



ADOLESCENTS SHAPING THEIR FUTURE

A Foresight Toolkit

Included in this toolkit

Adolescents Shaping Their Future: A Foresight Toolkit is for the use of UNICEF staff and partners in countries around the world. It provides an introduction to foresight and an overview of some of the main methodologies appropriate for use with adolescents.

The toolkit draws on the best available tools and resources from governments, the private sector, academia and civil society organizations. Hyperlinks are included throughout the guide to facilitate easy access to online toolkits and facilitation manuals.

Adolescents Shaping Their Future: A Foresight Toolkit was prepared by the **Policy Planning Unit** in UNICEF's Division of Data, Research and Policy. Sincere thanks to the **Teach the Future** programme as well as UNICEF's **Adolescent Development and Participation** and **Communication for Development** teams for actively contributing to the development of this guidance.

This is a 'living document' - we welcome your comments and feedback on this guidance and would like to learn more about your experiences engaging adolescents in foresight. Please contact us with your suggestions.

New York, December 2016

- 1 Introduction: Engaging adolescents in foresight
- 2 When to use foresight with adolescents
- 3 How to do foresight
- 4 Foresight journey and methodologies



1

Engaging adolescents in foresight

Introduction

Foresight is the capacity to anticipate and plan for possible futures. With international organizations increasingly called upon to respond to complex and rapidly evolving global challenges, there has been a renewed interest in foresight. UNICEF offices, from headquarters to the country level, are making greater use of foresight to inform strategic planning and programme design¹.

At the same time, there is an expressed interest in engaging adolescents² in foresight as a way to empower them to shape their own future, the future of their communities and their countries. It is also a useful tool for facilitating adolescents' contributions to development planning. In response, the Policy and Planning Unit, in the Division of Data, Research and Policy, is working with countries to introduce foresight methodologies as a way to bring adolescents into conversations about their future.

¹ For more information see Policy Planning Unit, *Suggested Readings 17: Foresight*, 16 December 2014.

² Adolescents are here defined as individuals between the ages of 10 and 19 years.

Why use foresight with adolescents? ³

The use of foresight complements UNICEF's broader strategies for engaging and empowering adolescents. It builds on UNICEF's commitment to fulfil Article 12 of the Convention on the Rights of the Child, which articulates the responsibility of governments to realize children's right to be heard in decision-making processes that affect their lives.

Beyond rights, there are pragmatic reasons for involving adolescents in foresight. Participation of people, both young and old, in decisions that affect their lives improves service design and delivery, generating more positive outcomes.⁴ When dealing with longer time frames, young people's participation takes on an additional importance: they will live with the consequences of current policy decisions longer than senior decision-makers.

In contexts where adolescents have limited say in their lives or community affairs, foresight can be an entry point for their participation. By adding a temporal dimension to issues under discussion, adolescents are given a clear stake in a recognized long-term process – a stake that might be less apparent in incremental strategic planning. On climate change, for example, the inter-generational nature of the problem has fostered engagement of young people.

² The foresight methodologies are intended for use primarily with adolescents, generally 10-19 years old. However, depending on the country context and purpose of the foresight exercise, they can also be used with youth (15-24). The term 'young people' encompasses both adolescents and youth (10-24 years old).

⁴ Farrow, Alex, 'Children, young people and participation', Youth Policy Working Paper, Youth Policy Press, Berlin, 2016.

Foresight helps develop a preferred vision for the future, and then work back through the steps required to get there. This approach can nudge planners, young and old, past incremental planning to a more ambitious and holistic vision of what should be achieved.

Another benefit of using foresight is to create platforms for engagement that are more democratic and participatory. The use of games and other 'out-of-the-box' approaches can foster a greater feeling of ownership among adolescents than workshop approaches, which are typically designed by adults for adults. Such foresight methods occupy a separate space from regular planning, and as such are not perceived as a threat to cultural traditions surrounding age, rank and decision-making.⁵

As with all participatory exercises contributing to policies and programmes, it is important to avoid manipulative or tokenistic involvement. Participation should be as meaningful as possible, maximizing adolescents' opportunities to contribute to the "best of their abilities."⁶ When possible, adolescents should be involved in the design and implementation of exercises, and contribute to a broader dialogue with all stakeholders.⁷ Critically, adolescents should understand the process to which they are contributing and how these contributions will help to drive results. Otherwise, involvement risks being short-term, and stakeholders will remain unaccountable to youth views.

⁵ Telephone interview with John Sweeney, Deputy Director, Center for Postnormal Policy and Futures Studies, on 18 August 2016.

⁶ Hart, Roger A., 'Children's Participation: from Tokenism to Citizenship', Innocenti Essays No. 4, UNICEF International Child Development Centre, Florence, 1992.

⁷ Ibid.



2

When to use foresight with adolescents?

When to use foresight with adolescents

The following are some examples of opportune situations for involving adolescents in foresight:

- a** Creating Positive Visions for the Future
- b** National Planning
- c** Regional and Global Dialogues
- d** Programme and Service Design
- e** Urban Planning



“Even though something happened in your past, that doesn’t mean that it is the way your future is going to end up going.”

- David, student

a Creating Positive Visions for the Future

Foresight approaches enable adolescents to positively and creatively re-imagine their futures, shape alternatives and develop pathways to achieve them. This can be particularly formative in situations where their regular lives have been interrupted or prospects are deeply uncertain, including situations of conflict and displacement. Similarly, it could be a positive tool to engage adolescents living in areas with high levels of poverty and violence, or in areas threatened by climate change or environment degradation that face relocation in coming years. Such exercises should move adolescents from feelings of powerlessness in the face of overwhelming circumstances to self-determination and possibility.

b National Planning

Foresight approaches can enhance national planning processes by encouraging participants to look beyond the usual time frames, consider multiple paths and listen to a diverse range of perspectives – including those of adolescents.¹

These processes encompass:

- 1) Government-led exercises, for example, national development plans or youth policies
- 2) UNICEF-led processes, notably the elaboration of new Country Programmes, and
- 3) wider United Nations-led processes and Sustainable Development Goals (SDG) planning. (See these hyperlinked examples from [Tonga](#) and [Montenegro](#).)

National foresight exercises can take advantage of digital platforms and tools to engage a broad range of adolescents and stakeholders of all ages. Established UNICEF apps like [U-Report](#), [Edu-Trac](#) and digital mapping have a proven track record of success in many countries and can be readily adapted to a foresight exercise, as needed. The views and ideas collected through digital platforms can be used in tandem with in-person workshops with adolescents who may not have access to digital tools.

Two types of national consultations can be envisioned:

1. National foresight with adolescents
2. National foresight for children, including adolescents

¹ Dautovic, Ana, and John Sweeney, 'Reflections on Montenegro's Forward-looking Plan of Cooperation with the UN', 2016, <www.silofighters.org/reflections-on-montenegros-forward-looking-plan-of-cooperation-with-the-un>.

National foresight with adolescents

In this scenario, a diverse group of adolescents is engaged to develop and articulate their views on emerging trends and visions for the future. At the outset, consideration should be given to different types of adolescents, with attention paid to marginalized groups. The results of these foresight exercises can be used to advocate for young people's interests.

National foresight for children, including adolescents

In this scenario, adolescents are just one group of stakeholders engaged on child-focused foresight within a broader group including families, caregivers, child service providers and policymakers. Child-focused foresight could address trends and issues for children of all ages, from infancy to adolescence, and promote inter-generational dialogue on the future.

c Regional and Global Dialogues

With a global mandate and reach, UNICEF is frequently called upon to facilitate international dialogue with adolescents. Foresight methodologies, such as the [Delphi Survey](#), can be used to crowdsource inputs from people who cannot meet face-to-face. This can range from simple surveys to more complex, multi-stage collaboration. Exercises can be specific to one theme (e.g., inequality) or look at multiple issues. Adolescents have engaged remotely in foresight as part of [UNICEF's Global Risks and Opportunities for Children Survey](#), using the [Voices of Youth](#) online platform, and contributed to the Sustainable Development Agenda 2030 through [MyWorld survey](#) as well as the [World We Want](#) thematic and national online consultation space.

d Programme and Services Design

Foresight can contribute to the design of specific programmes and services. The aim is to engage adolescents in developing a shared vision of what a programme should achieve and then to work back through the steps required to realize it.

With the new **Sustainable Development Goals articulated through the Agenda 2030 Outcome Document**², there is renewed focus on fostering participation in monitoring processes. Foresight can be used to engage adolescents in the design of new accountability mechanisms. The vision is to implement two-way communication so that children, young people and communities can (a) receive reliable information related to the SDGs and (b) provide feedback on whether the SDGs are delivering positive, tangible results. Foresight can be used with adolescents (and adults) to define how they should monitor and report on policies and services that are in the pipeline, and anticipate the skills and resources necessary to effectively engage.

e Urban Planning

Given rapid urbanization in Africa and Asia, particularly in secondary cities, foresight is especially pertinent in an urban planning context. An urban foresight process could bring together adolescents from diverse perspectives and socio-economic groups to contribute to tangible improvements in city infrastructure, public spaces and services.

“The unprecedented confluence of climate change, population boom, and the rush to live in cities means that our critical human development will take place in cities. How will we manage this vast change? What secrets do we need to unlock? Does life in a city mean doom or boon for our children and the generations that follow?”

Dr. Joan Clos, Executive Director, UN-Habitat.³

² <https://sustainabledevelopment.un.org/post2015/transformingourworld>

³ “Science of Cities” Tool Measures Impact of Cities on People, UN-Habitat, 6 June 2016, <<http://www.un.org/sustainabledevelopment/blog/2016/06/science-of-cities-tool-measures-impact-of-cities-on-people/>>.



Figure 1 Using foresight with adolescents in the Country Programme Process



3

How to do foresight?

Before starting a participatory foresight and futures process, there are some basic principles to consider and questions to ask.

Feasibility

Is the foresight exercise appropriate to the context and will it yield valuable evidence and ideas? Some typical considerations:

- **A need exists.** What is the purpose of the foresight project? How will results be used? What will it influence? Check if similar work has been done previously.
- **High-level support:** Developing bottom-up foresight exercise with adolescents can be exciting; however, without wide engagement and senior-level support, the impact may be short-lived. Make sure sponsoring organizations support the exercise and identify senior champions to guide the work and protect it when other priorities emerge.
- **Political context:** Avoid topics that are highly sensitive or divisive. Consider the political context – will it change dramatically during the exercise (e.g., right before elections)?

Design

Here are a few considerations for defining the structure of the process and making decisions about resources:

- Who are the users or stakeholders? A foresight process may have multiple users, and results may need to be customized to each.
- What is the focus? Before starting the exercise, it is worth spending some time defining the general focus, though noting that participants will further shape the domain as part of the foresight process.
- What is the time frame? Foresight exercises can take anywhere from a few weeks to several months. In some cases, it is a continuous activity.
- What skills and competencies are required? Determining these early on will help to secure the right resources. For foresight with adolescents, it is important to identify facilitators who are comfortable with both foresight and working with young people. Consider the knowledge resources required, such as access to libraries, the Internet and local institutions.
- What is cost of the exercise? Consider the project

team required, the duration of the exercise, number of participants, travel expenses, sub-contracting (such as websites and surveys), and the publication and dissemination of results.

Organization

As with any initiative, managing time, people, expectations and communications is central to the foresight process. Identifying the role for adolescents in the managing structure is imperative.

- **Steering committee:** high-level representatives of the organizations sponsoring the foresight should be involved in reviewing and signing off on major decisions, keeping an eye on progress, mobilizing support and formulating policy recommendations..
- **Project management team:** Responsible for day-to-day running of the project.

Process

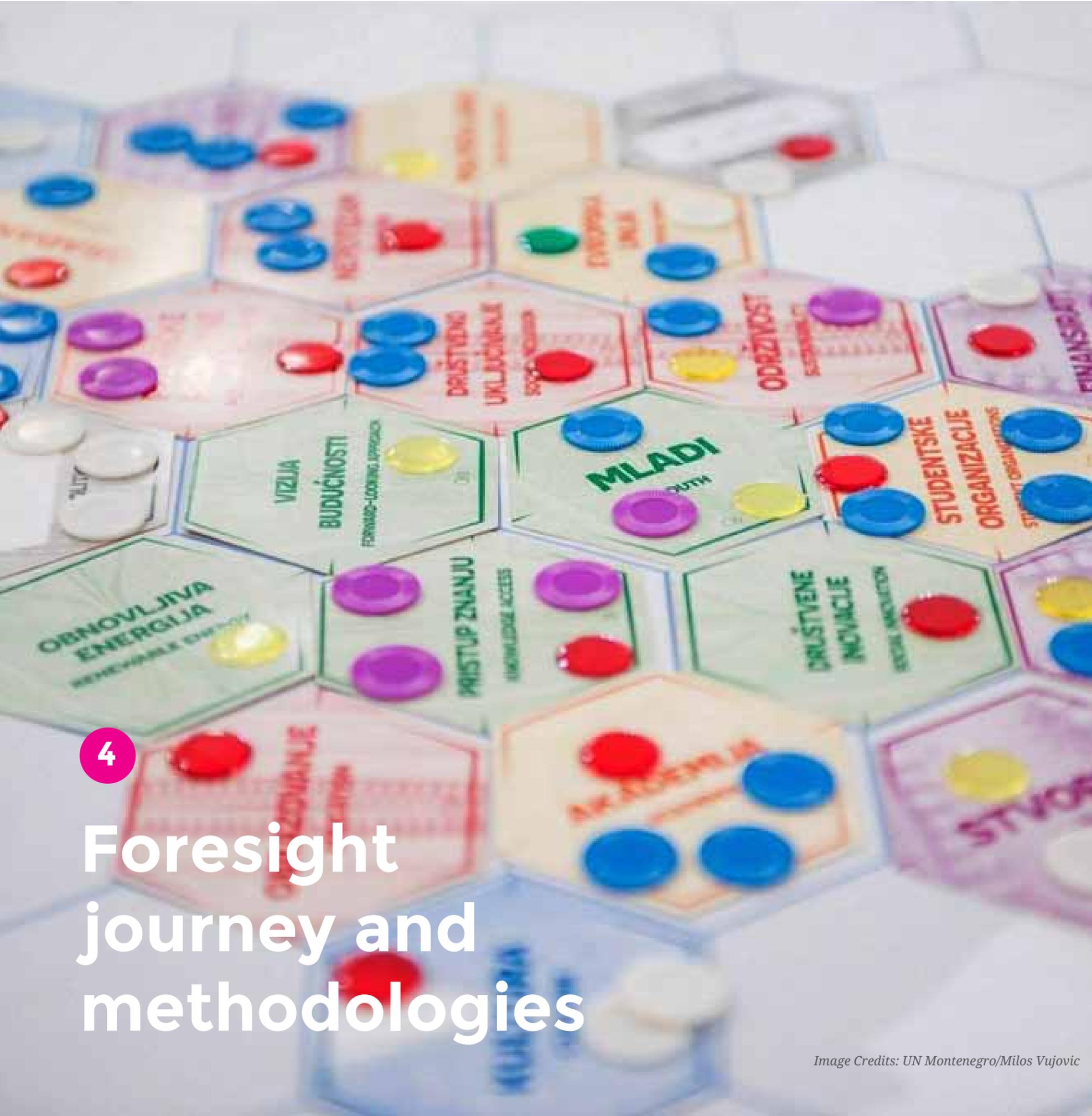
One of the main features of any foresight activity is its participatory dimension. At the outset it is important to determine the degree of adolescents' participation. Will they be consulted and informed, or will they be involved in design and decision-making? The extent of adolescents' participation will depend on the purpose of the exercise, their capacity, cultural context, and the time and resources available.¹

Evaluation

It is important to check if the final process and products met the original aims. Has the exercise provided fresh evidence or insights that would not normally be available? Be honest about the value of the exercise. It is also fundamental to adolescents' participation that consultation results be shared in a youth-friendly format.

Adapted from [How to do Foresight?](#) European Foresight Platform (EFP) and [The Futures Toolkit](#) by the UK Government. Additional guidance on organizing and managing foresight exercises can be found in [FUTURREG The Futures Toolkit](#).

¹ Hart. R., (2016)

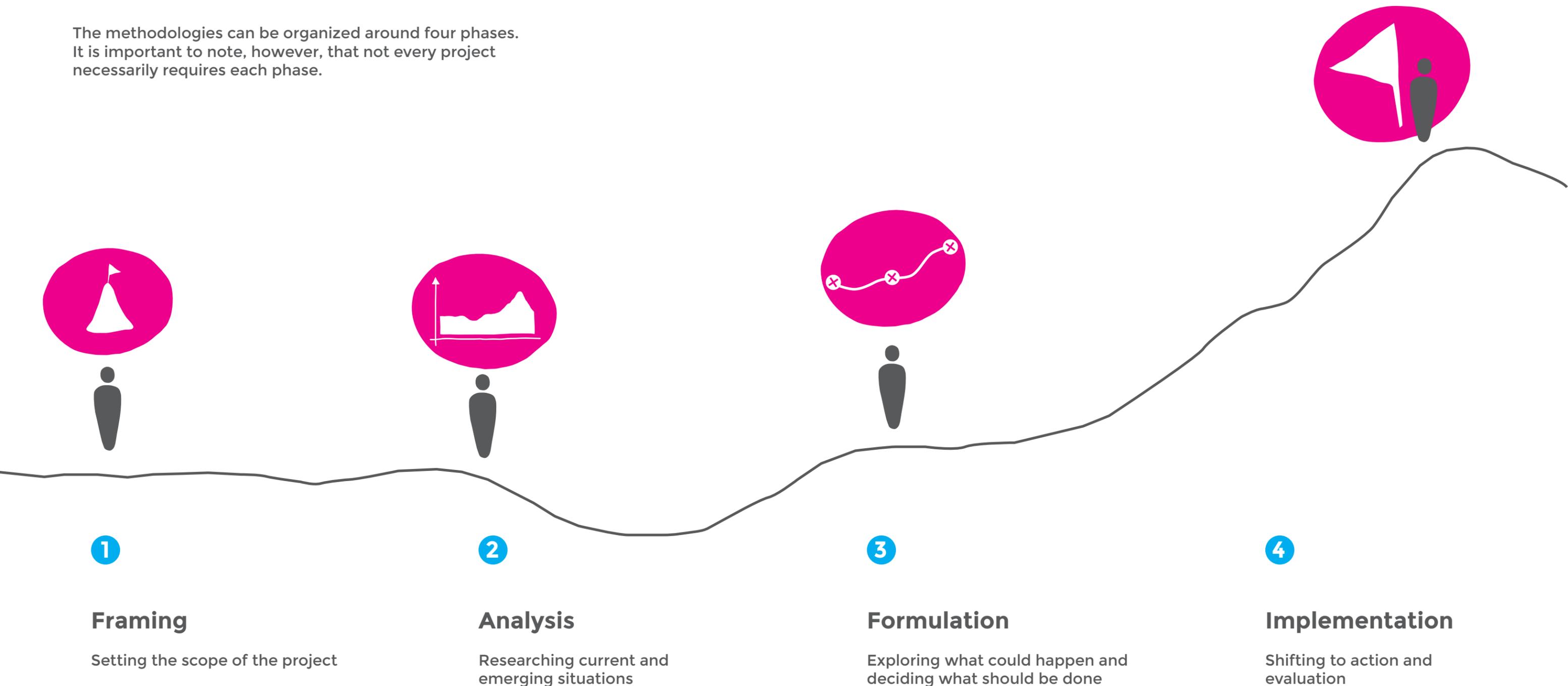


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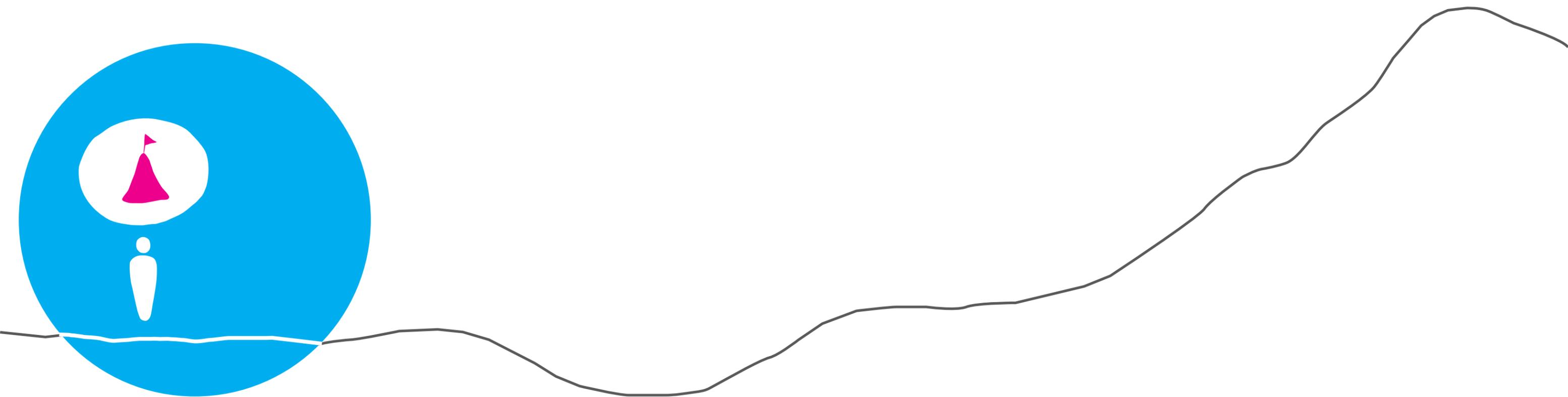
Foresight journey and methodologies

Selecting which methodologies to use in foresight with adolescents will depend on the objective, time and resources available, and the level of capacity and experience within the given context.

The methodologies can be organized around four phases. It is important to note, however, that not every project necessarily requires each phase.



Most foresight methodologies were developed for use by adults and may require adjustment to work for younger participants. Facilitators experienced in working with young people should be able to adapt them as needed.



1 Framing

Young people are rarely taught to think about the future in creative and critical ways, so facilitators should begin by building adolescents' initial capacity to engage in foresight work, and then involving them in defining the domain of the foresight exercise.

Building a future's orientation

Activities that allow adolescents to explore their ideas about the future can help them understand their own role in shaping the future. Games, such as [The Thing from the Future](#) or the Institute for the Future's [Artifact Engine](#), can help release the constraints of today and prepare young people to imagine multiple possible futures creatively and critically.

Defining the Domain

The 'domain' is the topic of inquiry in a foresight project, which can be practically anything. Primarily, participants need to set a time horizon (how far into the future they will look) and boundaries (what is included in the scope of the project and what is not). Tools such as a domain map, which clarifies the domain by breaking it down into categories and subcategories, can help participants narrow or widen the scope of the project as necessary and find consensus among the group. Resource: Teach the Future Library.



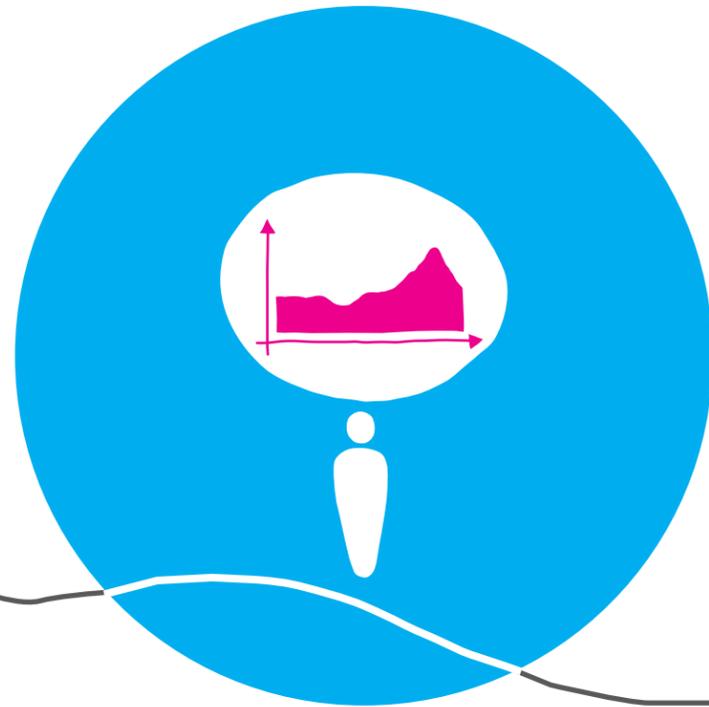
Image Credits: UN Montenegro/Milos Vujovic

Resource: Teach the Future Library

Teach the Future is an initiative to establish ‘futures thinking’ as a natural component of secondary, post-secondary and professional education. The goal is to provide support and resources to educators. An online library, Tomorrow’s Learning Library, provides links to relevant curricula, including introductory lessons and games. <http://library.teachthefuture.org/>

Framing: Links to online tools and lessons

Building Future Orientation	<i>An Educator’s Guide: Realistic and Creative Strategies for Thinking about the Future</i>
	<i>Institute for the Future Artifact Engine</i>
	<i>The Thing from the Future</i>
	<i>Assumption Reversal</i>
Defining the Domain	<i>Defining the Domain</i>
	<i>Shaping Our Futures, pages 16-20</i>



2 Analysis

A second step in foresight is gathering and analysing knowledge about emerging trends, and the impact they may have in the future. Two general approaches are explored below: scanning (the collection and analysis of text-based information) and consultations (pooling collective insights from experts and/or participants).

Scanning

Scanning is a research process to learn more about current and emerging issues by looking for emerging trends and pivotal events. The aim is to be informed about the domain so that foresight is grounded in ongoing or nascent changes.

With some guidance from an adult, a team of adolescents with access to the Internet or hard copies of journals should be able to undertake scanning over a period of a few weeks – or even in the space of a several-hour session. Young researchers should be connected with knowledgeable adults who can guide them to resources. Once the team has assembled their evidence of the current conditions and change on the horizon, they are able to begin considering possible futures of their domain.

One way to conduct scanning is by using a structured approach, most commonly done with the **STEEP** framework. STEEP categorizes scanning of the external environment under Social, Technological, Environmental, Economic and Political rubrics. Below is a simple template to start scanning:

	0 - 2 years	2 - 5 years	5+ years
Society			
Technology			
Environment			
Economics			
Political			

From UK Government, *The Futures Toolkit: Tools for strategic futures for policy makers and analysts.*

Example: A Way to Organize Scanning of Major Trends, Events and Issues

- 1 **Description:** Describe the trend, event, or issue
- 2 **Significance:** What is the significance of this item for the future?
- 3 **Consequences or Impacts:** What are the future consequences or impacts of this item?
- 4 **Status:** What is the status of this item; e.g., early social movement, health changes, percent of the public involved, or other way to specify current status?
- 5 **Actors:** Who are the actors directly involved or affected (people, organizations, areas)?
- 6 **Miscellaneous:** What do you want to add that is not noted above?
- 7 **Classification:** In which domain does this event, trend or issue belong?
- 8 **Source:** Where did you obtain this information (i.e. journals, books, or other media)?
- 9 **Location:** Where is the source located?
- 10 **Date:** The day the information was entered
- 11 **Scanner:** Name and address of the person making the entry.

From Glenn, J.C. and Gordon, T.J., (2009) *Environmental Scanning, The Millennium Project*

Resources: Scanning and STEEP

Digital Knowledge: There is a wealth of software that can help with scanning. These tools enable the storing and sharing of hyperlinks, documents and images as well as the initial analysis. Recommended programmes include Pearltrees by DEFRA, TheBrain by SEFRA and Factr (still in beta).

Driver of Change is an easy-to-use set of cards designed to stimulate thought and investigation on key global issues and trends, including demographics, climate change, poverty and water. Designed by Arup Foresight, the 'drivers of change' are organized into STEEP categories. The cards can be used as workshop materials and can serve as an input for strategy and innovation processes: <http://www.driversofchange.com/tools/doc/>

Consultations

In addition to or as an alternative to scanning, adolescents can be engaged in structured surveys and conversations that draw on the experience and knowledge of their peers and adult experts. Two methods are considered here – the less intensive ‘7 Questions’ and more structured and involved ‘Delphi survey’.

7 Questions

This technique involves a team of adolescents eliciting information from key individuals regarding the future. Seven open-ended questions encourage the interviewees to think more deeply about the future. This technique provides a structured way for adolescents to engage with senior decision-makers and foster inter-generational dialogue.

Delphi Survey

The **Delphi Survey** is a structured process that uses surveys and expert opinions to create consensus in forecasts. Examples of the Delphi survey include the World Economic Forum’s **Global Risk Report** and **UNICEF’s Global Risk and Opportunities for Children Survey**, which involved not only UNICEF staff but also more than 100 young people through the ‘Voices of Youth’ platform. Another example is the **MyWorld2015** survey and **WorldWeWant** consultations, which enabled young people around the world to weigh in on priorities for the SDGs. Similar national or regional surveys could use the **U-Report** app to collect adolescents’ thoughts on emerging trends and priorities, as well as to provide forward-looking data on perceptions. Alternatively, young people can organize an in-person Delphi consultation among themselves to come to a consensus.

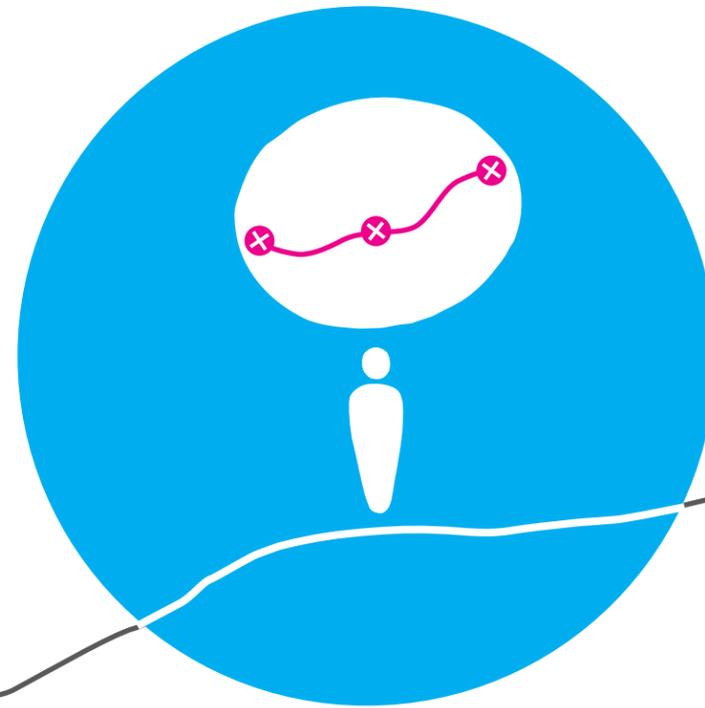
Resources: Online survey platforms to understand young people’s perspective

Futurescaper is an innovative online survey platform to facilitate building future scenarios based on adolescents’ contributions. The survey has a unique structure that allows users to get a sense of the way issues affect youth. Moreover, the survey encourages participants to share their own ideas and approaches on dealing with the issue. To see an example about a Futurescaper experience in Kosovo click [here](#).

Sensemaker is a narrative-based software tool that enables the capture and analysis of a large quantity of stories to understand complex change. Participants provide narratives about their lives and are asked to analyse their meaning and significance. The methodology has been used with adolescents around the world. To see an example about a Sensemaker experience in Rwanda and Ethiopia click [here](#). You can experience a Sensemaker survey (on the Future of Cities) by clicking [here](#).

Analysis: Links to online tools

Scanning	The Futures Toolkit (UK Government)
	Future Risks and Opportunities Toolkit
	Drivers of Change (Arup)
	EFP Foresight Platform (Analysis)
	Infinite Futures
	Teach the Future’s Futures Research and Timeline
7 Questions	The Futures Toolkit (UK Government)
	Future Risks and Opportunities Toolkit
Delphi	The Futures Toolkit (UK Government)
	Future Risks and Opportunities Toolkit
	EFP Foresight Platform (Delphi)
	Futurescaper
	Sensemaker



3 Formulation

With formulation, foresight moves past identification and analysis of emerging issues to the active formulation of future scenarios. Methods are generally divided into:

- 1) **Exploratory**, which start with the present and explore where trends and events may lead in the future, and
- 2) **Normative**, which begin with the future and work back through the events and steps that would likely lead to it. With normative methods, there is an emphasis on envisioning a desirable future and identifying ways it might be achieved.¹ In this regard, it is similar to the **Theory of Change** approach to strategic planning.

¹ European Commission, 'Exploratory versus Normative Methods: For-Learn online foresight guide', 2007, <http://forlearn.jrc.ec.europa.eu/guide/4_methodology/meth_explo-norma.htm>.

Exploratory Methods

Scenarios

Scenarios are a way to think about and plan for future uncertainties. By creating stories or outlines, a trend or strategy that emerged during the analysis phase can be projected forward into several different futures. Ideally, scenarios include the current path of events (a baseline scenario), as well as multiple possible alternatives (e.g., challenging or aspirational).

Scenarios can look at different circumstances faced by adolescents; for example, the future for rural adolescents may be different from that of their urban counterparts. As scenarios are among the most commonly used foresight methods, there is a wealth of guidance available on how to use them. [Pro-poor Foresight](#) from the Rockefeller Foundation is a particularly good example.

Reverse Engineering

Reverse Engineering is a method that takes future scenarios as a starting point. Teams then identify events and actions that need to happen for a particular scenario to occur, along with their likelihood and impact. These events are analysed, and teams consider stakeholders' capacity to respond.

Gaming

Gaming involves the simulation of real or hypothetical situations, engaging participants as players. It encourages participants to explore and test ideas about the future in a fun and risk-free environment. Different types of gaming include role-play and digital models. Role play works well for workshops, while virtual gaming models have the advantage that adolescents across a wide geographical area can be involved, given access to digital tools. Gaming will generally require an investment of time and effort by facilitators with the technical expertise to construct the game.

Resources: Narratives and Futures Wheel

For younger adolescents, a simplified version of scenarios called **Narratives** can be employed. Narratives can include broad categories for stories such 'Headlines for the future', 'In a perfect world' and 'A day in the life'. These simpler storylines help make complex issues more memorable, while reflecting desired or possible futures. [Future Risks and Opportunities Toolkit](#)

The Futures Wheel is a simple, visual tool to help brainstorm the direct and indirect consequences of a decision, change or trend. To use the Futures Wheel, first identify what's changing. Then, enter each possible direct consequence of that change in a circle, and connect it from the central circle with an arrow. Then, repeat this by identifying the second-order consequences, third-order consequences and so on. Once finished, there will be a visual map that lays out all implications of the problem or event. [Mind Tools: Futures Wheel](#)

Resources: World Game

The World Game was developed by the International Futures Forum (IFF) to engage players in the complexity of global problems in a fun, interactive and creative way. The IFF has developed a number of versions of the World Game for different purposes and circumstances. It is best played face-to-face in a workshop setting, focused on a specific issue. The game can be accessed through [Teach the Future](#) and directly from [IFF](#).

Normative Methods

Visioning

“While trends and scenarios are ‘futures for the head’ that help us think systematically about future possibilities, visions are ‘futures for the heart’.”¹

Visioning brings together a group of stakeholders to form a single, shared preferred future. Visioning can be used for specific purposes, such as project planning, or to develop strategies on a broader theme. In all cases, visioning should create a set of common aims and objectives, and describe what the future will be like, if successfully delivered. A general first step is to envisage a point in time in the future (for example, 10 years from now), when a project or policy has been successfully delivered. Afterwards, participants return to the current day to explore the current situation and the change process required to reach that vision of the future. For younger participants, images and drawing can be used to support visioning.

¹ Bezold, Clem, Jonathan Peck, Craig Bettles and Bob Olson, 'Using Vision in Futures', Institute for Alternative Future.

Resources: Learn Move Play Grounds

Learn-Move-Play-Grounds (LMPG) projects engage children in envisioning their environments and futures. Children produce abstract collages to represent their dream world. By explaining their images, they formulate their wishes and ideas, helping planners create concepts that could generate the dreamed atmospheres.

To see a video of a LMPG workshop in Cairo click [here](#).

Future Workshops

The Future Workshops enable a group of adolescents to develop new ideas or solutions to social problems. The following phases are common to most future workshops:

- **Critique Phase** – criticizing current conditions and identifying major problems. What’s wrong?
- **Fantasy Phase** – Rewording concern in a positive way: for example, from “violence in the streets” to “peace in the streets”. How would you prefer the future to be? Ideas are whittled down to a few for further discussion in the next phase.
- **Implementation Phase** – What issues in the fantasy phase are practical? The participants then research and identify action steps to formulate an implementation proposal.
- **Follow-up** – Compile all data and put together a report to distribute to the group.²

² Bell, Wendell, Foundations of Future Studies, vol. 1: History, Purposes and Knowledge, Rutgers, New Jersey, 1997.

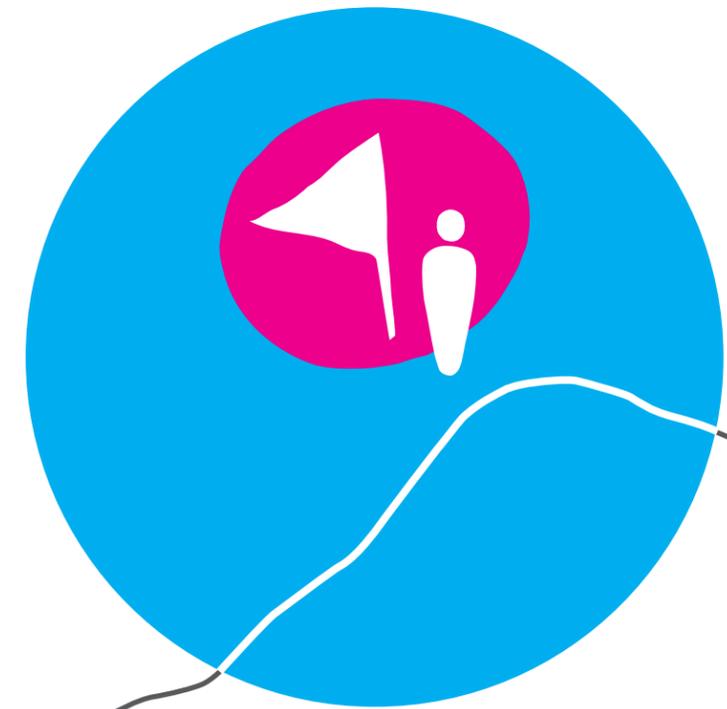
Resources: Urban Futures

Re-imagining your Neighbourhood method involves children and adolescents in imagining and articulating what healthy, safe and sustainable futures for their neighbourhoods and cities could be like. Participants are engaged through classroom discussions, but also in community life via the creation of public artworks, presentations to local government and media, and participating in the redesign of public spaces. [The Art of Making Places \(FutureScapes\)](#)

Child Friendly Places is a rights-based approach to participatory, inter-generational and child-friendly assessments to inform planning. [Next Bangalore](#) is a dynamic crowd-sharing platform that informs the development of the city, going beyond neighbourhoods to look at the urban network as a whole.

Formulation: Links to online tools	
Scenarios	<i>The Futures Toolkit (UK Government)</i>
	<i>Pro-poor Foresight (Rockefeller)</i>
	<i>What If? The Art of Scenario Thinking for Non-profits</i>
	<i>Strategy Development: Scenario testing and Visioning (ODI)</i>
	<i>Infinite Futures</i>
	<i>Shaping Our Future, pages 30-39</i>
Reverse Engineering	<i>Future Risks and Opportunities Toolkit</i>
Gaming	<i>The World Game</i>
	<i>My 2050 Climate Game</i>
	<i>Future Risks and Opportunities Toolkit</i>
Visioning	<i>The Futures Toolkit (UK Government)</i>
	<i>Strategy Development: Scenario testing and Visioning (ODI)</i>
	<i>Using Vision in Futures (The Millennium Project)</i>
	<i>Futurreg</i>
Future Workshop	<i>The Future Workshop</i>
Urban Futures	<i>The Art of Making Places (FutureScapes)</i>
	<i>Child Friendly Places</i>
	<i>Next Bangalore</i>





4 Implementation

During the implementation phase the focus is on disseminating results to influence decisions, strategies and actions. Beyond the outputs generated, the network of participants who took part may also be a valuable resource going forward.¹

Evaluation is necessary to check that the objectives of the foresight exercise were met and the exercise was valuable. Beyond the initial plan, foresight exercises can yield unexpected benefits, and evaluation should be open to identifying those.²

An initial foresight exercise may create an interest in an ongoing foresight process, if appropriate.

¹ European Foresight Platform, 'Supporting forward looking decision-making', 2010, <www.foresight-platform.eu/community/forlearn/how-to-do-foresight/process>.

² Ibid.

Selecting foresight methodologies

Below are some initial suggestions on how to organize a foresight process:

Creating Positive Visions for the Future

Begin with a **framing session** that encourages **creative thinking** about futures and follow-up by **defining the domain**. Use a **future workshop** to consider current challenges and then move towards visioning a positive future.

National foresight with adolescents

Working with foresight specialists, undertake a **deep-dive scan** on the issue(s) and conduct a nationwide **online survey** with adolescents. Follow with a workshop that introduces foresight, using **scenarios** and **gaming** to develop alternative visions for the future. Use **reverse engineering** to create a plan of action.

National foresight for children, including adolescents

Determine when adolescents require exclusive spaces and when to work with adults. Undertake **scanning** on relevant child and youth issue(s) and conduct an **online Delphi survey** with adolescents and adults to identify priorities. At a workshop, begin with a **framing session** that introduces participants to futures thinking followed by **defining the domain**. Use **normative forecasting** methodologies to develop a positive vision for children in the country.

Regional and Global Dialogue

Work with adolescents and adults to **determine the domain**. Undertake an **online survey** with adolescents from across countries or regions. Follow-up with an **online game** that enables participants to discuss and shape alternative visions.

Project Design (Example: Innovation)

Start with games that encourage **creative thinking**. Follow with a **scanning** on innovations and important trends for adolescents, and a **game** that enables prioritization of innovations, trends, interests and values. Use **visioning** to design an end-result that fulfils aspirations, and outline the process needed to get there.

Programme Design (Example: SDG Monitoring)

After the initial framing, undertake **scanning** on SDGs within the country context and conduct **7 Questions consultations** with key SDG stakeholders to gain expert knowledge. Use **gaming** to identify priorities for adolescents and communities, and **visioning** to design a monitoring process.

Urban Futures

Begin with a **framing session** that encourages **creative thinking** about futures and follow-up by **defining the domain**. **Survey adolescents' visions for their city** using images and stories. Engage in **mapping or gaming** of alternative urban futures. Use **reverse engineering** to create a plan of action.

Useful sources

European Foresight Platform (EFP)
<www.foresight-platform.eu>

Foresight: A Glossary, Centre for Strategic Futures and Civil Service College, Singapore
<www.csf.gov.sg/docs/default-source/default-document-library/csf-csc_foresight--a-glossary.pdf>

Future Risks and Opportunities Toolkit, Institute for Research and Innovation in Social Services (IRISS)
<www.iriss.org.uk/resources/future-risks-and-opportunities-toolkit>

The Futures Toolkit: Tools for strategic futures for policy-makers and analysts, Horizon Scanning Programme, United Kingdom Government, 2014
<www.gov.uk/government/uploads/system/uploads/attachment_data/file/328069/Futures_Toolkit_beta.pdf>

Gioel Gioacchino, *Foresight Methods: A Guide to Easily Accessible Toolkits*, Institute for Development Studies (IDS), 2016
<<http://www.ids.ac.uk/publication/foresight-methods-a-guide-to-easily-accessible-toolkits>>

The Millennium Project, Global Future Studies and Research,
<www.millennium-project.org>

Tomorrow's Learning Library, Teach the Future,
<<http://library.teachthefuture.org/>>



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