchor.

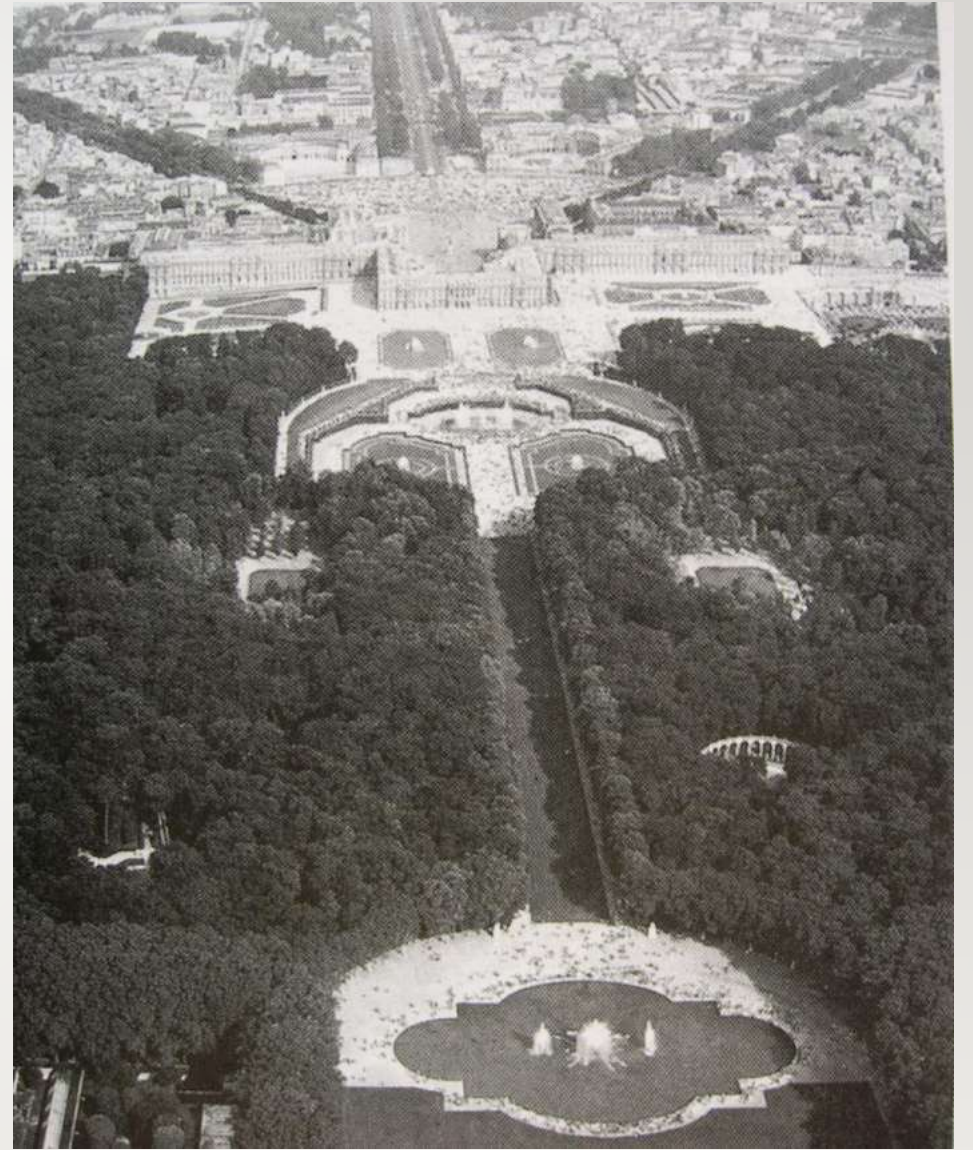
What is our position while looking at the natural background in the 1st image?

What dominates the 2nd picture: the human or nature?

What is nature's role here?



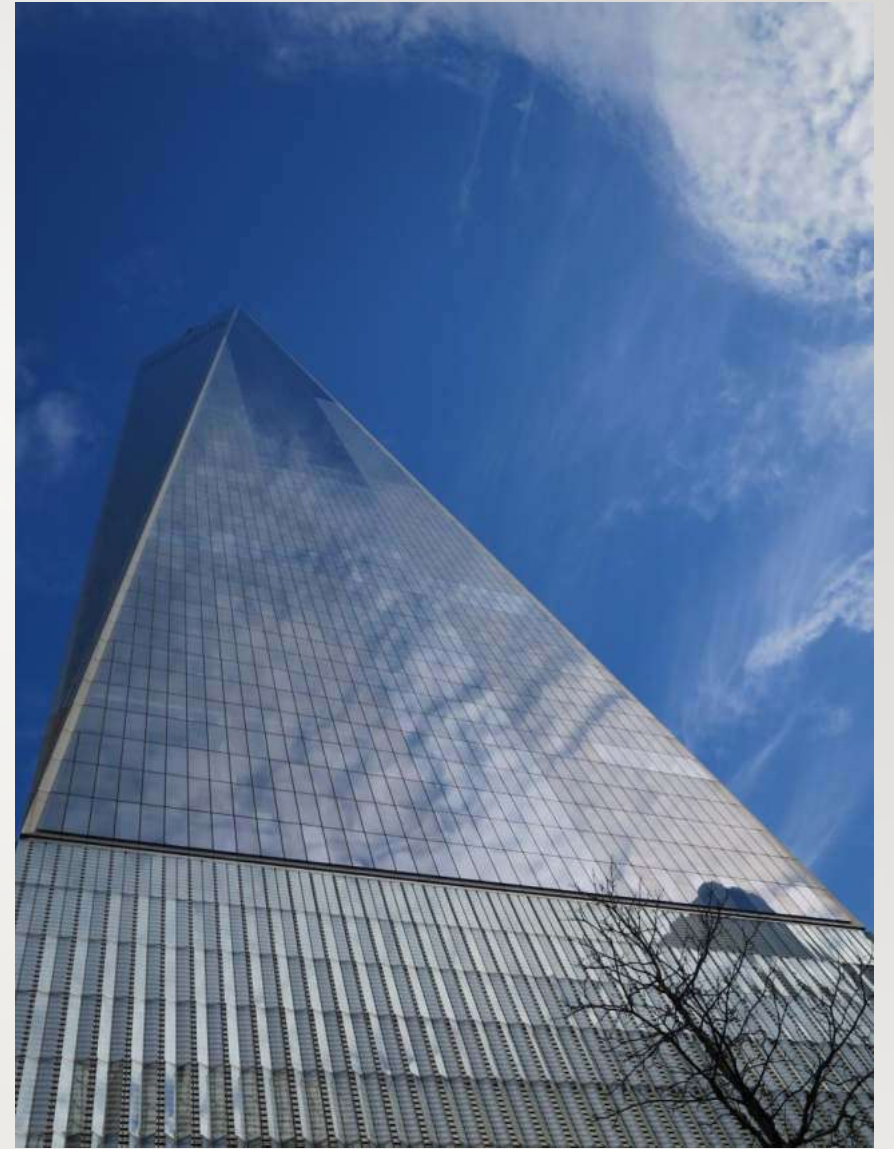
What is the first think to catch your attention?



What is our body posture when seeing this memorial and how does it change while approaching it?

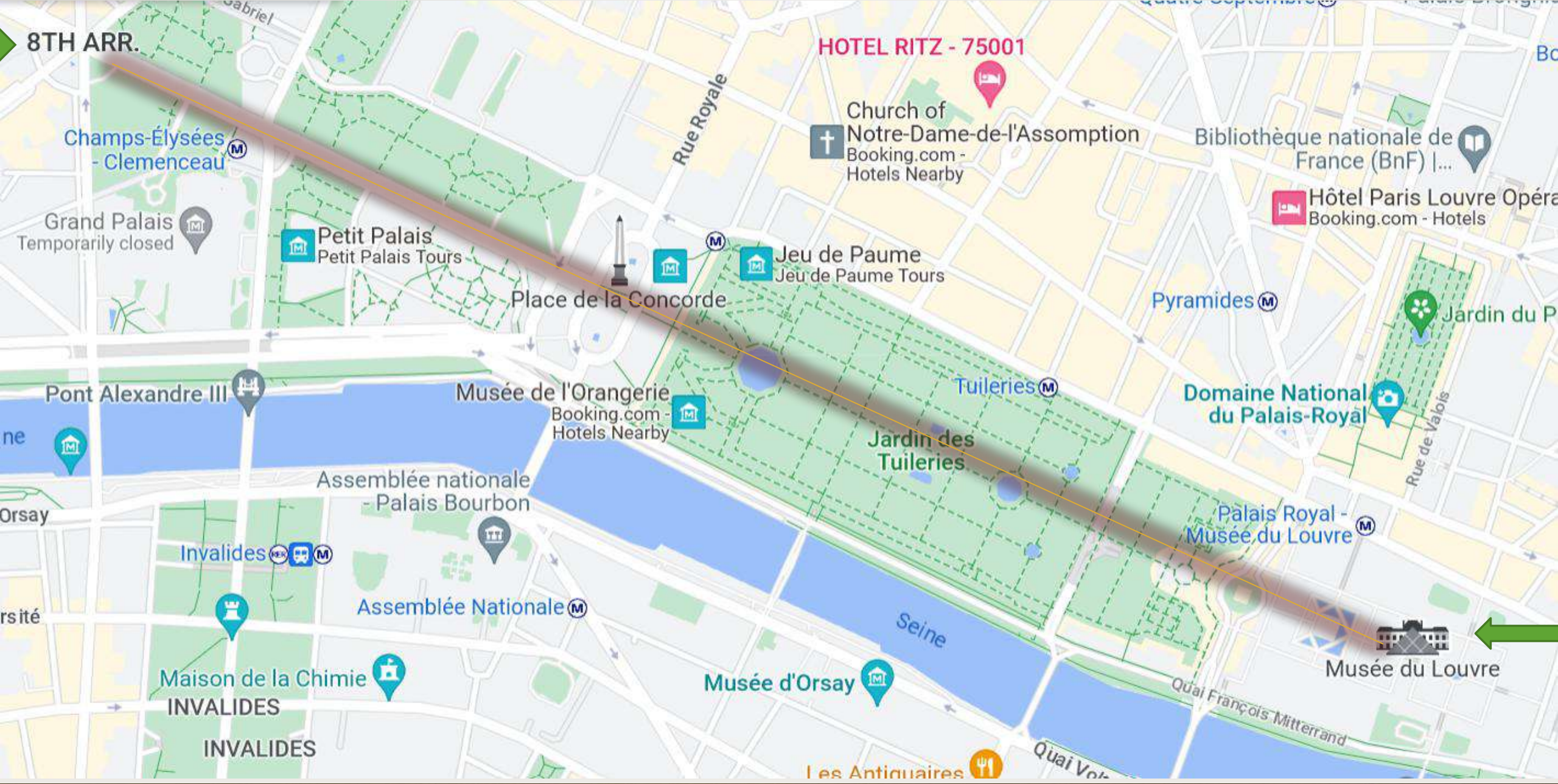


First, spontaneous feeling?
In what other occasions do you have the same affective response?



Do you think the choice of the location
was intentional?
What does it serve?





8TH ARR.

Champs-Élysées
- Clemenceau

Grand Palais
Temporarily closed

Petit Palais
Petit Palais Tours

Place de la Concorde

HOTEL RITZ - 75001

Church of
Notre-Dame-de-l'Assomption
Booking.com -
Hotels Nearby

Bibliothèque nationale de
France (BnF) |...

Hôtel Paris Louvre Opéra
Booking.com - Hotels

Jeu de Paume
Jeu de Paume Tours

Pyramides

Jardin du P

Pont Alexandre III

Musée de l'Orangerie
Booking.com -
Hotels Nearby

Tuileries

Domaine National
du Palais-Royal

Assemblée nationale
- Palais Bourbon

Jardin des
Tuileries

Palais Royal -
Musée du Louvre

Invalides

Assemblée Nationale

Maison de la Chimie
INVALIDES
INVALIDES

Musée d'Orsay

Seine

Musée du Louvre

Les Antiquaires

Quai Vol

Quai François Mitterrand



(2017-2019)

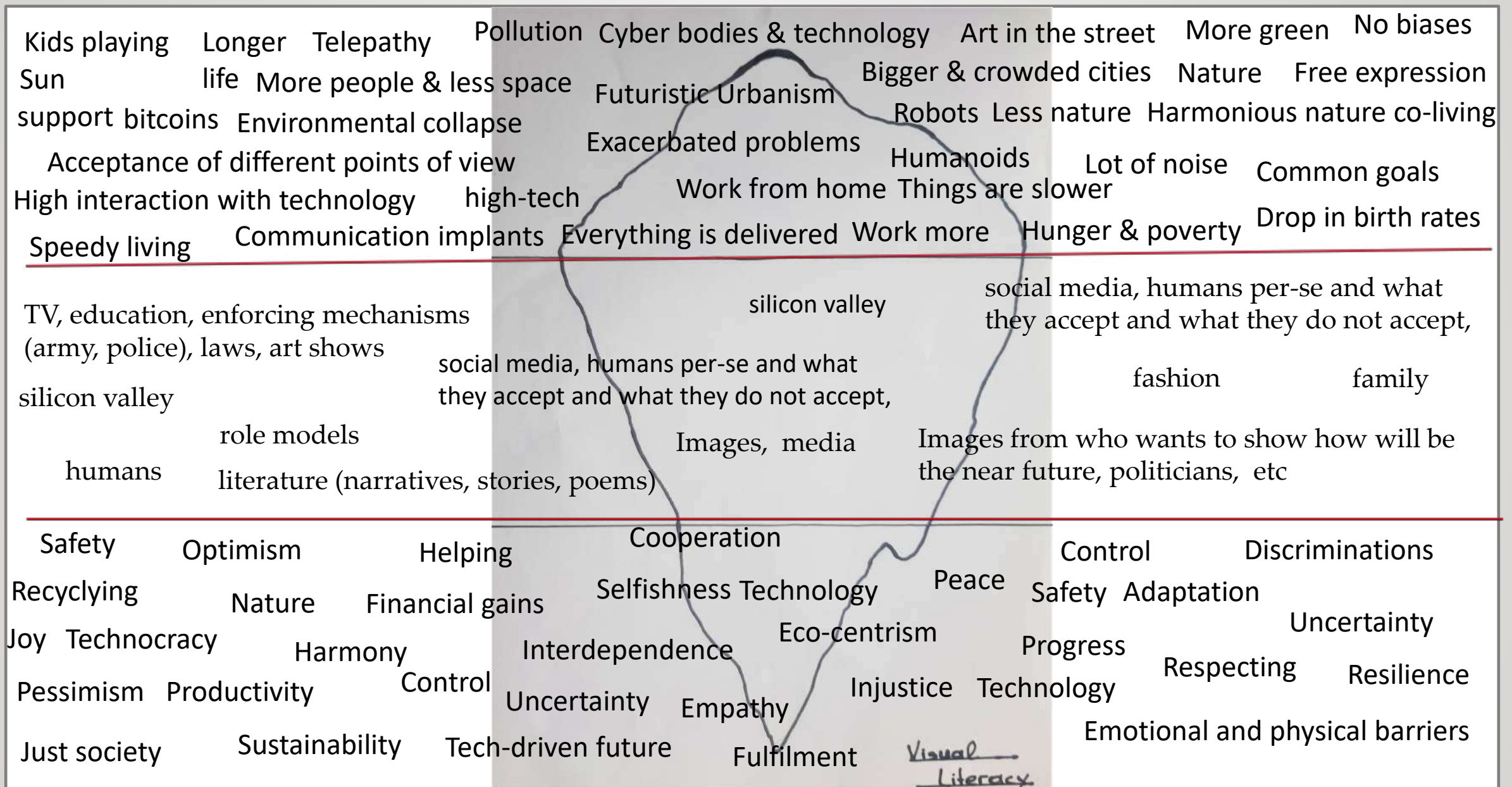
Alicia Eggert, 2017-2019



Barbara Kruger, 1997

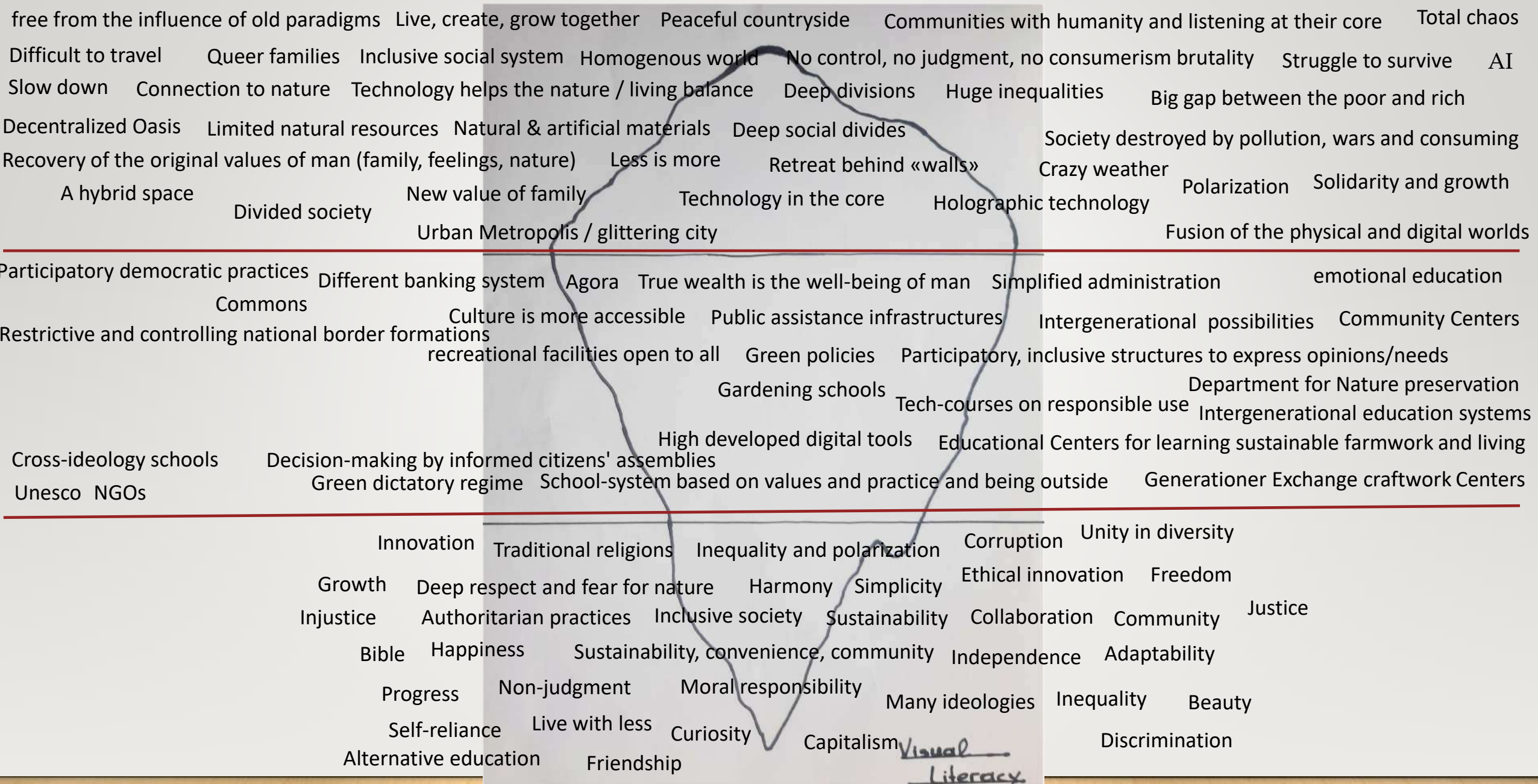


Thursday's group Predictions Iceberg...





Saturday's group Predictions Iceberg...



2100 prediction

In 2100, the world will be in **chaos: wars, massive refugee crises, and severe challenges due to ecological collapse**. This will lead to **deep divisions** among the humans being. One group will **retreat behind «walls»** (not necessarily in a figurative way), seeking to protect themselves from the rest of the living. Another group will **struggle to survive** in hostile environments, attempting to breach these walls. Meanwhile, a third group will have no interest to get into walls, instead working to survive alongside the living, creating new ways of living.

Values in 2100 according to the prediction

I come from a large family, which may be the root of my belief in living in community as the natural way, while also being aware of the divisions that always exist. I was raised in a catholic environment, with the Bible serving as my book of tales/myths. From it, I inherited a deep respect and fear for nature, a sense of the divide between good and evil (another division), and an enduring hope—perhaps naive—for the future.



What **assumptions** does your PREDICTED living condition carries? Spot and write them down as “I assumed that....”



IMAGINE:

you have the power to create your **IDEAL** condition of living in 2100.
You are a stage director.

Stage on a theatre stage that **IDEAL** world in every possible detail.



What **assumptions** does your PREDICTED living condition carries? Spot and write them down as “I assumed that....”



Workshop 4

Introduction to Visual Literacy

Thursday & Saturday January 30/1 & 1/2, 2025

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city

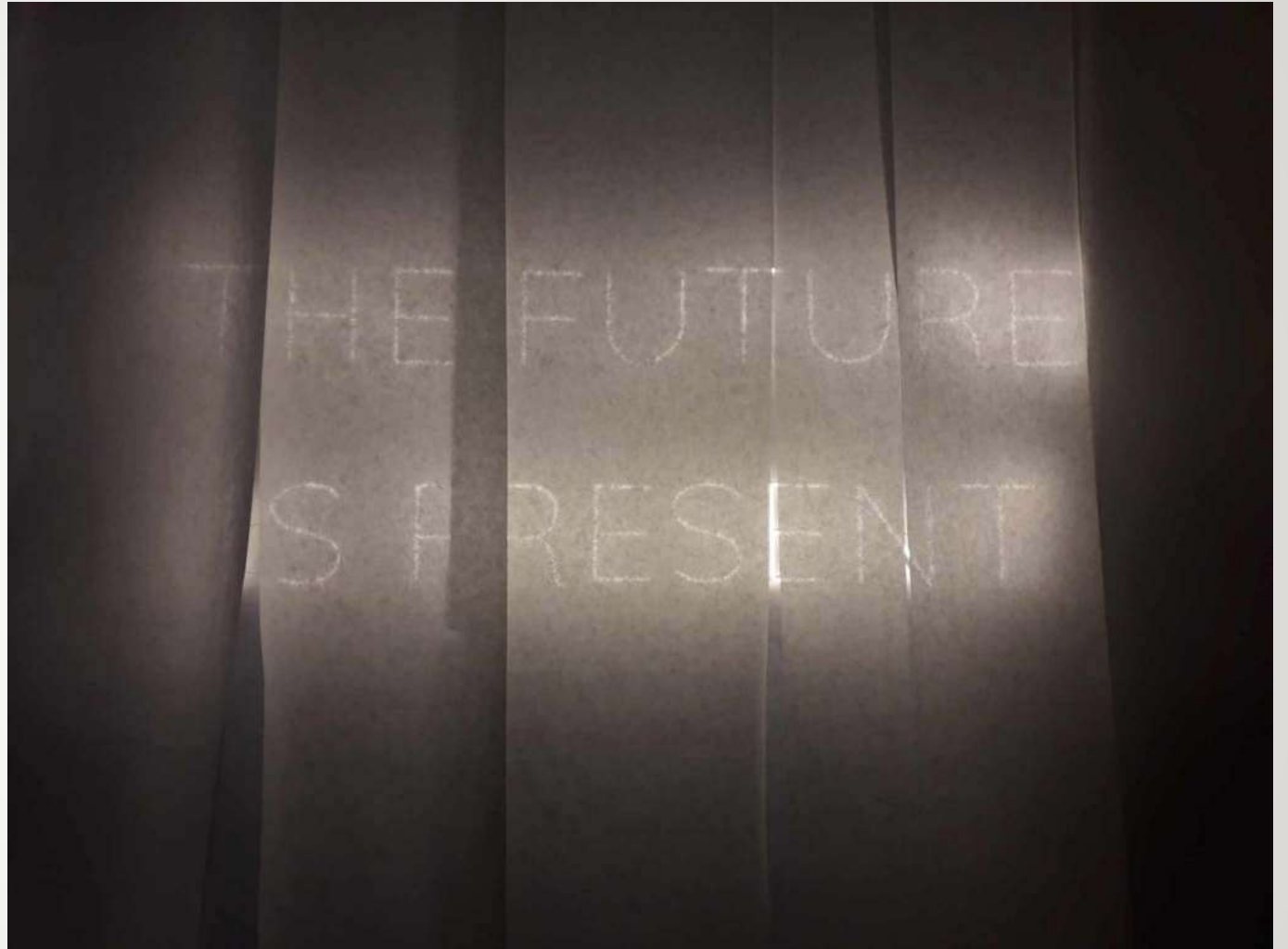


UNESCO Chair
on Visual Anticipation
and Futures Literacy
towards Visual Literacy



Icebreaker

How does the “The Future is Present”
image makes sense to you?
First thoughts!



Our trajectory

We associated living with our “corporeal thinking”.

We explored the “thinking–feeling–acting” triangle that highlights the role of affect.

We observed how different memories create different realities in the present and different expectations for the future (between week 1 & 2 activity).

We revealed our assumptions.

We built a collective Wall with our values (p.s. the wall a symbol of burdens and limits that corresponds to the limiting nature of all stances and points of view).

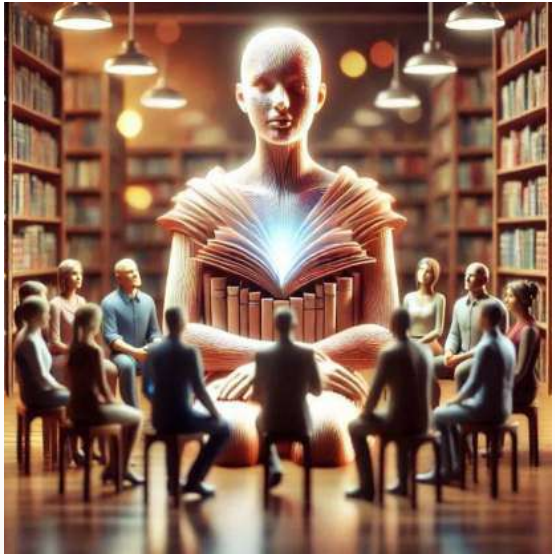
We envisioned different types of futures (possible/probable & ideal) and applied our personal experience, perceptions on reality, assumptions, limitations, aspirations, and value systems.

We deconstructed our imagined realities on the Iceberg.

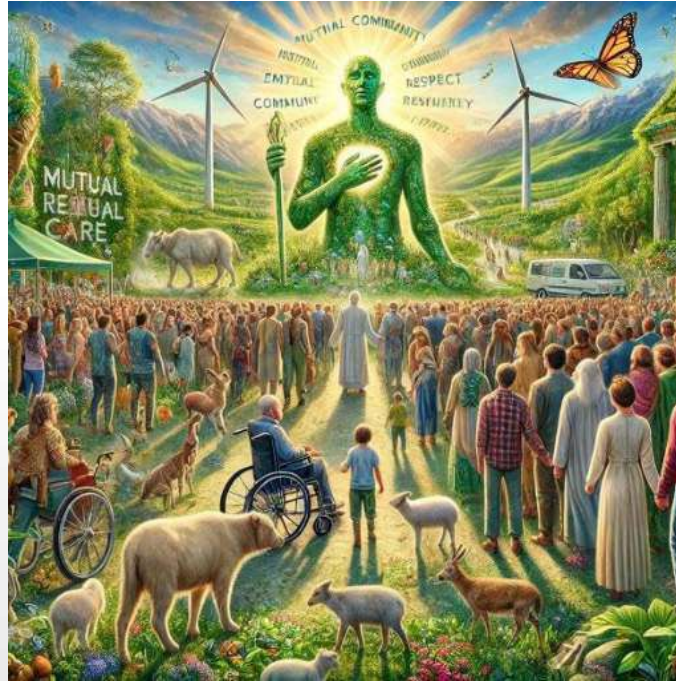
We spotted what conditions us in what ‘living’ means and how stereotypes and biases are created.

We reframed art and stripped it from a (perceived as) fundamental feature: emotion.

Thursday Group









- Saturday Group











Possibility & Imagination

Survive mode VS creation mode

Identity (worldviews & self-perception) & Envisioning

“Imagined communities” (Anderson, 2006) VS “Imagined Futures” (White, 2024)

What we envision as possible, probable or preferable futures depends on how our interpretative filters inscribe our memories, and how we perceive current information and events.

We activate the same regions of our brain to remember the past and to envision the future.

How cultural systems endorse the past and instill the duty to defend and carry on granted heritages, values, and memories is the spearhead of breakdown or breakthrough in societies.

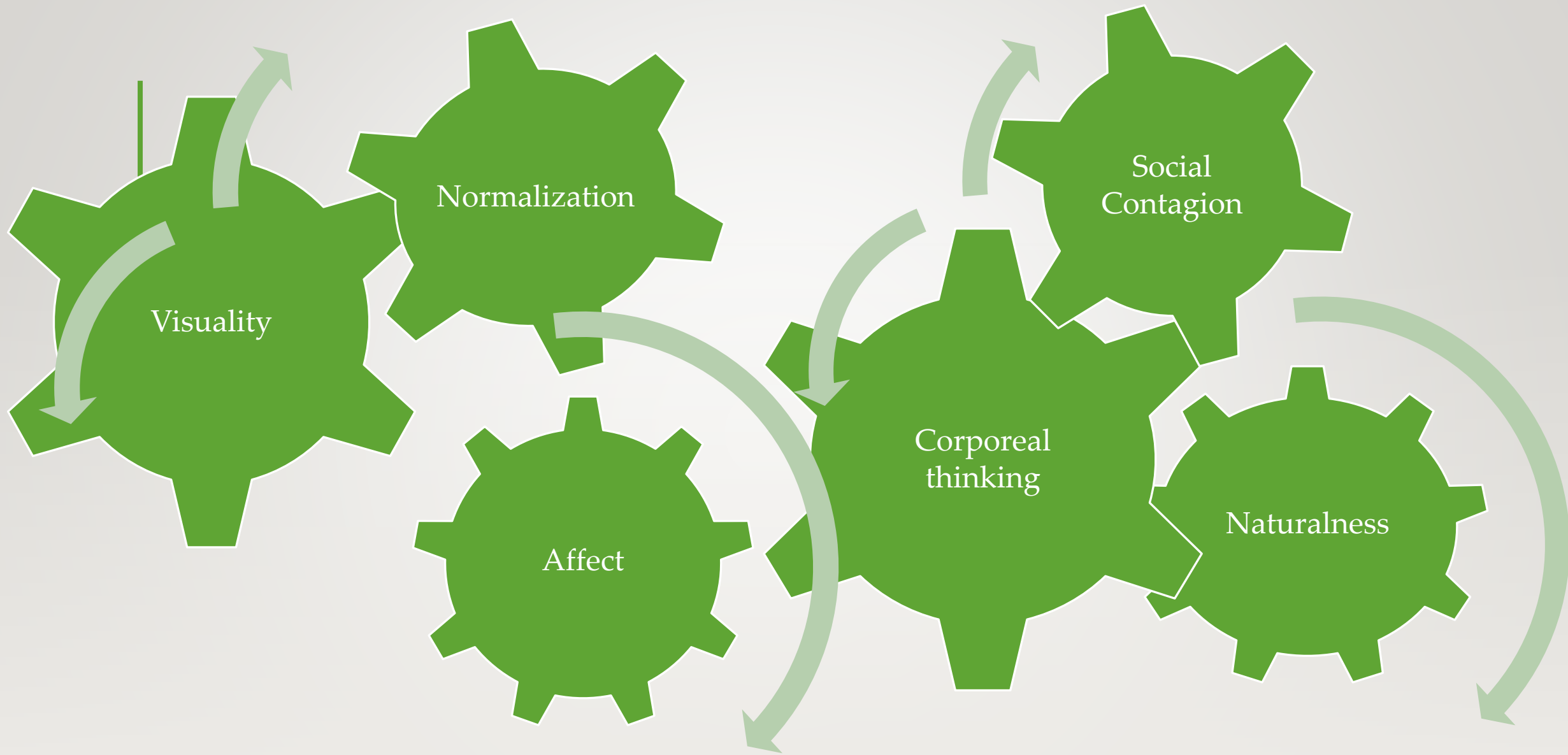
Why out of the box thinking matters

Comprehending our “**created self**” (Inayatullah, 1990, 128) allows our future “**possible selves**” (Markus and Nurius, 1986) to emerge.

How we address our current environmental, gender, social, or racial challenges etc., is directly related to **how we frame** our individual and collective identities and worldviews.

Often, our **preferable and desired** tend to turn into a **reflection of collective conditioning** because of **stereotypes**, along with the entailed **biased thinking**, and a fair amount of fear for change and risking the ‘**belonging**’.

On the **Future Triangle tool**, the change indicator on the past-future dimension can range from the reactionary, backwards looking, to the visionary. The reality each indicator constructs is just “the victory of one discourse over another” (Inayatullah, 1990, 132).



Vision

Creative tension

Current reality



Relevant Readings

Inayatullah, S. (1990). “Deconstructing and Reconstructing the Future. Predictive, cultural and critical epistemologies”, *Futures* 22(2), 115–141. [https://doi.org/10.1016/0016-3287\(90\)90077-U](https://doi.org/10.1016/0016-3287(90)90077-U)

Markus, H., and Nurius, P. (1986). “Possible selves”. *American Psychologist*, 41(9), 954–969. <https://doi.org/10.1037/0003-066X.41.9.954>

White, J. (2024). *In the Long Run. Future as a Political idea*. UK: Profile Books.

Had you been a **profiler**, what would you make out of a comparison among

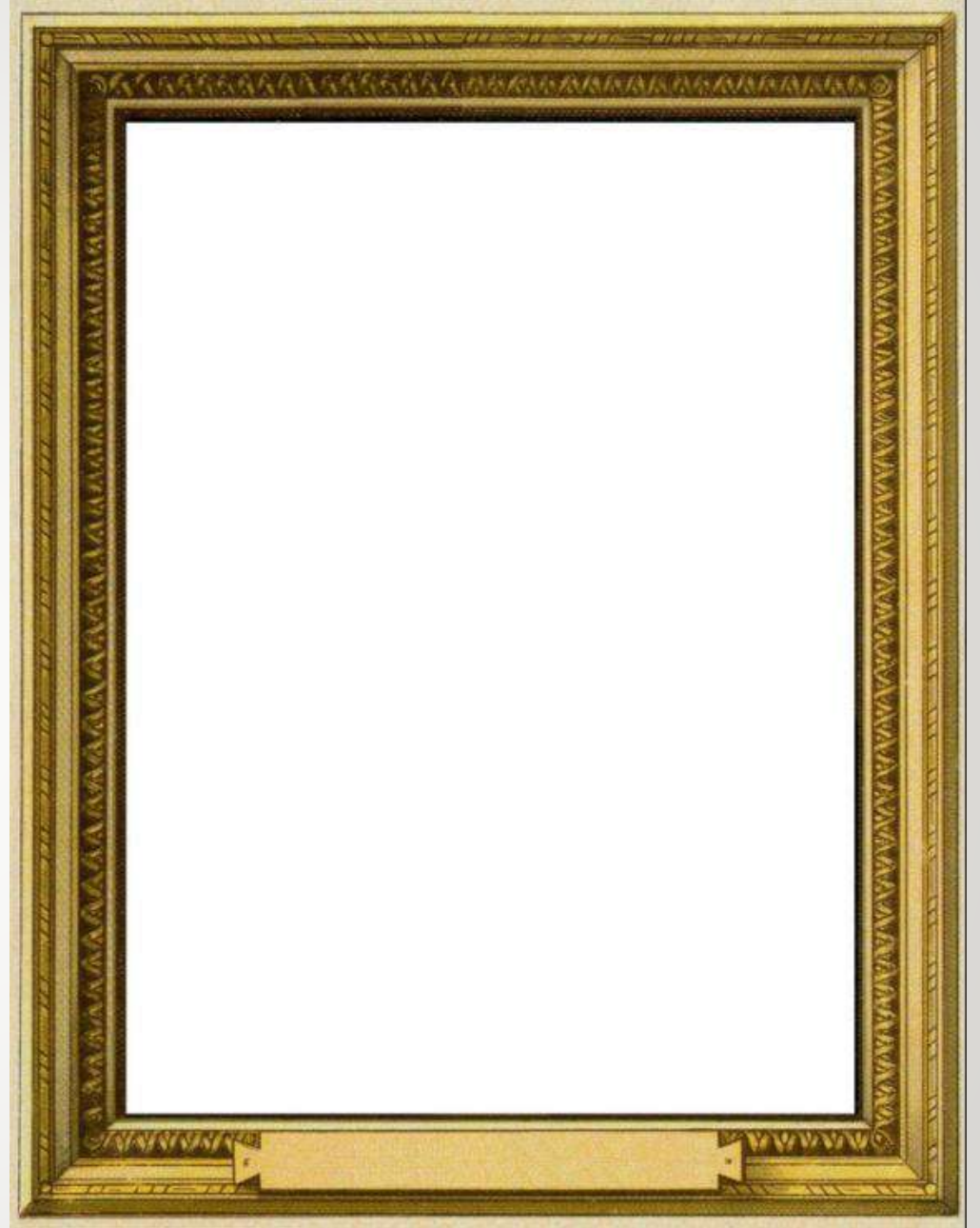
a) the **actors** in our Ideal scenario;

b) the **actors** in the predicted future?

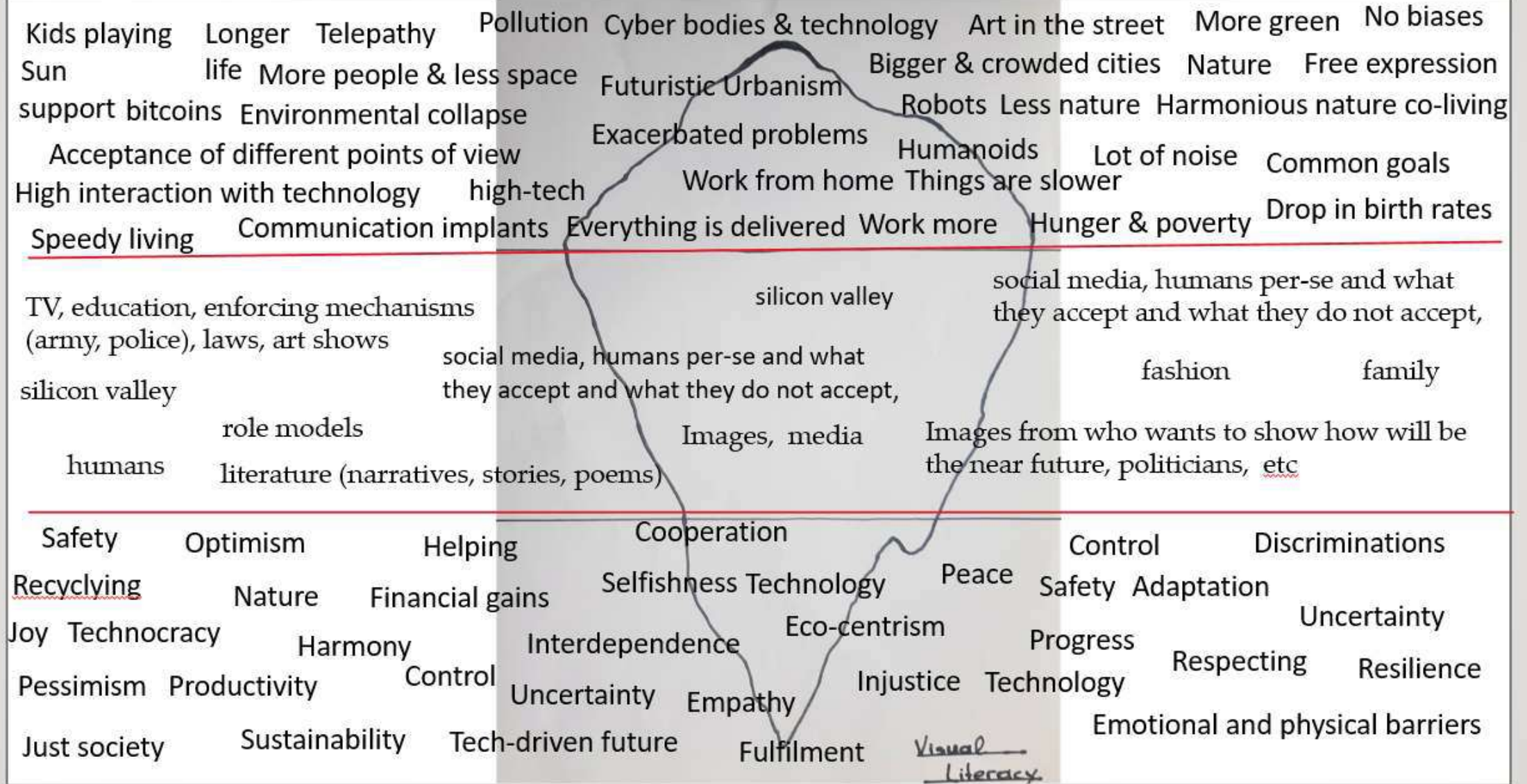
How do they relate (co-operate, challenge etc.) with the **social role models** in your
“between weeks 3&4 activity”?

Place in the frame all the components you consider important for an ideal future society / living reality. Draw your material from

- a) the predicted or/and Ideal future icebergs,
- b) the ideal future role models,
- c) the values of your collective Wall.

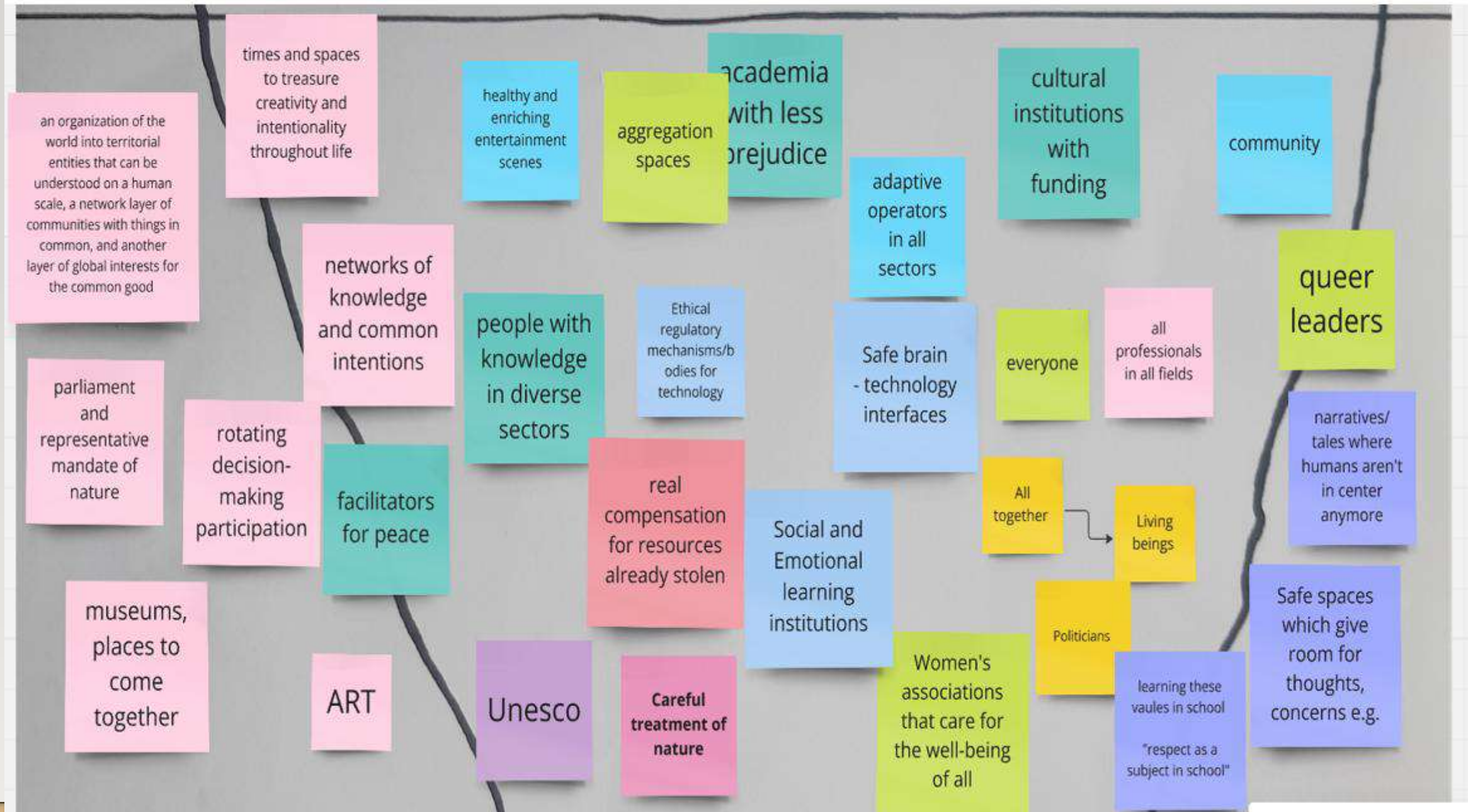


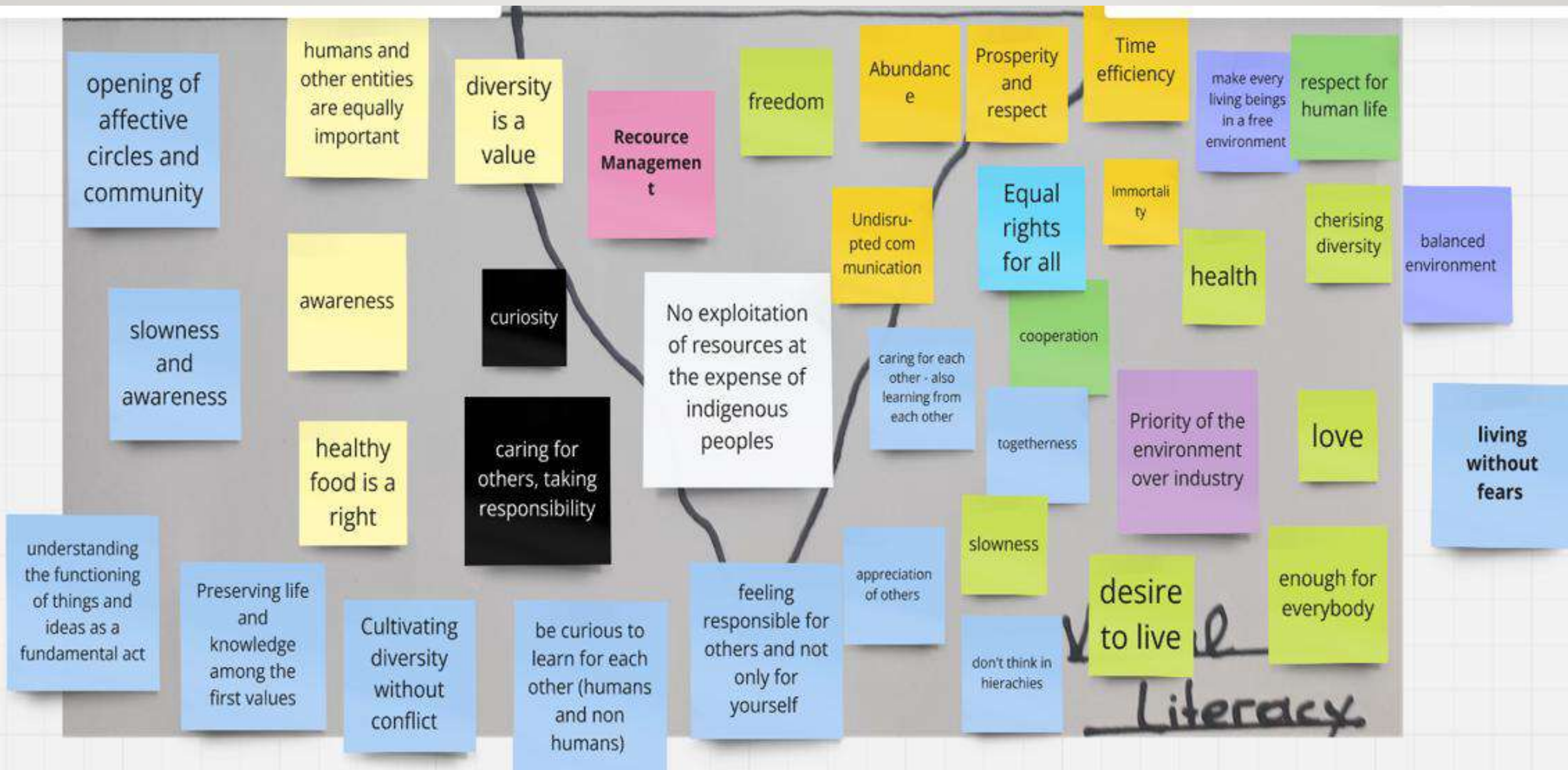
Thursday group









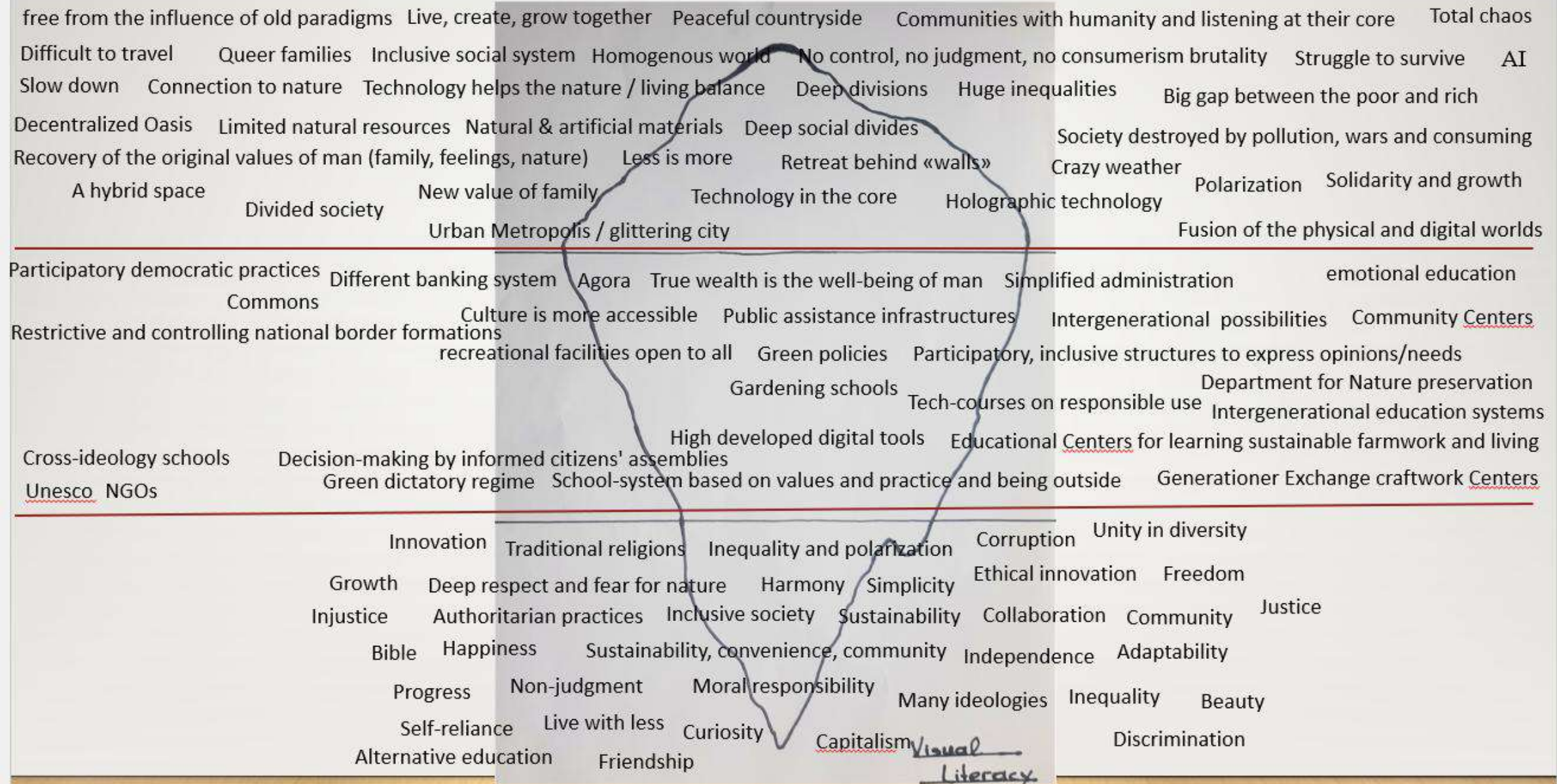




The Wall (1st session) Thursday group

Joy, optimism, connection, joy, freedom, willingness to find peaceful solutions, freedom,
Enjoying the life, Blind, stop environmental pollution, aesthetics,
Listening, respect

Saturday group





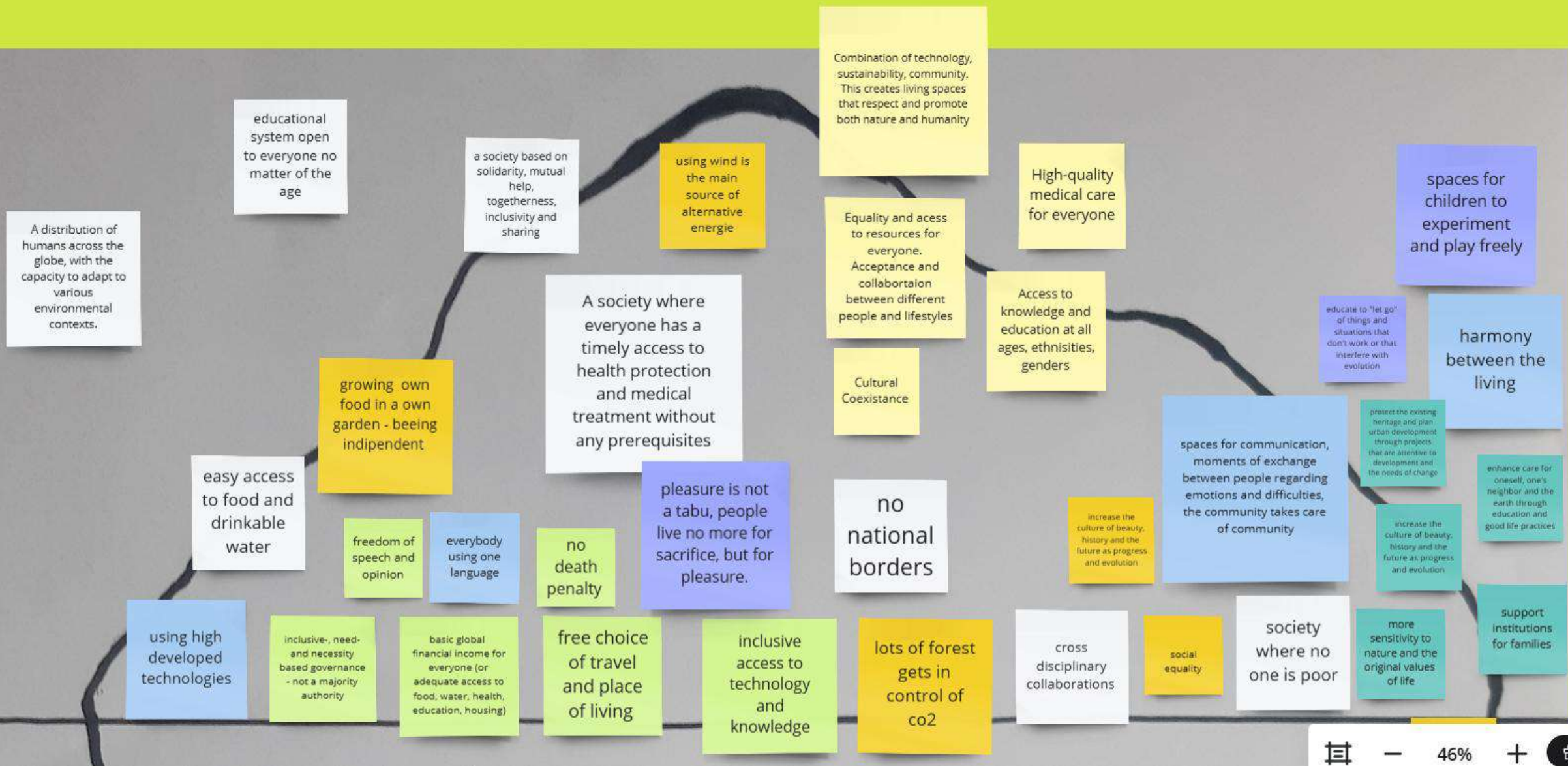
STRENGTHS, PROTECTION AND
FIBREXINESS

STRENGTHS



THE ICEBERG

PREDICTIONS



46%









The Wall (1st session) Saturday group

Love / community / freedom / Equality / EMPATHY / Free / equal / accessibility / Care / non-judgmental / proximity (digital or physical)

Remember your answers during the “purposeful art” reframe (stripped from the ‘how I feel/see/perceive’; existing for the purpose of calling the audience to action).

Check them again and check your deriving assumptions as well.

How can art make part of this ideally framed world? How does it relate with the people? What values, communication channels, and systems support it?



Imagine you are one of the following 'actors':

a) a 10-years-old child; b) and elderly person; c) a remote tribeswoman/man; d) a busy executive; g) a politician.

How would art look like if its fate was in the hands of just one of each of these audiences (choose one category)?



Workshop 5

Introduction to Visual Literacy

Thursday & Saturday February 6 & 8, 2025

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Icebreaker

You are castaway in a deserted island. What things would you wish to have with you?



AS SOON AS YOU'RE BORN YOU ARE
GIVEN A **NAME, A RELIGION, A
NATIONALITY AND A RACE.** YOU SPEND
THE REST OF YOUR LIFE DEFENDING A
FICTIONAL IDENTITY.

Thursday group: What are the identity items your society expects you to carry

For the society, a person should be "normal": go to a good university; then get a good and well-paid job, keep it until go to old age pension or climb to the highest peak of that type of work; have a nice, tidy and clean house, have a perfect family.

my gender; sexuality; age; ethnicity; look/appearance; the people around me (in a sense of the bubble I live in); job(s); hobbies

female, age 35-40, white, married, no children, left, environmentally conscious, higher education, arts & culture, traveler, lived abroad for some time, has a sibling

To be a good person; be productive; respect the laws and to not challenge them; be happy with mediocracy; specialists always know better than me; follow the norms; believe change is hard.

woman, migrant, educated person, corresponding to a social status, Caucasian, of reproductive age or being a mother

Be "nice", female mid European clothing, shaved armpits and legs, "fit" figure (not too thin, not too fat, not too much muscles). Be "female behaviour", voice not too loud, no burbs, greet older people or people in higher positions first, good mood and manner in every situation, to take care of yourself, to be happy

Kindness, care, knowledge

to work, pay taxes, make money

Be perfect, be a role model, be pretty—Society often expects flawlessness, success without struggle, and an appearance that meets ever-changing beauty standards

Women should be smart and look perfect, have the perfect body and faces, but do not outsmart a man. You should have ideas and initiative, but never more than a man, and never earn more than a man.

Thursday group: What are the consequences of these assumptions, expectations and choices?

Psychologically speaking, it might be self-fulfilling prophecy, which **limits** a person. **Pressure** about having a family, an own house, classic steps in your career. Living - on the one hand - in a kind of bubble with people having similar opinions, attitudes, ... and on the other hand thinking and organizing others in kind of the same way - **separating** the spheres in the mind instead of connecting.

Perhaps a certain **sadness**, a feeling of **not belonging**, of being "**inadequate**". There is immediately the need to not let that be seen. The **need to project** oneself strongly.

They put **pressure** on me to fulfil expectations that I may not be able to fulfil. They therefore lead me to feel, analyse and think about whether I want and need to fulfil them or not. They also lead to expectations and assumptions that I make about other people.

Living in this **tension** can lead to **self-doubt, exhaustion**, and a **disconnect** from true desires. When choices are dictated by external approval, **fulfillment remains fleeting**.

I often have the feeling that these Assumptions and Expectations are often very **rigid** and therefore often don't allow any flexibility. For me, they are often **paralysing**. Always thinking about what others actually expect and how you can fulfil this expectation in the best possible way is very **exhausting**. I'm trying to let go of this again and again. But I think it's often important to be more flexible. That would also bring a certain openness with it.

Most people get **stressed, sad and frustrated** because they don't listen to their hearts instead.

Believing that nothing will really change. Only minor changes are possible. That my power is **limited**. That our power is limited as well. But I'm **fighting against** all that and I deeply believe against all the teachings that this isn't true...

Research work, **feeling of inadequacy**

If you choose to conform, you might always feel like you **pretend**, if you choose not to, you might be **alone**.

Be hardworking, be **obedient**, be on time



How could Q 1 & 3 jeopardize the ideal future living?



How might the following Q jeopardize the ideal future living?

“If I escape the existing stereotypes, where will I go?”

How do we handle the lack of comfort (uncertainty, anxiety, doubt & certainty)?

Brief theory

UNESCO's 17 SDGs & the UN Pact for the Future 2024

How does “the culture of” serves our goals for a sustainable or ideal future living?

Sustainable vs Ideal?





Relevant Readings

Pact for the future. UN, 2024

UNESCO moving forward the 2030 Agenda for Sustainable Development

What is the impact of the 5 actors' approach of art on the future ideal society(*see 4th workshop - a) a 10-years-old child; b) and elderly person; c) a remote tribeswoman/man; d) a busy executive; e) a politician*)?

How will the future ideal society change according to the form of art sustained by each one of them?

Purpose of this activity is to explore different potentials of art practice



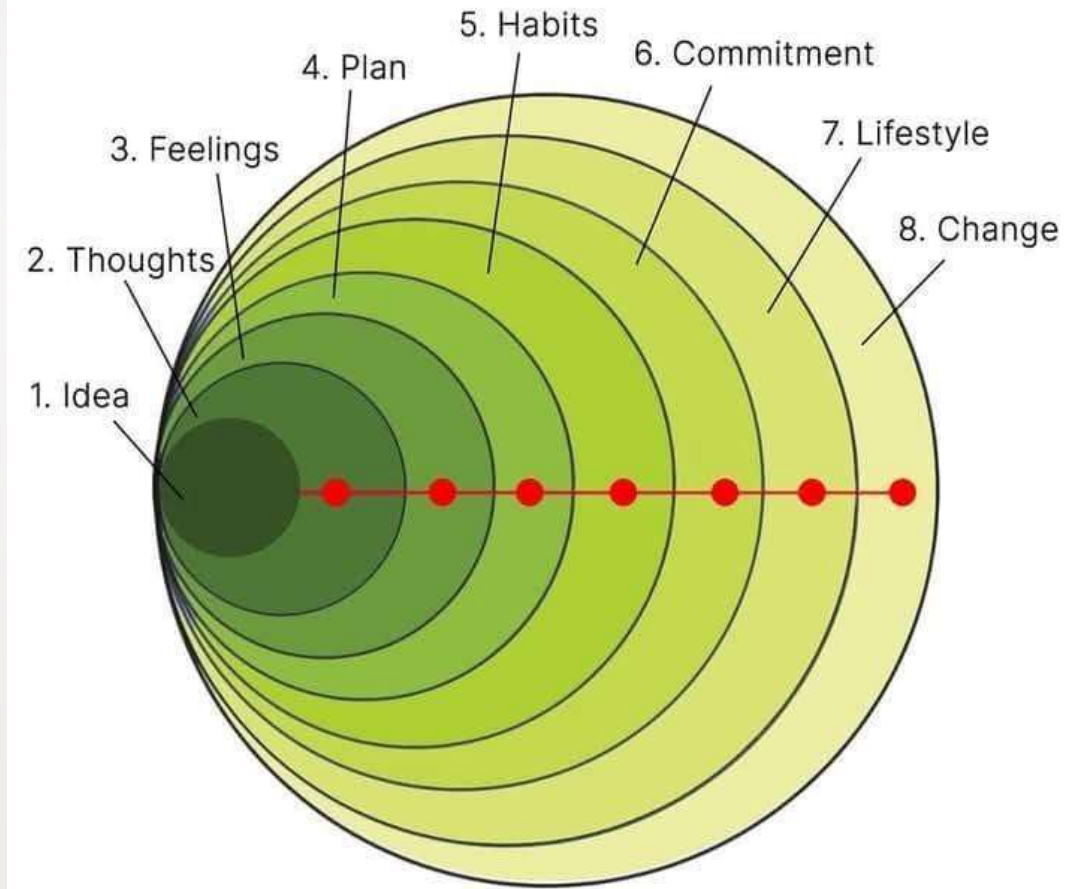
New Questions

What new questions and/or thoughts derived from our activities?

From questions to action: planning for the Ideal Future Living

And now...*WHAT?*

How Change is Created



It is painful and uncomfortable...but...

Johnson Tsang, Open Mind IV, Lucid
Dream Series, 2017



Johnson Tsang by SculpLovers

...maybe there is more out there...!

Banksy

