FORESIGHT EDUCATION: REDEFINING LEADERSHIP FOR A BETTER FUTURE INDONESIA

Gregorius Kukuh Nugroho[1]

Abstract

Problems in education are no longer simple. The challenges in the education are increasing, complex, demanding, detailed, and need to be addressed properly. Communication and technology practically change our social life. The educational system has shift from traditional learning to experiential and virtual learning (for example: online learning, google/classroom, tedex.com). It is useless to always complain about the increase funding, as an excuse to make better educational organization. Recent academic report showed, in Indonesian educational systems, there are stagnation and many resistants to transform (Prasetyawan, 2017). This is the right time to improve and to seize the opportunities to move forward. It is a time to redefine the educational system in Indonesia. It is about time to bring: real empowerment, innovations, long-term and sustainable problem solving, which in turn will create a better world. This article proposes 'foresight' as a method to bring a better education.

Keywords: *foresight, education, redefining education,* Indonesia*.*

INTRODUCTION

Today, Indonesia as a Southeast Asian nation is more diverse than ever before in its brief history. Indonesia was recognized as a nation in 1945 and currently, the Indonesian educational communities encounter the problematic duty of providing for teaching and learning to an incredibly vast realm of people with over 375 ethnicities, 700 languages, and six officially recognized religious creeds. Indonesia is the fourth most populated country in the world with over 267,000,000 inhabitants and contains the largest Muslim population of any country in the world. It consists of lands distributed across 6,000 inhabited islands (Statistics from OECD/ADB, 2015). This diverse island landmass is considered a third world nation that is attempting to evolve to a higher level via centralized government policies and programs with a primarily emphasis on improving education.

Given the diversity of Indonesia, it is essential to make a national education policy work in connection with the various government units including: central government, provincial government, city governments, and local stakeholders. Currently the configurations of education leadership preparation and development are highly variable throughout the various Indonesian contexts. The problem of education in Indonesia is no longer simple as previous decades. The educational community and leaders need to react appropriately in timely manner. Communication, information, and technology change education setting. The education system experienced transformations, for example: how students face online learning, and teachers also have to be aware new ways of learning: googleclasroom.com, tedex.com. Instead of hiding under the funding problems and refusing to transform, today is the time for educational community to see a lot of opportunities to improve professionalism. This is a time for educational community in Indonesia to redefine (re-defining) the education system. Our educational system needs: real empowerment, innovations, long-term and sustainable problem solving, which in turn will create a better world. This article proposes 'foresight' as a method to face disruption era for better future of education in Indonesia. As part of introduction, understanding world's problems and three steps of initiating

[1] *STP – Institute Pastoral Indonesia, Malang*

the 'foresight' are assumed as important preliminaries to start educational planning. The foresight discussed in this paper is a general description to meet the needs of the educational system in Indonesia. As a scientific method to produce strategic planning and strategic development, 'foresight' prepares a long-term better future. At the end of this article, the author reflects on the deepening of leadership through foresight educational research.

Key words to understand our world: *Impact, discontent, anticipation*

Researchers try to map the world with their study to propose new horizons of problem solving. In this part understanding key words become an essential step to understand our era of change. The three 'big words': impact, discontent, and anticipation are an umbrella to provide awareness how this new era thinks about themselves. As a suggestion to academic community in Indonesia, it is possible to add on more key words in this short list.

Impact

> *"Leadership is not about a title or a designation. It's about impact, influence and inspiration. Impact involves getting results, influence is about spreading the passion you have for your work, and you have to inspire team-mates and customers"* - Robin. S. Sharma.

The above quote proposes a definition of impact by Robin Sharma, a Canadian, and leading leadership personalities. Of course, this is not the only definition that covers all aspects of leadership impact. The quote above gives a trigger for this article to understand impact in education. It is our nature as a human being to flourish. In this flourishing state, a healthy human being is longing to participate and to give impact to his or her surroundings. Impact in this framework is a word to understand how we measure the effect of action to community. Academic community share awareness to provide solution for a better improvement of knowledge. Our existence as human being, community, organization, and institution can use impact evaluation to measure how we act accordingly to solve societal problems (Kruse, Goeldner, Eling, & Herstatt, 2019; Cain & Allan, 2017; Calof & Smith, 2012). It is about time each of educational community, our institution, and even we use 'impact evaluation' to make better future of our society (Cain& Allan, 2017). Impact evaluation provides qualitative and quantitative parameter how we support society.

Discontent

In this part, we learn discontent from a short-story as a case study:

An interesting case about 'consumer discontent' provides an introductory illustration in this section. A mother complains of a teacher's professional attitude at a private school. When the mother approached the school, the school did not consider this complaint was important. Then, this poor mother shared her complain about the reality she experienced on social media and got many responses from her friends. In short, the story about her complains became viral around the internet. When the mother did not get enough attention from school leaders, she gained a momentum by channeling 'her information' on social media. The school system seems to forget the importance of 'dissatisfaction data', while failing to take positive opportunity to grow from 'discontent' data to develop better services.

This case is a short simple story about the importance of dissatisfaction data. Valuable data provide robust information to make organization grow. Often times, this robust information contains a lot of dissatisfaction as valuable data to develop the organization. At the near future, data will play and grow as a primary need in data

driven decision making (DDDM) process of education policies (Deeley, Fischbacher-Smith, Karadzhov, & Koristashevskaya, 2019). In the business world, data like customer satisfaction level is an important measurement to grow a better market acceptance. In educational setting, it is about time to pay attention to the 'dissatisfaction level' of our customers. In this framework, dissatisfaction is an opportunity for organization growth. Dissatisfaction level data become vital for policy making process in educational setting. In this case, it is common that educational organization unthoughtful to 'discontent' issue like dissatisfaction as potential opportunity to grow. In turn, the ignorant attitude becomes an eruption of uncontrollable distrust to institution. If it is happening then the stakeholders have to fix the problem with big effort as well as big amount of money (c.f.: the issue of 'political discontent' which was not addressed properly by the Hong Kong authorities becoming 'social distrust' and 'social disorder' which were difficult to control for months, even now at the end of 2019).

Anticipation

The future does not exist in the present but anticipation does. The form the future takes in the present is anticipation (Miller, 2018, p. 2).

Riel Miller a Canadian, Head of Foresight at UNESCO and OECD senior leader, pioneer in future study depicts a valuable quote to understand future study. Learning about the future becomes an opening of better improvement for educational system around the world. Anticipation is one of the keywords to understand the influence of the future on the present. How might the future affect today? This problem has been thought by physicists and also by theologians. Physicists have suggested the need to create an 'anticipatory system' of the universe that can be used to conduct simulations to answer the problem of quantum physics about the future (Nadin, 2010). Christian theologians use the word 'anticipation' within the framework of the anticipated second coming of salvation in the Eucharist (Fritz, 2019). Anticipation can be used with questions model like: what can we do now to change our understanding of the future? Of course, as common people we do not understand what happens in the future, using the anticipatory system theory we can choose important actions for the future by consistently living the values that we consider valuable. These questions guide community and researcher to act in the present time to build a possible better future. The anticipation sense of foresight method provides a way to explore how humans can live better with the uncertainty to make sure the common good in the future.

Understanding, transform, effectiveness: Preliminary steps before conducting foresight

Starting big leaps always requires adequate preparation. Preparation enables us to mentally map the readiness of individuals and institutions. These preliminary steps are important to initiate the big leap of foresight, bearing in mind that often our greatest weakness as an organization is a thorough study of strategic planning (Lin & Miettinen, 2019; Zablotskyi, Palant, Diegtiar, Glibko, Bielska & Rusnak, 2019).

These following three steps are important to organizations, groups or institutions for doing a long-term strategic planning:

1. Understanding the core

I am inviting you to go deeper, to learn and to practice so that you become someone who has a great capacity for being solid, calm, and without fear, because our society needs people like you who have these qualities, and your children, our children, need people like you, in order to go on, in order to become solid, and calm, and without fear – Nhat Hanh.

The quote above is by a Zen Master, Nhat Hanh, is a depiction of a calling to go deeper in life. It is a calling for leaders and institution to move beyond and above, to go deeper to understand our surrounding in order to serve better. In today's' situation, it is imperative for educational organization to identify the core value of the institution (Suárez-Barraza, Rodríguez-González & Stanley Hart, 2019; Chambers & Sandford, 2019).Leadership needs to affirm the organization's background, initial vision and mission, understanding the spirit of the founding fathers, the initial purpose of the organization establishment, respected principles, characters. Those are processes that are lived as part of the organization's culture, character of excellence that need to be passed on to the next generation. Leaders have to be aware of the 'toxic' value: like in Japan, seniority is very important. The side effect turns out now in some organization became less agile following the millennial era because always return to the senior in order to move forward. Understanding external situations, leadership have to be aware of the genuine core of their business. Leaders in every organization needs to map the real needs of their employees and clients, expanding clients, franchising methods, empowering massive employees and clients. Sometimes in difficult situations, leaders need to move factories, add or even close branches, in this case conducting serious feasibility studies is a must. In this new situation, understanding core value, leaders have to be concerned as one of the signs of the world: many people do not experience true happiness even though their income increases, the emptiness of meaning in life, depression, and 'loneliness' or alienation, our earth no longer sustains the growth of an unhealthy economic system. The world needs a core value that is lived as a meaningful purpose.

2. Transform into a socially responsible organization

Your life purpose is to use your own personal transformation to help transform society. Once mentored by other, you will now mentor others. – unknown

This quote is a starting point to live in a new paradigm. This new paradigm is the understanding to take responsibility to transform our society into better world. There are three basic transformation steps:

a. Stop living in denial, acknowledge the weakness and explore solution to resolve problems in education,

b. Do not take anything for granted, acknowledge the importance of balance in gratitude and appreciation, and support noble value in educational organization,

c. Open-mindedness, it provides a virtue to consider alternatives views.

It is known that our responsibility also goes beyond what is normally expected in an educational setting. One of the students who do this is Greta Thunberg. She is the example of phenomenal 'take this responsibility now'. As a globally recognized climate change activist, she proves that we are never too small to make difference. Our problems in educational system sometimes are so deep rooted that it feels almost impossible to transform them. Nevertheless, this transformation is the only way to make a better society in the future. We have to take responsibility to transform our current worldview, culture, and mental attitude. In this framework, it is not only our personal responsibility to act, but also our institution is called to be part of this journey.

3. Effectiveness,

Effectiveness means education has to be aware of real successful outputs as a social entity. Social organization such as educational organization is an open field to the world. Every part of social activity becomes public interest. Education as a term is an umbrella that includes private organization, governments, and religious organizations. Now it is the time to make the entire network of education work together to build a better world. There is no success without doing effective collaboration to make a better world. Educational community has to

address problem in local level to measure effectiveness impact. It is educational opportunity to contribute to solve problems of local issues: such as plastic trash, life without tobacco, mental health community awareness, child labor, clean sea, etc. In this movement, it is possible to link local level to wider networks. Studying social media and using it in all forms of information to 'disseminate' ideas is now a must. Establishing collaboration with companies and governments, leaders in educational organization plays an important role to develop wider networks.

Education system always deals with human capacity development. In the middle of technological information, disruptive era, and industrial revolution 4.0, education must re-define its essential contribution role to humanity. The next part, the author proposes a general description of 'foresight' and connected to educational issue in Indonesia.

FORESIGHT

What is foresight?

Foresight is the ability to systematically think about the future and to make decisions in the present. This term denotes an ability that may be developed by the individual, an organization, or society. (Conway, 2013).

Facing complexity and uncertainty in disruptive era, future literacy understanding is very important for educational organization. Every organization, local-national-international is affected by today's decisions for the future. Unfortunately, the future is not yet to come. Using foresight, the future is not an uncharted territory anymore. Studying future literacy, educational leaders learn to keep on transforming in today's world. Educational community possibly gets advantage of foresight in order to act to anticipate for the better future. After foresight, our current understanding of disruptive era is not too scary anymore. Foresight is a systematic way to bring hope as a system believed to influence better future. Foresight system builds a concise academic approach through scenario, road map, in-depth future understanding, layered analysis to test the organization strategic planning and open opportunity in the future (Voros, 2003). So far in the world, foresight utilized by many organizations in education, economics, and politics. International organization such as the United Nation Development Program (UNDP), the United Nation Economic and Culture Organization (UNESCO), World Health Organization (WHO), the Organization for Economic Cooperation and Development (OECD) utilized foresight to make a better world possible. Local organization also worked with this method to help better society in South Africa (Karuri-Sebina & Rosenzweig, 2012). Working 'foresight method', educators must keep in mind that:

− Foresight is not a 'magic word' that cures all forms of problems in strategic planning.

− Foresight is not a substitute for strategic planning.

− Foresight is not an excuse for hard work to get better outcomes.

− Foresight is not reasoning for a reluctant organization to transform.

Foresight method process is not an easy task. Our human nature tends to reject change or ignore problems that we are not convenient to face it. On one side, the 'conservative' culture believes that there is nothing new under the sun, so we do not need to transform. On the other side, the heaven and new earth belong to the progressive and open minded individual and organization. Certain authorities, such as 'feudal-hierarchies' and 'elite thinkers', often deny alternative thinking options. Some groups also carefully maintain their 'knowledge production' monopoly. In Indonesia it is about time to face the reality of the happening future. Meanwhile we face the fact that *GoJek* and *Grab* are experiencing resistance at homeland and abroad, RuangGuru.com even

faces ignorance from teachers and educational community. So, it is now an opportunity to learn foresight as a future study to improve the educational system in Indonesia. Figure 1 maps the work of foresight method to propose strategic options.

Figure 1. Foresight Work Position (Voros, 2003)
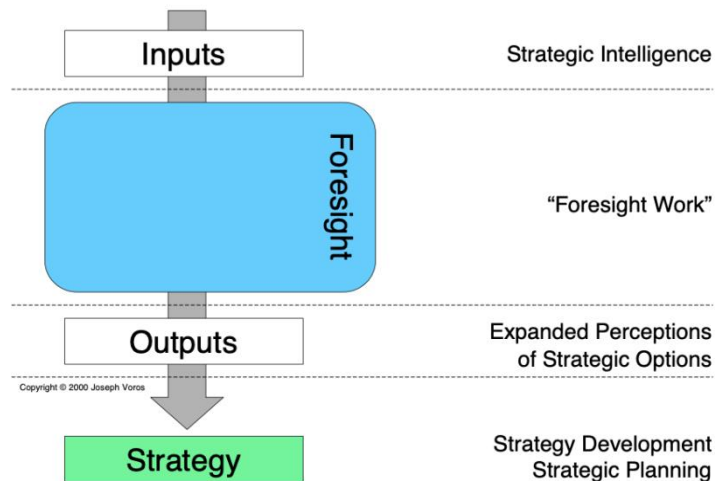
As part of future literacy, educational system needs to address the problem to connect the production of knowledge, new ideas, thinking systems, and organizational design within the process of innovation, collaboration as well as co-creating (Krawchuk, 2018). One of general methods of foresight is developed by Voros (2003). The Voros (2003) method is well-known as generic method. Its general nature and robust as introductory steps, made this method presented on this paper. There are four general steps that we can follow:

1. Inputs
2. Foresight:
   - Analysis
   - Interpretation
   - Prospection
3. Outputs
   - Tangible (Visible)
   - Intangible (Invisible)
4. Strategy
   - Strategic Development
   - Strategic Planning

Figure 1 represents this general method as first impression. The second layer after Figure 1 is Figure 2, as guidance for practice. The questions accompany the figure to help strategic planners to figure out how to follow foresight method.
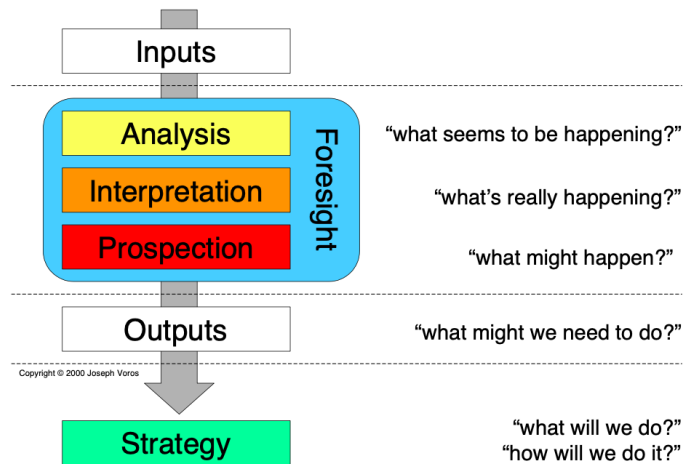
Figure 2. Foresight Work Guidance (Voros, 2003)

Explaining more about foresight, in the next section the author gives a framework detail at table of the foresight step. In the following table (Table 1), the author provides an example of the foresight method.

Four Steps	Guidance Questions	Framework
Table 1. *Foresight Framework*		
Inputs	What do you have in mind about ideas and insights that are possible to improve organization performance? What is the state of situation currently happening that affects the organization (internal-external)?	Brainstorming, environmental (see also Coo, 1999); scenario mapping to figure out current problems and projection of the hope for the better. Ideas and insight after brainstorming through academic approach: Delphi Method (expert forum), environmental scanning (observation, testing, monitoring, systematic description: economic, social, politic, ethical, wider context)
	How the ideas on organizational change and impact can be summarized?	Technology impact in education also considered through measured input: brainstorming, expert panel.
Foresight:	What is today's trend?	
Analysis	Test, evaluate important factors, able to see connection between events.	Analysis is a way for educational organization to think as a first step 'using future hat'
Interpretation	Test behind layers for every steps of analysis to observe in-	In this part future '*scenario*' can be imagined as an '*analogy*' to picture as a hope through process analysis.

Four Steps	Guidance Questions	Framework
	depth structure and important insight (Dig-deeper)	Future thinking process not yet discussed but, it can be 'gathered' to bring hope for the better future. Compare also: - critical futures studies - causal layered analysis - systems thinking, etc.
Prospection	*Alternative* from all perspectives about new transformation are elaborated, enriched, and discussed. Use Questions guidance: What possibly happen?	Transformation scenario is discussed in detail to gain consensus in educational program, it is necessary to learn from expert from other organization to add on references and insight; as a way to map for the better future.
	*It is important to notice in this part as difficulties and worries show up in session, the most critical thing is the awareness to always 'find a solution' for every difficulty	At first detail solution looks 'random'. Especially when an organization has to hire an external expert. But, after a while when every part of organization understands their function, it is better and works well.
Outputs	This process is a means to analyze outputs	This part is not the end of foresight process. It is important to validate every idea to produce a robust outcome.
	Guidance question: what do we need to do?	Reporting process, presentation, workshop, social media campaign to gain feedback from stakeholders to test the output ideas network *Organizational education determination is needed as an important part. When well informed stakeholders collaborate to produce policies, together educational community understand and synchronized their steps.

Four Steps	Guidance Questions	Framework
	Two forms of outputs: Tangible: report, description, etc. Intangible: perception about better future.	
Strategy	Guidance questions: What will we do? How we will do it?	The final product of foresight process is educational strategy at every level necessary to reach 10-15 years ahead or more. Strategy to produce valid outputs is strategic planning and development.
	Strategic Development (relate to: policy, personal/organizational, product)	A robust sustainable policy development. Educational strategic planning includes: personnel, future profile, and all development ideas relating those ideas.
	Strategic Planning (budget, planning, roadmap, future project)	Planning relates to strategic finance, organizational development roadmap.

Table 1. *Foresight Framework*

Leadership in Educational System: Making Sense Foresight in Indonesia

Foresight helps educators make sense of change and take valuable data driven decision making process today. Foresight is not merely 'predicting' the future. Strategic planning through the foresight method is a form of thorough preparation for the future. Through careful planning, a systematic approach is potentially able to map the needs, then develop policies accordingly. In turn, the educational institution achieves a better future. A better education system in the future at this point requires a better leadership. This part is a suggestion how to make leadership and foresight work well in Indonesia's context.

Foresight improves vision. The future educational leaders understand strategic planning as an inseparable part of strategic planning. Voros (2018) proposed a foresight method to develop strategic planning. The following figure shows a series of links with the strategic planning method. Understanding Voros (2018), leadership in educational system is capable of directing institutions to navigate in disruptive world.
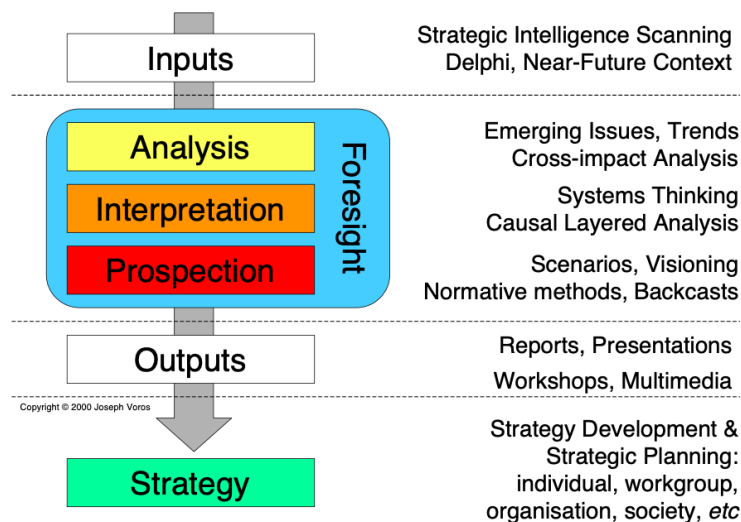
Figure3. Foresight Flows (Voros, 2003)

Strategic planning era has arrived. Disruptive situation needs to be tamed. Leadership awareness to map the road to the future is critical. Leaders have to care about robust planning. Strategic planning is not an easy journey. It takes a lot of effort and collaboration to make the hard work really achieve the better end. In this case, the role of the leader is to unite stakeholders to work together. At the shoulders of the leader bear the better of future. Formalistic approach strategic planning under the influence of standardized accreditation has to be turn into real program to build a better future. It is an imperative to move above and beyond standardized accreditation into better future.

Collaborative leadership needed. Educational leaders in the future have to be aware to make measured efforts and collaborate with all the stakeholders. In this framework, a better leadership preparation program in educational community is a must. Well prepared leaders are able to address the problems and to see opportunities to grow in the system. Data driven decision making process needs a professional actor as a choreographer. Collaborative network of educational leaders also requires better equipped leadership skills. Local and national educational leaders have to be connected in one focus to make better future. Limited financial resources, imperfect human capacities are a wakeup call for leaders to work in alliance. In this scenario, foresight method provides a tool to systematically transform educational community. The opportunity of our time is at the action of leaders. Highly effective leaders are needed in an educational setting to anticipate better future.

Parents, students, and local communities have an important role in shaping and transforming the educational system (Fitriah, et al., 2013; Kouzes & Posner, 2016b). The collaboration of local parent, student, and community-based education reform organizations is needed to face the challenge of the future in Indonesia. Using foresight as a research paradigm, this section is dedicated on emphasizing the question: "how to transform education in Indonesia?" The author excerpted this part from current research in Indonesia (Nugroho, 2019), table 2 presents recommendations to transform school leadership development policy of MoEC 6/2018 on School Leadership. The informants uncovered advanced policy solutions as well as policy alternatives. Based on the recommendations from informants and the categories suggested by experts the researcher sums up conclusions into the following, six categories recapitulated the best practices for school leadership development in Indonesia.

Table 2. *Transforming School Leadership in Indonesia*	
Reflection one	"Blueprint Education Indonesia 2045"
	In 2045, Indonesia will celebrate 100 years of independence. It is possible to build vision on "Indonesia Education in 2045."In this way the people and educational system will be united in one direction.
Reflection two	Pathways and Pipe-line
	Developing a pipeline of future principals through teacher leadership and assistant principal responsibilities will assist us to address a number of challenges at the local level.
Reflection three	Cultural Distributed Leadership
	Distributed leaders increase leadership across the system, and empower people to develop their leadership capabilities. Thus, the educational system needs collaboration to mediate relationships between distributed leadership and educational system and professionalism.
Reflection four	Autonomy and Empowerment
	This is a response to the rise of local autonomy and empowerment in Indonesia. It is important to broader local participation and local engagement with, rather than eschewal of, the politics around education and the public interest. In this sense, flexibility and acceleration are achieved within the educational system.
Reflection five	School Leadership Evaluation
	In this concept, evaluation is an instrument to improve leadership transformation, motivate people, measure teamwork effectiveness and school improvement.
Reflection six	Retention and Compensation
	Reasonable admission to effective principals is critical to student achievement. It is important to incentivize the best principal to continue to lead in the educational system. It is also vital to attract teacher leader to have a long-term career pathway.

CONCLUSION

The primary purpose of this paper was to adapt an instrument that could help educators predicting and in evaluating success in the light of future study and using foresight constructs. There were two phases for the development of this construct which was adapted from current research and literature review. In the first phase, the researcher obtained content and construct validity to build a robust foresight approach as construct to redefine educational system in Indonesia. In the second phase, recommendations were obtained by use of foresight method which revealed six recommendations as reflections for the better future education in Indonesia. These recommendations have leadership and policy implications which can guide changes in the educational system in Indonesia.

In writing this article, the author reflected when the first time joining the Indonesian education system as a new volunteer teacher twenty years ago, and there was enormous dissatisfactions and uncertainty in the school system at that time. There were dissatisfactions about government's educational policy, among students, and parents and teachers. In the year 2000, as a teacher leader and a novice in the area of leadership, the author also learned to distribute leadership to address some of these dissatisfactions. In a time when so many burdens have been placed on the shoulders of the leadership, the need for professionalism becomes essential. The journey to the

other side of article writing was hugely inspirational as the energy to lead. It is reshaping the vision of leadership as a religious person as well as a researcher. Dissatisfaction and uncertainty in our life can be an opportunity toward personal growth as well as community. Leader is someone who turns challenge into opportunity (Kouzes & Posner, 2016b). The most enlightenment that the author acquired from this study was the hope of the people who work in the system to build a better educational system in Indonesia. It has not only 'java centrism,' but it is essential to bring impact to other areas in Indonesia as well; being a relationship builder is the critical insight from this study. Now, the author is making the way to the next level of educational leadership and policy.

References:

Cain, T., & Allan, D., (2017) The invisible impact of educational research. *Oxford Review of Education*. 43 (6), 718-732. https://doi.org/10.1080/03054985.2017.1316252

Calof, J. & Smith, J. E. (2012). Foresight impacts from around the world: A special issue. *Foresight, 14* (1), 5-14. doi:10.1108/14636681211214879

Chambers, F., & Sandford, R. (2019). Learning to be human in a digital world: A model of values fluency education for physical education. *Sport, Education and Society, 24*(9), 925-938. doi:10.1080/13573322.2018.1515071

Deeley, S. J., Fischbacher-Smith, M., Karadzhov, D., & Koristashevskaya, E. (2019). Exploring the 'wicked' problem of student dissatisfaction with assessment and feedback in higher education. Higher Education Pedagogies, 4(1), 385-405. doi:10.1080/23752696.2019.1644659

Fitriah, A., Sumintono, B., Subekti, N. B., & Hassan, Z. (2013). A different result of community participation in education: An Indonesian case study of parental participation in public primary schools. *Asia Pacific Education Review, 14*(4), 483–493.

Fritz, P. J. (2019). Karl Rahner's theological logic, phenomenology, and anticipation. *Theological Studies, 80*(1), 57-78. doi:10.1177/0040563918819815

Karuri-Sebina, G., & Rosenzweig, L. (2012). A case study on localizing foresight in South Africa: Using foresight in the context of local government participatory planning. *Foresight*, 14(1), 26-40. doi:10.1108/14636681211210341

Kouzes, J. M., & Posner, B. Z. (2016a). Learning leadership: The five fundamentals of becoming an exemplary leader. San Francisco, CA: Wiley

Kouzes, J. M., & Posner, B. Z. (2016b). The Leadership Challenge (5th Ed). San Francisco, CA: Jossey-Bass.

Krawchuk, F. (2018), "Design Thinking: How to Thrive in a VUCA World", Elkington, R., van der Steege, M., Glick-Smith, J. and Breen, J. (Ed.) Exceptional Leadership by Design: How Design in Great Organizations Produces Great Leadership, Emerald Publishing Limited, pp. 119-142. https://doi.org/10.1108/978-1-78743-900-920181009

Kruse, D. J., Goeldner, M., Eling, K., & Herstatt, C. (2019). Looking for a needle in a haystack - how to search for bottom-up social innovations that solve complex humanitarian problems. *Journal of Product Innovation Management, 36*(6), 671-694. doi:10.1111/jpim.12507

Lin, H. &Miettinen, R. (2019). Developing policy instruments: The transformation of an educational policy intervention. *Journal of Educational Change, 20*(1), 57-77. doi:10.1007/s10833-018-9335-2

Miller, R. (2018). Futures Literacy: transforming the future in Miller, R. (ed.) *Transforming the Future: Anticipation in the 21st Century*. New York: UNESCO and Routledge.

Minkkinen, M., Auffermann, B., &Ahokas, I. (2019). Six foresight frames: Classifying policy foresight processes in foresight systems according to perceived unpredictability and pursued change. *Technological Forecasting & Social Change, 149*, 119753. doi:10.1016/j.techfore.2019.119753

Nadin, M. (2010). Anticipation and dynamics: Rosen's anticipation in the perspective of time. *International Journal of General Systems, 39*(1), 3-33. doi:10.1080/03081070903453685

Nugroho, G.K. (2019). Transforming the School Leadership Preparation Program in Indonesia Based on Regional Experiences And Global Experts' Perspectives (dissertation). New York: Niagara University.

Pesut, D. J. (2019). Anticipating disruptive innovations with foresight leadership. *Nursing Administration Quarterly, 43*(3), 196-204. doi:10.1097/NAQ.0000000000000349

Prasetyawan, W. (2017). The Yudhoyono presidency: Indonesia's decade of stability and stagnation. *Southeast Asian Studies, 6*(1), 192.

Ratcliffe, J., & Ratcliffe, L. (2015). Anticipatory Leadership and Strategic Foresight: Five 'Linked Literacies'. *Journal of Futures Studies, 20* (1): 1-18. DOI:10.6531/JFS.2015.20(1).A1

Suárez-Barraza, M. F., Rodríguez-González, F. G., & Stanley Hart, H. (2019). Finding kaizen core values in AACSB standards accreditation: A conceptual study. *Total Quality Management & Business Excellence, 30*(sup1), S53-S73. doi:10.1080/14783363.2019.1665793

Voros, J. (2003). A Generic Foresight Process Framework. *Foresight* 5(3): 10–21. doi:10.1108/14636680310698379

Weigand, K., Flanagan, T., Dye, K., & Jones, P. (2014). Collaborative foresight: Complementing long-horizon strategic planning. *Technological Forecasting & Social Change, 85*, 134-152. doi:10.1016/j.techfore.2013.08.016

Zablotskyi, V. V., Palant, O. Y., Diegtiar, O. A., Glibko, S. V., Bielska, T. V., & Rusnak, A. V. (2019). Current state and necessity of transformation of educational establishment management system in Ukraine at local level. *ViesojiPolitikaIrAdministravimas, 18*(2), 225-240. doi:10.13165/VPA-19-18-2-04