QUESTIONS ABOUT THE FUTURE	Yes	No	l don't know
Are you asking the right questions about your professional future?			
Are you certain that your organisation's direction is the right one?			
Do you rather focus on the most pressing problems instead of the right ones?			
Do you know how to explore possible futures?			
Can you name the drivers that influence your organisational future/ or the field of your interest?			
Do you understand the implications of emerging trends?			
Are you able to connect global trends with the future of your organisation/ or the field of your interest?			
Can you connect the future vision to the reality?			

If you answered "No" or "I don't know" at least once, then beFORE educational online offer will meet your needs. If all your answers were positive, please continue with the questions below. Any "yes" will mean that our educational offer will match your interest.

Would you like to acquire skills that will energize the others towards change?		
Would you like to see your field of interest or your professional future with fresh eyes?		
Would you like to increase the capacity of your organisation to fulfil its mission?		

#### **PROJECT PARTNERS**





















## **ASSOCIATED NETWORKS**









- info@futureoriented.eu
- f www.facebook.com/futureoriented/
- twitter.com/beFORE\_eu

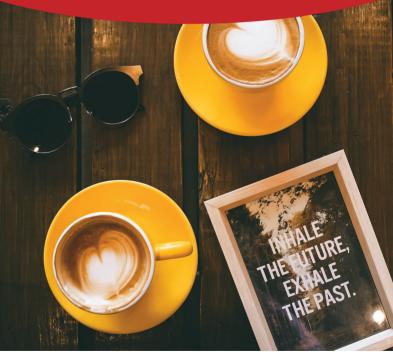
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Knowledge Alliance 2017-2019

Becoming future-oriented entrepreneurs in universities and companies

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### GENERAL PROJECT OBJECTIVES



Increase futures literacy among students, entrepreneurs and academics



Integrate foresight with other academic disciplines



Guide
individuals
and
organisations
in advancing
their future
preparedness



### **PROJECT FOCUS**

**Futures Literacy** is the capacity to acquire, design and use anticipation and knowledge about the possible futures to enhance our comprehension of the present complex world. Futures Literacy also instrumentalises the future so that it can serve as a tool, a system or process for making choices, and acting – for individuals, organizations as well as societies. According to Riel Miller of UNESCO, Futures Literacy improves the capacity to detect and give meaning to change and discontinuity, and thereby become more capable of initiating learning processes.

# PROJECT MOTIVATION AND RESULTS



Higher education institutions slowly update their entrepreneurship education curriculum according to (labour) market needs and global challenges.



Higher education and training offer in the field of Futures Studies is not widely and evenly distributed across
Europe.



Knowledge and good practice exchange between educators of futures studies (incl. practitioners) and academics representing other scientific fields is limited.



Managers need competencies to deal with uncertainty and insecurity to survive in a chaotic business environment, in fierce competition and to grow, and prosper in the long run.

#### **EXPECTED OUTCOME**

