ERASMUS+ BLENDED INTENSIVE PROGRAMME

Futures Literacy for Health and Care

Anticipatory Systems and Processes in Practice

With Riel Miller, author of the Futures Literacy Framework, as invited lecturer

Université Paris-Est Créteil · Università degli Studi di Trento · NOVA Medical School, Universidade NOVA de Lisboa

Programme information note for partner institutions, international offices and communication teams

Draft version 2 — 7 September 2026

1. The programme

Health and care systems are built on anticipation. Diagnosis projects the course of a disease, prevention acts on a population risk that has not yet materialised, hospital planning commits resources years ahead, and a family caring for an ageing relative organises the present around an imagined decline. These are all uses of the future, and they are rarely examined as such. When the assumptions behind them go unquestioned, the field of what practitioners, patients and institutions are able to see and do narrows accordingly.

This Blended Intensive Programme gives participants the conceptual and practical means to examine those uses of the future. It is grounded in the Theory of Anticipation and the Futures Literacy Framework developed by Riel Miller with UNESCO, and it is deliberately applied: participants work on concrete health and care situations rather than on the theory alone. The programme is open to all disciplines. Health, care and well-being provide the terrain; the capability being developed — recognising, analysing and diversifying anticipatory systems and processes — transfers to any field.

Riel Miller, who developed the Futures Literacy Framework at UNESCO and directed the global programme of Futures Literacy Laboratories, is present throughout the on-site week: he opens the programme, teaches the theory of anticipation, co-facilitates the laboratory, runs a masterclass for the doctoral and post-doctoral participants, and closes the week. Participants therefore work with the framework and with its author in the same room.

The cohort is deliberately mixed. Master students, doctoral candidates and post-doctoral researchers take part together, with deliverables calibrated to each stage and with the more senior participants acting as discussants for the others. The programme is coordinated by the UNESCO Chair at the AEI International School of Université Paris-Est Créteil, with the Università degli Studi di Trento and NOVA Medical School, Universidade NOVA de Lisboa.

2. Key facts

Title	Futures Literacy for Health and Care: Anticipatory Systems and Processes in Practice
Format	Erasmus+ Blended Intensive Programme (BIP), KA131
Coordinating institution	Université Paris-Est Créteil (UPEC) — UNESCO Chair on the Futures of Education for Health and Living Well, AEI International School (France)
Partner institutions	Università degli Studi di Trento (Italy); NOVA Medical School, Universidade NOVA de Lisboa (Portugal)
Target group	Master students, and doctoral candidates, from all disciplines. No prior background in health or in futures studies is required.
Study cycle	Second and third cycle (EQF levels 7 and 8)

Invited lecturer	Riel Miller, author of the Futures Literacy Framework (UNESCO), present on-site week
Applied focus	Health, care and well-being systems
Language / level	English — minimum B2
ECTS credits	4 ECTS (100 hours total student workload)
Mode of delivery	Blended — online briefing, on-site week, online essay presentations
Online briefing	[proposed] 21 November 2026 — one session of 1h30
Physical component	23–27 November 2026 (5 days), Monday 11:00 to Friday 13:00
Online presentations	[proposed] 11 December 2026 — presentation of individual essays
Venue	UPEC, AEI International School, Créteil, France
Registration fee	None
Erasmus+ BIP code	[to be confirmed by the UPEC Erasmus+ office]
Places available	[to be confirmed] per partner university
Application deadline	[proposed] 9 November 2026

3. Objectives

- Give students a working command of the Theory of Anticipation: what anticipatory systems and processes (ASP) frames are, and how anticipation-for-the-future differs from anticipation-for-emergence.
- Have students experience, through a Futures Literacy Laboratory, how the futures they take for granted shape what they perceive in the present.
- Apply that capability to concrete health and care settings, where anticipation is intensive, consequential and largely unexamined.
- Enable students from different disciplines to work together on a shared object, and to carry the capability back into their own field.

4. Learning outcomes

On successful completion of the programme, participants are able to:

- LO1 — Explain what anticipation is, distinguish conscious from non-conscious anticipatory systems, and account for why the future can only be present as imagination.
- LO2 — Distinguish anticipation-for-the-future from anticipation-for-emergence and situate a given anticipatory practice within the six clusters of anticipatory assumptions of the Futures Literacy Framework.
- LO3 — Identify the anticipatory assumptions embedded in their own expectations, having experienced a Futures Literacy Laboratory as participants.
- LO4 — Analyse how anticipation operates in a concrete health or care setting — clinical practice, public health, or the organisation of care — and identify what the dominant frame renders invisible.
- LO5 — Apply reframing to a health or care problem and articulate what becomes perceptible once the expected and desired futures are set aside.
- LO6 — Produce a structured written analysis of the ASP frames at work in a chosen practice, and defend it orally before an international audience.

- LO7 — Work productively in a transnational and interdisciplinary team, drawing on their own disciplinary training while engaging with others.

5. Teaching team

Lecturer	Contribution
Riel Miller — invited lecturer	Opening lecture; Theory of Anticipation and ASP frames; co-facilitation of the Futures Literacy Laboratory; research masterclass for master and doctoral participants; closing synthesis. Respondent at the December online session.
Felipe Koch — UPEC	Futures Literacy Laboratory on the futures of health and care; coordination of the programme
Francesca Odella — Università di Trento	Theory of Anticipation, ASP frames, the Futures Literacy Framework and the AA1–AA6 clusters
Fernando Bozza — NOVA Medical School	Anticipation in clinical practice, public health preparedness and the organisation of care systems

6. Structure

Online briefing — [proposed] 21 November 2026

One online session of 1h30 before the mobility. It introduces the vocabulary of anticipation, sets the preparatory readings, constitutes the transnational teams and briefs participants on the individual essay, so that the on-site week can begin at working speed.

On-site component — 23 to 27 November 2026, UPEC, Créteil

Eight working sessions, from Monday 11:00 to Friday 13:00. Participants are expected to arrive on Sunday 22 November and to depart on Saturday 28 November, so that the five days of activity are fully preserved.

When	Activity
Monday 11:00–13:00	Opening lecture by Riel Miller: why the capacity to imagine the future has narrowed, and what futures literacy changes. Open to the wider UPEC community. Followed by the framing of the programme and the constitution of transnational, interdisciplinary teams.
Monday afternoon	Session 1 — The Theory of Anticipation: anticipatory systems and processes (ASP) frames, conscious and non-conscious anticipation, and the distinction between anticipation-for-the-future and anticipation-for-emergence (Riel Miller).
Tuesday morning	Session 2 — Futures Literacy Laboratory on the futures of health and care, part 1: revealing the anticipatory assumptions participants hold about health, illness, ageing and care (Felipe Koch, with Riel Miller).
Tuesday afternoon	Session 3 — Futures Literacy Laboratory, part 2: reframing and reflection; what becomes visible in the present once the expected and desired futures are set aside (Felipe Koch, with Riel Miller).
Wednesday morning	Session 4 — Anticipation in health and care practice: clinical decision-making, public health preparedness, and the organisation of care systems (NOVA Medical School).
Wednesday afternoon	Session 5 — Applied workshop: mapping the anticipatory assumptions of a health or care institution onto the six clusters of the Futures Literacy Framework, AA1 to AA6 (Università di Trento and NOVA Medical School).

Thursday morning	Session 6 — Two parallel tracks. Master participants: team case work on the ASP frames of a chosen health or care practice, with tutors rotating between groups. Doctoral participants: research masterclass with Riel Miller, positioning each participant's own research object within the Futures Literacy Framework.
Thursday afternoon	Session 7 — Essay clinic: essay questions defined, outlines drafted and peer-reviewed. Doctoral participants act as discussants for the Master teams.
Friday 09:30–13:00	Session 8 — Team presentations of the case analyses, response and closing synthesis by Riel Miller, briefing on the individual essay and the December online session, evaluation and closing.

Online presentations — [proposed] 11 December 2026

Participants present their individual essays in an online plenary session, with doctoral and post-doctoral participants acting as discussants and Riel Miller as respondent, followed by feedback from the teaching team. This session closes the programme.

7. Assessment and deliverables

The principal deliverable is an individual essay, submitted [proposed] by 4 December 2026, analysing anticipatory systems and processes: what futures are being used, for what purpose, by which methods, and what the dominant frame makes it difficult to perceive. The essay is presented and discussed in the online session of December. During the on-site week, each team produces a shorter collective case analysis, presented on the Friday morning.

The essay is calibrated to the participant's stage:

Track	Essay
Master participants	2,500–3,000 words. Analysis of the ASP frames at work in a health or care practice of the participant's choosing. Graded, 4 ECTS.
Doctoral participants	4,000–5,000 words. Positioning of the participant's own research object within the Futures Literacy Framework, identifying the anticipatory assumptions the research design carries. Graded, 4 ECTS, recognised as doctoral training where the doctoral school allows it.
Post-doctoral participants	Same written format as the doctoral track, plus a discussant role in the December session. Certificate of attendance rather than ECTS.

Deliverable	Type	Weight
Individual essay on ASP frames	Individual	60 %
Online presentation of the essay	Individual	20 %
Team case analysis and participation	Collective	20 %

Criteria: command of the conceptual apparatus; accuracy and depth of the analysis of the chosen practice; capacity to identify anticipatory assumptions rather than restate opinions; clarity of the written argument; quality of the oral defence. Grading on a scale of 0–20, pass mark 10/20, converted by the home institution. Full attendance at the online and on-site components is required.

8. Student workload

Component	Hours

Online briefing session	1h30
Preparatory readings and online activities	15h
On-site sessions	26h
Team case work during the on-site week	12h
Individual essay	35h
Preparation of the online presentation	7h
Online presentation session	3h
Total	≈ 100h

9. Preparatory readings

Two core texts are set for the online briefing and the first sessions:

- Miller, R. (2018), "Sensing and making-sense of Futures Literacy: towards a Futures Literacy Framework (FLF)", in Transforming the Future: Anticipation in the 21st Century, Routledge and UNESCO, chapter 1.
- Miller, R. (2026), "Futures Illiteracy and the Reproduction of War", Possibility Studies & Society, published open access under CC BY 4.0, https://doi.org/10.1177/27538699261459549

A short complementary list of readings on anticipation in health and care will be circulated with the online briefing.

10. Recognition

Participants receive a transcript of records with an individual grade and a certificate of attendance issued by UPEC. Academic recognition is the responsibility of the home institution. Sending institutions are asked to confirm in advance how the 4 ECTS will be recognised in the student's programme.

11. Application and selection

Interested students approach the international office at their own university for the application procedure. Applications should include:

- Name and surname
- Field of study and current academic year
- Institutional email address
- English level
- Short motivation letter, stating the health or care question the student would like to work on
- Transcript of records for the current year

Participants are nominated by their home university and reviewed by a selection jury. Selected participants receive an official letter of acceptance by email. Since the programme is open to all disciplines and to three stages of academic career, the jury will seek a mix of backgrounds and seniority across the cohort.

Master students and doctoral candidates enrolled in a degree programme take part as Erasmus+ student participants. Post-doctoral researchers employed by their institution take part as Erasmus+ staff participants, under a staff mobility grant or as zero-grant participants, and receive a certificate of attendance instead of a transcript of records. Home institutions are asked to confirm which route applies to each nominee at the moment of nomination.

Participants must be encoded in the Beneficiary Module under the BIP code, and Erasmus+ grant agreements and learning agreements must be signed before the physical mobility begins.

12. Contacts

Academic coordination (UPEC)	Felipe Koch — felipe.koch@u-pec.fr
Mobility and administration (UPEC)	Lyes Makhlouf – lyes.makhlouf@u-pec.fr
Università di Trento	Francesca Odella - francesca.odella@unitn.it
NOVA Medical School	Fernando Bozza - fernando.bozza@nms.unl.pt

Funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

[Institutional logos and the "Co-funded by the European Union" logo to be added before circulation.]