

1. SUMMIT OF THE FUTURE



The [Summit of the Future](#) The Summit is a high-level event, bringing world leaders together to consensus on how we accelerate efforts to meet our existing international commitments, take concrete steps to respond to emerging challenges and opportunities.



DRAFT OUTCOME DOCUMENTS

I. Pact for the Future

Major themes are:

- Sustainable Development and Financing for Development
- International Peace and Security
- Science Tech, Innovation and Digital Development
- Youth and Future Generations
- Transforming Global Governance
- In addition, it places additional emphasis on human rights & public goods and interest.



II. Zero Draft Declaration on Future Generations



III. Global Digital Compact & Principles on Information Integrity

Youth Inputs:

UN Major Group on Children and Youth Inputs to Pact for the Future

Various Youth inputs on the GDC.

ECOSOC Youth Forum Summit of the Future Preparatory Meeting

YOUR ACTION

SELECT POSSIBLE TOPICS FOR YOUR MARKER

To Consider: What are the themes that resonate with you most? What are some of the associated actions? Which of these resonate with you most? Is there anything missing in your opinion? What have various youth inputs said? Are there differences between youth inputs and the draft outcome documents for the Summit? Are there any actions that youth are particularly well positioned to take and/or that will be especially beneficial to youth?

Your Topics of Interest:

Your Actions of Interest:

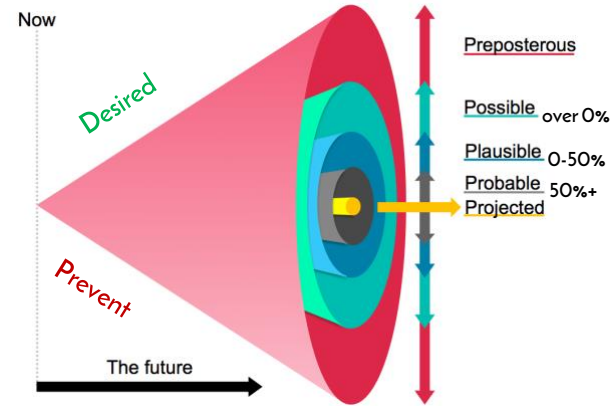
2. FUTURES THINKING

WHY DO FUTURES THINKING?

Futures thinking is useful for considering what might happen and what *you want to happen* in the future, but also for how we look at our motivations and actions in the present. It involves building capacities in anticipation / foresight, but also a mindset, an attitude and overall orientation to openness, questioning, exploration, and emergence.

We gain a sense of hope and agency by:

- challenging dominant narratives
- flexing our collective imaginations
- Identifying myriad possibilities
- assessing innovative/emerging trends and actions
- coming from the perimeters of society, and
- understanding our historical capacity for change.



Adapted Diagram: Mike Baxter

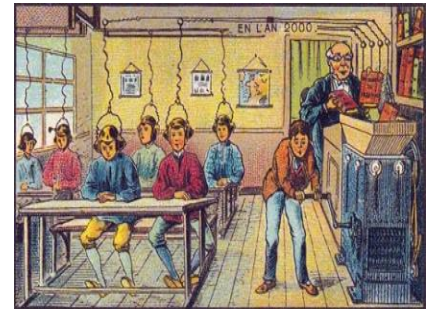
This is a crucial step in confronting the profound challenges our global society faces.

Futures thinking - especially by youth with their unique perspectives and highest stakes in the future - allows for: understanding how change has/can happen; better planning; pro-active, bold, creative problem solving; greater resilience; opportunity for building community through visioning and creating new narratives and stories.

HOW TO DO FUTURES THINKING

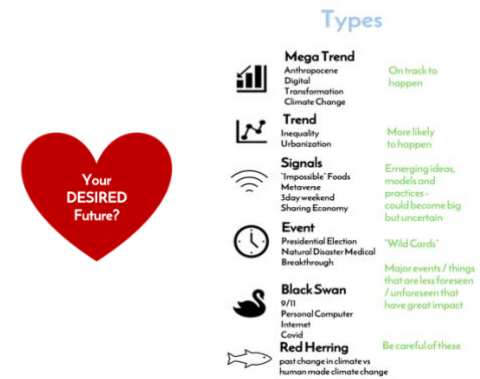
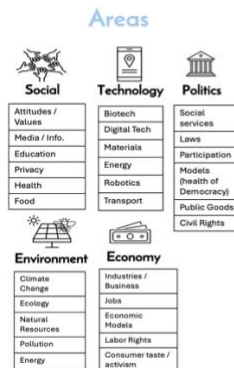
There are many different methodologies and approaches to futures thinking. **Annex I** provides examples of methodologies, exercises, and additional resources to help you think more creatively about what the future could hold. Below are just a few examples. We recommend that you focus most on hopeful imaginaries and creating a vision of the future that is more transformative in nature.

Radical & Hopeful Imaginaries: Imagining audacious - even "preposterous" futures that enable you to step out of current paradigms and ways of being and doing and to imagine a future that pushes boundaries. This can include the realms of science fiction (utopias, dystopias and the in-between) and Afro and Indigenous Futurism. Even the seemingly impossible can positively inform what we strive for and the actions that will get us there.



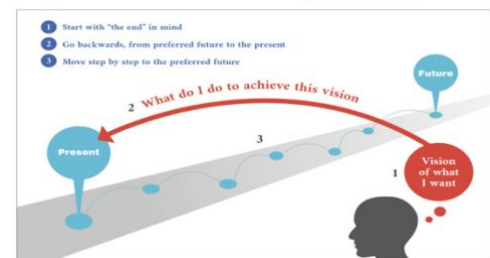
Looking to History: Understanding the past and looking for 1. Evidence, scope and types of change that have occurred, and 2. models that were out of the dominant historical narrative but may serve as inspiration for today and the future.

Foresight / Horizon Scanning: Exploring societal drivers of change like Social, Technology, Environment, Economy, Politics and scanning for signs (and probabilities) of change. In looking at this, we can better understand where we want to invest, what we want to nurture and amplify, and what we want to prevent and./or mitigate.



Speculative Design: Creating designs (e.g. objects, experiences) that approximate the future with the highest fidelity possible. Creating embodied "artifacts" helps to make the future more tangible, real and possible (for good or ill). The Speculative Future Historical Markers are also an example of this.

Making Change Happen: How do we realize our desired future? There are Futures methods around back-casting - or thinking from the future back to today and outlining actions that we need to take going forward. Additionally, there are tools for Design Transitions or understanding how we transition from point A to point B as we chart a path to our desired futures. These steps could also be included in your Speculative Future Historical Markers.



YOUR ACTION

STATE YOUR DESIRED FUTURE(S)

To Consider: What is a radical imaginary of a future you would like to happen? Be bold in your thinking. What might the topics of interest from step 1 look like in this future? Is this a different framing or more ambitious or creative point of view from the outcome documents? Try this exercise from *Tecah the Future*: If you had a time machine and you went 30 years into the future what would you see? Describe the future in 30 years, don't hold back on the details, what does the future look like, feel like, taste like? Describe your environment, architecture, schools/education, law, examine social, technological, economical, ecological, and political spheres. And/or look at "[The Line](#)" exercise.

Now in working backwards from a desired future to the present, what are some important actions that will be needed? Who might take them? Is this aligned with the actions in the Summit outcome documents (which are politically negotiated)? Are they bolder?

3. PUBLIC ART

What is Public art?

Is it a mural painted by a graffiti artist public art? What if that mural was commissioned by a multinational bank?

How about a commemorative sculpture commissioned by a community association?

What if that sculpture is on the grounds of a museum? Or in a sculpture park?

Does it have to be outdoors? If I have to go through a door or gate to see it, is it public art?

Does it depend on whether I had to pay or not?

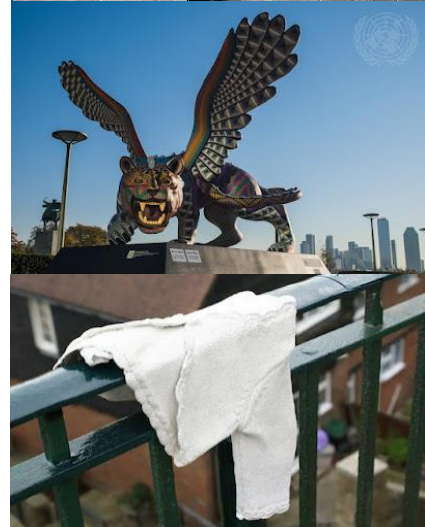
Can a TikTok be public art? An Instagram post? A website?

Let's come up with a working definition of 'public art' ... How about *Public art is any art that exists in the public realm and is free for all to experience*

Now the question is why? Why make public art? What can it do? Must it do anything?

Public art (beyond traditional galleries, museums and sculpture parks) engages individuals and communities with installations, sculptures, murals, and performances, land art, protest art, etc., often addressing social, cultural, and environmental themes. It's a powerful tool that can reshape public spaces into vital and dynamic venues of shared experiences: fostering inclusivity and shared identity, celebrating diversity, challenging norms, reflecting evolving societal values and catalyzing dialogue. Public art can be an important and effective investment in community. And whereas private art is typically more personalized, reflecting collector's aesthetic choices, public art often deals with broader local or even universal themes.

Examples of public art - in many forms and for many of these purposes - can be seen on the blog "[What is Public Art](#)". The Speculative Future Historical Markers you are creating are a form of public art



REFLECT

EXPLORE PUBLIC ART Look at the blog and other sources for examples of public art. Look in your own community as well. What resonates with you in terms of subjects and mediums? What do you think is missing in public art? What would you like to see? Or make? Who are the artists making public art? Are they representative of society? Are youth making public art?

4. HISTORICAL MARKERS

The main problem with "history" is that it is created by those with the power to advance their version of it. Sadly, it's rarely a dispassionate collection of facts about the past. For starters, historians often disagree over both what "the facts" are and how they should be interpreted.

Who and what gets recognized by history? Who and what is noticeably left out? Who decides what gets publicly commemorated?

The "On this Site Stood" series of public art sculptures by Norm Magnusson subverts the format of a typical roadside historical marker to add the weight of historical importance to contemporary issues. He has also used this format to present speculative pasts and futures.

Similarly, our exercise puts the telling of history in your control.



REFLECT

NOTICE HOW HISTORY IS TOLD In your local community, notice who and what is recognized. What additional recognition would you like to see and in what form?

5. AUGMENTED REALITY

A key element of this project is the use of Augmented Reality (AR). AR lays digital content over the real world. It provides multi-media, immersive and spatial tools to imagine, speculate, analyze, design, visualize, simulate and test, advocate, educate and tell stories.

It is experienced in situ, in the real world, including as shared and interactive experiences with other people. It is viewed through phones (or tablets) that are more accessible and therefore make these experiences available to more members of the public. It can be used for adding or enriching content to things/places and can support improved and more participatory civic processes. It can also be used to create unexpected experiences and to place content in contexts that might otherwise be difficult to do.

AR experiences can be an end in themselves and/or be catalysts for change in the real world and longer term - in essence being used as a form of tactical urbanism (which is a low-cost short-term project initiated by community to demonstrate solutions and call attention to needed change). Like futures thinking, it can help to unlock a sense of possibilities.

REFLECT

EXPLORE AUGMENTED REALITY See if you can discover local examples of augmented reality use. How do you think this technology might be used effectively? Learn about the links between technology and society, the entanglement of digital technology in our lives, and the opportunities, risks, threats and tradeoffs it presents. Look at what the Summit of the Future is saying on human centered and public interest technology.

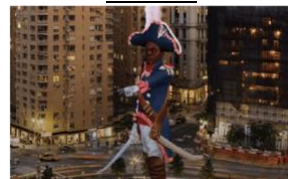
MakeUsVisible



Hidden Histories



KinFolk



6. DRAFT A FUTURE COMMEMORATION

Now it is time to draft your specific message. This will appear on the historical marker. Again, you are being asked to select a specific future state in 2050 you would like to see, and celebrate an action that helped achieve that. The work you did in steps 1 (reviewing summit themes) & 2 (futures thinking) will inform this. The idea is to share with Summit participants and decision-makers the bold futures that you expect them to work towards starting today. You are offering hope, a positive outcome, and a way to get there. Be specific, reach far. Here are some examples:

On this Site Stood: UN Future Summit youth participants who led a charge to get governments to codify “multi-generational decision-making” and won a Nobel Prize for their efforts.

On this Site Stood: The first woman president of Kenya whose election marked the first time that 50% of Heads of State were female, ushering in a new era of transformative leadership.

On this Site Stood: Founders of Humane Tech which led the fight to prevent runaway computer brain interface technology and resulted in the “right to be human” under international human rights law.

On this Site Stood: One of the hundreds of young climate activists who helped heal our relationship to nature by advancing - the now routinely used model of biomimicry within planning approaches.



** YOUR ACTION **

DRAFT HISTORICAL MARKER TEXT

Please use the attached template for submission. Submit it to info@tacticalpublicart.org and jennifer.breslin@futuristas.org by 9 August. We will work with you on refining the messages as needed.

7. ADD RESOURCES

Once you have the attention of Summit participants, other decision-makers and the public, let's also provide some resources where they can learn more, take action and stay engaged. There will be the ability to link the augmented reality markers to “calls to action” and we will also place resources on our website. This is an opportunity to bring attention to the work of your / partner organizations.

YOUR ACTION

RESOURCE LINKS

Please provide up to 4 links - with titles - related to the topic of your marker. These can be in any language. If you are able to provide a descriptive sentence on each link that would be useful but is not necessary. Please submit through the attached template along with your message.

8. MARKERS

WHAT

Once your messages are complete, we will turn them into digital Historical Markers and provide participants with a copy of their marker. The final mARkers will then be imported into an augmented reality platform and we will install them on the UN grounds, and in other places in NYC where Summit participants will gather. Audio and/or text translations into English will be available in the experience as necessary. The placement of the MARKers will be accompanied by a publicity campaign.

Markers will represent all regions of the world and a multitude of topics the Summit is considering. Depending on the volume of the markers received, Markers may be rotated during the week of the Summit. We will also put all the markers on our website and highlight them in social media and on partner platforms.

What will it look like in the end? Check out this [video](#) to see the above Speculative Future Historical MARKer in front of the UN in NY.



CONSIDER

PLACING YOUR MARKERS LOCALLY

You may wish to also take your digital Markers and use augmented reality platforms to place them in your local communities and where decision-makers and the public at large can encounter them. Please get in contact with us if you wish to do this and we will work with you on possibilities.

9. ACTION!

WHAT

Before and during the summit, we will be monitoring the interactions with the MARKers and feedback we receive. If you wish to work with us on social media, on analyzing feedback, or other possible activities during the summit, please let us know. We will provide feedback to participants after the conclusion of the Summit and invite you to let us know how the Markers were received if placed in other locations around the world.

YOUR ACTION

FOLLOW INTERACTIONS

Follow our accounts and partner accounts on the project during the week of the Summit. Let us know if you would like to connect during the summit. Use #tacticalpublicart and #futuresummit in any of your social media posts. And think about what you are going to do next to create your desired future.

BEYOND THE SUMMIT

REAL WORLD MARKERS

Our objective, funding permitted, is to create a physical marker for every AR Speculative Future Historical MARKer project undertaken. This might be a physical trigger for the augmented reality markers and would be a more visible permanent piece of public art. Please communicate interest in doing this as a next step.

REPLICATE MARKERS

The Historical Marker project can be undertaken in many contexts around various themes, and also address the past and present. The Tactical Public AR(t) project is designed to deliver a more robust workshop and curricula to do more in depth exploration of futures thinking, public art and local histories. Please get in touch should you wish to replicate this project locally, nationally, or globally for other events.

OTHER FORMS OF PUBLIC ART

We are exploring using augmented reality for other forms of youth created public art. If you would like to work with us on the creation of a sculpture, mural, performance art, or something else, let us know!

OTHER FORMS OF AUGMENTED REALITY FOR PLACEMAKING

The RegenARative programme is exploring use cases in augmented reality for place making and community building by youth. This includes applications like education, speculative built environments, activities in public spaces, urban safety and many more examples. For more details on this and to get involved contact jennifer.breslin@futuristas.org.



ANNEX I FUTURES THINKING

WHY DO FUTURES THINKING?

Futures thinking is useful for considering what might happen and what *you want to happen* in the future, but also for how we look at our motivations and actions in the present. It involves building capacities in anticipation /foresight, but also a mindset, an attitude and overall orientation to openness, questioning, exploration, and emergence.

By challenging the dominant and “inevitable” narratives, by embracing more expansive possibilities, rooted in an understanding of our capacity for change (looking back), our collective imaginations (hopeful/radical imaginaries), and assessment of trends and innovative/emerging ideas and

action on the perimeters of society, we gain a sense of **hope and agency**, both critical to confronting the profound challenges our global society faces.

Futures thinking - especially by youth with their unique needs, insights and highest stakes in the future - allows for: understanding how change has/can happen; better planning; pro-active, bold, creative problem solving; greater resilience; opportunity for building community through visioning and creating new narratives and stories.

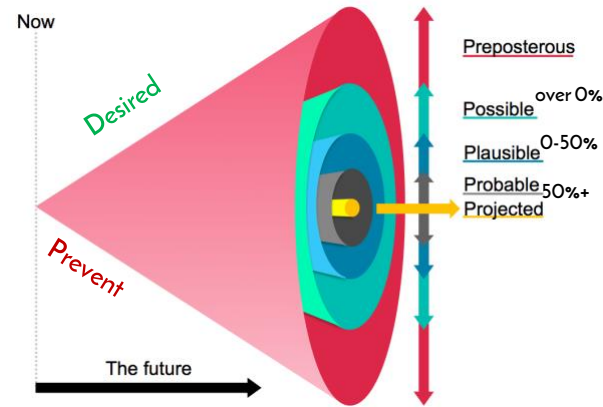
HOW TO DO FUTURES THINKING

There are many different methodologies and approaches to futures thinking. Below are just a few examples. We recommend that you focus most on hopeful imaginaries and creating a vision of the future that is more transformative in nature.

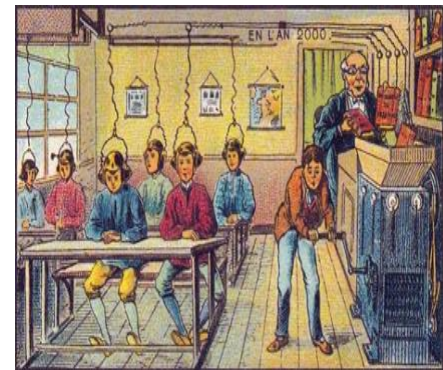
Radical & Hopeful Imaginaries: Look into science fiction, afro and indigenous futurism, reframing exercises that force you into creative and audacious speculation. Sometimes the “preposterous” can serve reality. A futurist, Loes Damhof, does a quick exercise with her audiences where she asks how they think people will meet in the next 20 years. They said, “online”, “hologram”, “heaven”, “in auditoriums” (projected/probable futures). Then she asked how they would like to meet and they said “face-to-face”, “in nature and under trees” (desired futures). Then she did a reframing/imagination exercise and she asked them what is in 20 years we are all part of a collective conscious. What would meeting look like then? How does that make you feel? What questions does that raise? What would be desirable or undesirable about that? How might that relate to our real future? You can sets of answers/considerations reflect different attitudes, sense of possibilities and therefore the types of actions we might or might not take in the present.

Take the themes you are interested in and pose reframing questions to imagine more radical possibilities. Are the frames collectives, regeneration, equity, post-growth economies, ? Now try this exercise (from Spring): “Imagine you wake up in 2050 in a transformed society that reflects your values. Take a look around and notice the sights, the sounds, the smells, how it feels. What does the world look like? What do you see, hear, and feel? What’s present and what’s not present? What’s the headline on your newspaper or social media feed? How are people relating to one another and to our surroundings? What values are important? What’s your role in this transformed future? Based on this experience, grab your preferred medium and write, draw or paint your ideas.” Imaginaries can also be done through exercises like “scenarios” that pose more extreme futures and explore issue within these.

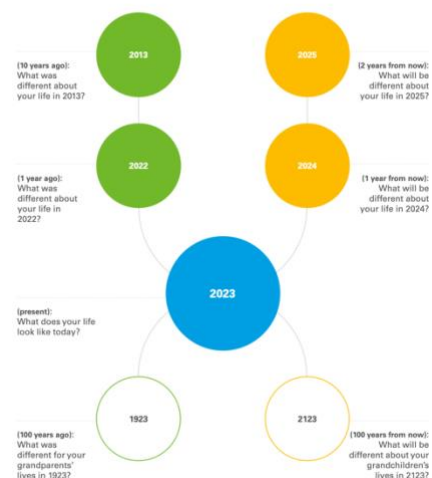
Looking to History: Understanding the past and looking for 1. Evidence, scope and types of change that have occurred, and 2. models that were out of the dominant historical narrative but may serve as inspiration. The [200 year present exercise](#) asks you to look 100 years back (lifespan of oldest people living today), at the present, and 100 years forward (lifespan of baby born today) on a series of topics to internalize how much change we are capable of in society and to realize we in the middle of history.



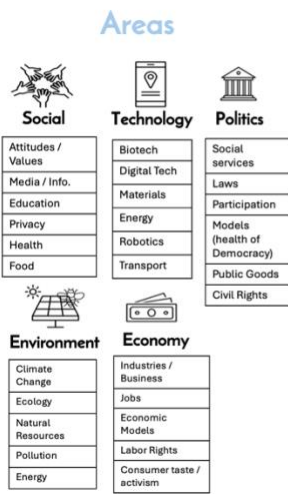
Adapted Diagram: Mike Baxter



Example of a 200-Year Present table
Created by the UNICEF Youth Foresight Fellows

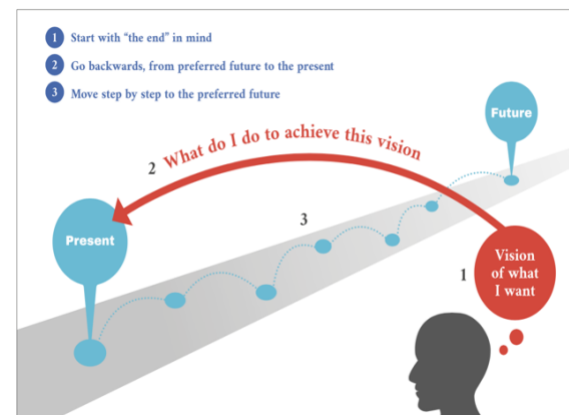


Foresight / Horizon Scanning: Divers of change. Social, Technology, Environment, Economy, Politics (STEEP). Provides a systems view and an ability to look for dynamics - relationships, inter-dependencies, influences, 2nd and 3rd order consequences, etc - between these different parts. Where to look for change - and some degree of probability - in trends, signals and to acknowledge that there are the less/unforeseen that might be catalytic. The "weak" signals, or things happening at the edges of society where experiments and development of new models take place. In looking at this, we can better understand where we want to invest, nurture, amplify and what to prevent, mitigate.



Speculative Design: Creating designs (e.g. objects, experiences) that approximate the future with the highest fidelity as possible. Creating embodied "artifacts" helps to make the future more tangible, real and possible (for good or ill). An example comes from SuperFlux that created "future air" that was a noxious reproduction of pollution if current practices and growth held. Role Playing and simulations are other examples of this. Model Mars invited youth to build future communities and artifacts that reflected aspects of their future lives. Around the world there are citizen assemblies (this might be seen as a "signal" in a horizon scanning) that are engaging in futures thinking, including in Japan where half of the assembly is designated as [future citizens](#). They found their perspectives to be most transformative. The future Historical Markers are also an example of this.

Making Change Happen: We need a course correction away from the projected status quo/business as usual - which is not working for global society - with ambition to the preposterous or radical imagination that informs actions in the realms of possible - plausible - probable. But *how* do we realize our desired futures. There are Futures methods around back-casting - or thinking from the future back to today and outlining actions that we need to take going forward. Additionally, there are tools for Design Transitions or understanding how we transition from point A to point B as we chart a path to our desired future. One example of an action (which is being replicated elsewhere) on achieving long-term thinking and planning comes from Wales, UK which passed the Wellbeing of Future Generations Act. It outlines seven wellbeing goals public bodies must aim for, and put in place a Future Generation Commissioner who acts as a 'guardian for future generations'



TOOLS & RESOURCES FOR FUTURES THINKING

[ARUP 2050 Scenarios](#)

[Teach the Future](#)

[Radical Imagination: Developing Conscious Activists' Capacities](#)

[UNICEF Youth Foresight Toolkit](#)

[UNESCO Futures Literacy](#)

[TEDEd Future Forward Videos](#)

[Thing from the Future Game](#)

[The Line](#)

ANNEXII - LINK COLLECTION

Summit of the Future

UN Sustainable Development Goals: <https://sdgs.un.org/goals>

Summit of the Future: <https://www.un.org/en/summit-of-the-future>

Pact for the Future: <https://www.un.org/en/summit-of-the-future/pact-for-the-future-revisions>

Declaration on Future Generations: https://www.un.org/sites/un2.un.org/files/co-facilitators_zero_draft_of_the_declaration_on_future_generations_26_march_2024_final_.pdf

Global Digital Compact: <https://www.un.org/techenvoy/global-digital-compact>

Principles on Information Integrity: <https://www.un.org/en/information-integrity/>

Major Group for Children and Youth Inputs to Pact for the Future: <https://www.un.org/sites/un2.un.org/files/sof-major-group-children-youth-input-zero-draft-pact-for-future.pdf>

Consultations on the Declaration on Future Generations: <https://www.un.org/sites/un2.un.org/files/sof-dfg-stakeholder-consultations.pdf>

ECOSOC Youth Forum: <https://ecosoc.un.org/en/what-we-do/ecosoc-youth-forum/about-youth-forum/ecosoc-youth-forum-2024>

Youth Inputs to the Global Digital Compact: <https://www.un.org/techenvoy/global-digital-compact/submissions>

Futures Thinking

Japan Futures Citizens Assemblies: <https://link.springer.com/article/10.1007/s11625-021-00918-x>

Model Mars: <https://www.modelmars.org>

Superflux Energy Lab: <https://superflux.in/index.php/work/futureenergylab/#>

Thing from the Future Game: https://situationlab.org/wp-content/uploads/2015/10/FUTURETHING_Print-and-Play.pdf

200 Year Present: <https://www.beyondintractability.org/audioplayer/boulding-e-3-future-studies2> (see also UNicef)

ARUP Future Scenarios: <https://www.arup.com/insights/2050-scenarios-four-plausible-futures/>

UNICEF Youth Foresight Toolkit: <https://www.unicef.org/innocenti/reports/designing-youth-centred-journey-future>

UNESCO Futures Literacy: <https://www.unesco.org/en/futures-literacy/resources?hub=404>

Teach the Future: <https://www.teachthefuture.org/>

The Line: <https://docs.google.com/document/d/1Pn-JwCIBo6VHL0uptYSstyaLOOSa6bH4p-yf2mo9-kw/edit>

TEDEd Future Forward: <https://ed.ted.com/future-forward>

Public Art & Augmented Reality

Tactical Public Art Blog: <https://tacticalpublicart.blogspot.com/2024/05/public-art-art-of-social-conscience.html>

Make us Visible: <https://makeusvisible.io/>

Hidden Histories: <https://hiddenhistoriesitown.org>

KinFolk: <https://www.kinfolktech.org/>

AR Historical Marker in front of UN: https://www.youtube.com/watch?v=_OziSvHxSiA

Learn More & Reach Out

Tactical Public AR(t): <https://tacticalpublicart.org>

RegenARative Communities: <http://www.futuristas.org>

