UNDP Regional Bureau for Asia and the Pacific

Foresight Playbook

OVERVIEW OF FORESIGHT TOOLS

This Appendix complements and expands upon the tools and applications of foresight as outlined in the UNDP Regional Bureau for Asia and the Pacific Foresight Playbook. The modules provided are based on the empirical learning generated from the collaborative initiatives in UNDP Country Offices across Asia and the Pacific.

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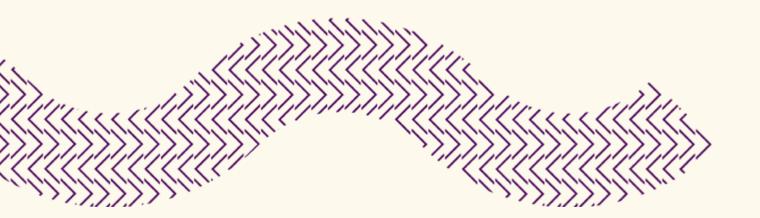Learn more at undp.org or follow at @UNDP.

TABLE OF CONTENTS

MODULE

1

EXPLORING THE FUTURE

(UNDERSTANDING THE LANDSCAPE)

1.1. Driver Mapping

Drivers can be defined as influential forces of changes that are shaping, or that have the capacity to shape or transform, a system. Driver mapping is a tool used for identifying the most influential forces of change in a system.

What to use this tool for?

> Identify the drivers shaping a system

> Separate the most critical or most influential drivers from less influential ones

> Produce a set of critical or important drivers that feed into further futures analyses/exploration and for the creation of alternative futures

Needs

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator(s); experts and stakeholders with diverse background/expertise; focal topic/issue

Input from other tools

> STEEP-V or PESTLE framework

Expected outputs from using tool

> A set of influential drivers relevant to the system or focal topic

Outcomes - What to do with the outputs

> An understanding of the underlying forces of change – drivers – that are shaping a system.

>> Discerning critical or highly influential drivers from less influential ones; and separating external and internal drivers.

>> Inputs for subsequent futures exploration with tools like Futures Wheel, VERGE and scenarios

Time horizon

> dependent on the time horizon of the focal topic

Number of participants

> 5 – 10 per group

Timing

> 2 – 3 hours

DESCRIPTION

Drivers are influential forces of changes that are currently shaping or have the capacity to shape or transform a system. Driver mapping is one of the most important tools in foresight. It helps to identify the most influential forces of change in a system.

SOCIAL
Social changes, such as demographic change, change of people behaviour and lifestyle

TECHNOLOGICAL
Technological advance and integration such as innovations and product development trends

ECONOMICAL
Economic environments such as overall economic growth, interest, income, market and competitor

ECOLOGICAL
Ecological impacts of products and/or services, both physically and biologically

POLITICAL
Polítical changes involving laws, regulations and policies such as development goals, incentives or policy burdens

There are a few important things to keep in mind when identifying and unveiling a driver:

1. A driver is not a signal or a trend, it is the underlying force of change that is generating the signal or producing the trend.

2. A driver is not a sentence, an issue or an event. For instance, in describing a driver instead of writing "the level of public spending is increasing (or decreasing)", the correct capture should be "state of public spending".

3. A driver cannot be framed in a negative or positive form. It must be neutral. For example, "bad leadership" or "good leadership" cannot be a driver, instead it should be "leadership conditions". Similarly, "conflict between stakeholders" is not a correct driver, the correct form is "relations between stakeholders".

4. Building on point 3, a driver must have different states that can be easily identified and clearly defined. This helps in using it for creating alternatives and building scenarios. For example, "leadership conditions" can exist in different states: good, bad, effectual, inept, average, liberal, authoritarian, et al. Similarly, "stakeholders relations" can exist in different states: of conflict, trust, indifference, collaborative, et al.

Drivers can be identified using the STEEP or PESTLE framework which gives us a macro view of the system. Both frameworks enable us to adequately explore a wide range of drivers across the system by dividing the range of drivers one is mapping into different branches, such as social, technological, ecological, economic and political drivers – for a STEEP framework. The PESTLE framework adds an additional branch categorized as legal drivers to the list.

STEPS

> Define the focal issue and the scope of analysis – geographical boundaries, time horizon, stakeholders

> Introduce the mapping framework – you can use STEEP or PESTLE framework.

> Brainstorm the drivers

> Visualize (map on a board) and group the drivers

> Eliminate duplicates and merge drivers that are too similar

> If possible, discuss the relevance of each driver – where the number of drivers is not too large and there is adequate time

> Separate and eliminate exogenous (external) drivers. *Note: Eliminating external drivers helps us to focus on drivers that the actors in the system can influence. It can also improve the likelihood and motivation to translate foresight output into action. It also helps to better contextualize the key drivers, their interactions, implications, and the scenarios generated from those drivers.*

> Finally, ensure that the drivers are not too many or too few. Too many drivers risk longer analysis and treating similar drivers as different, or less influential drivers as influential. Conversely, too few drivers may limit the important dimensions of the analysis and can lead to a simplistic analysis with the omission of critical drivers of change.

1.2 Horizon scanning

Horizon scanning is a foresight process focused on identifying and collating early warning signs of change, or emerging signals that may have significant impacts when they develop.

What to use this tool for / What is this tool (about)?

> To facilitate a structured and systemic analysis of potential risks, opportunities and uncertainties that could affect the organization's existing planning and programming, as well as its strategic direction

> To use as a baseline analysis in support of planning and programme design and, through monitoring of the identified risks and signals, as an 'early warning system'

> To identify entry points to strengthen risk analysis and integrate horizon scanning outcomes into existing processes

Needs

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Jamboard/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; domain experts or stakeholders with diverse background/expertise; dedicated signal scanners

> **Participation:**

>> Clear definition of project scope and sets of questions that you want answered

>> Inputs from a diversity (expertise, location, age, gender, etc.) of signal scanners

>> Competency: Basic digital literacy for scanning and related information management; curiosity, availability, and willingness to practice complexity and systems thinking as well as trend analysis

Input from other tools:

> Driver mapping

Expected outputs from using tool:

> A set of weak signals, trends

Outcomes - What to do with the outputs:

> Future-proof strategic plans and programmes

> Understand emerging development needs to build anticipatory capability to address those needs

> Promote anticipatory innovations

Time horizon:

> dependent on the time horizon of the focal topic – generally done over a short to medium term horizon

DESCRIPTION

Scanning for signals of change: Systematic examination of potential threats, opportunities and likely developments.

A signal is the first indicator of an event, local trend or organization that has innovative, disruptive and/or strategically discontinuous potential to grow in scale and geographic distribution. Moreover, these indicators can point to larger implications for other localities, countries or the region at large.

A weak signal intends to capture the hardly perceptible, unstructured, unplanned and unintended. Hence, incomplete information and uncertainty on a signal's future development trajectory is inherent to this exercise and does not imply that the signal is not worth capturing and monitoring, as weak signals can develop into strong trends in the future.

FIGURE 2: EMERGING ISSUE ANALYSIS

STEPS

1. | Collection
2. | Collation
3. | Interpretation
4. | Sensemaking
5. | Integration

1. Collection

Participants in the signal scanning exercise are invited to scan news sources, blogs and opinion sources, think-tank publications, social media, webinars and conferences, academic journals and research, interviews, and conversations with partners or other stakeholders, among other sources, to inform the collection of signals relevant for the locale, country, or region of focus.

Depending on the aim of the horizon scanning, the STEEP+V analysis methodology can support a broader perspective of signal scanners. STEEP+V stands for Social, Technological, Economic, Environmental (or Ecological), Political and Values. Using each of these analysis domains as a vantage point can help develop different perspectives on an identified signal and to generate related signals. STEEP+V analysis facilitates imaginative thinking and careful analysis considerate of the complexity and interconnectedness of emerging risks and opportunities.

After the signal has been identified, participants are asked to qualitatively consider the relevance and importance for UNDP, its likelihood (probability of a weak signal developing into a strong signal or trend) and impact (potential impact or damage the signal could incur) and the timeframe (short-, medium-, or long-term) in which it could develop into a strong signal or trend.

Signal scanning is best started by creating an online form in which signal scanners can capture relevant details to be monitored by the organizing team. The minimum amount of details proposed to be included in the form are contained in the table below:

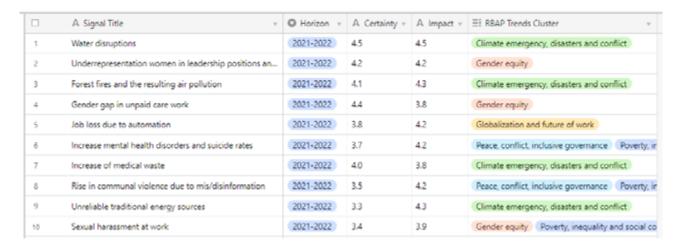| Questions	Description
Location	Have participants identify where they are situated, whether in a region, country, province or district. This helps to contextualize the signal in the sensemaking phase and supports the analysis of the signal's relevance to other regions (spillover potential).
Title	Have participants come up with a title for their signal that is sufficiently descriptive of the issue they are raising (max. 50 words)
Description	Have participants describe the signal. This can include the following questions: What do they see? Who is involved or affected by it? Where is the signal developing? When did the signal emerge? How is the signal emerging?
Implications	As stated under 'Location', it can be helpful to have participants specify whether they anticipate their signal to have broader implications for other geographies, or whether they expect signals to positively or negatively affect other developments in the area of concern.
Relevance	Depending on the goal of the Horizon Scanning, ask the participants what the relevance to its aim is whether this is organizational programming and planning, broader (in)stability or development pathways in the area of concern.
Likelihood	Have participants assess the probability of a weak signal developing into a strong signal or even a trend. Is the signal likely to materialize or dissipate? For assessment, validation, prioritization and visualization purposes, it is helpful to use a 1-5 scale for low to high likelihood.
Impact	Have participants assess the potential impact or damage a signal could incur. For assessment, validation, prioritization and visualization purposes, it is helpful to use a 1-5 scale for low to high impact.
Horizons	Have participants assess when they expect signals to have the biggest impact. This approach entails a consideration of implication pathways of current challenges and emerging risks (strong and weak signals) and the way they might develop in the near and far future. Depending on the aim of the horizon scanning, these timelines can differ in length and projection into the future, i.e. 3, 5, 10 or 100 years.
References	Have participants include at minimum one reference to support follow-up research as part of the validation and sensemaking phases.

2. Collation

The collation of signals for further interpretation and analysis can be done offline, in Excel, in shared spaces (like online shared drives) or through more advanced and (freely available) information management and data visualization tools like Airtable or Notion. Please note that online tools have their own information security posture which is worth considering, based on the content and possible sensitivities of information collected.

3. Interpretation

Using the risk rating assigned to the identified signals and tagging, or colour-coding them against the strategic framework, helps to create visualizations in support of interpretation and sensemaking analysis. (*See example from the 2021 Horizon Scanning Initiative below.*)

FIGURE 3: EXAMPLE SIGNAL INTERPRETATIONS FROM 2021 RBAP HORIZON SCANNING INITIATIVE

	A Signal Title	○ Horizon	A Certainty	A Impact	☰ RBAP Trends Cluster
1	Water disruptions	2021-2022	4.5	4.5	Climate emergency, disasters and conflict
2	Underrepresentation women in leadership positions an...	2021-2022	4.2	4.2	Gender equity
3	Forest fires and the resulting air pollution	2021-2022	4.1	4.3	Climate emergency, disasters and conflict
4	Gender gap in unpaid care work	2021-2022	4.4	3.8	Gender equity
5	Job loss due to automation	2021-2022	3.8	4.2	Globalization and future of work
6	Increase mental health disorders and suicide rates	2021-2022	3.7	4.2	Peace, conflict, inclusive governance Poverty, in
7	Increase of medical waste	2021-2022	4.0	3.8	Climate emergency, disasters and conflict
8	Rise in communal violence due to mis/disinformation	2021-2022	3.5	4.2	Peace, conflict, inclusive governance Poverty, in
9	Unreliable traditional energy sources	2021-2022	3.3	4.3	Climate emergency, disasters and conflict
10	Sexual harassment at work	2021-2022	3.4	3.9	Gender equity Poverty, inequality and social co

In communicating preliminary insights of the signal scanning, it is important to assess how your audience prefers to process information. Beyond risk ratings and prioritization in tables, an additional suggestion is to create a scatter plot, based on the risk rating (likelihood x impact) of the signals.

4. Sensemaking

Contextual Conditions: The sensemaking phase aims to explore how the signals identified in earlier phases may result in differential contextual conditions, which may also affect how UNDP engages with a policy or strategy. Sensemaking also seeks to experiment with how these different contextual conditions may alter the relative importance of elements outlined in a proposed policy or strategy. Additionally, sensemaking helps to identify the gaps and whether objectives are robust, redundant, or in need of modification.

Scenarios Exercise: The intended outcome of sensemaking is to support leadership in making better decisions – not predictions. As noted, when describing the difference between foresight and forecasting, foresight exercises are not intended to predict the future; a sensemaking exercise helps make better decisions by identifying both the driving forces and critical uncertainties in order to manage uncertainty.

5. Integration

In choosing a strategic framework it is advised to collate the related indicators referenced. These can be open source or national datasets, or SDG references more broadly. Quantifying general trends, in line with the strategic framework, can then be followed up by overlaying signal information to identify potential risks or disruptions.

As such, a blend of quantitative and qualitative scanning and analysis can generate tangible insights, in line with UNDP's strategic priorities. A systematic approach, supported by solid information management, can therefore support a continuous and iterative process of scanning for external risks and opportunities. It also helps to inform core elements of the Country Programme Document, Integrated Work Plan, Country Office Business Plan, risk management and forward-looking policies and programmes.

1.3 Trends Identification and Analysis

DESCRIPTION

The futures wheel, also the implications wheel, enables us to systemically explore possible future impacts by considering a wide variety of critical changes on the horizon.

It is also important to recognize that each seed of change (ball) triggers or generates a cascade of impacts— direct/indirect, positive/negative – that can go on ad infinitum.

A foresight method that uses structured brainstorming and visualization to explore the direct and indirect (first, second and third order impacts) of a trend or event.

FIGURE 4 : IMPLICATIONS ANALYSIS CONSIDERATIONS FOR PROGRAMME/STRATEGY/POLICY

STEPS IN A FUTURES WHEEL ANALYSIS

1. Select the driver/trend/issue/event

2. Break up participants into groups depending on the number of participants and let each group develop its own futures wheel analysis separately.

3.   Unveil a few selected profiles depending on the different stakeholders in the system or the issue being examined – e.g., government, development organizations/practitioners, civil society, media, citizens/ programme end users, among others.

4.   Ask each group to select a profile and to explore the implications of the driver/trend/issue from the perspective of the stakeholder profile they have selected.

5.   Develop the logical implications of the driver/trend/issue if any of the latter three were to occur

6.   Once a primary impact of the trend is established in a circle, brainstorm on the second order implications (or secondary impacts), i.e., the consequence of the impact.

7.   Where there is a debate or disagreement on a particular implication, create another impact line and a new circle to accommodate the new perspective. It is important to keep in mind that debates enrich the process, and disagreements can help to see new pathways. Therefore, encourage debate, but help the groups limit the exchange to an agreed time frame.

8.   Identify the strategic, policy and programme implications of the trend.

9.   Ask each group to present the output of their analysis, the thinking behind it from the perspective of the stakeholder profile they have used for their exploration and the potential implications.

10.   Reflect on the areas of convergence and the areas of divergence, and the whys.

PRACTICE EXERCISE

Identify and select a major trend or event that is expected to influence the work of your CO, unit, programme or partner.

Brainstorm on it with some of your colleagues or partners, explore the impacts of the trend or event on the society you work in, for the politics of the system, for the economy, for the technology ecosystem in the country and for the value system and ecological systems of the environment.

When you are done with the first impact ranking, explore further the implications of the ramifications you have just brainstormed to come up with the second impact ranking.
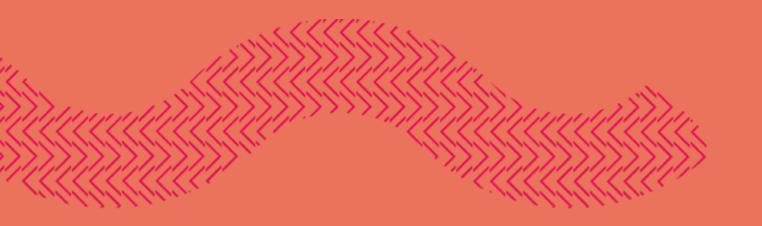
Continue the same process up to the third impact ranking as far as you and your colleagues or partners would like to explore.

MODULE

2

CREATING ALTERNATIVE FUTURES

2.1 Causal Layered Analysis

Causal Layered Analysis is a foresight method that is used to expose hidden assumptions and to help a create narrative that facilitates change.

Purpose of Tool/ What is this tool (about)?

> To unpack an issue or topic at a deeper level

> To map competing views of the future

> To deconstruct a preferred future – a vision, strategic goal or objective, a masterplan

> To understand contending narratives

> To develop robust strategies that are deep and broad

> To create a preferred future – a vision

How to use the tool

When to use the tool? What stage of strategy/ policy/programme development?

> Design and formulation phase of the standard development project and programming cycle

>> Engaging stakeholders

> Implement/Monitor phase

>> Assess risks

>> Assess quality

Needs

> **Equipment:** visualization boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; experts and stakeholders with diverse perspectives

Input from other tools

> Scans; trends; scenarios

Expected outputs from using tool

> Dominant worldviews, myths and narratives shaping a system; Reimagined scenarios; New narratives and stories

Outcomes - What to do with the outputs

> Better understanding of issues at deeper levels – the worldviews shaping the issues

> Understanding of what it takes to design a process – strategy, policy or programme – that delivers sustainable changes and outcomes

> Capacity to look beyond the surface, tackle issues and redesign systems from the base

Time horizon

> Time frame can vary greatly due to the four levels or depths of analysis. A 1/3/5/10- year horizon for the different levels is suggested if needed.

Number of participants

> Ideally 5+ for more robust analysis (can, however, also be used by individuals)

Timing

> 1.5 – 2 hours

DESCRIPTION

The Causal Layered Analysis, or CLA, is a foresight method that is used to expose hidden assumptions and to help a create narrative that facilitates change.

CLA gives us the tool to deconstruct our knowledge and experiences (of our Country Office, unit, or partners) and then reconstruct them with a new and preferred future – starting with redefining the metaphors and stories, the worldviews that shape our systems, through to the litany.

The CLA has four levels, which are:

FIGURE 5: CLA LEVELS OF ANALYSIS

Litany: The official description of the problem. Externalized reality. Often disconnected to other perspectives. Usually a repeated newspaper headline.

Systemic causes: Often short-term analysis, either single or multivariable. Historical variables are explored. Policy reports.

Worldview/Discourse: Discerning deeper assumptions behind the problem. Important to understand the issues from multiple worldviews. Critical thinking.

Myth/Metaphor: Deep stories, unconscious dimension of the problem. Inner transformation is required here. Solutions emerge from new narratives.

Source: author.

Source: Sohail Inayatullah. Adapted from Shaping Tomorrow (https://www.shapingtomorrow.com/webtext/55)

> **Litany:** the day-to-day realities, official description of events, e.g. headlines in newspaper and news on the internet

> **Systemic causes:** these are the structures, technical explanations and analyses, and historical (social, economic, cultural) facts and systems that support the observed realities

> **Worldviews:** the mindsets, paradigms, cultures, values and deeper assumptions behind an issue, or that shaped the systems supporting that issue

> **Metaphors and myths:** narratives and inner stories that shape our worldviews. The unconscious dimension of an issue or problem.

CLA helps to unpack an issue or topic, a policy, strategy, or decision in a way that helps us to understand it at a deeper level. In addition, CLA is used to map competing views of the future by recognizing the different worldviews of various stakeholders and identify possible policy solutions.

STEPS

To conduct a CLA, first select an issue – a new strategy, policy, programme, decision, or a topic of interest to your CO, unit, programme or partner:

The Litany

What does one think or say to oneself about this strategy or policy or programme? What are the headline issues with the strategy or policy or programme? If one imagines oneself as reporters, given what one knows about it, how would one frame the headline?

The System

Does the new strategy, policy, programme, or decision ensure systemic change? Why? What are the systems that support the new strategy, policy, or programme? What kind of new system support does it need?

Worldview

What is the worldview with which this strategy, policy, programme has been designed? What are the worldviews of the context within which it must be delivered, or of the end users? Are they aligned, in opposition to one another or not mutually exclusive?

Would this strategy, policy or programme (if successful) lead to a worldview or culture change? If so, what are the new worldviews or culture changes one would want this strategy, policy or programme to achieve?

Myth/Metaphor

Is there a new and distinctive narrative or a new (memorable) metaphor for this new strategy, policy or programme? Is it memorable and easily recalled? How or where does it sit within the current space for myths and metaphors within the environment of interest? And how much mental shift does it require for it to take root? Which actors or stakeholders are in the best position to produce, propagate and promote new myths and metaphors in the system?

The image below shows how the CLA can be used to create new metaphors, tell alternative stories and create new images that subsequently changes worldviews, the systems built on them and eventually transforms the everyday litany of a system.

FIGURE 6: USING CLA TO CREATE ALTERNATIVE IMAGES, METAPHORS OR STORIES

1. Litany:
what is the pop image or idea?
What is the common but superficial understanding of issue

2. Systemic Causes:
what systems sustain the situation?
research on how existing structures, policy and systems maintain issue / problem

3. Worldview and Discourse:
what culture supports the situation?
the complex of ideas and assumptions that give legitimacy to the policy level

4. Myth, metaphor and narrative:
expresses the problem or issue through image, art, story

What is an alternative image, metaphor or story?

7. Measuring:
how do we know we are going in the new direction?
new indicators measure the changes we desire

6. New Systems:
what systemic enablers are needed to create new story?
new structures, policies and strategies

5. New Culture:
what culture emerges from new story?
how are the values, attitude, perspective different?

Source: Adapted from Action Foresight, https://actionforesight.net/narrative-foresight/

2.2 Futures Triangle

Futures triangle is a tool that helps us to map the future through the three dimensions that are shaping the future – the pull of the future, the push of the present and the weight of history. It is a simple and quick instrument for understanding plausible (and alternative) futures based on the interactions and movements (swelling and ebbing) of the three forces.

What is this tool to be used for?

> For mapping the past, present and future and their interactions

> For exploring plausible futures based on the diverse interactions and movements of the forces of the past, present and future

> For building scenarios

> For designing actions and strategies

Needs

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; experts and stakeholder with diverse backgrounds

Input from other tools

> Driver Mapping; Horizon Scanning; Trends Analysis; Scenarios

Expected outputs from using the tool

> A set of images of futures of some plausible desired futures; a set of current forces driving towards them and barriers or weights that are likely to prevent the plausible desired futures from being achieved.

Time horizon

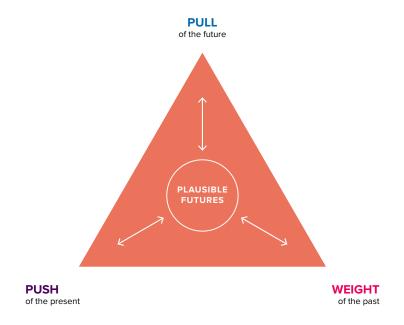> Not relevant

Number of participants

> 3 or more

Timing

> 1 – 2 hours

DESCRIPTION

Futures triangle is a futures method that helps us to map the present views of the future through three dimensions that are shaping it. The three dimensions are: the images (pull) of the future, the megatrends and drivers (push) of the present and the barriers (weight) of past/history.

It is a simple and quick tool for understanding plausible and alternative) futures based on the interactions and movements – swelling and ebbing – of the three forces. A movement or change in one corner of the triangle changes the dynamics of the overall and triggers an equal and opposite change in other areas of the triangle, i.e., the build-up of one dimension leads to the ebbing of another or in some cases the two others and leads to the change in direction of the plausible future.

For instance, if the weight of the past intensifies, either the pull of the future or the push of the present, or both, ebb.

PULL
of the future

PLAUSIBLE
FUTURES

PUSH
of the present

WEIGHT
of the past

The **images of the future** are the representations or forces of change that pull us forward. Images of the future are usually an individuals, or a group of people's, vision or idea of what the future should look like or be – a desired or preferred future. They are often expressed in books, movies and TV dramas, political manifestos, religious views and texts, advertisements, TV commercials and more. Fundamentally, they are expressions of the greatest hopes and fears held by individuals or groups.

<u>Push of the present:</u> these are current trends and drivers that are shaping the future.

<u>Weight of the past:</u> they constitute historical barriers to the change one seeks. Each image has a different weight, e.g., those who seek a more global and open world are negatively affected by nationalism and borders, while those aspiring for a more liberal world feel pressure from the forces of authoritarianism.

Note: The burden of the past for one image of the future may be a push/driver for another such representation. For instance, while increasing nationalism and protectionism may be a negative counterpoint to the advocates of more globalization, it is a driver or push that reinforces the image of the future of those who want to protect local markets and clamp down on immigration. Essentially, what constitutes weight to one group may be a push/driver to another depending on their interests. It all depends on whether the historical forces impede or reinforce/ impel the images of the future they hold.

STEPS

To use the futures triangle, one starts by naming the pull or image of the future and answering a set of questions that helps one to determine what are the current drivers that are propelling one towards that future and the historical barriers constraining one from achieving the future.

<u>Pull of the future</u>

Our pull of the future is the dominant image of the future one holds and wants to explore – that is, our vision. To determine our image of the future, one starts by asking these questions:

> What is the ideal future for this topic or issue?

> What is our preferred and inclusive future (shared vision) for this issue or topic?

> Does one have futures one would like to avoid?

> What tools and resources does one have that can lead to the preferred future? What drivers are pulling us towards that future?

> What/where are our limits? What does one lack but require to influence the system so that it moves towards one's preferred future?

> Is it possible to influence the system so that it moves towards that future?

> If one is unable to exert any influence on the system, at what point does one close the book on the issue or topic?

> Are there competing images of the future for this issue or topic?

Push of the present

To understand the forces – drivers and trends – that are presently pushing one towards one's own image of the future, one needs to pose the following questions:

> What trends and drivers are shaping/influencing the direction of the future right now?

> What trends and drivers are propelling one towards our image of the future?

> What new policies, laws, budgets or financial drivers, technologies, fads, metaphors, worldviews and decisions will start to bring about changes soon?

Weight of the past

The important questions to emerge in connection with the weight of the past are as follows:

> Who benefits from the status quo or loses if it is changed?

> What are the barriers to change?

> What is holding one back, or who is getting in one's way?

> What are the deep-rooted structures that resist change?

By exploring these questions, one can unveil the forces and drivers that are shaping the dynamics in the triangle, observe their interactions, understand the likely directional change, create plausible and alternative futures and reimagine the future by varying the degree and nature of the drivers.

PRACTICE EXERCISE

Identify the pull or image of the future for your CO, unit, programme or partner.

What are the pushes of the present – critical drivers and trends that are pushing towards that future, or that are creating or reinforcing this image?

What are the weights of history – the historical barriers – that impede the realization of your image of the future? Explore the relative strengths and weaknesses of each weight.

Once you have answered the questions above, move on to these next questions:

Where do you think it is best to make a strategic intervention: where the images, or pulls, lie; or where the pushes, or the weights, are found? (Note: this will be different from one issue to another.)

Which is the easiest to change? Which the most difficult?

What are some additional images of the future? Create a futures triangle for each image. Conclude with a discussion of the dominant image, contending images and marginal images? What might the futures triangle of your CO, unit or programme look like in 5 – 10 years?

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2.3 Scenarios

A scenario is a description of how the future may unfold based on an explicit, coherent and internally consistent set of plausible assumptions about key relationships among drivers of change.

What to use this tool for?

> To challenge assumptions and explore alternative ways a programme, policy or strategy might evolve in the future

> To explore how key issues, partners and stakeholders might act in different contexts

> For contingency planning in programmes, policy and strategy design and implementation

Needs —

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; experts and stakeholder with diverse backgrounds

Input from other tools

> Driver mapping; Trends analysis; Futures Wheel

Expected outputs from using tool

> Scenario narratives (descriptions of the future states)

Outcomes - What to do with the outputs

> Awareness of critical assumptions about the future and their alternatives

>> Understanding of the evolutions and dynamics in the system, and the options available to decision-makers and different stakeholders

Time horizon

> 5 – 10 years+

Timing

> 3 – 4 hours

DESCRIPTION

Scenario planning is a foresight tool that brings together diverse methods to create alternative visions of the future, based on key trends and uncertainties. Scenarios are plausible and alternative futures are used for anticipating and planning responses to different but likely future pathways.

A scenario is a description of how the future may unfold, based on an explicit, coherent and internally consistent set of plausible assumptions about key relationships among drivers of change.

Uses of Scenarios

> Contingency planning – assessing and planning for the way things could go

> Understanding and managing uncertainties – exploring what one does not know

> Clarifying our hidden assumptions about the future

> Understanding multiple and diverse views/perspectives of different stakeholders in a system

> Opening up new areas, pathways, possibilities, spaces for actions, et al.

> Identifying emerging risks and opportunities

> Enhancing organizational and individual learning

> Testing our strategies, policies and programmes against a range of potential futures and observing how they hold up, and noting their potential gaps, drawbacks, risks and opportunities.

Types of scenarios methods

> 2x2 scenarios

> Organizational scenarios

> Integrated scenarios

> Manoa scenarios

> Transformative scenarios

> Change progression scenarios method

STEPS

Focal issue/title of scenario: define your focal question or issue you would like to explore, e.g., scenarios for the future of digital access.

Time frame: Define the time horizon of the scenario exercise. How far into the future does one want to explore? It could be 5 years or 10 or 20 years into the future. However, the time frame must be specific.

Identify and select drivers: identify key drivers from a driver mapping exercise and select the most dominant ones to be used as critical uncertainties (in a 2x2 scenarios) or for colliding impacts (in Manoa scenarios)

Brainstorm and build your scenarios: constructing your scenarios will require the following:

a.   **For a 2x 2 scenario:** Setting up axes of uncertainties for your selected drivers (critical uncertainties)

b.   **For a Manoa Scenario:** Exploring the impacts of your selected drivers – using a futures wheel – and then further exploring what the implication of the collision of each driver's key impacts would be if they were happening (colliding) together in a system simultaneously.

Review and present your scenario to other groups if you are working in groups. During the review, explore questions, such as: How plausible is the scenario? What is the unexpected twist or surprises in the scenario? What are the likely impacts or implications of the scenario for different categories of people you know, or for stakeholders you work with?

Create images and narratives for each scenario – with a view to using the scenarios to engage stakeholders in conversations on likely futures of your focal issue.

Determine and frame the key messages you want your scenarios to convey – especially in regard to a call to action and the next steps to consider.

PRACTICE EXERCISE (TO REVIEW)

To review scenarios, consider the following questions:

1. What is the main narrative in this scenario?

2. Is this scenario wanted or not?

3. What are the strategies, policies, programmes and actions that can help achieve this scenario?

4. What are the strategies, policies, programmes or interventions that can help avoid the fulfilment of this scenario?

5. How does your strategic plan, key policy or programme hold up in the face of this scenario?

6. In what ways can you reframe or reimagine the main narrative so that the scenario has a greater possibility of being achieved or avoided?
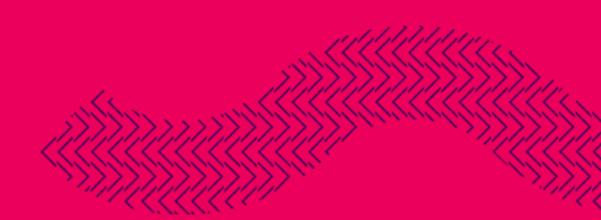
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MODULE

3

REIMAGINING THE FUTURE
(FROM ALTERNATIVE FUTURES TO OPENNESS
TO EMERGENT FUTURES)

3.1 Three Horizons Framework

The Three Horizons Framework is a tool that helps us to unpack our current assumptions about the future – or the alternative futures (scenarios) one has conceived. It involves exploring emerging changes and the transition processes as a way of reframing those assumptions, and designing or coming up with strategies, policies and programmes that can connect the present to the future.

What to use this tool for / What is this tool about?

> To unpack our current assumptions about the future or alternative futures and how it/they is/are likely to emerge.

> To make sense of the potential impacts of emerging changes and the potential timing of those impacts.

> To generate and promote innovations by helping one to understand the anticipatory decisions or actions one needs to take in the near- or medium-term – in terms of new strategies, policies, programmes and processes – to remain relevant in an emerging future.

Needs

> Equipment: visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> Technical requirements: Facilitator; experts and stakeholders with diverse backgrounds

Input from other tools

> Horizon Scanning (Scans), Trends Analysis (Deck)

Outcomes - What to do with the outputs?

> Unpacked and challenged assumptions

> Understanding which strategies, policies, programmes or innovations are the most promising in terms of impact

Time horizon

> 10 years or more

Number of participants

> 2 or more (per group)

Timing

> 2 – 3 hours

DESCRIPTION

Three Horizons Framework is a tool that helps one to unpack one's current assumptions about the future – or the alternative futures (scenarios) that one has conceived. This means exploring emerging changes and the transition processes as a way of reframing those assumptions, and designing or coming up with strategies, policies and programmes that can connect the present to the future.

FIGURE 7: THE THREE HORIZONS

H1
Business as usual

H2
Disruptive innovations

H3
Aspirational futures

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STEPS

STEP 1

Introduce the Three Horizons tool, its functions and the objectives of the brainstorming session.

STEP 2

Pair up participants to work together. For large groups, you can put participants in groups of up to five people
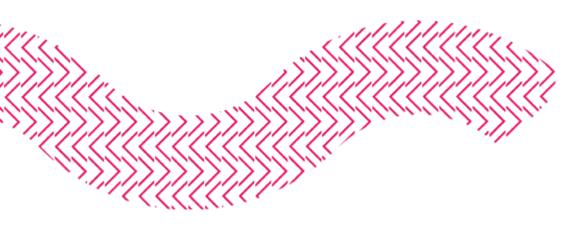
STEP 3

Ask participants to explore the history of the issue, scenario or trend. They should ask themselves: what is the history of this issue/trend/programme/ policy, among others? How did one arrive at this point? What has happened before now?

STEP 4

Explore Horizon 1. What is the current state/status of the issue/strategy/ policy/programme? What does it look like now? What are our current assumptions about the issue, strategy, policy or programme? What does one take for granted when one talks about it or discuss its purposes and objectives? What does one take for granted in one's decision making?

Participants should spend 20 minutes to brainstorm these questions, write their answers on sticky notes and stick them on a pre-prepared wall or board (physical or virtual) – in the space provided for Horizon 1 reflections. In the case of a hybrid workshop, facilitators should transcribe the contributions of online participants and add to the larger board.

Afterwards, they should spend another 15 minutes discussing what they posted on the board, clustering similar trends or issues that are aligned, and then filling in the gaps or what they think may be missing in the earlier reflections and clusters.

STEP 5

Explore Horizon 3. This involves identifying emerging changes that indicate considerable shifts away from the present. Participants should brainstorm on questions such as: What is changing? How is it changing? Within what frames is the change happening? What new trend, innovation, outcome, strategy, or policy do you find exciting or worrying? What are the visionary and revolutionary leaders and the radical thinkers and influencers saying about the future?

Participants should spend 20 minutes to brainstorm these questions, write their answers on sticky notes and stick them on a pre-prepared wall or board (physical or virtual) – in the space provided for Horizon 3 reflections. A trends deck, or deck of signals from a scanning exercise (or emerging issues analysis) will be useful to stimulate and broaden participants' reflections on the range of future possibilities.

Afterwards, let them spend another 20 minutes to discuss their posts, to review the trends deck and to cluster similar trends or issues that are aligned, fill in the gaps and post everything on the Horizon 3 space.

Take another 15 minutes to review everything posted on the Horizon 3 space.

STEP 6

Explore Horizon 2. Bring participants together in small groups of 5 – 6 to review their assumptions in Horizon 1 and the emerging issues they have identified in Horizon 3 by exploring key questions such as: which current assumptions about our strategies, policies and programmes will be most easily eroded by change? Which ones are most vulnerable to emerging changes and to potential disruptions (or discontinuities) in H3? How can one use the emerging changes to create new strategies, policies and programmes, and perhaps new roles for ourselves? What new needs can one serve? Or which new capabilities, processes or models of delivery/ implementation can one acquire or which new roles can one transition into as the older models gradually end or ebb?

In exploring Horizon 2, the main goal is to come terms with (or work out), and bring together, the needs to address the issues identified in H1 and to nurture the emerging changes in H3 to promote their establishment.

STEP 7

Debrief the participants. Get them to talk about what they or their groups consider to be the highlights of the exercise and to share what they have learned through the process – their key takeaways from the exercise.

3.2 Inclusive Imaginaries

Inclusive Imaginaries utilize collective reflection and imagination to engage with citizens towards building more just, equitable and inclusive futures. They seek to infuse imagination as a key process in developing a forward-looking policy that can contribute to thought leadership in realigning methods for policies, projects and programming to be adaptable to the continually changing needs of people and their contexts.

What to use this tool for / What is this tool (about)?

> To acquire visions that are reflective of local culture and the lived experiences of people.

> To inform and cultivate more participatory policymaking processes that ensure policy design aligns one with the aspirations of people it intends to serve.

> To create opportunities for diverse citizens to uncover and generate new knowledge that can help shift the status quo.

> To build capacity among diverse people to explore and articulate visions of the futures they want, rather than those that they may inherit.

> To elevate community perspectives alongside those of 'technical experts' and those that have historically remained in positions of power.

Needs

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; experts and stakeholders with diverse perspectives

> **Time:** While the tools have been created to follow the flow of a workshop that can be hosted either as a single session or as two sessions, a subset of activities can also be used independently, or in conjunction with any other methods of engagement.

Expected outputs from using tool:

> A vision of the future

> Reflections on sources of knowledge and inspirations that influence the development of the visions

> A journey map that documents the stages, capacities and emerging threats to an imagined future

Outcomes - What to do with the outputs:

> Acquire diverse perspectives and artefacts that can inform culturally rooted policy design

> Verify trends research or horizon scanning efforts with community perspectives

> Identify priority areas for intervention that support programme development

> Chart out strategies and actions towards realizing a programme vision

Time horizon

> 3 / 5/ 10 years

Number of participants

> 8-21 participants, working in groups of 3-5 with one facilitator accessible to each group.

Timing

> Suggested combination of activities can involve from between 1.5 hours to 6 hours.

Facilitator Checklist

> **Participation:** Facilitators should ensure that a diverse group of participants are included. These may be based on such criteria as gender, age, ethnicity, class, caste, education, disabilities. Bring together people with different lived experiences, ways of understanding, interpreting and imagining.

> **Workshop Format:** If the workshop is facilitated in person, it is advisable to host the workshop in a spacious room with natural light, which can accommodate whiteboards/ pinboards. If the workshop is hosted remotely, it is advisable to use a platform that participants are familiar with; to have a stable internet connection; and to ensure participants are comfortable with breakout rooms. If all the participants cannot access a shared documentation platform (such as slides or a digital whiteboard), one member in each group can be selected to be the scribe.

> **Language:** It is advisable to conduct the session in your local language or the language that the intended participants of the workshop are most comfortable with. The intention remains for participants' responses, reflections and artefacts thus created to reflect the cultural nuances that are often embedded in language. When translating the same for further analysis and sharing one should bear in mind that the visions shared by participants are translated to retain expressions and meanings as intended.

> **Thematic Focus:** To keep the intended outcomes of the session as primary drivers for the selection of exercises, facilitators are advised to choose ONE key question or thematic focus for their Inclusive Imaginaries workshop.

> **Boosting Imagination:** While many of us may find dreaming and imagining to be a liberating exercise, facilitators are advised to be mindful of participants that may find it challenging. Use icebreakers and exercises to boost imagination, before you begin to help participants to let go of current constraints and challenges, and to encourage their minds to make way for more imaginative ideas to surface.

> **Future Horizon:** The premise of the activities in this toolkit are on imagining the future, one that participants want and aspire to. Facilitators are advised to select a specific time horizon, i.e., 2 years/ 5 years /10 years et al. to guide participants on fomenting their imagination.

> **Reflection:** Consider the duration of activities as regards the number of participants to ensure ample time for discussion among participants during the exercises, and for reflection as a group at the end of the session.

DESCRIPTION

Inclusive Imaginaries uses collective reflection and imagination to engage with citizens towards building more just, equitable and inclusive futures.
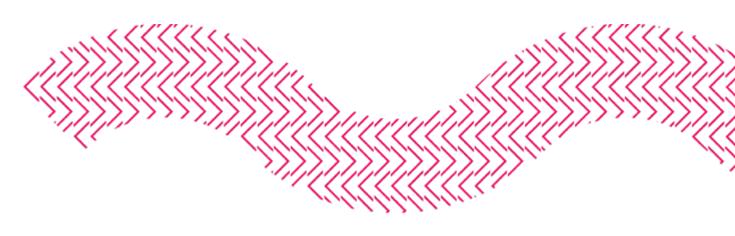
It provides the frame to infuse imagination as a key process in developing a forward-looking policy that can contribute to thought leadership in realigning methods for policies, projects and programming to be adaptable to the continually changing needs of people and their contexts.

The tools are designed to support facilitators to acquire more locally driven and culturally contextual visions for policy and programme development.

Overview of the II Tools and Session Flow:

Intention	Tools	Duration
One wants to introduce thinking about the future through imagination and building trust among participants	Guided Travel + Share Travel Stories	1.5 hours
One wants to reflect on local sources of inspiration that can help one build more equitable and resilient futures	Guided Travel + USP	2 Hours
One wants diverse perspectives to envision a future around a specific thematic focus	Guided Travel+ Share Travel Stories + Looking Glass	3 hours
One wants to create artefacts to share diverse visions of the future rooted in one's local context	Guided Travel+ Share Travel Stories +USP + Magazine Story	4 hours
One wants to create artefacts to share diverse visions of the future around a specific thematic focus	Guided Travel+ Share Travel Stories + Looking Glass + Magazine Story	4 hours
One wants to acquire visions of the future that are rooted in our local context and to share perspectives around a specific thematic focus	Guided Travel+ Share Travel Stories + USP + Looking Glass + Magazine Story	6 hours
One wants to chart one's journey towards one's imagined future	Guided Travel + USP + Path to Success	4 hours

*All activities are prefaced by context setting and concluded with reflection sessions. The time for these has been accounted for in the above listings.

STEPS

Tools	What will it do?	Participation
Context Setting	Encourage participants to begin thinking about their identity, beliefs, challenges and hopes, and how these may be manifested in their futures.	Entire Group
Guided Travel	Help people create a vivid and detailed mental image of the future they want to co-create. It will also generate engagement, creativity and energy for the visioning process.	Individual
Share Travel Stories	Use role play among participants to build trust and get comfortable with sharing their imagination within a group. Articulating their visions also builds participant confidence.	Pairs
Unique Success Parameter (USP)	Help participants uncover current beliefs, values or ideals that they imagine to be relevant in the future. Discover unique, local cultural influences that emerged in their visualisations. Bring out points of cooperation and dissonance between personal and shared visions.	Entire Group
The Looking Glass	Probe participants to explore and discuss the impact of their collective visions. Explore a select thematic focus from multiple perspectives within a community.	Groups of 3-5
Magazine Story	Develop a collective vision informed by diverse perspectives and produce an artefact of the participants' collective future vision.	Groups of 3-5
Path to Success	Deconstruct a shared vision to build a road map of how success can be achieved. Identify threats and roadblocks in the future and search for alternative solutions to the normative. Develop the capacity to identify usually unknown or invisible impacts of decisions or choices.	Group of 3-5
Share and Reflect	Reflection is an integral part of any learning process. Engaging in deliberate and structured thinking about the choices one made, discussing how one approach was different from the other, helps one to identify the impact of our choices.	Entire Group

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MODULE

4

SENSEMAKING

Strategic foresight is often strengthened by the use of structured sensemaking approaches, as part of a comprehensive anticipatory planning or programming process. Sensemaking is an activity and a process that extracts insights, induces learning and creates meaning from experience.

The UNDP Asia-Pacific Regional Innovation Centre has developed and applied a tailored approach to sensemaking for UNDP offices and government partners, which may serve as a valuable complement to the tools in this Foresight Playbook.

The guidance, tools, and templates for running Sensemaking Workshops can be found here on the UNDP website.

MODULE

5

TRANSFORMING THE FUTURE

(MOVING FROM SENSING TO STRATEGY)

5.1 Visioning

Visioning is the process of developing a vision — a plan for the future.

What to use this tool for?

> To envision the future and develop a plan for the future

> To get a group to cocreate and focus on what a successful outcome looks like

> To create shared futures through an inclusive visioning process

Needs —

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; experts and stakeholders with diverse backgrounds

Expected outputs from using tool

> A shared vision

Outcomes - What to do with the outputs

> A collective and negotiated vision of the future that can inform action and has a role for every stakeholder

Time horizon

> 5 – 10 years

Number of participants

> 5 – 10

Timing

> 2 – 3 hours

DESCRIPTION

In simple terms, visioning entails developing a plan or vision for the future.

In foresight, it is a process by which stakeholders develop shared images of the future (vision), which is based on a future that is desirable or preferred by all (or most) stakeholders.

Essentially, a vision is a preferred future of an individual or a group of stakeholders who envisioned that future, or who have come together to define a goal for the future and to develop the vision.

STEPS

There are four approaches to visioning. They are:

> **Analytical approach:** stakeholders write down what their preferred future looks like – the characteristics and attributes

> **Interview method:** In this method, a facilitator asks the respondent a series of questions in quick succession. This ensures that the respondent often says the first thing on their mind with little time to edit. This method often provides an image of what people truly want instead of what they have been trained or accultured to think/say they want.

> **Creative visualisation approach:** Stakeholders close their eyes and imagine they are somehow already in their preferred future. They visualize it briefly, open their eyes and then write down what it looks like. If done in groups, the questions are worked through together.

> **Getting to an agreed vision and stress-testing:** If there are different groups working on the visioning questions, it is important to get to an agreed vision that brings together different groups' perspectives.

Once that is achieved, it is also important to stress-test the vision:

> To achieve this future vision, what is the value of undertaking this change?

> What are the risks of taking forward this transition?

> What are the risks if one fails to take on this transformation?

> What might the implications be of initiating this in relation to our business model and our service areas?

> What are some internal tensions and opportunities that one needs to be mindful of in managing this shift?

VISIONING QUESTIONS

For all the methods, one recommends a list of visioning questions that can help inspire and guide participants' thinking and induce them to adopt the visioning mindset in such a way that it produces an effective and a more structured output.

To begin, once again, one defines one's time frame

Time frame: 5 – 10 years

To begin..., First imagine a specific time and place, specific characters and a setting... In your mind, where are you? What does it all look like? What does it feel like? Who is there? What's happening?

1. **Major accomplishments:** What are you most *proud* of in your role as a development practitioner? Get emotional, personal and specific. What are your top 1-3 major accomplishments or "big wins"? Imagine there was a feature article about your success. What did the headlines say? What difference did this make in the world?

2. **Breakthroughs:** In the past 10 years, what is the most significant breakthrough that brought the organization a whole new level of great success? How? What happened? Who helped make it happen? What was different?

3. **People you serve:** Whose lives is your work impacting? Who are you serving? How exactly are they engaging with you? Zero in on one or two 'representative' individuals... Why are they choosing to engage with *your* messages, services, or products? What's in it for them?

4. **Allies:** Are there new or unusual allies that contributed to your success as an organization? As an individual?

5. **Your niche:** Notice other groups similar to your own... How is yours specifically unique and different? What niche/space do you occupy within your wider landscape? What forms of relationships – collaborations, mutualism, engagements, et al. – exist between you and other groups within your landscape?

6. **No-go zones:** What are some services or approaches that your organization does NOT offer or do (anymore)?

7. **Internal collaboration:** How are people working together internally? What is the feeling/tone of that work? How are teams working with one another 'across silos'? What's new and different? Why is it working so well? What are the specific structures and practices that are making this new level of collaboration so successful?

8. **People in the organization:** Who is working in the organization – what do they look like, demographically? What is the collective culture like? What practices or group norms do you notice?

9. **Leadership:** Who is leading the organization? How are they leading? What's it like? Is it different? If so, how?

10. **Resources:** What kind of abundance is the organization enjoying? What does that look like, specifically?

11. **Geographic scope:** Where are you working, and not working – are there specific communities? Regions? How focused are you?

12. **What else...** What else do you notice that's different, or the same, in this successful, deeply satisfying future?

5.2 Backcasting

Backcasting is a tool used for creating preferred futures by imagining a future where our goals and strategic objectives have already been achieved and tracing back the steps that got us there.

What to use this tool for / What is this tool (about)?

> To make sense of the key steps and events that need to happen to achieve future goals and strategic plans

> To visualize the strategic alliances needed and the stakeholders in the systems best placed to handle the key parts best positioned to attain a future goal

> To overcome scepticism and fear around future goals

> To overcome lethargy and inertia with long-term goals

Needs

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; experts and stakeholders with diverse backgrounds

Input from other tools

> Scenarios; Visioning

Outcomes

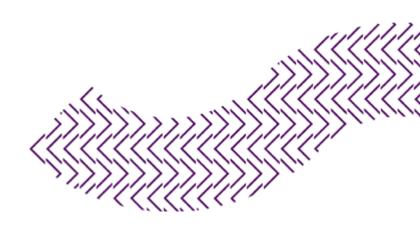> The start of an action plan and/or road map

Time horizon

> Not relevant
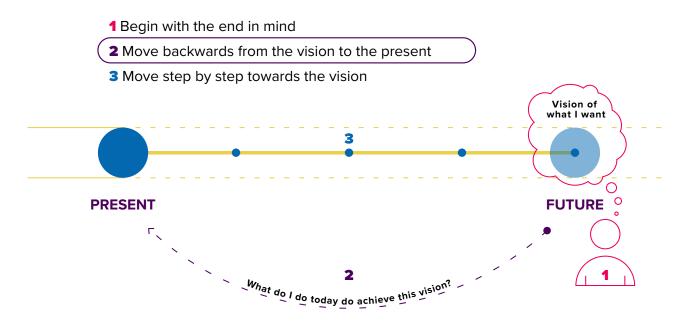
Number of participants

> 5 – 10 people

Timing

> 2 – 3 hours +

DESCRIPTION

Backcasting is about imagining desired futures and designing the steps and actions needed to get there. It is a foresight exercise that starts from a preferred future – say a vision of what one would like to have achieved or want reality to look like in 10 years – and imagine it has been achieved, and ask the question how did one reach that point? What are the things that must have happened for one to reach that preferred future?

FIGURE 8: COMPONENTS OF BACKCASTING

1 Begin with the end in mind
2 Move backwards from the vision to the present
3 Move step by step towards the vision

Vision of what I want

3

PRESENT

2
What do I do today do achieve this vision?

FUTURE

1

The process works backwards form the preferred future to the present day to identify the required steps, actions and policies one needs to have put in place, and the changes/shifts one needs to have made, to get to that preferred future from our present-day reality.

In essence, it is identifying and planning all that needs to happen to reach the preferred future selected from the scenarios exercise.

Why is it useful? It is a potent foresight method that can help to overcome fears and scepticism around the future, and help to create inertia for achieving a preferred future.

Imagining that a future one desires is already being created and that one only needs to work out the details or steps required to get there is a major motivating factor. In a foresight exercise the practice is to help participants and stakeholders see what immediate actions (or confluence of actions) they can take to initiate the move towards their desired future; and who (or which group/ coalition/ synergy of groups) among them (and other stakeholders possibly not present – identification of missing stakeholders) is best positioned to do what?

STEPS IN BACKCASTING

> Start with the selection of your desired or preferred future(s) (usually from among a range of scenarios or after a visioning process)

> Clearly define the current situation – the present reality, or where things stand right now

> Identify the actions and events that needed to have happened between your desired future(s) and the present reality

> Write out the actions and position them between the two time frames with logical links

> Identify the main actors needed to make it happen and their roles

> Identify the required new policies and institutions needed to make it happen

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MODULE

6

FUTURE-PROOFING STRATEGIES
(STRESS-TESTING STRATEGIES AGAINST A
RANGE OF FUTURE SCENARIOS)

6.1 Wind-tunnelling

Wind-tunnelling is a foresight method that allows us to stress-test our strategies against a range of alternative futures or scenarios.

What to use this tool for?

> To identify our most robust strategy, policy and programme options – those whose fundamental elements are likely to hold after stress-testing across a range of scenarios

> To understand how different contexts can modify the needs of our various stakeholders and their programmes, policy and strategic demands and interventions

> To improve our agility and capacity to nimbly adapt our strategies to changing contexts, i.e. improve our overall preparedness to deftly shift course when key conditions change during programme, policy or strategy implementation

Needs

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets or projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; experts and stakeholders with diverse backgrounds

Input from other tools

> Scenarios; Strategies – current strategic options, frameworks or plans

Expected outputs from using tool

> A set of ranked strategies – based on suitability to diverse scenarios

Outcomes – Benefits from using the outputs

> Improved inbuilt flexibility in the design and implementation of policy, programmes and projects

> Adaptability and improved capability to pivot when contexts change

> More resilient programmes, policies and strategic plans

Time horizon

> None

Number of participants

> up to 20 – subject to how diverse the stakeholders are

Timing

> 2 – 3 hours

DESCRIPTION

Wind-tunnelling is a foresight method that enables us to stress-test our strategies against a range of alternative futures or scenarios and to identify the most robust strategic options, i.e. the strategies whose fundamental elements are expected to hold after being stress-tested across a range of multiple scenarios.

Essentially, wind-tunnelling helps to improve our agility and capacity to adapt our strategies to changing contexts. It improves our overall preparedness and our ability to move away from floundering strategies and to change course when key conditions shift during programme, policy or strategy implementation.

STEPS

Step 1

Short introduction of the brainstorming session and its objective, including the introduction of the wind-tunnelling tool and its functions.

Step 2

Introduce the scenarios developed by the group, if the wind-tunnelling exercise is taking place within a larger foresight process, or preprepared (scenarios) if it is a standalone exercise. *Note: A short introduction of what scenarios are important in the case of a standalone wind-tunnelling exercise.*

Step 3

Introduce strategies, frameworks, policy or programme options that are being considered for implementation.

Step 4

Stress-test the strategies, policy and programmes goals and their indicators of success against the range of scenarios you have prepared.

TABLE 1: FRAMEWORK TO STRESS-TEST STRATEGY/POLICY/ PROGRAMME AGAINST DIFFERENT SCENARIOS

Scenarios	Scenario A	Scenario B	Scenario C	Scenario D
Viability				
Process				
Capabilities required				
Areas to strengthen				

Key questions to explore here include:

> Is our strategy, framework policy or programme viable in this scenario? If so, why? And why not? Does it (strategy, policy, programme) achieve its objectives?

> What happens to the planning, development and implementation process in each scenario?

> Does the team/organization have the resources – human, equipment and materials – to survive and thrive in each scenario? Does the organizational culture and institutional processes represent strengths or weaknesses in each scenario? What kind of new capabilities and processes are need to be built to survive and to thrive in each scenario, and can they be built within the time frame need to adapt and thrive?

> How would the team/organization strengthen the strategy, framework, policy or programme to be impactful in each scenario?

Step 5

Evaluate how each strategy, framework, policy and programmes option (and their goals) holds up in the face of the scenarios based on the stress-testing exercise you have just done.

Step 6

Score your evaluation on a scale of 1 – 5 indicating the degree of suitability of each strategy, policy, or programme to the context of the different scenarios, with 1 indicating the lowest degree of suitability and 5 indicating the highest. *
1. Ill suited (will be disastrous); 2. Not suited; 3. Moderately/averagely suited; 4. Suited; and 5. Perfectly/highly suited.

TABLE 2: SCORING TEMPLATE FOR WIND-TUNNELLING ANALYSIS

Suitability Score	1. Hardly suitable	2. Not suitable	3. Moderately suitable	4. Suitable	5. Perfectly suitable
Strategy/policy/ programme 1					
Strategy/policy/ programme 2					
Strategy/policy/ programme 3					
Strategy/policy/ programme 4					
Strategy/policy/ programme 5					
Summation					

Step 7

Compile the summation of the scores for each strategy, policy or programme option and rank along two lines: a) the option that is well suited to the greatest number of scenarios; and b) the option that has the highest scoring index.

Note: The option with the overall highest suitability score may not be the one that has the highest suitability in the greatest number of scenarios. It may only be the option that performs at least moderately or transcends all scenarios. This point is important for making a final decision on the resilience and adaptability of each option.

Step 8

Discuss the implications of your evaluation

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6.2 Road-mapping

Road-mapping is the foresight method that one uses to chart the combination of steps – actions, strategies, regulations, policies, programmes, interventions and resources – that are needed to achieve a preferred future or a future development goal.

What to use this tool for?

> To identify the changes that must happen to achieve a development goal and the specific actions and initiatives – strategies, policies, programmes and interventions – required to catalyse those changes

> To map and understand the interconnections and interdependencies among different components of a development programme, strategic or policy goal

> To have a comprehensive (multidimensional) understanding or view of a strategy, policy or programme, and of the vital roles of various actors in actualisation

Needs

> **Equipment:** visualisation boards, flip charts, coloured cards, markers, tape and magnets, projector, screen; Mural/Miro/Google Slides for hybrid or online workshops

> **Technical requirements:** Facilitator; experts and stakeholders with diverse backgrounds
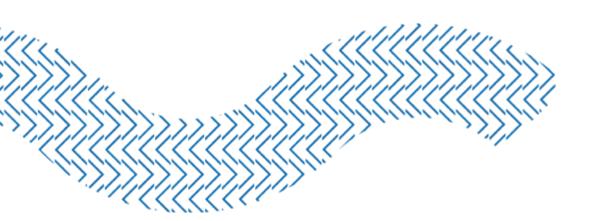
Input from other tools

> Visioning; Backcasting; Wind-tunnelling; 3 Horizons framework

Number of participants

> up to 20 – subject to how diverse the stakeholders are

Timing

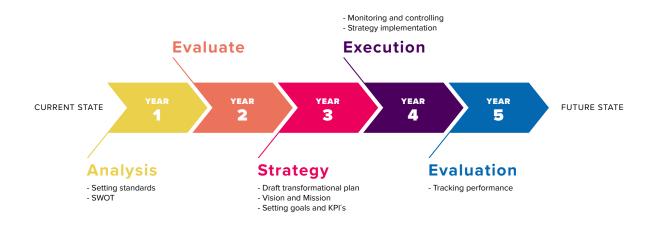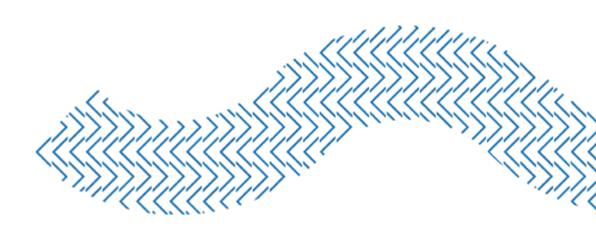> 2 – 3 hours; can be done flexibly after the certain milestones of a programme cycle

DESCRIPTION

Road-mapping is the foresight method that one uses to chart the combination of steps – actions, strategies, policies, programmes, interventions and resources – that are needed to achieve a preferred future or a future development goal.

Road-mapping enables one to have a holistic and comprehensive understanding of the complexities of successfully designing and implementing a future development goal, programme or strategy, including the linkages that exist between the various components of the programme, policy or strategy, and the evolving roles (and interests) of different actors that are needed to achieve the goal.

FIGURE 9: ROAD-MAPPING STAGES FOR FIVE-YEAR PLANNING CYCLES

Evaluate

Execution
- Monitoring and controlling
- Strategy implementation

CURRENT STATE | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | FUTURE STATE

Analysis
- Setting standards
- SWOT

Strategy
- Draft transformational plan
- Vision and Mission
- Setting goals and KPI´s

Evaluation
- Tracking performance

STEPS

Step 1

Determine the scope of the road map – scope of the topic, the time horizon, geographical boundaries, and the relevant stakeholders to involve and their relationships.

Step 2

Short introduction of road-mapping tool and its functions and a brief description of activities involved.

Step 3

Introduce the vision, preferred future or the development goal that you want to road map if the road-mapping is a standalone exercise. If it is within a larger foresight analysis in which the future goal is known to everyone, then you only need to reshare and proceed to the next step.

Step 4

Build the draft road map using insights generated during the backcasting (or causation wheel) session. However, if the road-mapping is a standalone exercise, then you must integrate backcasting with road-mapping at this stage by exploring the actions and events (with their drivers) that need to have happened from the present reality to get to your future goal – strategic, policy or programme objectives.

Step 5

Review your road map to see if the connections are true and in the right direction of causation, i.e. review the connections to ascertain that the actions and events that need to indeed happen before others are captured in the right order, and to understand if there are gaps in the connections that have yet to be filled.

Step 6

Create an action plan and determine the inflection points or critical steps on your road map. Reflect on the obstacles and constraints around those critical steps (on the road map) and develop plans to overcome them – including the strategies, resources and relationships/alliances you need to get through those decisive points.

Step 7

Compile your output into an easy-to-use, easy-to-digest report – using texts, animations, simulations and visuals – that strategically communicates the key decisions, actions and steps that have been identified as necessary to achieve a strategy, policy or development goal.