

✓ WHAT IT IS

Tools that place participants in their preferred future and enable them to imagine different versions of the future.

✓ WHEN TO USE IT

Use it during a consultation process.

✓ WHY USE IT


It ensures that a wide range of stakeholders contribute their visions for the future, which enables you to see commonalities and trends.

Tip

Present participants' contributions back to them in visible and interesting ways.



WHERE TO FIND MORE INFORMATION

Save the Children. 2019. The future is ours: strategic foresight toolkit – making better decisions, pages 79–88.  Free to download at <https://resourcecentre.savethechildren.net/document/future-ours-strategic-foresight-toolkit-making-better-decisions>

SPC. 2022. A compendium of Pacific practice in strategic foresight, Motusaga, M. Designing youth futures: A Pacific recipe in foresight application. Pages 38–44.

 Available at <https://purl.org/spc/digilib/doc/b47zt>

HOW TO DO IT



Time
60 minutes



No. of participants
Unlimited

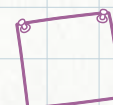


Facilitation
One lead facilitator



Material

Print out of lightbulbs or postcards (visionary resources)



Display area to hang lightbulbs or postcards



Coloured marker pens

Time & Activity	Step	Description
Pre-exercise	1	 Organise and advertise a fun event, for example, a morning tea, for participants. Decide if you would like to use the light bulbs or postcard templates for your event. Print out templates.
	2	 Explain the activity to all participants. Make coloured pens and lightbulb cut outs available in collaborative spaces that encourage participants to share and discuss their inputs. Participants are invited to stay for as little or as long as they wish.
10 minutes	3	 Offer a small reward <i>e.g., chocolate to each participant for completing their lightbulb or postcard.</i>
10-45 minutes	4	 Collect all lightbulbs or postcards. Categorise findings for insights. Share the insights with all participants.
Post-exercise		



CASE STUDY 5: CAFÉ COLLABORATION

Café Collaboration was one of the first staff activities we ran to gather information for the strategic plan. We used an event called Café Collaboration to get perspectives from as many staff as possible on their vision for SPC.

WHAT WE DID

We held Café Collaboration multiple times over one month, and around 100 staff took part. We provided coffee and chocolates, and, in exchange, staff shared their visions for SPC in 2035. They also gave us ideas about how we could involve staff in developing Strategic Plan 2022–2031 (see Figure 5).

In this exercise, we gave every staff member a paper cut-out of a lightbulb and gave them this scenario to think and write about: “It is 2035. You are at a BBQ. Someone asks, ‘So, what impacts are you making through your work?’ What do you say?”

Figure 5

Staff participating in Café Collaboration in Suva and Noumea



Source: SPC

WHAT HAPPENED

Staff gave us 115 contributions, which we categorised into themes. These are some of the themes that emerged:

- o Gathering data and having evidence to show that our work is having an impact
- o Understanding what we are achieving in different sectors
- o Making SPC more effective and efficient.

We validated these themes through other exercises during the strategic planning process, and incorporated them into the strategic plan.

Staff also gave us 80 ideas on how to involve them in the strategic planning process. These included frequently engaging them in genuine ways and using different modalities; consulting with staff at all levels to ensure wide buy-in and ownership of the plan; maintaining a good balance of engaging with staff and members; and helping staff understand how their work connects to SPC's strategy. These suggestions shaped our engagement plan.

We hung up the lightbulbs in staff tearooms, so staff could see what others were thinking about SPC. We also ran a roadshow to share the information with different teams, gather new insights and keep the conversations alive.

WHAT WE LEARNT

Keeping the visioning activity simple, and giving people multiple ways to participate, helps to gather input from a broad spectrum of people.



My intention is to have a deeper understanding of the subject of futures thinking and strategic foresight, as they are key capabilities that will ensure we survive and thrive as individuals and as organisations into the future. It is also about exploring my own indigenous concepts of futures thinking and strategic foresight so I can contextualise this learning in my own cultural context.

- Leituala Kuiniselani Toelupe Tago Elisara,
Regional Director Polynesia, SPC

CASE STUDY 6: YOUTH LEADERS' VISIONS

The Navosa Provincial Youth Council in Fiji used visioning to develop its five-year strategic plan. SPC's Social Inclusion Adviser facilitated the workshop and adapted strategic foresight tools to help imagine visions of the future for the youth council.

WHAT WE DID

The youth council held a strategic planning workshop with 85 youth. It used a visioning exercise to start the workshop. It called the exercise "Love letters from the village". Each youth leader wrote a love letter to their future self. In the letter they wrote about what the youth council and their province looked like (see Figure 6).

One member of the youth council said:



We, as young people, are the backbones of our families, villages and provinces. We need to have a collective vision; we thought a strategic plan would be a great starting point.

Figure 6:

Cartoon showing someone writing a love letter to their future self



Source: Tui Leduc, SPC

WHAT HAPPENED

Through the visioning exercise, young people shared not only their own visions and views, but also those of their community elders, who were not present at the workshop. The youth participants agreed that, to design the vision for the future they needed to recognise the past. By this they mean understanding their elders' indigenous knowledge and using it to navigate future challenges.

The youth council used the love letters as one of its sources of information for the strategic plan it developed at the end of the workshop.



I made several modifications to the tool and readjusted the entire programme to adapt to this audience, and its perspectives and needs. Activities were modified from general and high-level activities to village activities, activities to which young people from the village could relate to.

- Dr Mema Motusaga,
former Social Inclusion Adviser, SPC

