REIMAGINING DEVELOPMENT

The Inclusive Imaginaries Toolkit

Catalysing forward-looking policy making through civic imagination

United Nations Development Programme
Regional Bureau for Asia and the Pacific
Strategic Foresight Network
with Poppy Seed Lab
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Introduction to Inclusive Imaginaries
Why Inclusive Imaginaries

The Reimagining Development Initiative from UNDP RBAP is gathering diverse visions to better understand the emerging indicators for human development and how these can inform regional policy and programme ideation. It seeks to produce tools that can harness community perspectives and values that inspire us to think differently.

The sources of knowledge we generally use to build on policy and programmes emerges from a small set of stakeholders that have either historically been in positions of power, or are considered ‘experts’ owing to their academic knowledge. In order to work towards building more locally driven and culturally contextual visions of our futures, there is a need to prioritise the needs of people, especially those at the margins. This requires us to integrate intentional collaborations with diverse citizens in the development process, that makes space for them to articulate their aspirations and surface inherent knowledge that can help shift the status quo.

We believe that imagining the future from perspectives of experiencing rather than witnessing, will help us address the diverse and complex challenges of our times in Asia and the Pacific.

What is Inclusive Imaginaries

Inclusive Imaginaries is a toolkit to utilize collective reflection and imagination to engage with citizens, towards building more just, equitable and inclusive futures. It seeks to infuse imagination as a key process in developing forward-looking policy to be adaptable to the continually changing needs of people and their contexts. The tools are designed to support facilitators to gather community perspectives rooted in lived experience and local culture, to support the development of more contextual visions for policy and programme development.

Inclusive Imaginaries seeks to:

- Acquire visions that are reflective of local culture and lived experiences of people.
- Inform and cultivate more participatory policy making processes that ensure policy design is as close as possible to the desires of people it intends to serve.
- Create opportunities for diverse citizens to uncover and generate new knowledge that can help shift the status quo.
- Elevate community perspectives alongside those of ‘technical experts’ and those that have historically remained in positions of power.
- Build capacity among diverse people to explore and articulate visions of the futures they want, rather than those that they may inherit.

Introduction to Inclusive Imaginaries

“A dream you dream alone is only a dream. A dream you dream together is reality.” Yoko Ono
How Inclusive Imaginaries (II) was developed

Co-creation lies at the heart of Inclusive Imaginaries. The process of developing the Inclusive Imaginaries toolkit has been collaborative and developed through a pilot project with representatives from UNDP Accelerator Labs and Youth Co:Labs in 6 country offices — Fiji, Laos, Malaysia, Nepal, Philippines, Samoa, between October-December 2021. CO representatives (12) participated in online brainstorming and reflection sessions, after which they facilitated workshops with youth in their respective countries. They have also been trained as “Imagination Facilitators”, who play the role of knowledge brokers; connecting the practices and expectations of communities with the needs and rationalities required from development policy makers.

The pilot run of the Inclusive Imaginaries workshops played a dual role of supporting the training of imagination facilitators, while producing the first set of visions using the II tools. A report shares participatory visions of what flourishing in the future might look like when diverse voices chime in, and can be accessed on sparkblue.org

Inclusive Imaginaries Mindset

- **Build**
  for long-term goals and aspirations, not just perceived needs.

- **Elevate**
  the voices and contributions of people with lived experiences.

- **Favour**
  deliberative processes in civic participation and institutional self-reflection.

- **Reflect**
  on memories, rituals and lore to uncover inherited knowledge.

- **Encourage**
  inclusive methods and tools to decrease interpretation in vision-building.

- **Combine**
  multiple sources of knowledge - lived experience, observation and quantitative data for strategic decision-making.

- **Make Room**
  for curiosity, imagination, and the possibility of multiple futures.
How to use the toolkit
## Overview of II Tools

<table>
<thead>
<tr>
<th>00</th>
<th>Ice Breaker</th>
</tr>
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<tbody>
<tr>
<td><strong>INTENTION</strong></td>
<td>Facilitate introductions within the group through games or fun exercises.</td>
</tr>
<tr>
<td><strong>PARTICIPATION</strong></td>
<td>Entire Group/ Pairs</td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
<td>Igniting the imagination muscle and building trust between participants.</td>
</tr>
<tr>
<td></td>
<td>Estimated</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>01</th>
<th>Context Setting</th>
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</thead>
<tbody>
<tr>
<td><strong>INTENTION</strong></td>
<td>Instigate participants to begin thinking about their identity, beliefs, challenges and hopes, and how these may manifest in their futures.</td>
</tr>
<tr>
<td><strong>PARTICIPATION</strong></td>
<td>Entire Group</td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
<td>Setting the context for reflection and imagination.</td>
</tr>
<tr>
<td></td>
<td>20-30min</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>02a</th>
<th>Guided travel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTENTION</strong></td>
<td>Help people create a vivid and detailed mental image of the future they want. It will also generate engagement, creativity and energy for the visioning process.</td>
</tr>
<tr>
<td><strong>PARTICIPATION</strong></td>
<td>Individual</td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
<td>Building a mental visual image of the world they occupy and experience in the future.</td>
</tr>
<tr>
<td></td>
<td>15-20min</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>02b</th>
<th>Shared travel stories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTENTION</strong></td>
<td>Use role play between participants to build trust and get comfortable with sharing their imagination within a group.</td>
</tr>
<tr>
<td><strong>PARTICIPATION</strong></td>
<td>Pairs</td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
<td>Interview between participants to help articulate their visions and build confidence to share and reflect within the group.</td>
</tr>
<tr>
<td></td>
<td>20-30min</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>03</th>
<th>USP (Unique Success Parameter)</th>
</tr>
</thead>
</table>
| **INTENTION** | • 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. |
| **PARTICIPATION** | Entire Group |
| **OUTCOME** | Reflections from participants on what were sources of knowledge, inspirations or influences can lead them to achieving success for their future visions. |
| | 30-45min |
## Overview of II Tools

<table>
<thead>
<tr>
<th></th>
<th>The Looking Glass</th>
<th>Magazine Story</th>
<th>Path to Success</th>
<th>Share and Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTENTION</strong></td>
<td>Probe participants to explore and discuss the impact of their collective visions. Explore a select thematic focus from multiple perspectives of diverse stakeholders.</td>
<td>Develop a collective vision informed by diverse perspectives and produce an artefact of the participants’ collective future vision.</td>
<td>• Deconstruct a shared vision to build a roadmap of how success can be achieved. • Identify threats and roadblocks in the future and interrogate alternative solutions to the normative. • Develop the capacity to identify usually unknown or invisible impacts of decisions or choices.</td>
<td>Reflection is an integral part of any learning process. Engaging in deliberate and structured thinking about the choices we made, discussing how one approach was different from the other, helps us identify the impact of our choices.</td>
</tr>
<tr>
<td><strong>PARTICIPATION</strong></td>
<td>Group of 3-5</td>
<td>Group of 3-5</td>
<td>Group of 3-5</td>
<td>Entire Group</td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
<td>Discussion template exploring diverse perspectives towards a selected theme or question.</td>
<td>A magazine cover story - visuals and article describing visions of success in the future.</td>
<td>A journey map that imagines the participants’ path to their vision of success in the future.</td>
<td>Collective reflection facilitates empathy, that helps challenge preconceptions and encourages the development of new views.</td>
</tr>
<tr>
<td><strong>How to use the toolkit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated time</strong></td>
<td>60-75min</td>
<td>60-75min</td>
<td>70-90min</td>
<td>30-40min</td>
</tr>
</tbody>
</table>
"Imagination is the only key to the future. Without it none exists – with it all things are possible” Ida Tarbell

How to pick relevant tools

Tools can be utilised in various combinations to tailor to intended outcomes, participation and time available to engage with participants. Some suggestions for facilitators are given below. We encourage you to explore integrating the activities into existing processes for data collection, and adapt them to suit the context within which they are implemented.

For each combination of tools that you may choose for your workshop, we advise that facilitators begin with an icebreaker and set the context of the workshop for participants. You can also pick a short film, drawings or photographs that can support you in setting the context. As you become familiar with the tools, we hope you will find the activities that work best for you, adapt them further, or even add your own.

Where can the tools be implemented

Inclusive Imaginaries tools have been designed to support UNDP country office personnel in Asia and the Pacific, to facilitate workshops with members of civil society and youth, towards building policies and programmes to be more inclusive, locally driven, and reflective of the aspirations of the people they intend to serve.

It can be implemented along with other methods of research and data collection to bring forth citizen perspectives on development challenges and agendas. Some use cases from the pilot of Inclusive Imaginaries have been shared below:

- To bring forth community perspectives to identify relevant interventions, emerging risks and opportunities, in the context of ongoing development projects.
- To identify priority areas for CPDs that speak to not only current needs but also future aspirations.
- To bring forth youth perspectives into CO agendas for long term policy planning for example, by including in the Movers programme and the World We Want consultations.
- In collaboration with government counterparts, COs can utilise the tools for deep listening and identification of priority areas for programme development.
- As opportunities for community groups, to use the tools to expand on their current thinking, to foresee possible challenges and roadblocks in their endeavours and thus plan better.
- To build confidence in citizens towards articulating their desired futures, that are reflective of their local culture and values.
- To reflect on what beliefs, actions and aspirations help us create more equitable, sustainable, resilient and just communities.

How to use the toolkit
How to pick relevant tools

<table>
<thead>
<tr>
<th>INTENTION</th>
<th>ESTIMATED DURATION</th>
<th>TOOLS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>We want to introduce thinking about the future through imagination and build trust between participants</td>
<td>1.5 hrs</td>
<td>02 + 03</td>
</tr>
<tr>
<td>We want to reflect on local sources of inspiration that can help us build more equitable and resilient futures</td>
<td>2 hrs</td>
<td>02 + 04</td>
</tr>
<tr>
<td>We want diverse perspectives to envision a future around a specific thematic focus</td>
<td>3 hrs</td>
<td>02 + 03 + 05</td>
</tr>
<tr>
<td>We want to create artefacts to share diverse visions of the future rooted in our local context</td>
<td>4 hrs</td>
<td>02 + 03 + 04 + 06</td>
</tr>
<tr>
<td>We want to create artefacts to share diverse visions of the future around a specific thematic focus</td>
<td>4 hrs</td>
<td>02 + 03 + 05 + 06</td>
</tr>
<tr>
<td>We want to acquire visions of the future that are rooted in our local context and share perspectives around a specific thematic focus</td>
<td>6 hrs</td>
<td>02 + 03 + 04 + 05 + 06</td>
</tr>
<tr>
<td>We want to chart our journey towards our imagined future</td>
<td>4 hrs</td>
<td>02 + 04 + 07</td>
</tr>
</tbody>
</table>

*All workshops, regardless of the combination of tools used, should begin with Context Setting (01) and conclude with Share and Reflect (07)

Note: The combinations and intentions presented here are not intended to be exhaustive. Please treat them as starting points for picking the tools that are relevant to your work. Other combinations are possible. You are encouraged to experiment and use in tandem with other tools as well.

00 Ice Breaker
01 Context Setting
02 Guided Travel
02 Share Travel Stories
03 USP- Unique Success Parameter
04 The Looking Glass
05 Magazine Story
06 Path to Success
07 Share and Reflect
Preparing for an Inclusive Imaginaries Workshop

The Inclusive Imaginaries toolkit is designed to be utilised in the form of a facilitated workshop with members of the community that they intend to listen and engage with, either in person or remotely. Here are some guidelines to help you design and prepare for your workshop. The tools provided ahead include a “facilitator’s script” to guide facilitation of each activity.

However, please consider adapting the script and your instructions to include any specific cultural understanding. Make sure you are creating a comfortable, unprejudiced, and safe space for participants.

Participation

☐ Your workshop should ideally host a minimum of 8 or a maximum of 21 participants.
☐ For group activities, participants should be divided into groups of 3-5, with one facilitator accessible to each group.
☐ Bring together people with different lived experiences, ways of understanding, interpreting and imagining.
☐ These may be, but are not limited to differences in gender, age, ethnicity, class, caste, education or disabilities.

Workshop Format

☐ For in-person workshops, find a space that is spacious, with natural light, and that can accommodate whiteboards/pinboards.
☐ Print out templates or prompt cards provided in this toolkit on A4 or A3 sheets for participants to fill in using markers.
☐ For remote/digital workshops, use a platform that participants are familiar with and are comfortable with features like break out rooms.
☐ Ensure that participants have a stable internet connection.
☐ In case participants cannot access shared documentation platforms like Google Slides or Digital Whiteboard, one member in each group can be selected to play the role of a “scribe”.
☐ Use the digital version of the worksheets and prompts with participants, found in this toolkit.

Thematic Focus

☐ Choose Inclusive Imaginaries tools based on your intended workshop outcomes.
☐ Try to keep one key question or thematic focus for the Inclusive Imaginaries workshop.

Language

☐ Conduct the session in the local language or a language that participants are most comfortable with.
☐ Encourage participants to reflect on cultural nuances and if relevant include them in their responses and in building their artefacts.
☐ When doing translations, ensure that participant visions shared retain expressions and meanings as intended.

Boosting Imagination:

☐ Begin the II workshop with icebreakers or imagination boosting exercises to help participants let go of constraints and make room for imaginative ideas.
☐ Refer to the last section of the toolkit for some suggestions of exercises. Remember to keep these light and fun.

Setting the Future Horizon:

☐ Select a specific time horizon for the workshop and for all participants to imagine. This may be 2 years, 5 years or 10 years into the future.

Reflections

☐ Plan for adequate time for discussion during activities, and at the end of the workshop for sharing outcomes from group activities and collective reflection.
☐ Determine time for each activity based on the number of participants.
☐ Gather participant reflection and feedback on both the exercises as well as visions to note improvements for future Inclusive Imaginaries workshops.
03 Inclusive Imaginaries Tools
01 Context Setting

What is it?
A framework for your Inclusive Imaginaries workshop, based on which participants will reflect, discuss and imagine.

What will it do?
Instigate participants to begin thinking about their identity, beliefs, challenges and hopes, and how these may manifest in their futures.
Context Setting

Instructions
Set the context for participants to begin thinking about their culture, beliefs and how these may manifest in the work they do and the challenges they face. Introduce the thematic focus for the workshop; sharing the intended outcomes and what programme or policy process their contributions can inform.

Bring together visual prompts (photographs, drawings, short films, artefacts or objects) that engage participants to reflect; on their aspirations, aspects from their past or present that they want to take with them into the future, and what they want

Facilitator’s Script
“What hopes and visions we draw out in our imaginations becomes our range of possibility. It’s what we work towards and eventually build. We may often hear and share stories of our struggles and hopes, but don’t often imagine how things could be different and share our aspirations. Our desires are embedded within our cultural histories and realities.

Understanding and acting in the context of our culture can be a multiplier that brings new ideas and insights to the most challenging problems we face today. When we as a country/region can integrate our shared cultural history, it can help us innovate keeping local cultures and belief systems in mind, so that we are able to address complex challenges more effectively and sustainably.

In this workshop, we hope to take your hopes further, to unearth, discover and propose ways in which your identity, the beliefs and values we hold as citizens and members of our communities are upheld in the future. What do we want to take with us and what do we want to leave behind?”
The framework below has been created as a guide for you to think through how to set the context for your workshop; tailored to your participants, your visions for the workshop outcomes, and your cultural context.

**Current challenges**
What are current concerns for which the perspectives of citizens and/or stakeholders are being sought?

**Participants**
Who are the various stakeholders and can they be brought together to imagine and engage with through multiple workshops?

**Time Horizon**
How far into the future do participants imagine?

**Artifacts**
What objects, works of art, images help participants imagine what they want to take into with them into the future and what do they want to leave behind?

**Inspirations**
What local beliefs, practices or values can inform more contextual visions of the future?

**What is the thematic focus of the workshop?**

**The Future of**
Which policies or programmes can potentially integrate the visions that arise as a result of the workshops?

**Will Inform**
Inclusive Imaginaries Tools
02 (a) Guided Travel

What is it?
A process for participants to create a vivid image of a future embedded within their community context.

What will it do?
- Help people in the workshop imagine a vivid and detailed image of the future they want to create together.
- Generate engagement, creativity and energy for the visioning process.
(a) Guided Travel

Instructions
Introduce the exercise and its expectations to the participants. When participants are ready to begin, start to speak out the Guided Travel script. While guiding, make sure to maintain an even breath and a calm voice. Leave adequate space after each of your suggested prompts to visualise. Try to follow the prompts yourself to keep track and get a sense of how and when to pause.

Facilitator’s script (Introduction to the exercise)
In order to get past the attitudes and real & perceived obstacles that sometimes make it hard for us to dream, it is often helpful to take ourselves into the future without today’s constraints and look backwards.
We will use a technique called guided imagery to assist us in doing this.
It’s often used in theatrical work to support building up characters or scenes, apart from vision building processes.
You will be closing your eyes and relaxing. I will suggest a series of images for you to see. Trust and work with whatever pictures, senses, feelings and thoughts arise in response to my suggestions.
In this brief guided imagery, we will all travel ____ years into the future, a future in which the challenges you face today are no longer a challenge.
Your dream for it to be different has been realized. You will imagine a magazine cover story that speaks of your dream and it coming alive.

As you open your eyes, you will be randomly placed into break out rooms as pairs. You take turns in sharing your vision with your partner, guided by three questions.
While most people find it useful to close their eyes when visualising, if any participants find closing their eyes uncomfortable, they are welcome to imagine in their mind with their eyes open.

Facilitator’s script (Guided travel)
“Close your eyes and follow my voice and prompts. (You can choose to keep your videos off if you prefer when online) Take a moment to become aware of your breath, take a couple of deep breaths. Try to take 4 counts to breathe in and breathe out at the same pace. Take another 2-3 breaths at this pace.
As this pace becomes comfortable, begin to think about a moment ten years from today, it is ____ (day) the____(date) in____ (year) in the future. Everything that you had hoped and wished for, has come true. All your plans for where you would be, all that you’ve aspired for in your work and its impact has been achieved.

Imagine you are being interviewed on the success of your work for a cover story in a magazine. Which magazine is it, what is the cover image? What is the title of the article that catches the reader’s attention?
Visualise the impact of your work in the world, the specific results you have created, what has rippled out into the world from your activities, see the lives of people being touched by your work.
Take a tour through your workplace, where you are being interviewed, what does your workplace look like, who is part of your team, how are people working together? Feel the spirit in the organization and how its values are really being upheld.

Listen – you can hear conversations taking place.
What are people talking about? Colleagues, supporters, allies?
Put yourself in the picture, how are you feeling about your success? Are there things you would want to change or add? Right now, you are the architect of the future you want to see. Fill in the details. Make it really what you truly long for.

Every article has some bullets in bold – key statements that draw the reader’s attention. Now imagine these 3 bullets in bold that name some of the key inspirations and your beliefs that led to the success of your work. Now look at the last bullet in bold – it’s called the Big Breakthrough. It describes the tipping point, the key breakthrough that really made the difference, this is what truly made your fellow citizens proud of your success. Read about what was the big breakthrough. The cover story has an image that brings life to your success, visualising what this is. Keep this visualisation alive in your mind and open your eyes.”
02 (b) Share Travel Stories

What is it?
A role-play activity between two participants, to get a chance to share each other’s visions and imaginations.

What will it do?
- Help participants articulate their visions to a partner and listener.
- Build confidence in sharing aspirations for the future and clarify participants’ vision.
(b) Share Travel Stories

Instructions
Once you are done taking participants through the Guided Travel, break up participants into groups of two for the Share Travel Stories activity. Ask them to remember their visualisations and in turns play the role of an interviewer in the future.

Facilitator’s Script
“Stay with your visualisation. Once you’re in the breakout rooms as pairs, assume it’s (day) the (date) in ___ year in the future. You are meeting to be interviewed by the other for a magazine article on the success of your vision. Remember – you’re in the future, talking in the present tense.

Those being interviewed, don’t think too much and allow yourself to speak what comes to mind. Each participant takes 10-15min to answer their partner’s questions, after which they switch roles. As the interviewer, draw the other person out by asking the following questions of their imagination of the future.”

Ask your partner:
- What influenced your vision of success?
- What was the big breakthrough that made your fellow citizens proud of your success?
- What was unique in your approach that others can learn from?
03 USP (Unique Success Parameter)

What is it?
A tool to reflect on the sources of knowledge, inspirations and influences that lead participants to imagine success in the future.

What will it do?
• Help participants discover current beliefs, values or ideals that were relevant in their imaginations of the future.
• Discover unique, local cultural influences that emerged in participants’ visualisations.
Ask participants to reflect on their own visualisations (from Guided Travel) and those that were shared by partners (in Shared Travel). This will help to build on ideas, inspirations and beliefs that make their visions of success in the selected year in the future truly resonate with their community identity or the citizenship of their country. Use the questions shared in the USP template provided to collectively scribe reflections onto a shared board or page.

**Facilitator’s Script**

“Keep your visualisation alive, of the time when your hopes and desires have become a reality. We want you to reflect on the aspects that inspired you and led you to this success. Using the following questions as guides for discussion, we want to think about our beliefs and ideals, these may be representative of our country, our community or tribe, or the place we inhabit. Did any of those beliefs that we’ve inherited or grown up with influence our visions of the future? In what ways did they manifest in our visualisations? Are these unique to your context, or are they widely understood by others?”
| What contributed to the resilience of this reality that you find yourself in? | Were these aspects particular to your community, village, city or country context? If yes, can you describe in what way they are unique to your context or how it differs from others? If not, can you think about where these originate from? | When visualising your success, what aspects or characteristics of your community do you hope to not lose in the future? | If you think about past times of shock and disaster (economic shock, political upheaval, natural disasters etc.) what helped fellow community members and citizens come together to manage those shocks and to rebuild afterwards? Is this something you are proud of? Why? |
04 Looking Glass

What is it?
A tool to introduce specific questions and thematic focus areas which become lenses for participants to further probe and discuss the impact of their collective visions.

What will it do?
• Probe participants to think about impact from multiple perspectives that may not be their own.
• Explore tensions, risks, complexities that will need to be navigated in the context of their visions.
Looking Glass

Instructions

Introduce a focus area, theme or specific lens which you want participants to explore through their imaginations. Break up participants into groups of 3-5. Each group will probe further into what constitutes ideal futures that reflect their community and individual aspirations— to build what success looks like for their collective dreams in ___ year in the future.

Use the guide to making prompt cards shared in this tool as a starting point for discussion within the group and for documenting responses on a shared board. You can adapt and create questions that suit the intention and thematic focus of the workshop. Develop the prompts or questions for participants to explore the thematic focus through the following three perspectives:

What inspires them
Principles, beliefs or local customs that contribute to building their vision of the future.

What they stand for
Community values or priorities they would like to highlight if leading the process of making their ideal future.

The actions (steps) they take
• The shift between what they see today and all that they imagine for the future.
• How they feel about the changes they foresee.
• The ways in which they would do things differently.

Facilitator’s Script to (Set the Mindset to Discuss)

“You only have one part of the picture, so be open to other views to develop a more complex and realistic overview and accept you can never know everything. Each person’s perspective of the situation or culture of a community can help us all to find better solutions that take into account diverse needs.

Multiple perspectives are fine even if they are in tension; as this is the result and nature of complexity. The key is how you navigate those tensions together. Be open to discovering unintended connections between your visions and those that your team members visualised. If they intersect, explore the relationships that developed between your vision and theirs.”
# Looking Glass Prompt Card

<table>
<thead>
<tr>
<th>QUESTION/PROMPT:</th>
<th>QUESTION/PROMPT:</th>
<th>QUESTION/PROMPT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(aimed at understanding what inspires them)</td>
<td>(aimed at understanding what they stand for)</td>
<td>(aimed at understanding the actions they would take)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTICIPANT RESPONSES:</th>
<th>PARTICIPANT RESPONSES:</th>
<th>PARTICIPANT RESPONSES:</th>
</tr>
</thead>
<tbody>
<tr>
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Looking Glass Prompt Card is a tool designed to facilitate discussions about the future of communities or countries. Participants are invited to reflect on their vision of the future, exploring themes and lenses that resonate with them. The method encourages inclusive imaginaries, allowing for diverse perspectives and creative solutions.

- **What is the **______________________________** vision of the future of **______________________________**?**
**Looking Glass examples**

### What is a Laotian vision of a digital future?

<table>
<thead>
<tr>
<th>QUESTION/PROMPT:</th>
<th>QUESTION/PROMPT:</th>
<th>QUESTION/PROMPT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Laotian philosophy or ideas contribute to building a digital future?</td>
<td>If Laos is to lead the world in building a shared digital future, what is one value or ideal that you want to prioritise?</td>
<td>If you were to think about current access to digital platforms in Laos how would this change in 2031? What Laotian beliefs will influence the use of digital platforms and devices? Is there anything that makes you excited or anxious about this change?</td>
</tr>
</tbody>
</table>

(aimed at understanding what inspires them)  
(aimed at understanding what they stand for)  
(aimed at understanding the actions they would take)

### What is a long-term Malaysian vision for the development of future generations?

<table>
<thead>
<tr>
<th>QUESTION/PROMPT:</th>
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</thead>
<tbody>
<tr>
<td>What Malaysian beliefs contribute to long-term thinking and equitable development for future generations?</td>
<td>If Malaysia is to lead the world in crafting development plans that prioritise the needs of future generations, what is one value or ideal that will influence its design?</td>
<td>If you were to imagine the impact of ongoing development plans on the next generation in Malaysia, what Malaysian resources will future generations lose or gain? Is there anything that you would do differently?</td>
</tr>
</tbody>
</table>

(aimed at understanding what inspires them)  
(aimed at understanding what they stand for)  
(aimed at understanding the actions they would take)
Looking Glass examples

What is an **indigenous Filipino** vision to build **resilient** futures?

**QUESTION/PROMPT:**
What Filipino wisdom should be passed on across generations to build more resilient futures?

(aimed at understanding what inspires them)

**QUESTION/PROMPT:**
If the Philippines was to lead the world in learning from indigenous sources of knowledge to build resilience, what is one way in which Filipinos do this?

(aimed at understanding what they stand for)

**QUESTION/PROMPT:**
What do you believe to be ways in which inherited knowledge and relationships can be adapted to be relevant to the needs of communities in the Philippines today?

(aimed at understanding the actions they would take)

What is a **Samoan** vision of a **rightful** future?

**QUESTION/PROMPT:**
Are there ways in which being Samoan upholds the rights of its people and the planet?

(aimed at understanding what inspires them)

**QUESTION/PROMPT:**
If Samoa was to lead the world in building a vision of a rightful future, what is one principle that will form its foundation?

(aimed at understanding what they stand for)

**QUESTION/PROMPT:**
If you were to review the actions or approaches you consider necessary for the Samoan government and development agencies working in Samoa to uphold the social, economic and cultural rights of all citizens, what would your review checklist look like?

(aimed at understanding the actions they would take)
## Looking Glass examples

### What is an **indigenous Fijian** vision of a **resilient** future?

<table>
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<tr>
<th>QUESTION/PROMPT:</th>
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<tbody>
<tr>
<td>What iTaukei wisdom should be passed on across generations to build more resilient futures?</td>
<td>If Fijians were to lead the world in learning from indigenous sources of knowledge to build resilience, what is one way in which Fijian people would do this?</td>
<td>What are ways in which cultural artefacts, rituals, beliefs and relationships can be adapted to be relevant to the emerging needs of communities in the Pacific Island of Fiji?</td>
</tr>
</tbody>
</table>

(aimed at understanding what inspires them)  
(aimed at understanding what they stand for)  
(aimed at understanding the actions they would take)

### What is a **Nepalese** vision of a **equitable** future?

<table>
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<th>QUESTION/PROMPT:</th>
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<tbody>
<tr>
<td>What Nepalese beliefs contribute to prioritising equitable development for future generations?</td>
<td>If Nepal was to lead the world in building a vision of an equitable future, what would its founding principles be?</td>
<td>If you were to review the actions or approaches you consider necessary for the Nepalese government to uphold the social, economic and cultural rights of all citizens, what would your review checklist look like?</td>
</tr>
</tbody>
</table>

(aimed at understanding what inspires them)  
(aimed at understanding what they stand for)  
(aimed at understanding the actions they would take)
What is it?
A tool to create a visual artefact of a shared future.

What will it do?
• Develop a collective vision informed by diverse perspectives.
• Bring out points of cooperation and dissonance between personal and shared visions.
• Produce an artefact of the participants’ collective future vision.
Instructions

Describe the tool and expectations to participants for the Magazine Story. Divide participants into groups of 3-5. A template of the Magazine Story has been provided for participants to use. Present the template of the magazine story to create a shared collective vision of success in the year ____.

If participants have utilised the tools - USP and Looking Glass, ask them to use discussion highlights from these as well build out their collective vision. Directions for how they incorporate their answers into the Magazine Story are provided in the template.
Editor (ED): What has been the impact of your vision?
Team ________ : ...........................................................

Editor (ED): What was your big breakthrough that made it a success?
Team ________ : ...........................................................

Editor (ED): What is unique in your approach that has made all the difference
Team ________ : ...........................................................
A process to think through and document the journey from the moment of success in an imagined future back to today.

**What is it?**

- Create a roadmap of how success can be achieved.
- Deconstruct visions into actionable outcomes.
- Identify threats and roadblocks in the future.
- Interrogate alternative solutions.
- Develop the capacity to identify second order effects.

**What will it do?**
Participants in groups of 3-5 leap into the future from a challenge that they face today. Members of each group are asked to discuss challenges they’ve experienced in their work or in the communities.

Each group prioritises one challenge to build out a path to success for, keeping in mind that the challenge they prioritise is:

- A challenge that affects many diverse people.
- A challenge with long term repercussions and consequences.
- A challenge that multiple stakeholders with divergent perspectives are involved with.
- A challenge that needs to be prioritised but isn’t prioritised at the moment.

Ask each group to articulate a challenge statement and write it in the template provided.

Following this, ask participants to write a vision statement for the challenge, looking ___ years into the future. This is a vision that reflects all that they hope for.

Now that they have the starting and end points of their journey, ask participants to dive into filling out the “Path to Success” template on what it takes for their vision to become reality. The activity is based on a foresight technique called backcasting that involves building out a roadmap in reverse. It helps participants approach their visions from different perspectives, interrogate multiple aspects of having their vision come to life and explore collaborative planning processes.
Path to Success Template

Your Challenge in the year _________

QUESTION/PROMPT:
What is the current concern you experience that defines your problem statement?

PARTICIPANT RESPONSES: Your Challenge Statement

Your Vision in the year _________

QUESTION/PROMPT:
What is the new reality we experience from your successful implementation of the solution?

PARTICIPANT RESPONSES: Your Vision Statement
### Path to Success Template

<table>
<thead>
<tr>
<th>Team</th>
<th>Guiding Principles</th>
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<tbody>
<tr>
<td><strong>QUESTION/PROMPT:</strong></td>
<td><strong>QUESTION/PROMPT:</strong></td>
</tr>
<tr>
<td>Who was part of your team? How did you select them and decide on what role each would play? Were there some unexpected people that brought in great insights or contributed significantly to your process?</td>
<td>What were the principles, beliefs, local customs or lived experiences that were central to keeping you on the success path to the future—in the absence of which your initiative would have failed?</td>
</tr>
<tr>
<td><strong>PARTICIPANT RESPONSES:</strong></td>
<td><strong>PARTICIPANT RESPONSES:</strong></td>
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</table>
## Path to Success Template

<table>
<thead>
<tr>
<th>Resources</th>
<th>Data</th>
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**QUESTION/PROMPT:**

What economic and natural resources were available to you and for what purpose were these used to make your future world? Were these resources valuable in your current reality or not?

**QUESTION/PROMPT:**

What digital platforms and data were important for you to achieve your vision? What kind of virtual relationships or technological tools supported your world?

**PARTICIPANT RESPONSES:**

**PARTICIPANT RESPONSES:**
## Path to Success Template

### Roadblocks

**QUESTION/PROMPT:**

Where did the most resistance come from? What were major roadblocks you saw during your journey? Think about who or what was responsible for these. Was it individual behaviour, politics, social relationships, culture, economic constraints or markets or something else? What potential risks did you have to deal with and how were these managed?

### Inclusivity

**QUESTION/PROMPT:**

What systems or processes did you adopt to ensure that you reach all the intended beneficiaries? What were the ways in which you brought everyone in your team on the same page?

### PARTICIPANT RESPONSES:

<p>| | |</p>
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### Path to Success Template

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUESTION/PROMPT:</strong></td>
<td><strong>QUESTION/PROMPT:</strong></td>
</tr>
<tr>
<td>How did you and your team evaluate successes and failures while working towards your vision for the future?</td>
<td>Any other action you want to define that was relevant to your journey of success.</td>
</tr>
<tr>
<td><strong>PARTICIPANT RESPONSES:</strong></td>
<td><strong>PARTICIPANT RESPONSES:</strong></td>
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</tbody>
</table>
Reflection is an integral part of any learning process. It is an opportunity to sort through observations and experiences, consider multiple possible interpretations, and create shared meaning.

**What is it?**
Reflection is an integral part of any learning process. It is an opportunity to sort through observations and experiences, consider multiple possible interpretations, and create shared meaning.

**What will it do?**
- Synthesise and articulate takeaways from the workshop.
- Understand what makes for collective impact and fulfilment.
- Build confidence in participants to achieve their desired goals.
Share and Reflect with Participants

Instructions

Bring all the groups together at the end of the workshop. Each group can take 3-5 minutes each to share either their magazine spread or other documented artefacts with the others. As they listen and begin to share their thoughts and reflections, you can use the questions shared here for participants to reflect on the process, emerging ideas and ways forward.

Ensure that there is time scheduled for this essential component of the workshop. Engaging in deliberate and structured thinking with workshop participants, about the choices they made, how one approach was different from the other. This helps identify the impact of the choices made and can give direction and collective insights to support ways of thinking and doing. Collective reflection is especially valuable to view issues from different perspectives, those that can challenge assumptions and preconceptions, and often encourage the development of new views and opinions.

Do note, the questions shared here have been formulated as a broad guide to reflect on ways in which new thinking can be infused within the creation of development agendas. The questions probe how citizen perspectives can be used in tandem with expert-led research in building our collective futures. You can adapt the questions to suit the intended outcomes of your session, and to fit the thematic areas and challenges that have been addressed during the workshop.

Questions for Reflection (for Participants)

- Any process, idea or action you observed from other groups’ imaginations, which is starkly similar or different from your current approach to challenges at hand?
- What values should new approaches and proposals hold, to ensure that you, as well as communities other than your own, thrive in the future?
- What do you think needs to be done to change the status quo, shift mindsets, adapt policies or norms, to make your imagination a reality?
- What recommendations and provocations do you have for policy makers and development institutions to integrate your vision of the future?
The Inclusive Imaginaries toolkit is designed with the intention of iterative improvements, and reflection on both the tools as well as visions gathered, are imperative.

Use questions shared in this section as a guide to reflect on the approach, process and outcomes from the workshop. Discuss whether the intention of the workshop was met, which tools emerged as most impactful and document the challenges and failures.

Document your discussions and synthesise your learnings in order to share them with relevant stakeholders. If you’re using the Inclusive Imaginaries tools along with other methods, ensure that you collectively synthesise your learnings, to inform the design or execution of policies and programmes.

You are also encouraged to discuss and share what you found challenging and what excited you the most. If you would like to share suggestions on how to improve this toolkit, drop us a line at team@poppyseed.in or aarathi.krishnan@undp.org

Questions for Reflection (for Facilitators)

- Where did participants in your workshop draw inspiration from? What dominant ideas, norms and beliefs did they embrace and reject?
- What are priorities, processes, ideas or actions that have emerged from participants’ imaginations, that align with or disrupt current approaches in your country? What informed these and what values do they hold?
- What are other methods of research, data collection and planning that you can utilise in tandem with the Inclusive Imaginaries to support your work?
- What are your recommendations or provocations for the international development community at large, in terms of how to shift mindsets, policies, norms etc, and to be able to work in alignment with the values that emerged to be valuable in the future?
04 Building the Imagination Muscle
Round Table Story

Begin with a short story introduction. Then go round the group participants with each one adding a small sentence to the story. A creative way to use your imagination and see where the story takes you.

Hammer or Nail

This is a fun-go around the room activity. Choose two random objects, for example, a tree or the wind and ask everyone to pick which one best describes them and why.

The Reverse Brainstorm

This icebreaker will help to stimulate new creative paths. Create a list of made-up brand names and get participants to think of as many products or businesses that the name could stand for. Try and encourage people to be as descriptive and expressive as possible.

Invisible Ball

This activity engages participants’ imaginations as they pass energy across the circle in the form of an invisible ball with a specific size, shape, and weight. In a circle, the first participant chooses an imaginary object and “throws” it to someone else in the group. Each participant also demonstrates the characteristics of an imagined ball by throwing it back and forth in their hands e.g., imagine holding a very large, round, heavy ball. Just before they throw it they say what it is and who they are throwing it to. For example “I’m going to throw a tennis ball to Ben”. The catcher mimes catching the imaginary object, changes it to something new and throws it on to the next person. For example “Thanks for the tennis ball Sara, I’m going to throw a feather to Maya”. You can use your imagination to think of new things to mime throwing and catching.

Alternative Use

Ask participants to choose a familiar object that they use everyday. Then, start off a timer and ask them to think of as many new uses for it as possible. Participants can write their answers on a piece of paper which can then be shared between the group, exploring the diverse range of imaginations that emerge.
Building the Imagination Muscle

Fun exercises to boost imagination

**Scribble Past Memories**  
5-10min

Pick a blank page (a regular A4 size paper), hold a pen/pencil in your hand. Close your eyes and remember the stories you’ve heard from your grandmother/grandfather of growing up in ____ (city/country). Begin drawing a line from one end of your paper and trace the journey of walking through the neighbourhood she/he grew up in, without lifting up your pen. Once you’ve finished, open your eyes and label your scribble as you remember it.

**Complete the Incomplete Figure**  
10-15min

Give two incomplete images like the one below, and ask participants to finish the picture.

**Cross Breeding**  
15-30min

Get imaginations moving with an activity of cross-breeding. Encourage the group to explore the result of cross-breeding plants, objects, animals, and people. Have four boxes containing slips of paper with names of ‘Plants’ | ‘Objects’ | ‘Animals’ | ‘Job Descriptions’ that are prevalent in the spaces and communities that you’re engaging with. Each participant picks up two slips from any of the four categories to make a hybrid. For example- bird x village doctor. Then pose some/all of the following questions to participants:

- What does it look like? Draw a picture Label and post it on a wall.
- What does it do?
- What sound does it make?
- What are the unique strengths of each (at least 3)?
- What are the unique weaknesses of each (at least 3)?

**30 Circles**  
5-10min

Hand out to each participant a sheet of paper with 30 blank circles. Ask them to draw out into the circles with as many recognisable objects as possible in a given time (suggested 5-8 minutes).

**The Mean Machine**  
5-10min

Pick one emotion - for example, Anger. List the situations that make you angry. For example, noisy neighbours, strict parents, a lot of work, wrong haircut, etc.

Then with every situation, come up with a related image For example, noisy neighbours – speakers, wrong haircut - mirror etc. Then, you draw and connect together these images on the sheet of paper to create your ‘machine of anger’.
Other Resources

Co-design with, not for
https://www.beyondsticky notes.com/what-is-codesign

Alternative Futures Scenario Kit
https://livingfutures.org/

The Systemic Design Practice Wheel
https://www.emmablomkamp.com/practice

StoryListening: A theory and practice of gathering narrative evidence to inform decision-making.

Nesta: Collective Intelligence Design Playbook
https://www.nesta.org.uk/toolkit/collective-intelligence-design-playbook/

The Long Time Project
https://www.thelongtimeacademy.com/

Imaginations

A film journeys from a violent present to a cooperative future.
https://superflux.in/index.php/work/the-intersection/

Co-creating new narratives for decentralised digital futures in rural Karnataka
https://www.decentralising.digital/

Stories for a more sustainable post-pandemic future
https://www.constructivevisions.org/

Readings

Localisation Re-imagined: Regenerating the Polyculture of Humanitarianism
https://www.alnap.org/localisation-re-imagined-regenerating-the-polyculture-of-humanitarianism

Crowdsourcing a Sustainable Future

Confront the Climate Crisis Without Losing Hope

The Anticipatory Governance of Sustainability Transformations

What might South Asian Futurism Look Like?
https://www.jgnt.co/browning-the-future-south-asia-science-fiction

This is Doing Festival
https://www.thisisdoing.com/the-doing-design-festival