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Center for Futuristic Studies

Futures Literacy Laboratory

Playbook

An essentials guide for co-designing a lab to explore how and why we anticipate

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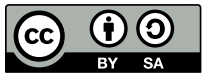

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Short Summary

Everyone can develop the capacity to use the future

The only certainty of the future is that it is uncertain. Can you change viewpoints of the future, and if so, where would you start?

In its role as a global laboratory of ideas, UNESCO has developed the Futures Literacy Laboratory (FLL) as an entry point to revealing the diversity and the sources of images of the future that people hold.

Each FLL leverages a model of co-design and implementation, and UNESCO has documented the core process, which can be adapted for each local context and community. This guide walks any team through the five steps for conceiving a FLL: start, co-design, rehearse, implement, and follow through. It provides a practical reference with instructions, examples, checklists, scripts, and more.

The future is a common good – and everyone can deepen their futures literacy through the use of FLL, where participants go through four structured phases. After uncovering underlying assumptions they may hold about their future(s), they explore, challenge, and even let go of those assumptions, allowing for new insights and new questions to shape future action.

With this guide, your team will be ready to hold your next Futures Literacy Laboratory.

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"Since wars begin in the minds of men and women it is in the minds of men and women that the defences of peace must be constructed"

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An essentials guide for co-designing a lab to explore how and why we anticipate

Foreword

By Gabriela Ramos
Assistant Director-General
Social & Human Sciences Sector
UNESCO

Our world is in constant flux, confronting major crisis, for which we need to identify effective solutions. Be it to address increased inequalities, to tackle the climate emergency, or to ensure an inclusive digital transformation, decision makers need state-of-the-art analytical frameworks, and multidisciplinary and multistakeholder approaches.

The Social and Human Sciences sector at UNESCO, with its mandate to build inclusive and peaceful societies, is committed to advance these kinds of scientific endeavors, and to rely, among others, on foresight and future studies to contribute to this goal.

UNESCO is promoting Futures Literacy and Foresight, to better understand drivers of change and emerging social challenges, to proactively integrate risk and complexity into planning, and ultimately to empower individuals toward action and resilience. Futures Literacy broadens choices, increases critical thinking, and leads to systematic change by shedding lights to previously ignored dimensions.

By deep diving into our assumptions and biases, a Futures Literacy Laboratory is an effective tool to analyse new alternatives and stimulate critical reflection. For example, the partnership with EIT Climate KIC resulted in a major insight report on how to support coordinated climate action.

This playbook invites you to build on UNESCO's unique, first-hand expertise offering insights on how to learn from others, become more conscious and reflective on our futures thinking to positively influence our ability to make sustainable decisions. May it inspire you to build your capacity and be more ambitious in tackling global challenges!

Dr. Issa Al Ansari
President
Prince Mohammad
Bin Fahd University

Futures Literacy calls for a change in mindset. It is a very valuable scientific contribution to advance the future of forward-looking thinking as an effective tool to support the future of our young generations. PMU will always ensure a futuristic outlook in defining its strategies and making institutional decisions and community contributions.

Our collaboration with UNESCO is a critical component of our mission to create and to spread best practices in education and futures studies worldwide.

The Futures Literacy programme provides a major addition to our broad spectrum of activities in futures studies and delivers a strong platform for the development of potential fresh approaches to real world challenges.

Acknowledgements

Contributors

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The editorial oversight was carried out by Tamara Carleton and Riel Miller.

This publication was coordinated by Christine Kavazanjian, with contributions from Léa Chaussis, Marguerite Coetzee, Anna De Mezzo, Eva Kwamou Feukeu, Louisa Kastner, Irianna Lianaki Dedouli, Sally Yuyang Lin, Klara Rehm, and Kushal Sohal as well as Issa Al Ansari, Faisal Al Anezi, Derek Woodgate, Muamar Salameh, and Marwan Oueida.

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Global Futures Literacy Network

We owe our deep gratitude to all the UNESCO Futures Literacy Chairs, lab champions, and extended community for sharing their examples, tips, and time reviewing drafts for this publication. There are many partners and examples we missed due to time.

Editorial Oversight

Tamara Carleton and Riel Miller

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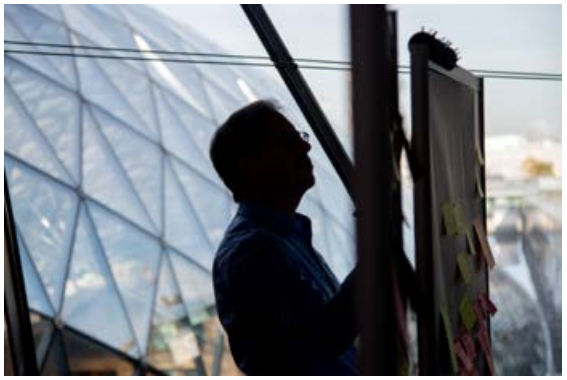

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ABOVE: This lab sparked a virtual series about the future for Northeast Asian youth, and a digital postcard was shown during the lab opening to help set a positive mindset of futures literacy.

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What is Futures Literacy?

Futures Literacy (FL) is a capability. It is the skill that allows people to better understand the role of the future in what they see and do. Being futures literate empowers the imagination, enhances our ability to prepare, recover and invent as changes occur.

As a capability-based approach, FL embraces daily efforts we pursue to express ourselves and shape our own conceptions and representations of what it means to be human. And because anticipation is such a primordial part of being human, it is quite accessible once we start to pay attention to the sources and uses of our imagined futures.

One of the main avenues to understanding how and why we anticipate and cultivating futures literacy is through action-learning processes, such as Futures Literacy Laboratories (FLLs), that harness the knowledge creation potential of collective intelligence. Over the last decade, UNESCO has developed a conceptual framework and gathered experiences from over 115 FLLs in 50 countries with public and private stakeholders. Together, these efforts build our shared understanding of what Futures Literacy is and why it is important globally.

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Why a playbook?

A playbook documents much of an organisation's implicit knowledge, opening up access so that others can easily learn the ways of working. UNESCO has developed an intricate process, and by using a playbook format, we aim to share unique insights and learnings more broadly. As such, UNESCO hopes that many more groups learn how to see different futures together.

How can you use this playbook? It can become the focal point of your own 'Futures Literacy Laboratory', sparking a constructive dialogue in your organisation or community about future possibilities. With a shared understanding of the futures that can be imagined, you can more easily move people to action. If you are organising your first session on futures literacy, work through all four lab phases from start to finish. Or if you want a fast reminder, flip to the step you know least.

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What a lab can deliver

Due to its traversal nature, futures thinking can be applied to any topic and context, and you may choose to organise a Futures Literacy Laboratory (FLL) for a number of reasons. FLLs are an opportunity to explore, unpack, and dive into a specific topic that is important to you and your lab participants. In addition, some groups hold a series of labs to address specific needs and also with different partners. Here are four examples to inspire you.

Empowering Communities

The target audience included youth and disaster risk experts in the Asia-Pacific region. With the overarching objective of developing resilience in the context of disaster risk, UNESCO and U-Inspire Alliance collaborated on an initiative entitled "Futures Thinking for Disaster Risk Reduction", which was jointly implemented with UNDP and UNDRR. The team identified emerging leaders in the field of disaster risk to join the FLL core design team. In the co-design of a series of three labs targeted at communities threatened by disaster risk, a priority was to ensure dialogue and knowledge exchange among youth, specifically in the context of disaster risk governance, knowledge and human behaviours, and hazards in the Asia-Pacific region. Each lab was followed by a webinar that included expert panels on the topic, complemented by the outcomes from the lab. A follow-up report was published, summarising the new ways in which youth in Asia and the Pacific are rethinking the futures of disaster risk and resilience, and further distributed at the Global Platform for Disaster Risk Reduction Conference in 2022.

Building Capacity

In 2020, the World Organisation for Animal Health restructured to include a foresight function. The objective was to develop its foresight and futures thinking capacity to consider what current and emerging trends and issues are shaping directions and decisions for today and tomorrow. As part of capacity-building efforts, WOAH partnered with UNESCO to introduce futures literacy through a series of two labs and a FL Theory Masterclass, whose target audience was staff from across the institution's headquarters and sub-regional offices worldwide. The objectives included introducing WOAH staff to Futures Literacy, to uncover why and how FL can be relevant for projects within the organisation and specifically, how to consider animal health in relation to the climate crisis. The lab revealed multiple insights, including how WOAH could look at the interconnections between diverse data sets, that animal welfare perspectives should also play a prevalent role in WOAH's work, new ideas for awareness raising campaigns that look at the links between health and positive impacts on climate change, and better understanding what the role of veterinary services in climate response could look like.

Informing Policy

The target audience was members from across the learning ecosystem in the Philippines, including students, teachers, administrators, and policymakers. The mix of participants helped ensure a diversity of perspectives were revealed throughout the collective intelligence knowledge creation that a FLL offers. Prior to the lab, the Department of Education in the Philippines conducted a futures scoping study that identified four goals for the education of every learner in the nation: human flourishing, proactive citizenship, work readiness, and human agency. In order to explore various ways of achieving this vision, the Department of Education, UNICEF, and UNESCO co-designed a series of FLLs on the futures of learning and learning spaces. The labs were to uncover multi-generational perspectives on what learning looks like in different contexts: geographical, location, community, informal versus formal settings, and more. The labs invited a diverse group of students, teachers and administrators from across the country to explore possible actions for policymakers, such as:

- Reframe formal curriculum by integrating indigenous knowledge systems;
- Implement a curiosity-driven, growth-mindset approach in school systems;
- Explore new potentials for learning spaces including the consideration of equitable access to technology, as well as decentralised, localised, and self-sufficient learning communities;
- Consider the values underpinning why we are drawn to a specific solution before beginning to implement it;
- Transform the “student-teacher” dichotomy to aid collaborative learning.

The labs led to an insight report, which was submitted to policymakers within the Department of Education for the benefit of the Education Futures Programme.

Engaging Youth

In 2019, the City of Libreville organised a Futures Literacy Laboratory called "New World Laboratories (NWLABs): Young People Imagine Libreville, a peaceful and sustainable city, by 2050", at the joint initiative of the Libreville City Council and the United Nations System in Gabon, with UNESCO as the lead agency.

The driving force of this lab was the increasing youth population in Gabon and the need for the youth to become agents for change. This initiative was set in the framework of the UNESCO African Cities for Migration Initiative to support municipal and regional authorities in their implementation of policies for the social inclusion of migrant populations. Through a call for applicants, the target audience for this FLL was 30 youth (18-35 years old) residing across the six boroughs of Libreville. Profiles included decision-makers, writers, architects, artists, community leaders, university students, researchers or professors, entrepreneurs, doctors specialised in public health, and unemployed individuals.

The objective of the lab was to introduce youth to futures thinking. During the lab, participants developed a list of more than 30 new ideas, which became a draft vision for "Libreville, a peaceful and sustainable city by 2050" which was shared with municipal policymakers in Libreville. In addition, the lab has proved the efficacy of NWLAB as a tool for consulting young people and building a forward-looking vision of their community, which gives them the opportunity not only to express their opinion, but also to participate in decisions concerning the future of their social environment.

How to use this guide

This guide is written for your team to design and implement a **Futures Literacy Laboratory** (FLL) independently. There are five planning steps from Start to Follow Through, and Step 4 includes all four lab phases to run a FLL. We have structured the guide by each planning step, so that you can see what foundational elements are needed and how they fit together when designing this type of lab. While this process here offers a starting point, we encourage your team to tailor each lab to your local context and community needs. Thus far, FLLs have been implemented in a wide range of contexts, such as community and team building, learning and education, informing policy, engagement of youth, empowerment, and more. The common denominator in each context is that the lab is the primary tool used to acquire and develop futures literacy capability.

Step 1
Start

Defining the core team and goal together.

Step 2
Co-Design

Discussing the lab topic, format, agenda, and other details.

Step 3
Rehearse

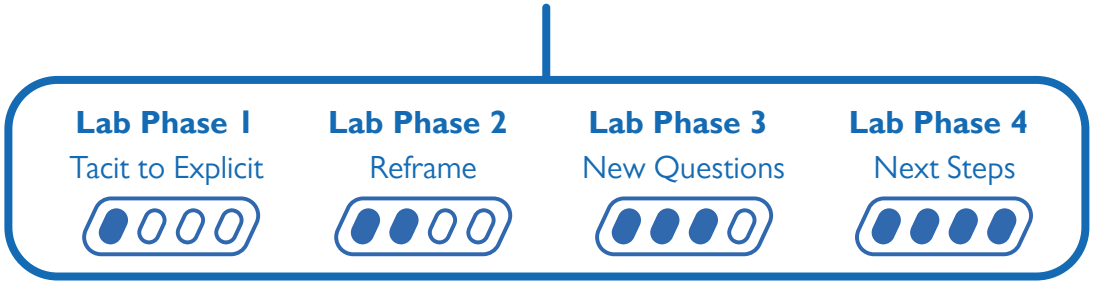
Doing a dry run with the team and preparing for launch.

Step 4
Implement

Running the four-phase lab experience with participants.

Step 5
Follow Through

Sharing insights and actions with your broader community.



About the lab

A Futures Literacy Laboratory is structured in four phases that enable participants to gain a better understanding of why and how to imagine the future.

Lab Phase 1
Tacit to Explicit

Phase I's objective is to reveal anticipatory assumptions – through guided exercises and group discussions, participants begin to understand that they hold embedded assumptions about the future. The process is generally easier when participants can harness their collective intelligence, inspiring each other to make implicit premises explicit.

Lab Phase 2
Reframe

The objective of the Reframe is to imagine and make sense of a future scenario from an unfamiliar point of departure: one that is neither probable nor desirable, which provokes and plays with a new set of anticipatory assumptions.

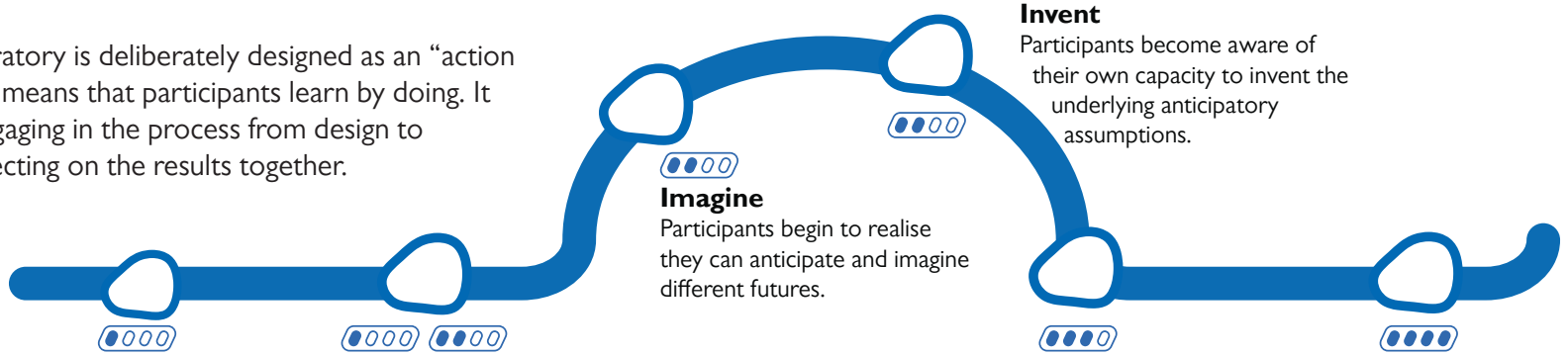
Lab Phase 3
New Questions

Participants return to the present, reassessing their current perceptions and raising new questions and insights. Through reflection of the previous two phases, participants understand that they can challenge or let go of their initial assumptions.

Lab Phase 4
Next Steps

The objective is to consolidate group questions, insights and lessons, identifying possible action for future change.

A Futures Literacy Laboratory is deliberately designed as an "action learning" process, which means that participants learn by doing. It involves a group fully engaging in the process from design to implementation and reflecting on the results together.



Reveal
Participants become explicitly conscious of how the future plays a central role in what they perceive and pay attention to in the present.

Develop Insights
Understand that imagining different futures changes what they could see and do in the present.

Imagine
Participants begin to realise they can anticipate and imagine different futures.

Invent
Participants become aware of their own capacity to invent the underlying anticipatory assumptions.

Ask
Participants begin to reassess their perceptions of the present, depictions of the past, and aspirations for the future. New questions come to surface.

Acquire
Acquire and grow the capacity of futures literacy within the community.

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ABOVE: A Futures Literacy Laboratory was held in Gabon to engage youth in imagining the futures of a peaceful and sustainable City of Libreville in 2050. Before the workshop, a team building activity was completed at a local arboretum.

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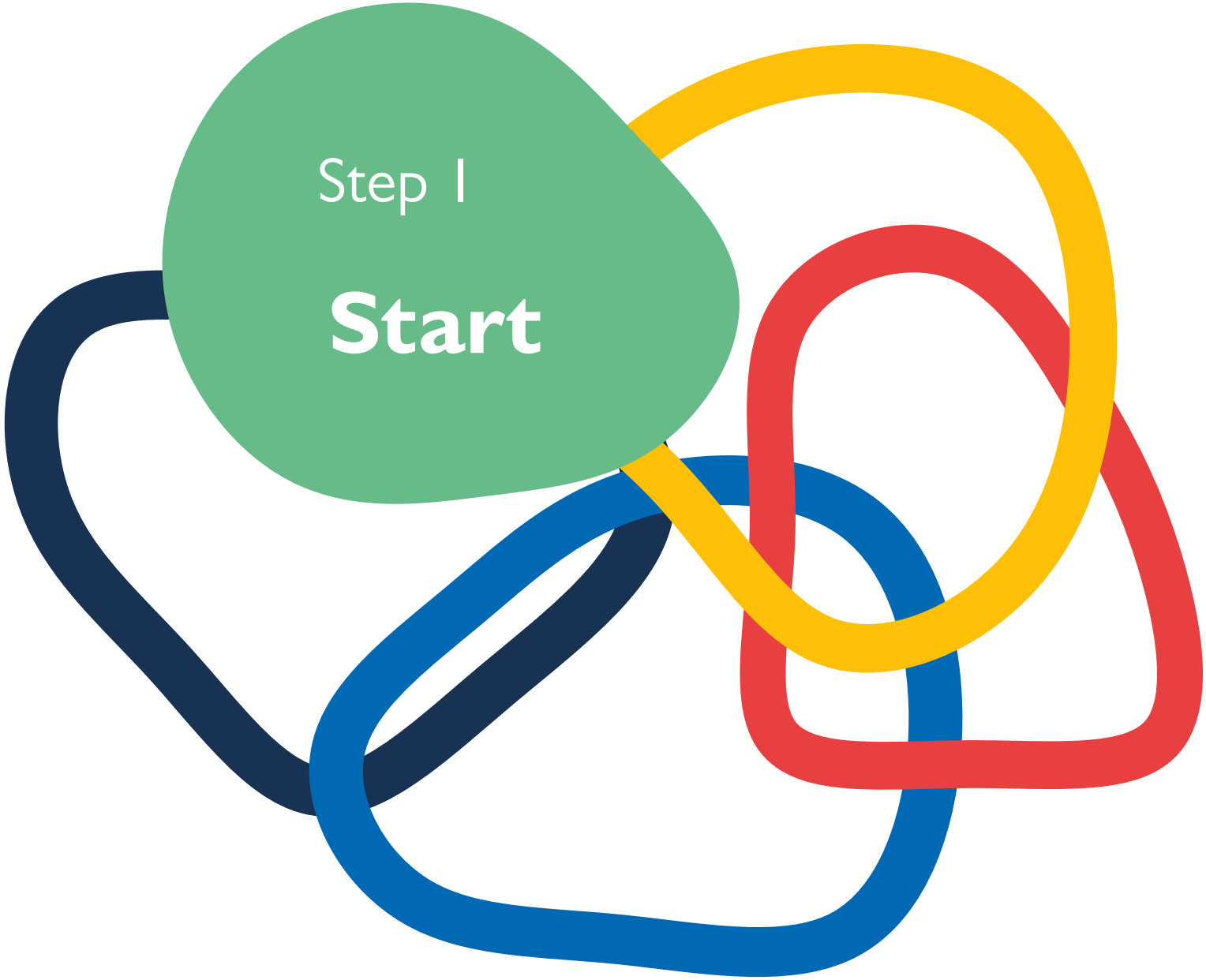
Step 1
Start

About Step 1: Start

Objective

Identify our group's motivation for wanting to build a capacity in futures literacy, understand the overall purpose for pursuing a FLL, and select our core lab team.

Why this step matters

Efforts to design and implement a Futures Literacy Lab are usually sparked by the universal desire to think about the future. Typically what makes the initiators, or 'local champion', decide to invest in creating a FLL is the realisation that past efforts have not been sufficiently satisfactory and that thinking about the future is not easy without the support of specific tools. A lab champion is an individual or a group who is interested in exploring the future of a specific topic and initiates the discussion and design process with the core planning team. As a result they are willing to launch a learning-by-doing initiative that builds both skills and insights on a topic they care about. This step requires the initial lab team to understand the specific objectives within the local community and how a FLL can integrate context-appropriate tools and processes that enable action learning and re-thinking of a topic of interest to participants. This step also helps confirm who is responsible for taking the lead in the other planning steps.

Who's involved

- Lab champions (recommended)
- Core planning team (required)
- Facilitators & coaches (optional)

Estimated time

2-3 hours

Input needed

None

Output

- Group clarity and agreement on why we are doing a FLL
- Agreement on who is on the core planning team and possible facilitators
- Initial agreement on lab delivery mode

Step 1 tasks ***…go to page***

Design principles

The core FLL process rests on four design principles. Consider these principles when planning your own lab structure, activities, and prompts.

Labs are about learning

In theories of constructivism learning and transformative learning, people learn when their familiar knowledge or routine is disrupted. In such moments, people realise that there is something they do not fully understand and wish to understand better, provoking them to propose and explore different explanations. A good FLL design creates and guides participants through the learning cycle from disruption to the consolidation of new knowledge. Labs are safe spaces for experimentation and play, presenting participants with opportunities to reveal what they do and do not know, build and test hypotheses, and assess their depth of understanding. In order to ensure a successful FLL, the co-design team should rely on this universal human learning cycle to design the lab format and steps that participants take as an action learning process.

Labs are laboratories

The second design principle rests on the premise that FLLs are intended to be experimental situations, where participants can methodically test their hypotheses and assumptions of the future in a controlled setting. The design of each FLL should be adapted to its context – in the same way that a biology lab is not set up like a psychology lab. For FLLs, the core team should aim to design a "living laboratory", which means that the interactive learning experience does not require a standard physical space. Instead, a FLL requires setting an active context – physical or virtual – that will enable a curated group of participants to explore and learn together. The core team should aim to engage participants fully in the lab topic and design the lab invitation so that participants arrive willing and able to work in an open and collaborative fashion.

Labs deploy collective intelligence

When people gather together to share ideas, they are able to generate knowledge. In a FLL, participants describe futures that they imagine and connect their images to what they hear from others; UNESCO calls this dynamic process as "collective intelligence knowledge creation". Each lab co-design team should aim to create the conditions for an interactive, open, creative, and cumulative process to unfold among participants. It means creating a shared sense of safety and motivation, so members can truly listen, create, and negotiate meaning jointly. In this respect, the base topic of all labs as "the future of" is a helpful prompt because no one can visit the future, so no one knows the future better than anyone else. The FLL design team is responsible to find the exercises, stories, and opportunities for expression and performance that foster this collective feeling.

Labs are encounters with anticipation

The future exists in the present as anticipation – as an expectation of what might be. A theory of anticipatory systems describes how humans have different ways to imagine and use their views of the future. FLLs provide a structured process for learning and deepening knowledge that people hold about the future. By following the four phases of a FLL, each co-design team deliberately scripts the process for participants to explore and identify different kinds of futures, focusing primarily on "probable futures" and "preferred futures". Through the lab experience, participants will reveal and re-examine their anticipatory assumptions of the future, considering alternatives to the paradigms that may dominate their visions of the future of a specific topic. As such, a FLL can contribute to a mindset shift in the way in which people think about and act for the future.

Task Pick the co-design team

What

The co-design team refers to the small group of people who are responsible for organising, designing, and running this instance of a Futures Literacy Laboratory.

Why

The co-design team becomes the essential operational unit for each lab. While running a FLL, they will also deepen their knowledge about futures literacy, the lab topic, and FLL implementation.

Where

For all lab phases.

How

1. Identify potential team members.
2. Discuss suitable characteristics and lab availability of these core team members.
3. Decide who contacts each team member.
4. Organise the first planning meeting with the core team.

Task time

30 minutes

Background

Multiple roles exist on a team. A **lab champion** is an individual or a group who is interested in exploring the future of a specific topic and initiates the discussion and design process with the core planning team.

The core planning team works together as Futures Literacy Lab **co-designers**. Multiple types of team members can exist as possible co-designers. Co-designers with limited or no futures experience can range from being open to experimentation to being resistant to experimentation – the latter of which might include conflating futures theories and concepts.

Generally, the co-design team is composed of people with a diverse set of skills, including:

- Someone who has some experience designing and facilitating labs,
- Someone who knows the community that will serve as the source for inviting participants to the lab,
- Someone who knows the general topic that is motivating the organisation of the lab and the involvement of a particular community, and
- Someone with logistics experience from the community that will be engaged with the lab.

Tips

- Often the lab champion is the same group that provides the co-design (planning) team.
- There is a need to discuss the various candidates for the different roles and actually recruit them, as well as engaging them in a discussion that prepares them to join the core lab team.
- Successful lab design and facilitation depends on carefully customising the lab to the local context and participants' expectations, culture, language, and other elements. Thus, it is crucial to include members of the community as part of the co-design core team. This is what co-design means!
- UNESCO recommends that core team members also serve as peer facilitators.
- Ideally, at least one member of the core team has had experience with a Futures Literacy Laboratory, including the co-design step.

Task Decide roles and facilitators

What

The lab relies on multiple roles to work effectively. A lead facilitator leads the plenary, and peer-facilitators lead all breakouts during the lab. Peer-facilitators often support other key tasks or may partner with someone.

Why

Clarifying FLL roles early helps the co-design team know who to engage during the co-design and implementation steps.

Where

For all lab phases.

How

1. Decide who should lead the plenary.
2. Estimate how many small group breakouts we would like to hold, which informs the number of peer facilitators we likely need for the lab.
3. Decide who can serve as peer facilitators, often one person per breakout.
4. Decide who leads tech support.

Task time

30-60 minutes

Background

Lead facilitators are often selected based on their lab relevance (which typically includes knowledge of lab design and the topic being explored), public speaking ability, and general energy for the group. Peer-facilitators are often selected based on their availability, experience with futures programmes, facilitation skills, and overall communication abilities. The standard FLL agenda alternates plenary sessions held for all participants with multiple breakouts held for small groups of participants. This structure requires multiple peer facilitators simultaneously, typically one per breakout (and one breakout for every 5-6 participants).

The lead facilitator is responsible for:

- Leading all general plenary sessions.

Peer facilitators are responsible for:

- Leading their respective breakouts.
- Keeping breakout groups on schedule.
- Capturing and encouraging participants to add their thoughts during breakouts.
- Finding participants who can present the main points from their breakout group in the plenary.

Online peer facilitators also support:

- Saving text from the breakout chat and copying it to a shared document to show in the plenary.
- Finding images related to key concepts discussed by participants in the lab.
- Sharing the screen of our breakout group during their plenary report-out.
- Creating and managing online breakout rooms.

Tips

- Each team member explains his/her background, skills, and interests, and then the group overall requires time for everyone to understand and feel comfortable in the roles.
- Peer facilitators must attend the full duration of the lab, so that they can support the same breakout group from start to finish.
- For onsite labs, UNESCO recommends breakout groups of 5-6 participants; groups over seven people tend not to work, mainly due to time.
- For virtual labs, breakout groups work best with five participants each. While four people per breakout is doable, more than six participants becomes difficult to ensure good engagement.
- Variations are possible. One UNESCO partner uses 2 plenary facilitators and DIY breakouts.

Task Set our lab objectives

What
The lab objectives explain why our team is conducting a Futures Literacy Laboratory.

Why
The objectives are extremely important as they significantly contribute to shaping the design of the lab. Further, knowing the shared objectives helps to connect the group efforts and breakout discussions during the lab with next steps.

Where
For all lab phases.

How
1. Review possible objectives – see some examples on this and the next page.
2. Identify how our team will agree on the main objective (e.g., general consensus, group voting, director approval).
3. Discuss openly about the expectations of the co-design team related to the lab objective.

Task time
30-60 minutes

Background
A Futures Literacy Laboratory is called a "laboratory" and not a "workshop", "programme", or other term because the lab actively seeks to spark awareness of aspects about the present that were not previously perceptible or seen as meaningful. These insights then offer many avenues for participants and their community to use the future more to shape both what they see and do.

From UNESCO's experience, nearly all FLLs start from the goal of gaining a better understanding of a topic people care about. Without that motivation, often the lab will not be as successful. Other shared goals may be as follows:

- **Understanding**: Gain a better understanding of a topic that our community cares about by creating and exploring images of the future together.
- **Awareness**: provide an initiation to the concept of Futures Literacy.
- **Education**: learn why and how Futures Literacy can be pertinent for projects and activities within our group.
- **Creativity**: explore new models and approaches relevant to our lab topic that can extend and deepen our understanding of the topic.

Facilitator role
Each facilitator is responsible for weaving the lab objectives into every phase of the lab.

Tips
- The task of setting a lab objective often involves extensive and thoughtful discussion about why to think about the future, the future of what [topic], and why efforts to explore the future of the relevant topic calls for the action-learning processes of a Futures Literacy Laboratory. This is an important discussion not to rush.
- The lab objectives are best determined by the local planning team.
- Most FLLs, particularly ones that offer an initiation to the concept of Futures Literacy, do not produce solutions. Instead, the lab tends to lead to an opposite result in a positive way because lab participants realise that any solutions depend on the definition of the problem, and the problem depends on the images of the future. Once you change the images of the future, then the problem changes too.
- Lab objectives are often closely tied to the interest of the organisation and lab participants.
- One UNESCO partner prefers to have two objectives (three maximum) for optimal planning.

Example Lab objectives

City of Calgary: Resilience team

Topic: The Futures of Trust
Lab Objectives:

- Share different ways of using the future with community members and provide the opportunity for them to imagine a future for and by themselves.
- Build the skills to be imaginative, creative, and help participants see the value of futures-thinking in their day-to-day life.
- Use the lab as a way to imagine new ways of approaching inclusion and trust in the future; to look at possibilities of transformative change as a group.
- As a group, identify and question our assumptions about the future.

City of Bogotá, UNDP

Topic: Using the future to think about local labour markets
Lab Objectives:

- Explore the future of local labour markets and aimed at policymakers.
- Instill the ability to recognise new and emergent patterns in the nature and organisation of work in Colombia, spanning across the local, regional, national and global.
- Identification of different means of adaptation and more apt policy responses due to new categories of value-creation that change the nature of labour.
- Providing a new tool to help decision-making processes, by allowing a more thorough understanding of the assumptions framing labour policies.

EIT Climate-KIC, École des Ponts Business School

Topic: Exploring Frontiers in Sustainability: Bringing Futures Literacy to Financial Services in Ireland and France
Lab Objectives:

- Generate new knowledge, meanings, concepts, and framings for the financial services sector.
- Cultivate participants' expertise, developing their capability to use Futures Literacy through a tested design in "learning by doing".
- Establish key directions for next steps in the financial sector's ambition in general, and Ireland's in particular, to ensure that it meets the challenges of the 21st century and the needs for Ireland and the world.
- Explore topics such as the future of societal inequality, the role of the financial sector, reframing societal systems of value creation including wealth and credit.
- Mobilise collective intelligence in the financial sector to enable the creation of a sustainable future.
- Enable key decision makers to anticipate conditions of change.

VINCI / Leonard

Topic: Rethinking territorial inequalities through the prism of futures literacy
Lab Objectives:

- Explore the relation between territory and social tissue, its evolution and related consequences over time;
- Learn how to introduce creativity to planning processes;
- Understand how and why we anticipate; learn how to identify anticipatory systems and processes in day-to-day work.

Task Decide lab format and timing

What

There are three main ways to implement a lab: physical, virtual, or hybrid.

Why

Each way has different pros and cons, so we should choose the format and location that best support our lab objectives, participant availability, budget, access, and other factors specific to this lab.

Where

Applies to all lab phases.

How

1. Decide the lab dates and timing – for example, 3 sessions of 3 hours each.
2. Discuss the pros and cons for running a lab onsite, online, or in hybrid mode – see some reasons on this page. Select the mode that meets our needs.
3. If onsite, create a short list of locations and confirm who will check availability.
4. If online or hybrid, confirm our criteria and access to a group platform.

Task time

30-60 minutes

Background

Here are common considerations of the main delivery modes:

Physical

- Lab co-design can be completed in person or online.
- Lab rehearsal and implementation are completed in person.
- Typical lab time: 1.5-2 days (11-15 hours total).

Virtual

- All planning stages and lab implementation are completed using online tools.
- Typical lab time: 3 half days (3 hours each), which can be consecutive days or spread across a week.

Hybrid

- Example 1: A lab is conducted simultaneously online and onsite, such as participants are all onsite and facilitators are online.
- Example 2: One lab is held onsite, while subsequent labs are online (or vice versa).

Facilitator role

We must create a safe space for everyone regardless of delivery mode or format.

Tips

- The lab timing and format often depends on the selection of the participants who are invited. How ready does our co-design team feel that participants are for the action-learning processes in a Futures Literacy Laboratory?
- For onsite labs, some groups prefer to have separate meeting spaces for the breakouts in addition to a main plenary space.
- For online labs, UNESCO often uses Miro or Mural as online collaboration tools to support group discussions.
- When there are schedule conflicts, bias first toward accommodating facilitator schedules.
- Picking a location for a physical lab often requires related considerations such as rental cost, proximity to participants, transit or parking access, catering options, video/audio support, and size of rooms.

Spotlight Futures Literacy Laboratories at PMU

Established in 2007, Prince Mohammad bin Fahd University (PMU) is one of the largest private universities in the Kingdom of Saudi Arabia. Ranking 4th in the Times Higher Education Arab University Ranking 2021, PMU teaches approximately 5,320 undergraduate and graduate students. Faculty come from over 33 nationalities.

PMFCFS
Prince Mohammad Bin Fahd
Center for Futuristic Studies

About PMFCFS

The Prince Mohammad bin Fahd Center for Futuristic Studies (PMCFS) was established in 2019. The Center's research focuses on topics related to the future of education, the environment and resources, businesses, public policies, design and technologies, and medicine. Through its Center for Futuristic Studies, PMU encourages research, teaching, community engagement, and networking to advance Futures Literacy worldwide. For the past two years, PMFCFS has offered futures studies courses at the undergraduate level and will add a master's programme in Futures Studies in 2023 in collaboration with UNESCO.

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The Center has engaged leading international futurists to both teach courses and provide lectures on a range of futures-focused topics, addressing theoretical foundations and practical applications across the field with an emphasis on futures literacy and anticipatory futures.

PMU is a special sponsor of both UNESCO and World Futures Studies Federation efforts to advance the discipline of anticipation and futures literacy by pursuing improvements in our understanding of the diversity of human anticipatory systems and processes. PMFCFS chairs the regional chapter of the World Futures Studies Federation and co-sponsors its annual Futures Studies research programmes and the association's bi-annual international conference.

In addition, PMFCFS has hosted the UNESCO Chair annual symposium, has conducted multiple Futures Literacy labs at PMU, and is co-publishing this playbook with UNESCO.

Establishing a UNESCO Chair

PMFCFS hosted the 2021 International Symposium of UNESCO Chairs in Futures Studies and Futures Literacy in the city of Al-Khobar in the Kingdom of Saudi Arabia. The event included a special ceremony establishing PMU as a UNESCO Chair in “Transitional and Inter-generational Anticipation". The PMU UNESCO Chair aims to foster a community of lifelong learners of anticipatory systems and processes as the sources of imagined futures that shape what people see and do. The Chair will contribute to applied and theoretical research, innovative pedagogy, and outreach activities to policymakers, scholars, and practitioners. The intent of this Chair is to inspire a culture of informed “use-of-the-future” throughout society.

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About the labs

As of summer 2022, over 300 students have participated in five separate Futures Literacy Laboratories (FLL) organised jointly by PMU and UNESCO. As part of building more capacity, more than a dozen students and faculty were also trained in the co-design and facilitation of a FLL.

Lab 1: Futures of Education in Saudi Arabia

In November 2020, a Futures Literacy Laboratory explored the "Futures of Education in Saudi Arabia 2040". The lab format was semi-hybrid, using a mix of Zoom and Mural platforms. While participants and UNESCO facilitators joined virtually, the team of PMU facilitators were co-located on university premises. Participants were female PMU students – mostly first-year students in law, computer science, and engineering – in a PMU futures course. One lab lesson was that having students serve as peer-facilitators for the breakouts helped make the student participants feel more comfortable, helping to build bridges between teachers and students.

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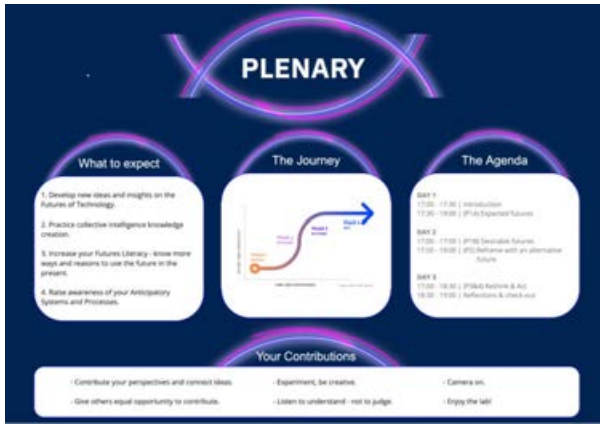

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Lab 2: Futures of Technology

A different FLL was held in April 2021 that delved into the topic of the "Futures of Technology". Participants discussed multiple themes, such as the importance of data in wars and the importance of conflict reduction, the need to connect all technology programmes to nature, the link between global inequality and technology, the potential for a new time and date system, the need for international regulation of AI & robots, and many classic issues around values, humans, community, and more.

Lab 3: Futures of Cities

A third lab was held in person during the UNESCO Chair Symposium in December 2021, addressing the topic of the "Futures of Cities". The topic was chosen as familiar content to students and one that they care about. The lab objective was to provide students with an opportunity to engage in futures thinking, facilitate a lab, and run a lab in person. The lab was facilitated by PMU students, and some groups self-managed with the occasional support of a peer facilitator.

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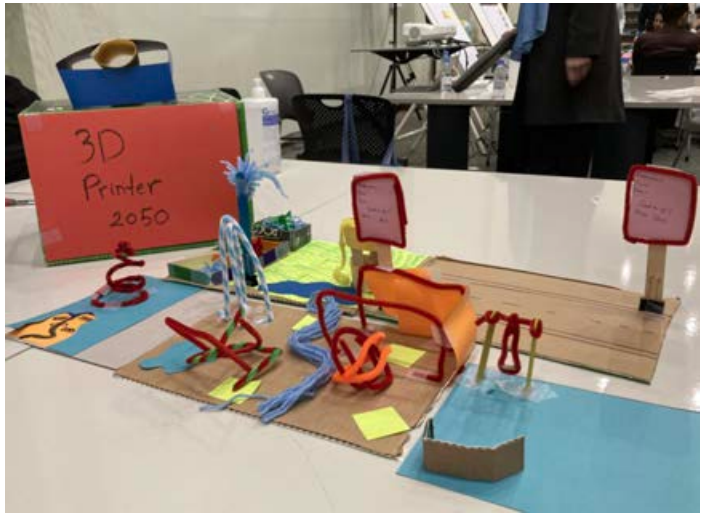

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Labs 4 & 5: Future of Education

Two additional labs were conducted in May 2022 as consecutive one-day intensive labs. Both lab topics focused on the Future of Education in 2042. Each lab involved approximately 50 students, supported by 18 facilitators and several members of the university's Futures Club. Lab sessions dealt with questions such as the future role of a university, the next wave of online learning, student-centred education, future learning environments and tools, human and artificial teachers, future curriculum, and the application of gamification. The reframing exercise explored implications of an alternative future where no universities or schools existed.

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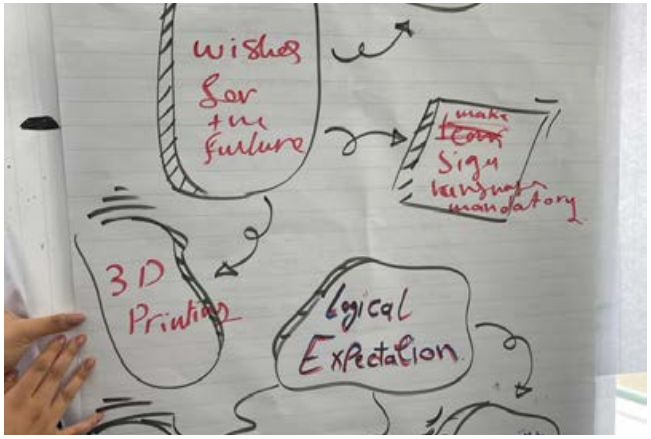

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ABOVE: A breakout group discussed the future of the National Archeological Museum of Athens in a FLL hosted by UNESCO and the Hellenic Republic's Special Secretariat of Foresight in 2022.

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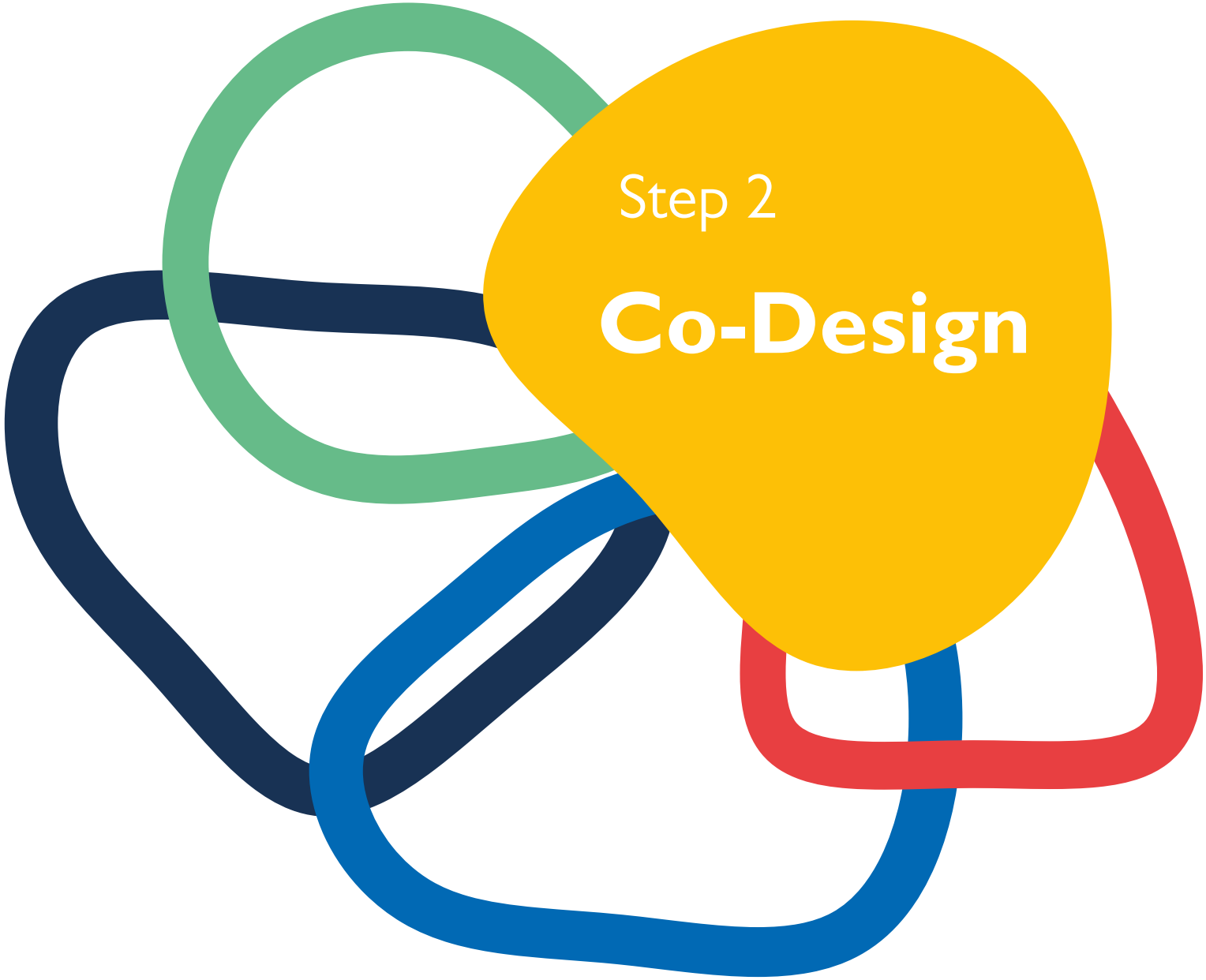

Step 2
Co-Design

About Step 2: Co-Design

Objective

Jointly decide the topic, participants, format, agenda, tools and activities for the lab.

Why this step matters

This step ensures that the lab topic is relevant to our local context, as well as fits the interest and motivation of the participants to engage in this topic. This step also prepares the core team, so we all know the lab agenda and what tools to use together.

Who's involved

- Lab champions (optional)
- Co-design planning team (required)
- Facilitators & coaches (required)

Estimated time

3-6 hours, which should be split into shorter co-design sessions of 1 hour each

Input needed

- Who is on the lab planning team
- Lab objective(s)
- Preferred lab delivery mode and timing

Output

- Lab topic
- List of lab participants
- Lab invitation
- Lab agenda and related tools
- Practice using selected tools in the lab

Step 2 tasks ***…go to page***

Example Co-design meeting agenda

Here are two different examples of a co-design agenda to help your team plan. The notes column in these example agendas are meant to be illustrative, as your lab team will create your own version when planning.

Example 1

Time	Agenda Item	Notes
1 hour	• Initial team-bonding exercise related to lab topic (What is trust? How do you know you trust somebody? How does somebody know to trust you?) • Discuss the objectives of this specific laboratory • Discuss what needs to be done in advance of the lab: invite, prep sessions, agenda, virtual tools, accessibility and equity considerations, recording and media/privacy notice	• Set the tone of the co-design: open discussion, pushback welcomed, contribution is valued without need to deeply know futures • Confirm who sends out invites and tracks RSVPs • Confirm who drafts lab agenda
1 hour	• Review draft of an annotated agenda • Discuss facilitation roles & best practices	• Consider how we set the tone for participants: navigating difference, discomfort (in generative ways), and being vulnerable? Build familiarity?
1 hour	• Finalise lab agenda and team notes • Review RSVP status • Discuss the purpose of the reframe story and provide inputs for this lab's reframe • Assign lab roles • Schedule lab rehearsal	

Example 2

Time	Agenda Item	Notes
1.5 hours	• Introductions • Project kickoff • Recheck lab dates • Decide lab topic • Discuss invitation • Develop first draft of lab agenda • Confirm roles during FLL (facilitator, co-facilitator, observer, etc.)	• Discuss concepts of anticipation and futures literacy
1 hour	• Review draft invitation • Walk through annotated agenda • Propose 1-2 icebreakers that encourage everyone's participation	• Test icebreakers out at the next co-design meeting
1.5 hours	• Share icebreakers • Select appropriate digital tools and design format of these tools • Test reframe parameters • Review remaining tasks • Schedule lab rehearsal	

Task Select lab topic and participants

What

A topic provides the focus for all group discussions.

Why

The topic helps to direct people's attention to a particular area of future interest.

Where

For all lab phases.

How

1. Discuss areas of shared interest that can help engage the broader group of participants – review examples on the next page.
2. Select one topic for the lab.
3. Decide the future timeframe (e.g., 2050, 2060).

Task time

10-30 minutes

Background

The topic selected usually takes two main things into consideration:

- The objectives of the lab: around what are we trying to explore and potentially shape our thinking?
- The motivation of the participants around the topic: do they have an interest and a good understanding of the topic chosen?

A best practice is to avoid using adjectives in the lab topic, so that participants may interpret the concept(s) on their own terms.

Each lab topic also includes a corresponding time horizon, such as "The Futures of Education in 2050" to give permission to participants to comfortably imagine the future. See the Tips section for more guidance on selecting a time frame.

Facilitator role

Facilitators do not need to be experts on the topic. We should try to assess the relevance of the topic and how it can be used as an entry point to imagining the future in different ways.

Tips

- UNESCO suggests picking a timeframe that is not too short-term (e.g., 1-5 years) or too far into the future (e.g., 100 years). The purpose is to select a timeframe that acts as a catalyst for participants to tap into their imagination.
- UNESCO suggests a lab simulation (e.g., demo practice) on the topic selected to uncover how participants may approach it during the lab itself. For example, use 20 minutes of a co-design session to run through a probable futures and preferable futures brainstorming with the co-design team.
- While the core team sets the lab topic, the specific wording or nuance can change based on who the core team learns is participating. The wording can even evolve as the lab unfolds based on group discussions.

Example Lab topics

The selection of labs listed below each had an associated time horizon (e.g., 2030, 2050) that gave participants permission and a sense of how far to stretch their imagination. How far into the future should we project? In order to not be inhibited, UNESCO recommends we move away from a time horizon that is so close that we think we can predict it and avoid one that is so far off that seems absurd. Overall, a time horizon of 20-30 years has worked well for FLL discussions.
In no particular order, here is a spectrum of lab topics to give your team some ideas:

The Future of Human Mobility: Youth Perspectives on the Future

The Future of Development

The Future of Food

The Future of Key Sectors in Antofagasta: Mining, Agriculture, Energy

Utopia Lab: How Can technology help the world to heal?

The Future of the Public Sector in the United Arab Emirates

Towards a Regional Bioeconomy Strategy

The Future of Financial Inclusion

The Future of Chinese Communities

The Futures of Education: Learning to Become

The Future of the Consequences of Slavery

The Future of Legacy

The Future of Activism

Egyptian Youth Rethink the Future of Wellbeing

Future of the Return of Refugees

The Future of Black America

The Futures of Land Inequalities

The Future of Value

The Future of Gender Equity in Martinique

Future of the Role of Youth in Northeast Asia

Future Thinking on Disaster Risk Reduction: The Future of Disaster Governance

The Future of Syrian Families

The Futures of Trust

The Future of Climate Response

The Future of Convening in Berlin

The Future of Research

Re-imagining Humanity's Relationship with Technology

The Future of Youth and Rites of Passage

The Future of Development Aid in the North African Region

Imagining Entrepreneurship in Tunisia

The Future of Legacy

The Future of Innovation in Africa

Beyond the Future of Work

The Future of Identities

The Future of Berlin

Resilience Frontiers: United Nations Framework

The Future of Collective Knowledge Creation and Collective Action in Public Sector Innovation Eco-Systems

Task Co-create the invitation

What

An invitation provides a personal request to participate in an upcoming Futures Literacy experience and also summarises the lab topic, dates and times, and location.

Why

Invitations provide a clear summary of the lab, as well as help create some excitement and set group expectations in advance of the lab. Invites are also useful for confirming the number of participants.

Where

Before the lab starts.

How

1. Decide the target audience: who needs to receive the invitation (e.g., everybody, a large subgroup, etc.).
2. Discuss how invitations should be sent (e.g., on physical paper, email, via an online service, as personal phone calls, pre-recorded videos, etc.).
3. Discuss the team process to design and review the invitation, plus final approval.
4. Assign someone to collect names and contact information for the invite list.
5. Set deadlines for sending an invitation and receiving responses.

Task time

30-60 minutes

Background

The invitation is our opportunity to set the tone for the Futures Literacy Laboratory. It should include the reasons for which the FLL is being conducted, why they were selected as participants, and what they can expect. Crucial for shaping expectations is the need to take into account the powerful and often intimidating nature of the future. What is important here is to communicate that the participants will be asked to share their views of the future and that everyone will be equal in the sense that no one knows more about the future than anyone else. There is no data or evidence from the future and the goal is to exercise our imaginations together.

Facilitator role

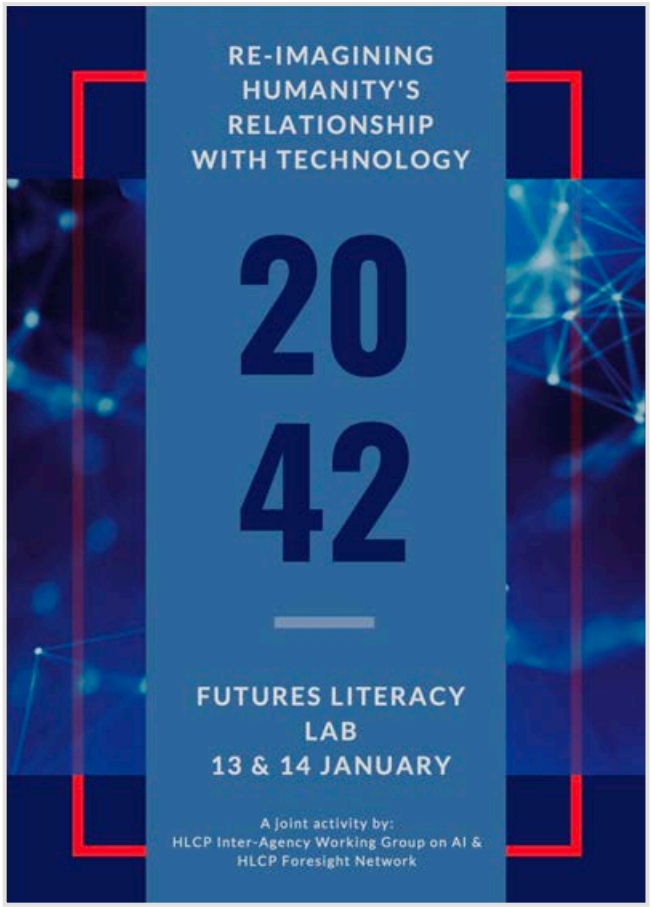
One or two facilitators who are leading the overall process should write the invitation, with reviews and edits from the rest of the co-design team.

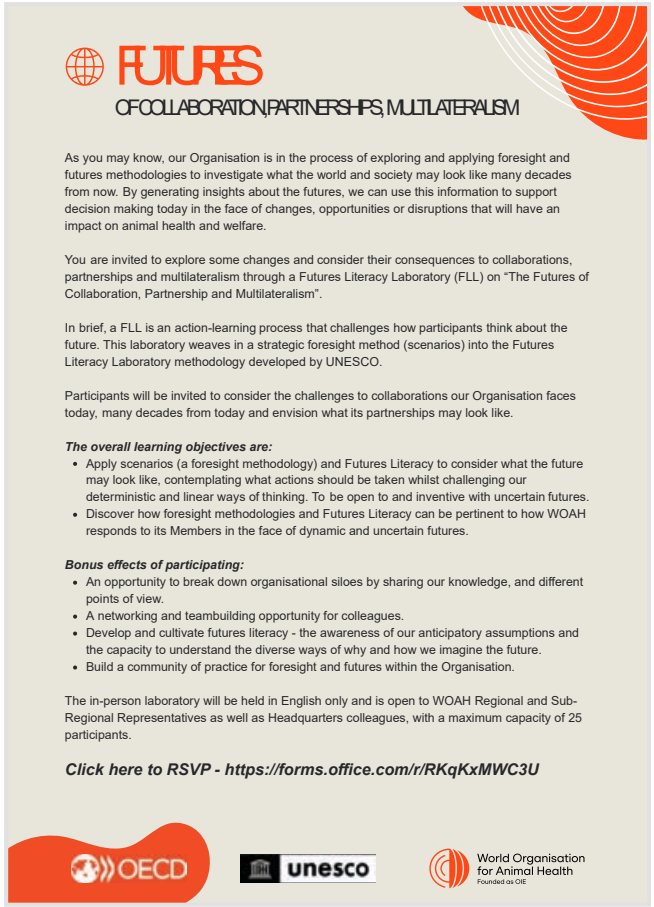
Tips

- While the invitation can come from anyone on the team, the key is that it comes from someone who can convey the message about the open learning and collective intelligence aspects of the process. The invitation is a crucial part of putting participants in a frame of mind that enables collective intelligence and knowledge creation about imagined futures.
- Send the invitation by e-mail at least two weeks in advance of the lab with a request to RSVP all scheduled days.
- Participants joining for just a portion of the lab is highly unrecommended because their sporadic attendance will affect the experience of the other participants.
- The invitation should not exceed 1-2 pages of text.

Example Lab invitation

Here are three different examples of a lab invitation to help inspire your team.





Task Plan the lab agenda

What

The agenda provides an outline for all activities and expected timing during the lab for team planning and participant reference.

Why

Co-designing the agenda is an important part of every Futures Literacy Laboratory because it encompasses the timing and the script that all facilitators will refer to throughout the course of the lab.

Where

For all lab phases.

How

1. Start by creating a template that breaks down the four lab phases, taking into consideration the total amount of time you have scheduled for the lab (1, 2, or 3 days, for example).
2. Discuss how to best split timing for each lab phase.

Task time

1-2 hours

Background

The early step of selecting and adapting an existing agenda template will encourage collective decision-making amongst the co-design team on the various activities and tools available to use throughout the lab. Co-design of the agenda for a Futures Literacy Lab is the only way to make sure that the sequencing of the process and the different activities undertaken during the lab will efficiently and effectively engage the collective intelligence of participants, as they learn about the nature and power of imagining different kinds of futures. During the co-design of the agenda, the co-design team will draw on their familiarity with the specific culture, habits, expectations, learning attitudes, and language of the participants in order to customise each phase of the living lab's action-learning processes.

Facilitator role

All facilitators will contribute to the design of the agenda.

Tips

If we don't have the full nine hours to hold a lab, some ways to adjust or shorten agenda timing are:

- Reduce time spent on desirable futures (keep to a minimum of 15 minutes).
- Combine Phases 3 and 4.
- Use interactive tools that take less time, such as substituting the Layered Analysis in Phases 1 and 2 with two rounds of sticky notes and giving each participant a chance to explain their notes.
- Do Phase 3 and/or Phase 4 entirely in the plenary, so no breakout group discussion.
- Omit Phase 4, entirely depending on the objectives that are set by the co-design team.

Template Basic lab agenda

Here are two examples of a timetable for all activities before, during, and after a Futures Literacy Laboratory.

Onsite Agenda

Timing	Duration	Activity
Before – prep meeting	3 hours	• Co-design planning
Before – prep meeting	2 hours	• Facilitators' training and rehearsal
Lab	1.5 - 2 days	• Phase 1: Tacit to Explicit – Probable futures – Preferred futures – Revealing assumptions • Phase 2: Reframe • Phase 3: New Questions • Phase 4: Next Steps
After – group debrief	2 hours	Follow through on next steps

Online Agenda

Timing	Duration	Activity
Before – prep meeting 1	3 hours	Co-design planning
Before – prep meeting 1	2 hours	Facilitators' training and rehearsal
Lab – session / day 1	3 hours	Phase 1: Tacit to Explicit • Probable futures • Preferred futures • Revealing assumptions
Lab – session / day 2	3 hours	Phase 2: Reframe
Lab – session / day 3	3 hours	Phase 3: New Questions Phase 4: Next Steps
After – group debrief	2 hours	

Example Onsite lab agenda

Champion: Futurehain
Topic: Convening in Berlin in 2050
Mode: Onsite
Date: 25 October 2021
Participants: 25 total

This lab was held in one day, so all phases were conducted in succession with breaks to support group re-energising. The in-person format allowed for the use of physical objects as visuals to contribute to framing a futures discussion as an experience separate from one's everyday life, which helped participants fully immerse themselves in the lab.

Timing	Duration	Activity	Team notes
7:30	Event site	Team Prep	
8:30	Plenary	Welcome & Coffee	Participant registration, vaccination check, creation of name tags at the Sentiments Station
9:00	Plenary	Overview & Agenda Group icebreaker Group icebreaker 2	Ritual: Drinks & Sentiments (5 min): fruity shots are shared as a reflection about the five sentiments to launch the day "Creative tensions" spatial exercise (20 min): guests position themselves in the space along the polar opposites of: 1. Berlin by day // Berlin by night (personal reveal) 2. Futurist // Convener (professional reveal) Stand in Line Game (10 min) Introduction of lead facilitator & peer facilitators
9:45	Breakouts	Individual Introductions	Each person says: name, organisation, one thing that's not on his/her CV (max. 1 min/person)
10:00	Breakouts	Phase 1a: Probable Futures	Time travel to 2050 & silent brainstorming (15 min) As the facilitator walks through each Layered Analysis level, participants write their ideas on sticky notes and puts them up for group viewing. Group sharing (10 min)
10:45	Breakouts	Phase 1b: Preferable Futures	Individual brainstorming (5 min) Rapporteur selection & group sharing
11:05	Break	-	Approx. 5 min per group rapporteur
11:25	Plenary	Phase 1: Report back	Approx. 5 min per group rapporteur

Timing	Duration	Activity	Team notes
11:55	Plenary	Phase 2: Reframe	Scenario introduction by lead facilitator (themes of metaverse, decentralised living, value created by learning and knowledge-sharing)
12:10	Breakouts	Phase 2: Deep dives	Peer facilitators recap the reframing in their own words. (1 min) Silent brainstorming (5 min) Group sharing – participants share 2-3 ideas in a roundtable. (What strikes them the most about this scenario? What surprises them?)
12:30	Breakouts	Phase 2: Reverse Layered Analysis	Individual brainstorming – facilitators explain each step of the reverse Layered Analysis, then let people work individually on whichever part they'd like to tackle (15-20 min); sharing (20 min) – roundtable exchange of ideas
13:10	Lunch	-	
14:10	Breakouts	Phase 2: Collective image creation	Selection of scene to role-play (5 min) Initial brainstorming of scenes from the Layered Analysis (15 min) First rehearsal (10 min) Brainstorming for next iteration (25 min) Last check with the group (5 min)
15:10	Plenary	Phase 2: Group presentations	Lead facilitator invites groups to present their results one by one. Every group has 5 mins to present their output and 2 mins for Q&A.
15:55	Breakouts		
14:15	Break	Phase 3: New Questions	Participants share in pairs (15 min) A rapporteur is chosen to share what each pair discussed
14:45	Plenary	Phase 3: Report back	Each group shares any new questions that have been discussed (5 min each)
17:15	Breakouts	Phase 4: Reflection	
17:55	Plenary	Phase 4: Wrap-up	Lead and peer facilitators summarise overall observations and learnings (10 mins), one word closing exercise (5 min), open Q&A (5 min)
18:15	Plenary	Closing Remarks	End by 18:30

Example Online lab agenda

Champion: World Organisation for Animal Health (WOAH)
Topic: Climate response in 2040
Mode: Online
Date: 23, 25, 26 November 2021
Participants: 24 total

This lab was conducted online over a 3-day period, each session lasting 3 hours, so as to lessen screen time fatigue. The team used Mural as a digital collaboration platform because it supported sharing visuals and collecting individual reflections in multiple group boards. The local team first wanted to use a tool called Futures Triangle in lab phase 1; however, upon further reflection, they determined that the Layered Analysis tool would enable systemic thinking and narrative building rather than thinking of the future as separate from the past and the present. The team chose to adapt their reframe story after *The Little Prince* because the group was primarily French-based, so the story and its underlying references would resonate strongly with them.

Timing	Duration	Activity	Team notes
Day 1 10:45	Online	Day 1 team prep	Review day agenda, then play music while everyone joins
11:00	Breakouts	Introductions	Skip the plenary and do a group icebreaker (see instructions on the Mural)
11:10	Plenary	Day 1 welcome	Opening remarks: how can Futures Literacy link to our work?
11:20	Plenary	Agenda walkthrough	Each person describes any particular lens s/he brings to the lab topic
11:35	Plenary	Phase 1a: Time travel	Time travel to 2040
11:40	Breakouts	Phase 1a: Probable Futures	Individual participant brainstorming (3-5 minutes) Each participant takes turns describing their probable futures to the group; peer facilitator can open the floor and/or call on individuals to share, so that everyone has a chance to speak. Co-facilitator captures anything that was discussed but not written down and adds to the group Mural board
11:55	Breakouts	Phase 1a: Layered Analysis	Ask participants to write down their notes on Mural independently before sharing with the group (5 minutes per Layered Analysis layer) Debrief with participants on what to report back (5 minutes)
12:30	Break	-	Participants can turn off cameras & mute themselves
12:40	Breakouts	Phase 1b: Preferred Futures	Ask participants to jot down ideas (5 minutes) Do a roundtable discussion (15 minutes), select group rapporteur
13:05	Plenary	Phase 1: Report back	Plan 7 minutes per group + time for lead facilitator response
13:45	Plenary	Phase 1: Wrap up	Reflections, questions from participants

Timing	Duration	Activity	Team notes
Day 2 11:00	Plenary	Day 2 check-in	Lead facilitator to remind 4-phase lab process Lead facilitator to present reframe scenario
11:20	Breakouts	Phase 2: Reframe	Individual brainstorms & group discussion
11:35	Breakouts	Phase 2: Reverse Layered Analysis	
12:05	Break	-	Participants can turn off cameras & mute themselves
12:15	Breakouts	Phase 2b: Narrative building	
13:00	Plenary	Phase 2: Report back	
13:40	Plenary	Day 2 closing	Closing activity: use one word to describe your state of mind Quick recap and overview of next day
Day 3 10:45	Online	Day 3 team prep	
11:00	Plenary	Day 3 opening	Lead facilitator to introduce assumptions underlying group images of the future at this stage… going through each group's Mural board and taking 3 statements to identify anticipatory assumptions to explain what those are
11:15	Breakouts	Phase 3: Key Questions	Compare and contrast Phase 1's probable futures and Phase 2's reframed future
12:00	Plenary	Phase 3: Report back	Each group presents their 2-3 questions (3 minutes per group) Encourage other groups to comment in chat Lead facilitator to keep track of time and summarise
12:50	Break	-	
13:00	Breakouts	Phase 4: Next Steps	Reflections on how the lab has helped participants question their views on climate response and how futures literacy can be incorporated into specific projects at the WOAH
13:35	Plenary	Phase 4: Report back	Closing… plus self-reflection writing (5 minutes): now how do you feel about the future?

Example Hybrid lab agenda

Champion: Ilia State University
Topic: Black Sea in 2050
Mode: Hybrid
Date: 13-14 September 2021
Participants: 20

This lab was held over two days and was a hybrid format in two ways. First, the planning team and lead facilitator joined the lab virtually, whereas the participants and local facilitators met physically onsite. Second, the lab was run in both English and Georgian with the help of translators on site. All breakout groups were facilitated onsite, while the plenary was online.

Timing	Duration	Activity	Team notes
Day 1 13:45	Online	Planning team prep	Recheck space and materials for each group
14:00	Plenary	Opening remarks	
14:30	Breakouts	Phase 1a: Probable Futures	Introduction in groups Time travel to 2050 exercise Silent individual brainstorming (5 min) Participants present their ideas, no need to seek consensus (2 min per participant, 15 mins total)
14:55	Breakouts	Phase 1a: Layered Analysis	Encourage participants to take 5 minutes to write headlines and share before moving to the next step. 1. Headlines (litany) 3. Systems 2. Actors 4. Myths & metaphors
15:45	Breakouts	Phase 1b: Preferred Futures	Facilitators to write the most essential elements of the discussion on the group flip chart. Take the boards back to the plenary.
16:15	Plenary	Phase 1: Report back	Each group presents Phase 1a and 1b (3 mins per group) Open discussion, then lead facilitator wraps up the findings
17:00	Plenary	Phase 2: Reframe	Introduction to reframing scenario
17:30	Plenary	Day 1 closing	Lead facilitator to ask everyone how they feel Closing remarks (5 min)
18:00	Online	Planning team debrief	30 minutes
Day 2 10:45	Online	Planning team prep	Start of lab day 2
11:00	Plenary	Lab day 2 overview	Group icebreaker
11:20	Breakouts	Phase 2a Reframe	Participants wake up in 2050, but this time they are in an alternative scenario. The challenge is to describe why and how people interact in this unfamiliar context. Facilitators repeat the scenario that was presented the day before.

Timing	Duration	Activity	Team notes
11:25	Breakouts	Phase 2a Reframe	Participants have 5 minutes to jot down ideas on sticky notes, describing daily life from the perspective of this alternative society; each person presents 1-2 ideas in a roundtable (25 mins).
12:05	Breakouts	Phase 2a: Reverse Layered Analysis	Peer facilitators lead the group through a reversed Layered Analysis: generating myths to identify underlying systems, providing narratives for actors, and thus headlines to be read.
12:30	Breakouts	Phase 2b: Collective imagining	Peer facilitators propose one of the following ways to create a collective image: • Roleplay – participants play roles in a new scenario: a scene taken from the daily life and acted out • Storytelling with personas – the group creates a fictional persona and a story about the latter • Image creation – groups work with creative material to create a shared collage Group to prepare a 3-minute presentation / shared narrative for plenary, reminder to designate a rapporteur (5 min)
13:00	Plenary	Phase 2: Report back	Group presentations – facilitators review key aspects of the anticipatory systems being revealed by the outputs of each group
13:50	Breakouts	Phase 3: New Questions	Facilitators to prompt discussion within group Compare and contrast Phase 1's probable/desirable futures and Phase 2's reframed future, make a list of new questions / insights
14:30	Plenary	Phase 3: Report back	Each group shares 2-3 questions (3 minutes per group) Lead facilitator to keep track of time and summarise
15:00	Break	–	
16:00	Breakouts	Phase 4: Next Steps	Remix breakout groups and discuss next steps related to our choices and effect on policy
16:30	Plenary	Phase 4: Report back	Lead facilitator to facilitate group presentations Closing reflections & remarks Final activity: 1 word to describe this moment / how you are feeling?

Task Decide group icebreakers

What

An icebreaker provides an active, playful starter activity for the group.

Why

Icebreakers help initiate discussion throughout the FLL. The activity selected should support dialogue, build initial images of the future, and ultimately contribute to establishing trust amongst participants.

Where

During the lab opening before phase 1.

How

1. Review the suggested icebreakers on this page or consider a different energising icebreaker.
2. Select the icebreaker(s) that would most engage lab participants.
3. Prepare necessary materials.
4. Prepare facilitators on the script needed.

Task time

20-30 minutes

Background

Below are several favorite group icebreakers, which take 10-15 minutes to do:

Example 1: Sharing (onsite)
Ask participants to turn to the person seated next to them. Allocate 10 minutes for personal introductions: each pair shares a bit about themselves (personal and professional). At the end of the 10 minutes, each individual introduces the person they were speaking to on their behalf to the rest of the participants at their table. This icebreaker sets the tone for two key elements for a successful lab experience: sharing and listening.

Example 2: Stand in Line Game (onsite / hybrid)
Ask participants to position themselves on an axis that connects two extremes: optimistic and pessimistic (in respect to the future). Then introduce a second axis, orthogonal to the first axis: these two extremes are little/no agency and high agency in response to the question: "How much agency do you feel you have with respect to the future?". After group positioning, the lead facilitator asks approximately 4 people (1-2 from each extreme, one in the middle) to explain their positions to the group.

Example 3: Future Picture (online)
Before the lab, ask participants to find or create an image that represents what they perceive the future to look like in their community. Ask them to present and explain why they selected that image.

Facilitator role

We lead the group in the icebreaker activity. After the activity, we then encourage group discussion and reflection about what makes them take that position.

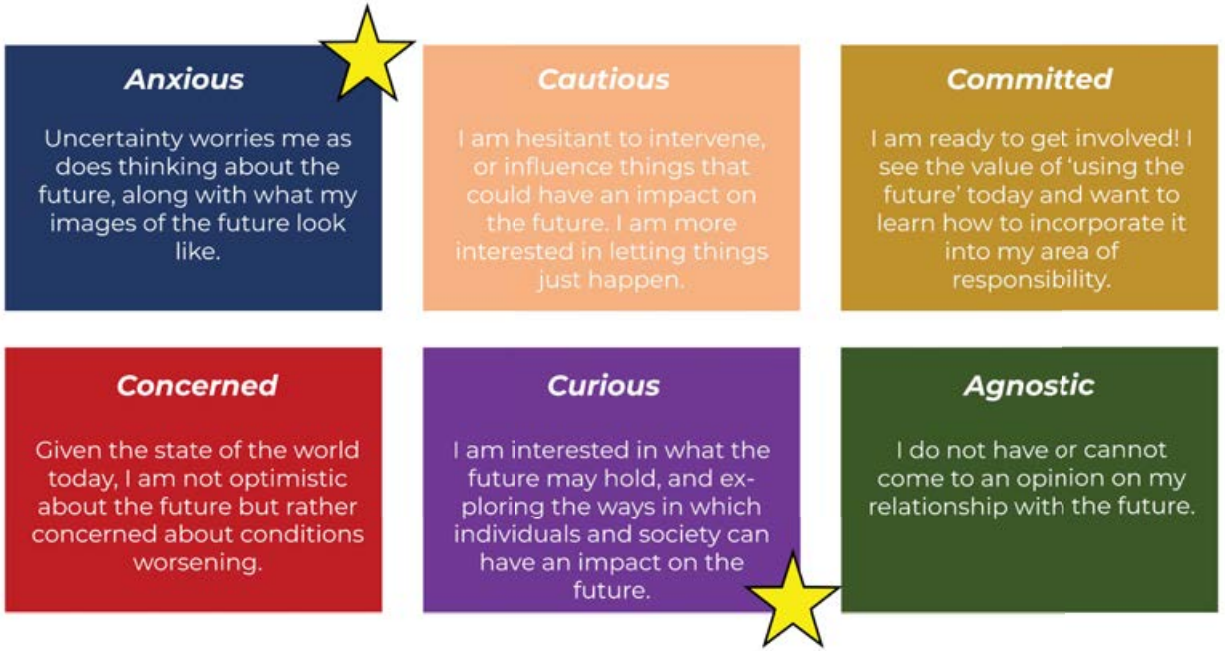
Tips

- It usually takes some time to explain the different icebreakers and then role-play how a specific icebreaker would work, who would do what, etc.
- If we do the Future Picture icebreaker, remember that we also introduce ourselves to participants, so make sure we have a picture ready too!
- We could use an online tool such as Mentimeter to generate word clouds about what participants think about the future.

Example Future Relationship icebreaker

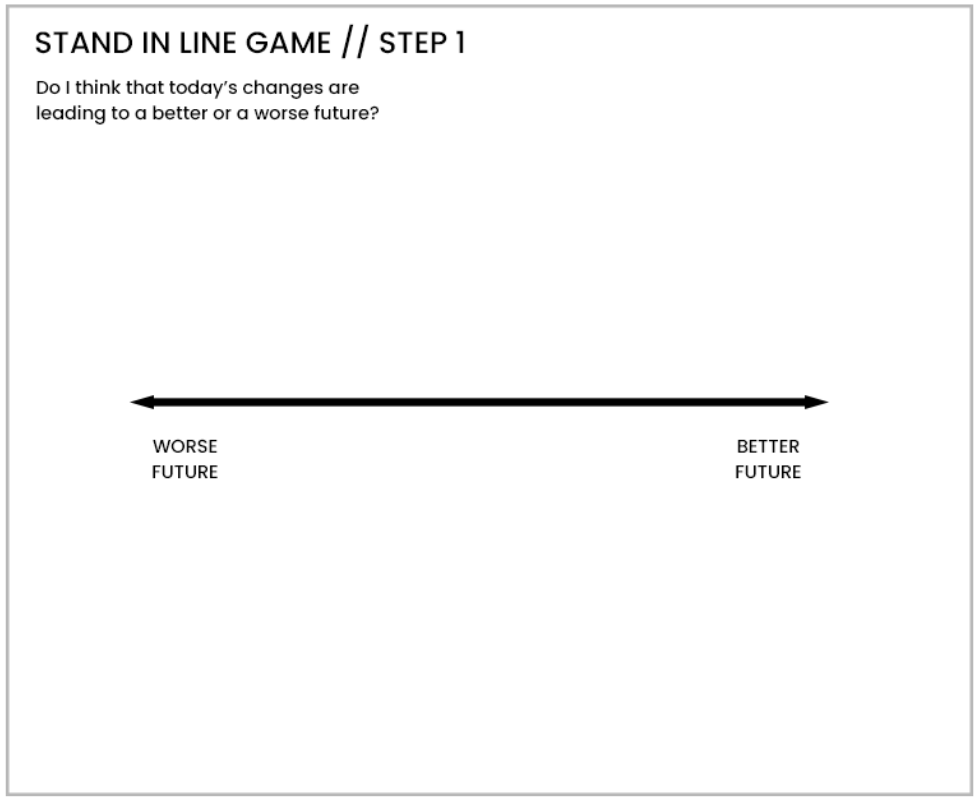
In the Future Relationship icebreaker, facilitators ask participants what would most characterise how they feel about the future. After everyone answers, the facilitator can select a few participants to share why they chose a certain emotion. Since people are not often asked to think about the future, this is a good exercise to warm up participants to other futures tools that will be used throughout the lab. Facilitators will also gain a sense of what might be influencing participants' images and emotions related to the future.

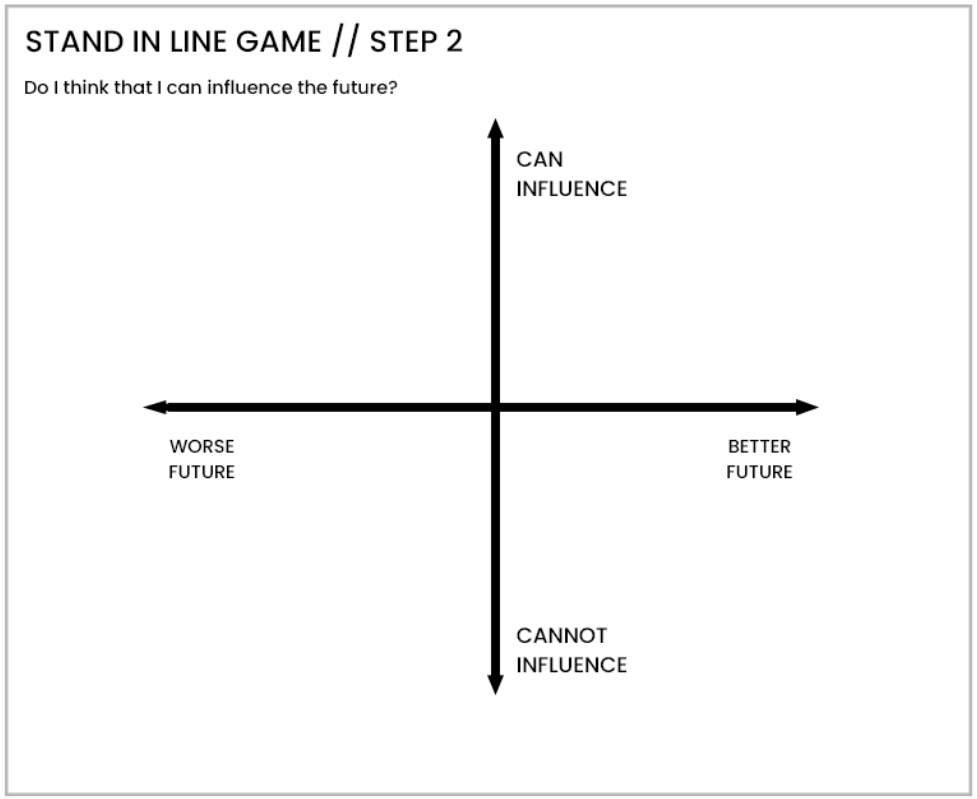
This is a good icebreaker for virtual or in-person labs. For example, if facilitated online, participants can use online tools to mark or select their response. If in person, coloured tags can be prepared for each emotion, and participants can wear them after they select their relationship with the future.



Example Stand in Line game icebreaker

In the Stand in Line game, participants are asked to think about where they might position themselves on two axes with respect to (1) whether they believe the future will be better or worse, and (2) whether they might feel empowered to influence the future. After participants place themselves on both axes, facilitators can ask them why they are in a certain position. This game is another accessible entry point for participants to begin to think about the future and for facilitators to gain a sense of what influences may underpin participants' placement.





Example Icebreaker

In this icebreaker, juice shots are served to accompany the exercise asking participants how they might feel about the future. Each juice colour reflects an emotion. After several participants share why they chose a specific emotion, a toast is made for all to commit to be open, curious and to engage in the lab learning process.

Task Prepare the Layered Analysis tool

What

Layered Analysis is a group sense-making technique used to explore the underlying causes and worldviews contributing to the images of the future described by participants.

Why

By identifying four different levels of analysis, groups can start to understand root causes and connections between the causes.

Where

During lab phase 1 and phase 2.

How

1. Walk through and discuss the four layers to understand their differences.
2. Discuss if we want to use the Layered Analysis for both phases 1 and 2 or only in phase 2.
3. Identify possible examples per layer.

Task time

25-45 minutes (depending on how much time we have allocated in our lab for this tool)

Background

In the late 1990s, Sohail Inayatullah introduced a futures research method called Causal Layered Analysis.* UNESCO has adapted this layered analysis to make it easier for participants to realise that their descriptions of imagined futures can be more detailed if they consider different dimensions of the world.

The tool presents four layers of analysis, as follows:

- **Headlines** (litany): how people feel about a situation, the public view – often shaped by news media; most visible and obvious perceptions.
- **Actors**: causes creating the situation – often analysed by policy institutes and experts still within the dominant paradigm.
- **Systems** (worldviews/discourse): worldviews and perspectives shaping a situation – including economic, religious, and cultural views underlying our beliefs.
- **Myths & metaphors**: the underlying stories that feed our views – the societal narratives that evoke deeper human emotions.

One way to illustrate the different layers of the Layered Analysis exercise is to use the image of an iceberg – where headlines are more superficial or above the waterline, and the other layers underpin or offer descriptions of the underlying conditions or assumptions that frame the snapshots of the future imagined by participants.

Facilitator role

By adapting this layered analysis, we can provoke participants to look more critically at their assumptions. The four layers serve as springboards for further group reflection. Doing a Layered Analysis in Phase 1a helps rehearse the tool for the reframing occurring later in Phase 2, making it easier to concentrate on the content and not the method.

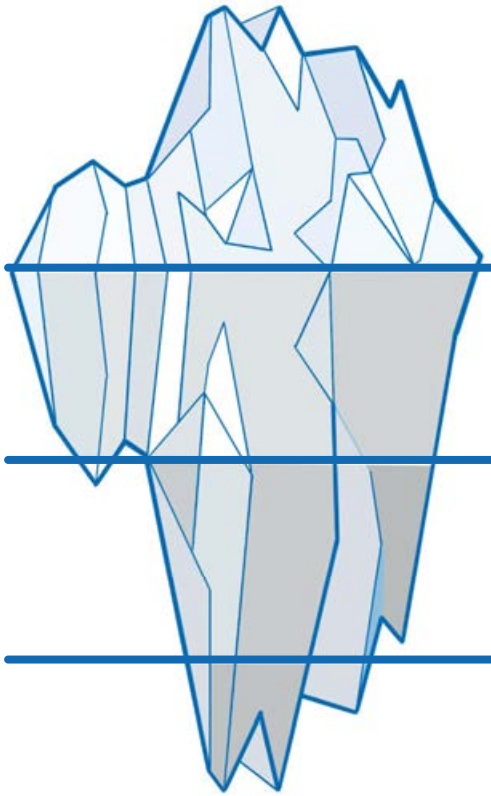
Tips

- If we think some participants might feel intimidated by Layered Analysis as a conceptual model, we can use the tool's question prompts without referring to the tool by name.
- If our core team prefers a different tool to achieve these objectives and ensure group comfort, we can replace the layered analysis.

* Inayatullah, Sohail. (1998). Causal Layered Analysis: Poststructuralism as method. *Futures, 30*(8): 815-829.

Example Layered Analysis

To show Layered Analysis in action, here are four different example lab topics discussed in terms of the tool's four layers:



Lab topic:	Population	UN Futures	Housing persons with disabilities	Bangkok traffic futures
Headlines (Litany)	• More people means less wealth per person • Solution is reducing birth rate	• 4 million graduate from metaverse university • AI for culture heritage: museum creates virtual reproduction of Ancient Babylon	• Institutionalization links with abuse/neglect • Governments solve the problem with legal measures	• Traffic jams • Pollution • Waiting times • Economic damage
Actors (Systemic)	• Governments and World Bank measures are needed to control population growth	• Need for overarching authority, more money and centralised/ equalised power are possible solutions	• Imbalance of power within institutions • Solution in individual therapy	• Not enough roads
Systems (Worldviews)	• Economic growth • Fewer people means fewer battles over resources	• Power shared by the already powerful, exclusive	• 'Othering' of people with disability	• Industrialism • Big city outlook • Colonialism
Myths & Metaphors (Narratives)	• Duty of care • Fear of 'the other' and teeming masses	• Control versus freedom • Humanity's place on earth	• Normal /abnormal dichotomy • Deep inclusion	• West is best • Bigger is better

Task Anticipate group assumptions

What

Anticipatory Assumptions (AAs) are the building blocks of our imagination. AAs are the ways in which we consciously frame common objects of inquiry. They either constrain or facilitate our perceptions of novelty in the emergent present.

Why

A quick simulation during the co-design step helps us test if our lab topic will generate fruitful group discussions and indicate if the prompts, the reframe, or the agenda need to be adjusted.

Where

AAs are revealed in lab phase 1 and reconstructed in phase 2. AAs are further re-examined in phase 3.

How

1. Identify some assumptions we expect lab participants to hold about probable futures and preferable futures related to our lab topic.
2. Briefly explore why we feel the participants hold these assumptions.
3. Consider some alternative or contrarian assumptions as input for the lab facilitators.
4. Discuss if we need to adjust our lab topic.
5. Document these initial assumptions in our team planning notes that can be used for designing the reframe scenario.

Task time

30-45 minutes

Background

Since the future can only be imagined, any description will require making assumptions. Futures Literacy Labs reveal the diversity of our individual anticipatory assumptions, and the basic aim of a FLL is to help participants identify these assumptions. By working through different ways of using the future (specifically probable, preferable, and reframed futures), participants experience the two paradigms of anticipation: anticipation for the future (the AAs that facilitate preparation and planning), and anticipation for emergence (the AAs that facilitate novelty and innovation). As a lab unfolds, participants gain a better understanding of the sources of their AAs: the origins of their narrative frames, preferred methods, and images that have such a powerful impact on what each of us is able to see and do.

Facilitator role

The lead facilitator is typically responsible for identifying, commenting on, and summarising various AAs across group report-outs during Phases 1, 2 and 3.

Tips

- Begin by looking for ideas or themes that are similar or different in probable and preferred futures... Are people's reactions based on whether they liked or disliked a particular idea?
- When the same theme arises during discussions of both probable and preferred futures, is the theme described in the same context? If someone mentioned an idea that no one else did, in what context did they describe it, and why?
- Ask participants why they came up with a specific idea because their explanation often reveals much of this framing.

Example Anticipatory assumptions

Here are some example AAs and a brief explanation on how we can interpret the anticipatory assumption:

Category	Description	Example Anticipatory Assumption	Interpretation
Extrapolation	We extend current trends directly into the future based on our past experiences.	If the stove burner glows bright red, then it's a good guess that touching it will burn my fingers.	We rely on probability to generate the most likely images of our future.
Destiny	We believe in a predetermined course of events as something beyond human power or control. Everything that happens is of necessity.	My uncle said it will happen, so I have total personal faith that it will.	Our fate is set. We see any images of the future as predefined and immutable.
Creative Reform	We can improve what we already know of a system's processes and operational functionality.	How can we make a better city agency? Is there a way to generate electricity more efficiently?	Our images of the future show a better system or process – yet within familiar parameters.
Self-Improvement	We can change what we already know at the personal level.	How can I become a better me? Is there a way to renew my body so that I will not die?	Our images of the future stay narrowly idealised on the basis of personal or known past states.
Novelty	By imagining alternative or crazy approaches, we can find pathbreaking or liberating solutions.	What is an almost impossible approach to educating children in refugee camps? What if we consider the opposite path?	Our images of the future challenge or break from current paradigms, which could be unlikely or undesirable views based on today's perceptions.
Mindfulness	We find insight or enlightenment occurs when we let go or move beyond what is the known by experiencing, appreciating, and giving permission to not-knowing.	What are the two most noticeable emotions we feel right now? What changes if we mindfully listen to this group's presentation?	We are simply present in a state of open consciousness, and images of our future are allowed to emerge in the moment.

Task Plan a reframe story

What

A reframe story is a narrative of the future that we use to disrupt the participants' existing vision(s) of the future. The scenario is invented by the co-design team and is intended to create new reference points with which participants can experiment.

Why

From prior labs, UNESCO has found that a reframe story is an effective first step in making participants aware of their existing assumptions about the future and the sources of their images of the future. The power of the reframe is that it reminds participants that the future is open and unknowable: the future cannot be predicted, and anything can happen. By providing participants with an unfamiliar scenario and asking them to describe how the world works within a new set of parameters, it is enabling them to play in a sandbox of uncertainty and to collectively build from that sandbox, by negotiating what is important in order for their society to function. In addition, the activity reminds participants what possibilities exist if they allow themselves to break away from the status quo. It is an important step of the learning journey in developing futures literacy capacity and before returning to the present in Phase 3.

Where

Lab phase 2.

How

1. Consider dominant frames of reference that could positively challenge the participants – in particular, what are firmly held beliefs that are rarely questioned?
2. Select one concept to be the main parameter in our reframe story.
3. Discuss at least one variable or aspect we want to change that might be the opposite or extreme view of that parameter.
4. Draft a short story (usually 3-5 sentences) based on this variable(s).

Task time

45-60 minutes

Background

The reframe story is used to ask participants to engage with an uncomfortable or strange future scenario that helps demonstrate that the future is unknown.

The goal of the reframe is to pull away the obvious operational reference points or prevailing assumptions for a group in the way they think about the future. By revealing their assumptions through dialogue, imagination and storytelling, participants can embrace uncertainty and begin to detect novelty. Common filters that can be changed or subverted are economic, social, and political filters; for example, considering the possibility of no schools for a group of educators or no central banks for a group of financial managers.

Most reframe stories have 2-3 parameters to play within. As a simple guideline, a reframe story matches the lab topic from an opposite point of view. For example, if the lap topic is about the future of a city, the reframe story parameter is "geography" and the variable to change could be that in this reframed future, there are no borders. Additional parameters could play with common 'criteria' for a city: people, currency, what that city may commonly be known or recognised for. This leads to participants imagining and discussing what the new criteria might be for a new city and the implications that may have on individuals, society at large and the institutions that govern.

Facilitator role

We present a story emphasising certain aspects that participants did not include or consider in their visions (e.g., they left out technological or political developments) or by contrasting a certain aspect the participants have taken for granted (e.g., they assume peace exists in the future).

Tips

- Reframes can vary in length and format. A simple reframe story can be as short as a few sentences or a short paragraph. An advanced reframe may be a presentation which includes images, videos, music, and a specific narrative to support each parameter that has been altered.

- Leverage the images of the future that were shared during our co-design simulation, so that the reframe story we develop will resonate with the majority of the participants.

- Consider the participants' backgrounds and experiences when designing the reframe. For example, a UNESCO team created a reframe story adapted from the book *The Little Prince* because they felt nearly everyone in the group would recognise its message.

- One story template that UNESCO often uses is the "Learning Intensive Society", which describes how people can organise and add value in society. Specifically, the UNESCO team asks participants to imagine clouds of unique creation similar to a murmuration – starlings flying in a flock – with constant changing flows of collaboration, exchange, and experience. Then the lead facilitator asks the group to consider the implications for wealth management, power, governance, identity, quality of life, etc.

- When engaging in the reframe, participants might resist or start imagining dystopian futures. It is important to allow the conversation to flow organically and to remind everyone that the reframe is a sandbox to play and test different ideas. We should gently challenge them to consider both the positive and the negative implications of what this reframed future can bring.

- Avoid reframe stories that are too abstract. It is important to try to find the right balance between disrupting participants' images of the present and future and then going too far. The best way to assess this is by testing the reframe scenario with the co-design team.

- Advanced reframe stories can include: images, videos, poems, excerpts or concepts from books to help further illustrate the story (remember to reference). We can use presentation slides to present the reframe story.

- The reframe scenario should disrupt participants' anticipatory assumptions as revealed in Phase I. While it can feel difficult to predetermine a reframe before Phase I has been completed, in practice, there is often limited time to develop a good story in between phases. As such, UNESCO recommends leveraging the outputs from the co-design simulation to prepare a draft reframe that can be easily adapted after Phase I.

Example Reframe story

Futurehain with UNESCO

Topic: Convening in Berlin in 2050
Mode: Onsite

Reframe variables:
Metaverse, communication across language barriers, learning and knowledge as currency, learning and creation intensive society

Reframe story:
This scenario is located in a metaverse where physical cities no longer exist. What exactly is the relationship between the virtual and physical space? Berlin is understood as a collective, complex and emergent system. In this future, everyone speaks different languages – so, how does one earn trust, understand each other, and learn to communicate with one another? Individuals create their own currencies through learning and knowledge. But if what you know creates value, how do you share that value? Would human capital then function as a currency? In this metaverse, unique creation and learning happen all the time. Learning is embedded into a pull – instead of a push – rationale, meaning that individuals determine for themselves what to explore and to learn. How exactly does this work, and what forms does learning take on? How is difference inspired in this metaverse?

Ilia State University with UNESCO

Topic: Black Sea in 2050
Mode: Hybrid

Reframe variables:
Murmuration society, people could live underwater

Reframe story:
We are in 2050. A decade earlier, distributed genetic modification makes it possible for people to breathe underwater. Humanity lives in a world with no borders and more possibilities to move around; not only air and ground but also underwater. How would the Black Sea look like in this scenario 10 years later? Would people live in it? Additionally, a few more aspects have changed in this future. Society is fluid and works on an open, community-based affiliation system. Organisational structures look different and are rather flexible, mutant. People live in a post-financial economy, they account the world to what is meaningful; meaning is the true currency, people only care about meaning.

Example Reframe Story

World Organisation for Animal Health (WOAH) with UNESCO

Topic: Climate response in 2040
Mode: Online

Reframe variables:
Humans are tamed by other animals; no common language (so how do we make connections?); no mass production (so how do we still exchange goods and services useful to our survival?)

Reframe story:
The Little Prince-inspired society: a future where humans are the ones being tamed. Welcome to 2040. Imagine you have arrived just like the little prince did on another planet, but here it is simply another time, not necessarily another planet. This is an interaction between the little prince and the fox.

The fox asked, “What is it that you are looking for?”

“I am looking for humans,” said the little prince.

“Humans,” said the fox. “They have weapons, and they hunt. It is very disturbing. They also raise chickens, so they can eat them. These are their only interests. Are you looking for chickens?"

“No,” said the little prince. “I am looking for friends.”

We, as humans, are now being tamed by animals who are conscious of the impact we have on our surroundings, including on them. But by taming us, they have to worry about our survival.

“What does that mean – 'tame'?” said the little prince.

“It is an act too often neglected,” said the fox. “It means to establish ties.”

“'To establish ‘ties'?”

“Just that,” said the fox. “To me, you are still nothing more than a little child who is just like a hundred thousand other little children. And I have no need for you. And you, on your part, have no need of me. To you, I am nothing more than a fox like a hundred thousand other foxes. But if you tame me, then we shall need each other. To me, you will be unique in all the world. To you, I shall be unique in all the world...”

To the contrary of the fox and the little prince, we do not share a common language and have to find ways to work together towards the same goal(s) or at least to pursue the route(s). What are these goals? What are these route(s)? What can be the purpose of a society composed of animals taming humans?

“I am beginning to understand,” said the little prince. “I have a flowering plant that I care for..... I think that she has tamed me...” How do you structure reciprocity? (i.e. how do you eat in this society? What value do you exchange?) These animals do not embrace similar types of production, goods exchange, or responses to danger. How do we live together?

Example Reframe story

Capacity to Decolonise Project Team with UNESCO

Topic: Futures of Trust in 2050
Mode: Online

Reframe variables:
Questioning communication methods, physical signals of typically non-verbal cues.

Reframe story:
A hedgehog called H and a snail originally named S to protect their anonymous identity were very good friends. Failing to hunt down anything of interest, H decides to ask for S to lend him a trap guaranteed to catch whatever comes his way. H is very happy with it and glad S graciously allowed him to borrow such a magnificent tool! First time H catches his prey, it's a nice, well-nourished partridge.

Quite excited, our hedgehog informs the snail of his latest treasure: “I finally caught one but it's a small game.” *emoji endless sadness*

“If that's the case, you should probably eat it alone, my friend.”

Not requiring any further persuasion, H does exactly just that.

The next day, the trap catches a hare. The hedgehog apologetically lets S know that the prey is quite small. Same answer from S. H eats it alone, sated and therefore happy. This goes on again and again. The trap catches a nice game, H says it is small, and S suggests he eat it alone. H obeys.

One time, H catches a buffalo. “I caught a prey but it's still very small, dear S.”

“Go ahead and eat it then.”

Another time, H catches an elephant. Same process; same satisfied hunger.

One day, the trap catches the sun. H tries to eat it but cannot and even catches fire in the process. He screams for his friend to help him out: “S, come quickly. I caught a large game this time!”

The snail comes upon hearing his friend, “So, the trap does work!”

“Yes, kkkkk..cooo..cooome and eat, my frrr...” (his tongue is on fire)

“I can't hear you!”

“Kkkkk..come.” His eyes and mouth are fully burnt.

“My friend, I think this prey might be too big for you.”

The hedgehog dies.

...

Following this story, the human species was affected by a large-scale genetic mutation: the ‘integrity’ gene. Whenever your mind feels off due to a wrongful act you've committed, it shows on your face: your nose grows, and everybody knows it has grown although they don't know about the act that caused such mental unrest. The same thing goes for you: you can see it on other people's faces too. However, everyone's ability to see the expressions of this gene is limited in time and space for reasons unknown to (hu)mankind and there is nothing we can do about it.

You cannot hide the growth of your nose and you don't know why it shows sometimes and why it doesn't at times.

The Currency Lab Project with UNESCO

Topic: Futures of Value in West Africa
Mode: Onsite

Reframe variables:
Play on notions of value that are constant, intergenerationality

Reframe story:
This conflicting Amewuga society has particular attributes: Our values change with each generation. A generation lasts 10 years. According to this, the tools of valuation (appreciation of value and communication/expression of our desires) are constantly changing. This society is still connected to societies that operate in a completely different way.

- How does this society function on an operational level?
- How do we live in it? What interactions and in what forms?
- What do we share?
- What do we have in common in this society?

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ABOVE: futurehain and UNESCO jointly organised a Futures Literacy Laboratory about the future of convening in Berlin in 2050.

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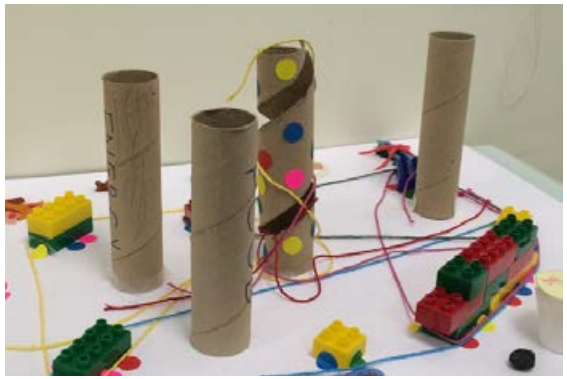

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Step 3
Rehearse

About Step 3: Rehearse

Objective

This step allows our team to do a practice run before the actual lab is held.

Why this step matters

Our team can test that all the moving parts in the agenda come together as planned and that everyone feels prepared as facilitators and in other roles.

Who's involved

- Lab champions (optional)
- Core planning team (required)
- Facilitators & coaches (required)

Estimated time

1.5-2 hours

Input needed

Lab agenda with notes and selected tools

Output

A practice run of the lab

Step 3 tasks ***…go to page***

Task Review rehearsal checklist

- [ ] Reconfirm the schedule of our team and all facilitators to attend the lab dates/times. Recheck that everyone can join at least 15 minutes before each scheduled lab session.
- [ ] Review the annotated agenda and address any open questions, particularly around facilitation prompts and timing.
- [ ] Ensure we have the latest version of our lab agenda with all notes (e.g., tools, cues, energisers, ideas) captured.
- [ ] Consider printing the agenda for quick reference.
- [ ] Collect phone numbers of all core team members and set up a chat group (e.g., WhatsApp) to send fast tech issues and other quick messages during the lab.
- [ ] Recheck the latest RSVP list for any changes or concerns.
- [ ] Contact the lead facilitator if there are any difficulties or questions that we do not know how to answer, etc.
- [ ] Ensure all the breakout groups and corresponding facilitators are assigned in advance. Complementarity of participants and facilitators should be taken into consideration.
- [ ] Check all handouts are printed or ready to be printed on time with confirmed pickup.
- [ ] Confirm any name tags or digital naming scheme for participants.
- [ ] Recheck lab tech setup (e.g., onsite – projector, screen, speakers, etc., or online platform) and confirm who will be responsible for tech details (breakout group setup, plenary recording, etc).
- [ ] If an onsite lab, reconfirm all vendors (e.g., catering) and know location, times, and necessary details. Assign a team member per vendor for any issues.
- [ ] If an onsite lab, arrive at least 1 hour prior to set up the space and materials, such as flip charts.
- [ ] If an online lab, plan to join 15 minutes before the lab start to prep together.
- [ ] Recheck everyone knows their roles during the lab. Assign a main notetaker per breakout group during all the group report-outs.
- [ ] Discuss what music, if any, to play during group breaks. Confirm who handles the music selection and who will be responsible for playing the music (if online).
- [ ] Recheck timing and logistics for any language interpreters, if needed.
- [ ] Discuss and/or create any observer note-taking templates.

Task Set up a physical lab

What
Ideally, there should be a large room for the plenary and separate small rooms for breakout group discussions. Plenary can be a room set up with chairs in a circle, and each breakout room has one table for participants to sit around.

Why
A Futures Literacy Laboratory is about collective intelligence. The room's setup should reflect a space that encourages participation, engagement, listening and sharing rather than a presentation style.

Where
A lab can be held anywhere that fits the space requirements, which are determined primarily by the number of participants and the context of the event.

How
1. Set up a team schedule to walk through, secure lab materials and supplies, and prepare the space based on the number of breakout groups.
2. Identify 1-2 team members who will equip each table and/or room with the necessary supplies.
3. Recheck any emergency instructions specific to the venue.

Task time
30 minutes

Background
Setting up the space for a physical lab can vary depending on available resources – particularly space that you may have at your disposal versus the requirement to rent a space.

Physical labs require consideration of additional details, including:
- Light
- Acoustics
- Catering
- Room temperature/ climate regulation
- Emergency exits
- Audio/video support (e.g., screen, speakers)
- Internet access
- Materials
- Distance between any breakout rooms and the plenary room (e.g., will that take time from the agenda?)

Facilitator role
We ensure 1-2 members from the co-design team are tasked with setting up the space in advance.

Tips
- Be sure to do a walkthrough of the venue taking the lab agenda into consideration.
- Meet the day or evening before the lab to ensure all necessary supplies and materials are available and to leave sufficient time to replace if anything is missing.
- If there is no separate plenary room, recheck if the breakout group tables are far enough from one another to avoid too much noise in the same room.

Basic supplies
- Whiteboards and/or flip-charts (preferably one per breakout group)
- Sticky notes (preferably in different colours and sizes)
- Markers, pens
- For phase 2: magazines, newspapers, tape, scissors, coloured paper, string, glue, cardboard, wooden sticks... any creative item for collective image creation!

Example Physical lab setup

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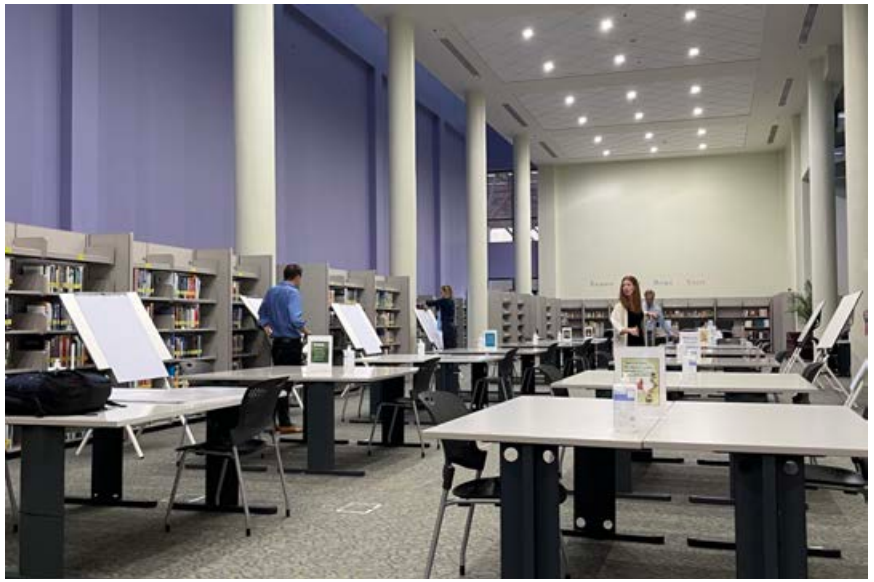
The co-design team for the Futurehain lab with UNESCO organised a large plenary area with separate smaller rooms for breakout groups. In each breakout room, participants had their own writing materials and then shared a whiteboard to collectively gather thoughts and ideas. Here the facilitator wrote down the four layers from the Layered Analysis while explaining the exercise to participants.



© Prince Mohammad Bin Fahd University

This lab at Prince Mohammad Bin Fahd University combined the plenary and group breakout areas in one space at the university library. The co-design team had the option of sending participants to separate breakout rooms but decided against it for two reasons. First, the team wanted to reduce group transit time and save more time for discussion. Second, the acoustics were good, so the library would not become too noisy if all participants were speaking at once during the breakouts.

Task Set up a virtual lab

What
Virtual labs are conducted using an online platform (e.g., Zoom) that is accessible from anywhere. A second digital collaboration tool (e.g., Mural) can also be considered that supports the conversations in the breakout groups.

Why
It is helpful to use a secondary online tool to (a) provide participants with a visual supplement that illustrates the different futures thinking exercises conducted and (b) have a way that documents ideas that are shared. This documentation is helpful for plenary reporting and potential follow-through activities after the lab.

Where
For all phases

How
1. Discuss which platform(s) can best support group discussion, annotation, and sharing.
2. Confirm our group access and any license considerations.
3. Consider any need for participant orientation or tech support for the tool use.
4. Decide if we want to digitally record any sessions, if our platform offers this service.

Task time
20-30 minutes

Background
Multiple online platforms are available for conducting a virtual lab. Examples of online digital collaboration tools are Miro, Mural, Jamboard, the whiteboard function on Microsoft Teams or Zoom, or Google Slides. Although a lab can be conducted without a collaboration tool, it is important to think about how to stimulate participants' imagination without any visual cues and to ensure there is a designated note taker.

Facilitator role
We designate at least one co-design team member to design a shared collaboration board for the lab.

Tips
- If no collaboration tool is used, UNESCO recommends ensuring two facilitators per breakout group. One facilitator should lead, while the other facilitator takes notes (either on paper or in the chat). It can be difficult for one facilitator to listen deeply and capture notes simultaneously.
- A participant workbook can also be prepared, allowing participants to write down notes as they go through the various phases of the lab. See the Appendix for an example.
- Use different poster/board colours for the breakout groups in the digital tool, so it is visually easy to find and share for everyone.
- Always use a tool we are familiar with and confident enough in to explain it to others: if unfamiliar with a digital tool like Miro or Mural, we should practice its navigation and commands beforehand.
- If recording the sessions is desirable, UNESCO recommends recording only the plenary sessions in order to not inhibit participants' comfort levels or creativity during breakout groups. Always confirm with participants that they are comfortable recording the plenary sessions.

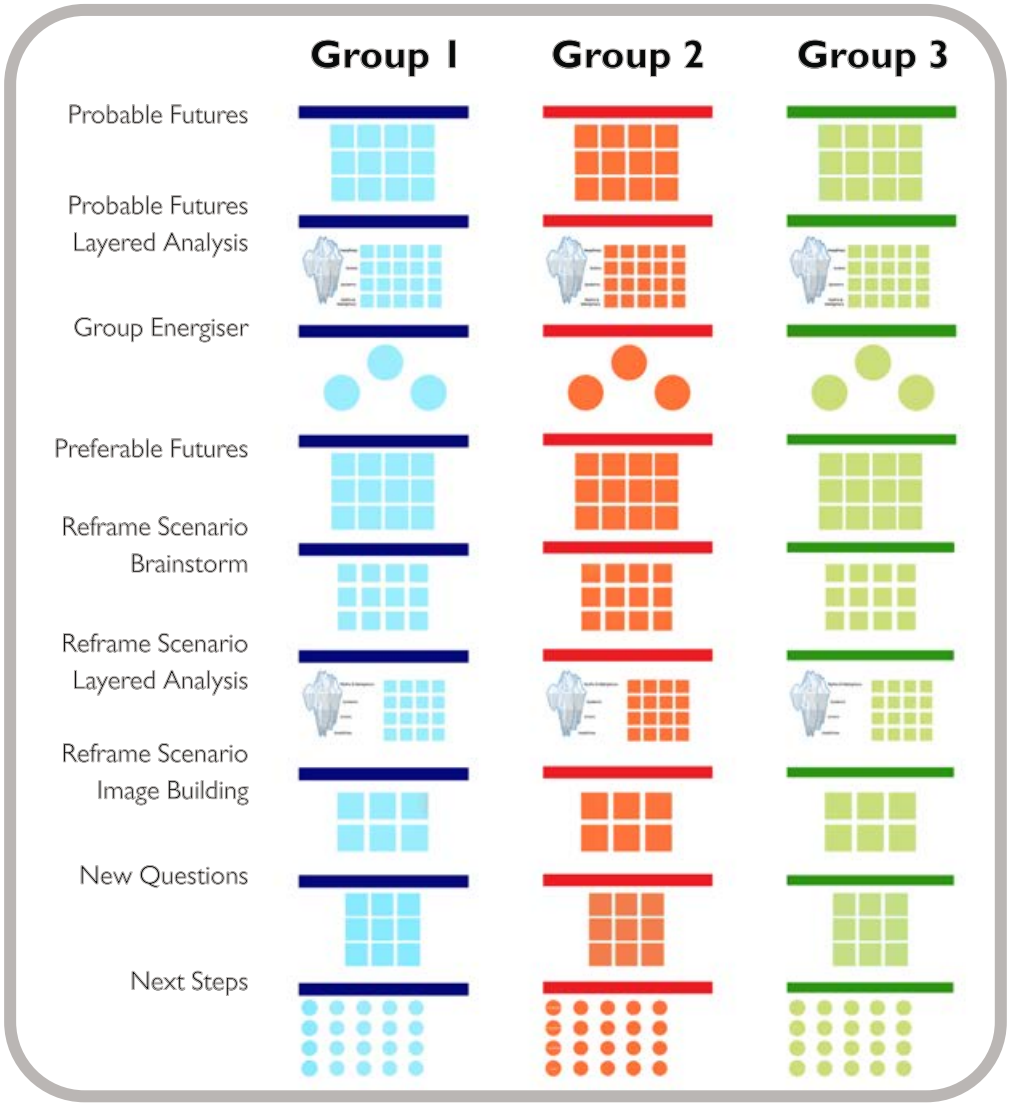
Example Virtual lab setup

This lab workspace used Mural as a group collaborative tool, and the co-design team arranged the boards vertically (horizontally can also work well). Each colour corresponds to a separate breakout group.

This format makes the different colours of sticky notes useful because it is easy for both participants and facilitators to distinguish which ideas are from which group.

The different steps in each column will be explained in the next section.

Some groups prefer to create separate work boards for breakout groups, instead of one combined board, in order to prevent participants being possibly confused or even distracted by another group's board. If you do this, each group receives a separate board link, and the facilitator is responsible for sharing the correct link with the respective breakout group.



Tips How to facilitate

Common Situation	Tips to Try	Why This Matters
I should know all the answers (as a facilitator / participant).	We follow a model of 'learning-by-doing', so one of the best ways to learn Futures Literacy is to experience it directly. This goes for both participants and facilitators! Also reassure the participants: "there are no right or wrong answers, no one knows the future – we're all equal in the fact that the future can only be imagined."	As a facilitator, we are not expected to know the answers. We are on a learning journey together where people share what they know and invent shared meaning as a group. This is the lab's emphasis on Collective Intelligence Knowledge Creation – the idea that more brains put together is better than one!
The group energy seems low.	Pay attention: Who is speaking and who is not? Is anyone dominating the conversation? Are people thinking quietly, or are they tired? If people are tired or not responsive, consider a 5-min break or do a quick energiser activity.	You will find that many of the subsequent responses to different situations are context specific.
I want to provoke deeper thinking.	Facilitators are neutral, not there to judge participants' ideas. Do say: thank you for sharing; can you expand on this idea? What does that mean? What would the opposite of this look like? Can this idea be defined only as good/bad? I am hearing "x" in what you said, is that correct? Or invite other participants to ask clarifying questions.	Facilitators can remain neutral but still challenge thinking and ideas, either by introducing a different stance or new idea to a statement made by the participants as a question.
Participants are not speaking and are quiet, or one person speaks a lot more than others.	Balance your facilitation with providing participants space to think (in silence) and additional questions and/or prompts to catalyse discussion: • "We want to hear your thoughts and ideas!" • "There is no need for consensus – does anyone agree, disagree, have a different image they'd like to share?" • Remind participants that there are no right or wrong answers, because we are all experiencing the future for the first time, together. Don't feel bad for calling on people but let them know you will do so, and then check-in afterwards to see if this works for them. Or go in a circle and ask everyone to share one by one with a time limit or limit of 1 idea.	Silence can feel awkward, but it is a powerful tool for a few reasons: 1. Draws people's attention due to an inherent discomfort to silence (there is almost always sound around us). 2. Allows people time to think without jumping to speaking. A truism goes that "the first idea is rarely the best idea"; the same goes for thoughts and ideas during labs.
We cannot stick to the agenda as planned.	If activities call for some changes different from what was previously communicated, let the participants know why you made a decision.	It can be helpful to let participants know what you are thinking and why you decide to do something as it provides them with reassurance about why things are happening. It invites them to be part of the process rather than only being told.

Tips How to engage participants

In 2011, Nobel prize winner Daniel Kahneman published a book called *Thinking, Fast and Slow* that describes two thinking modes named "System 1" and "System 2". System 1 is characterised by fast and automatic thinking, typically emotional and subconscious. System 2 is slow and laborious thinking, often logical and conscious. Both thinking modes influence decision making. No system is better than the other one; they just operate in different ways and are subject to different bias patterns.

UNESCO finds it is helpful for lab facilitators to consider System 1 and System 2 thinking modes, so that they can more effectively foster more thoughtful reflections in group discussions.

Help participants switch between System 1 thinking and System 2 thinking. Often, their visions of the future are subconscious (system 1) because most people haven't thought this explicitly about their vision before. We can help them become aware of these visions and give words to these visions by making the visions more obvious and conscious (system 2).

- Deliberately ask participants "system 1" questions (such as 'what happens?') to unlock more subconscious thinking. Very specific, detailed, and analytic questions are more likely to be answered by system 2 thinking, whereas more abstract, general, and vague questions are more likely to appeal to system 1 thinking.
- Avoid "system 2" questions, as some participants may feel the need to overthink or rationalise this activity. As a response, use meta-communication to explain why we are doing what we are doing at this point in the process.
- Be patient when asking "system 1" questions: the deeper or buried in subconscious thinking, the longer it takes people to retrieve information and give words to this information. Therefore, it is important to stop and wait, especially to be silent, after asking a system 1 question (probably longer than you feel comfortable with)! Finally, asking system 1 questions can make people uncertain because they have to dig deeper.
- For both onsite and online group breakouts, peer facilitators may add sticky notes for their group based on comments people have said – just to record detail behind why they mention an idea.
- For topics that are personal or sensitive, inform participants that it is okay to step away and come back should they need to. If online, they can turn off video/audio and come back when ready.
- As needed, check in with participants 1:1 during a break or after a day to see how they are feeling.
- People may feel afraid to speak if they think there will be disagreement or antagonism, so remind everyone that we do not need to agree on our ideas of the future, and in fact, a diverse range of perspectives is encouraged and welcomed.
- In hybrid labs, balance speaking turns for those participating onsite versus online, ensuring that in-person presences do not dominate or overtake those joining online.

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ABOVE: A participant uses a Layered Analysis worksheet to consider deeper levels of probable futures during a lab about the Future of Convening in Berlin in 2050.

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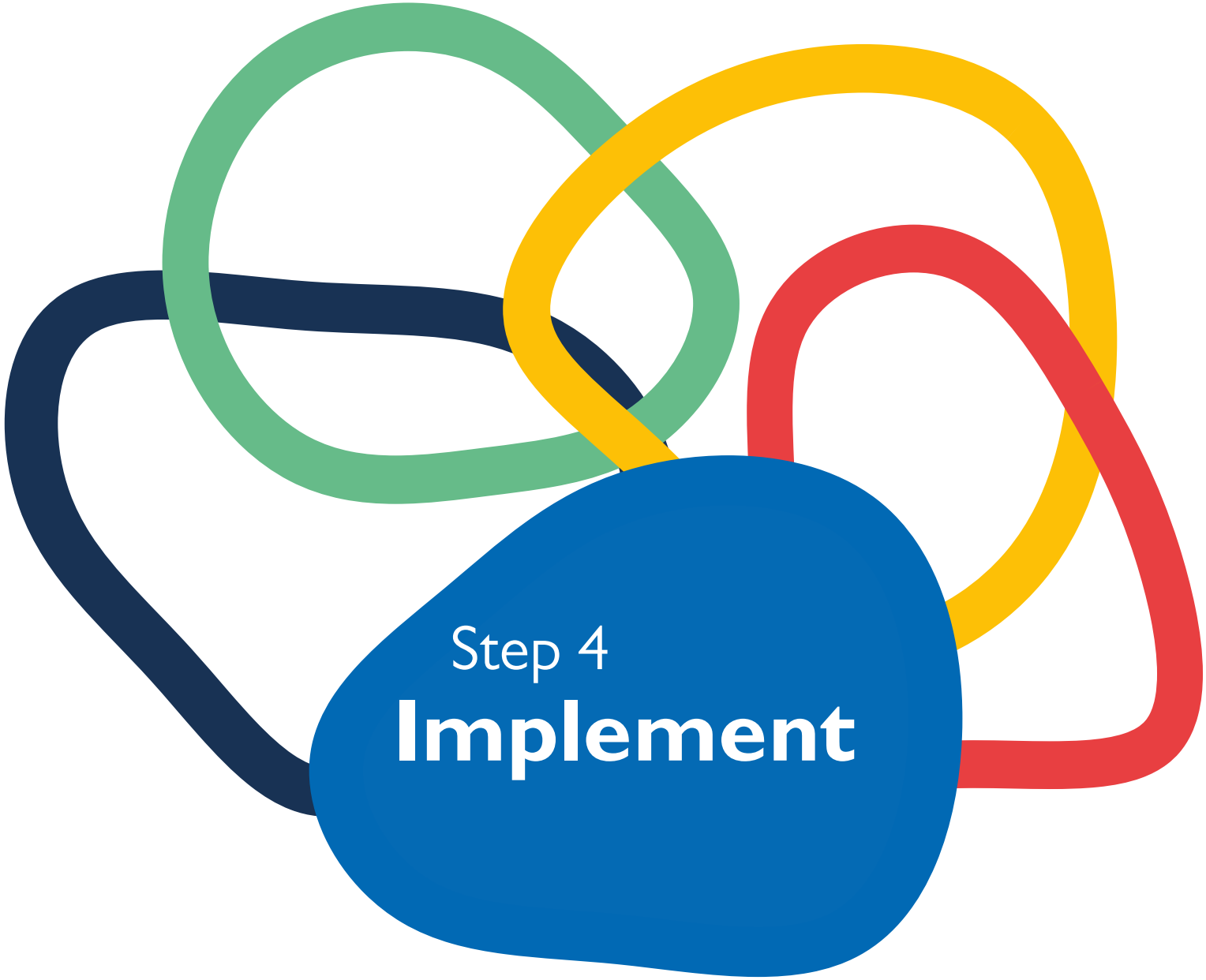
Step 4
Implement

About Step 4: Implement

Objective

This phase conducts the Futures Literacy Laboratory for all four phases with a group of participants.

Why this step matters

This is the actual lab experience that brings participants together to engage in building their capacity for futures literacy. Without this step, a lab does not happen.

Who's involved

- Lab champions (required)
- Core planning team (required)
- Facilitators & coaches (required)
- Participants (required)
- Note takers & observers (optional)

Estimated time

12-15 hours for a standard onsite lab or 9 hours total for a virtual lab, plus 30 minutes for a core team debrief (as needed at the end of each day to prep and adjust for the next day).

Input needed

- Lab agenda
- Rehearsal lessons
- Team workspace setup and materials (e.g., onsite tables or online team boards)

Output

Completed lab experience

Step 4 tasks ***…go to page***

Task Review lab setup checklist

- [ ] Review any open items from the rehearsal checklist in Step 3.
- [ ] Recheck any last-minute changes to the participant list, especially if they may affect breakout assignments.
- [ ] Find our annotated agenda – if we are online, open the file for easy reference.
- [ ] Recheck all materials are available and set up.
- [ ] Set up the group breakout spaces / rooms.
- [ ] Get music ready to play, if used before the formal welcome.
- [ ] Discuss any open questions from the facilitation team.
- [ ] Reassure all facilitators that plans might need to change!
- [ ] Recheck team availability to stay after the lab ends for a 30-minute debrief and for clean-up if onsite.
- [ ] Reconfirm the team knows note-taking roles and templates.

Lab Opening

Objective

Create a welcoming safe space and set ground rules of behaviour for the group.

Timing

30 minutes

Instructions

1. Invite champions to provide any opening remarks.
2. Introduce all participants briefly.
3. Discuss ground rules for the lab.
4. Provide participants with an overview of the agenda for the day (each day) so that they know what to expect in terms of activities and timing (and scheduled breaks).

Materials needed

- Initial ground rules for group display

Output

- Group introduction to lab topic and agenda
- Set of group ground rules

Facilitator tips

- Setting the tone during introductions: everyone starts equal because no one knows the future.
- Online: Recheck all peer facilitators have been assigned co-host privileges at lab start.
- The co-design team should consider how to welcome participants of the lab, either onsite or online. Playing music or initiating small talk are examples of creating a warm and welcoming environment.

Sample plenary script

Welcome to our Futures Literacy Laboratory! Our purpose is to <insert your group's specific purpose for this lab>.

To create a positive learning experience for everyone, we want to set several ground rules and invite you to suggest additional rules.

1. Chatham House Rule: "Participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed."
2. Participants agree to speak from their own experiences instead of generalising ("I" instead of "they," "we," and "you").
3. Everyone participates; no one dominates.
4. Stick to the agenda and session objective.
5. Mute or vibrate all mobile phones; use personal devices during breaks.
6. Psychological safety is key to create collective knowledge.
7. TRUST THE PROCESS!

Lab Group icebreaker

Objective

Create an environment that feels comfortable and safe, plus provoke participants to start thinking about how they approach using the future.

Timing

10 minutes

Instructions

Specific to each icebreaker example.

Materials needed

- Onsite/online – Future Picture icebreaker: pictures for each facilitator
- Onsite – Future Relationship icebreaker: group board, voting stickers

Output

- Positive group energy
- Start of group reflections about future choices

Facilitator tips

- Certain icebreakers work better to set the tone such as those that involve play, improvisation, a way to add a personal touch to introductions, or an exercise to think about the future.
- Consider the participants: who will be in the room and what type of icebreaker might resonate most with them.
- In the Survivor icebreaker, do not explain why items are suggested or chosen; instead as facilitators, we want participants to reflect on their choices.
- In the "Future Relationship" icebreaker, invite participants to use one of the online tool icons (e.g., star) to vote.

Sample plenary script

Example 1: Stand in line

This exercise starts to explore our relationship to the future. We want you to make a line and find where you stand between two extremes. We will do this exercise two times. For the first line, one end represents the position of "The Future is Bleak" and the other end represents "The Future is Bright". Please line up based on where you feel you stand today. [wait for participants to line up] Thank you! Now we will make a second line, where one end represents "I can influence the future" and the other end represents "bigger forces are at play". Please line up where you feel you stand today.

Example 2: Survivor

We are the survivors of a plane crash near a ruined building abandoned in the forest. We have to individually choose three items out of twelve to survive – such as a mosquito net, water purification tablets, torches (flashlights) with two rechargeable batteries, a map, tins of a food we like or don't like, sleeping bags, matches, gold bars, Swiss Army knife, axe, first aid box, etc. Everyone has two minutes to decide. [wait] Why did you make your decision for these three items? [discuss] Now let us discuss why certain items were selected. [discuss]

Example 3: Future Relationship

Take a few minutes to reflect on each one of the statements. Place an icon on two of the statements that best reflect your relationship with the future.

Lab Phase 1a – Probable Futures

Objective

Provoke participants to break out of today's views and biases to explore images of probable futures based on the lab topic, which are realistic and most likely to happen.

Timing

20 minutes

Instructions

1. Lead the time travel exercise in plenary (2 min).
2. Move to group breakouts.
3. Ask participants to write down their future vision silently on the sticky notes provided, one element per note (5 min).
4. Invite each participant to share their thoughts and allow brief group commentary (2 min per person).
5. Prepare a plenary update (1 min).

Materials needed

- Onsite: group poster, sticky notes
- Online: phase 1a group workspace

Output

Different elements of probable futures.

Facilitator tips

- Consider having the lead facilitator set up the time travel exercise for everyone before going to separate breakout groups. This way all participants will get the same instructions.
- Manage our breakout room timing so we return in time for the plenary.
- Encourage participants to use present tense. language when describing future images (e.g.,"we run" versus "we ran").
- Ask participants to use one sticky note for each idea, placing the note on the board as they talk.
- Try to avoid sharing any examples, as this can bias or orient participants towards a particular image of the future.

Sample plenary script

Close your eyes. Take a few deep breaths at your own pace. With each inhale, take note of the sounds in the room around you. With each exhale, let go of any lingering thoughts you might have from this morning, yesterday, the weekend... when you hear the snap of my fingers, we will all open our eyes, and we will have landed in <insert future year>. <snap fingers>

Welcome to <insert future year>! Now, I'm going to ask each of you to take a few minutes to jot down what comes to mind when you think of all the probable futures for our topic on <insert lab topic>. Describing probable futures is about painting a picture of a world you would bet on, what you most expect. Probable futures are about trends, statistics, things that you might have seen or experienced that have led you to bet on this future. We are talking about the most realistic future you can think of, the one that is most likely to happen. This is not about the road to <insert future year>; it's about describing as it is already. You are there. Describe things in the present tense.

Sample breakout script

Welcome back to our breakout group! We are all in <insert future year>. Remember to keep talking in the present tense. Don't worry too much about explaining your ideas in detail. We will have an opportunity to go in more depth later today. For this first exercise, just focus on what comes to mind and remember that there is no right or wrong, because none of us have been to the future. We are all experiencing <insert future year> together for the first time.

Example Phase 1a – Probable Futures

The example is from a lab held virtually in 2021, co-designed by the World Organisation for Animal Health (WOAH) and UNESCO.
The topic was Climate Response in 2040.

From

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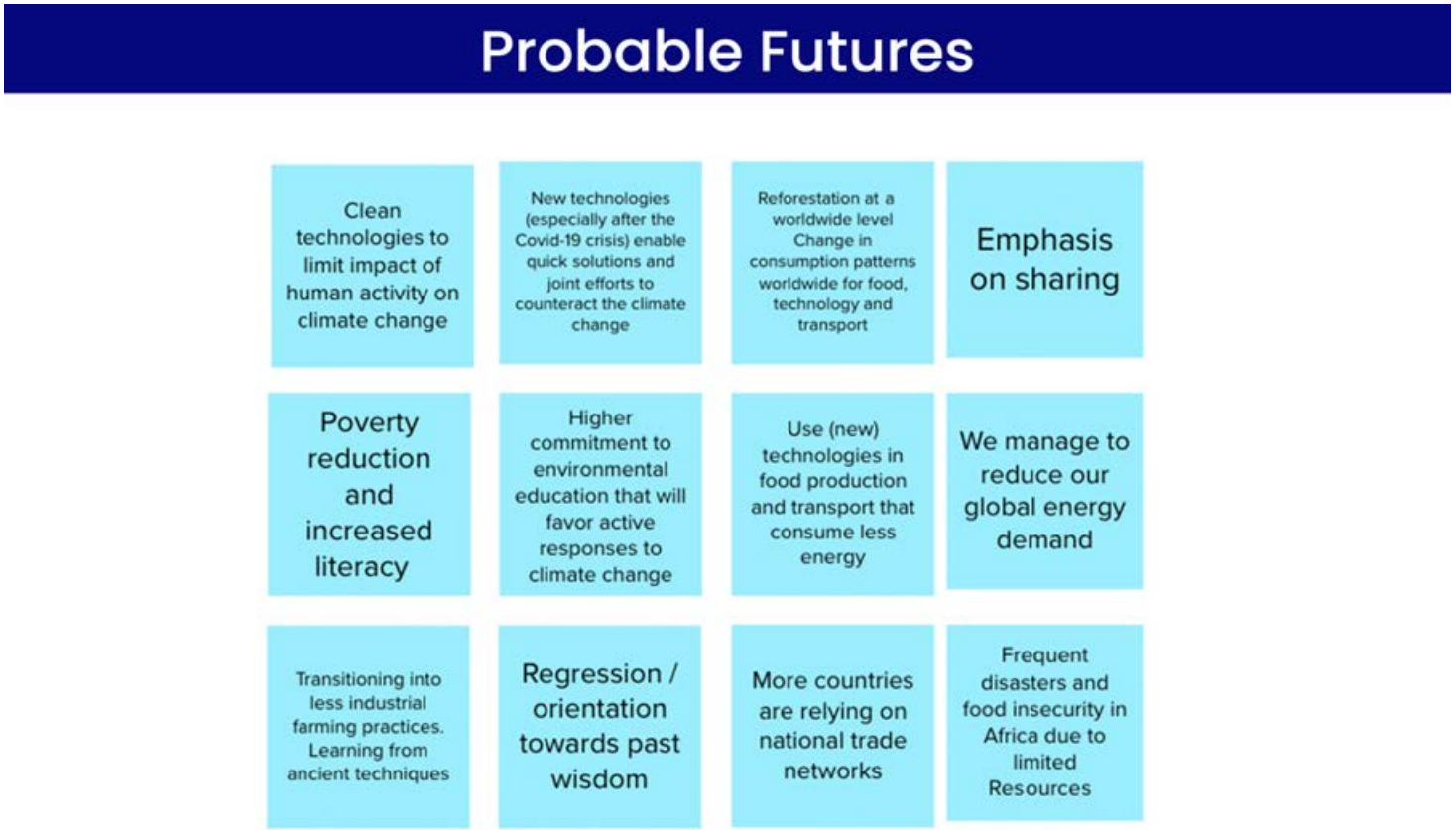

Lab Phase 1a – Storytelling with Layered Analysis

Objective

Help participants develop a narrative and add more detail to their future descriptions.

Timing

30 minutes

Instructions

1. Ask participants to add their thoughts to the group board at each layer.
2. Discuss group reactions as we go.

Materials needed

- Onsite: Layered Analysis group poster (a visual to support the exercise), sticky notes
- Online: Layered Analysis workspace (as a visual in the online collaborative tool)

Output

Narratives on probable future details in terms of headlines, actors, systems, and myths / metaphors

Facilitator tips

- Consider sharing 1-2 examples or visual prompts for each analysis component to help participants get started. In particular, if they get stuck on actors, ask them to try describing "a day in the life".
- Remember we are not seeking group consensus, so encourage a diversity of ideas and even outlier ideas.
- Add images to the group board (or online collaborative tool) to help capture key themes during the breakout discussion, plus even some humour, to help put participants at ease – this can be a catalyst for creativity!
- Online: peer / co-facilitators should save group chat before closing the group room.
- Online: Stay online for any subsequent break; mute and turn off cameras temporarily. We can also display a slide that says "break" and note the return time in the group chat as a group reminder.

Sample breakout script

Now we would like to go deeper in the probable scenarios that we have all thought about. We will use a tool called Layered Analysis. During this session, we won't seek consensus but the richness of inputs. We want you to add your thoughts at each layer. Let's start at the top.

a. **Headlines** (litany) – imagine communication materials in <insert target year>. What would the key messages convey? What would the headlines sound like? How has this topic changed the way we communicate?

b. **Actors** – put yourself in someone's shoes in this year. It can be a being of any age, sex, or form of cultural identity (i.e., human being, animal, plant, object). How do they describe this topic? What are they doing?

c. **Systems** – what are the systems that are part of this topic? There are many kinds of systems ranging from political, economic, and social to family, cultural, ways of knowing, etc.

d. **Myths & metaphors** – what founding myths, proverbs, images, or idioms symbolise some of the ideas expressed in our scenarios? Any catch phrases?

Example Phase 1a – Storytelling with Layered Analysis

The example is from a lab held virtually in 2021, co-designed by the World Organisation for Animal Health (WOAH) and UNESCO.
The topic was Climate Response in 2040.

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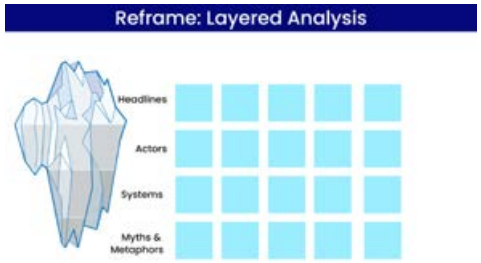

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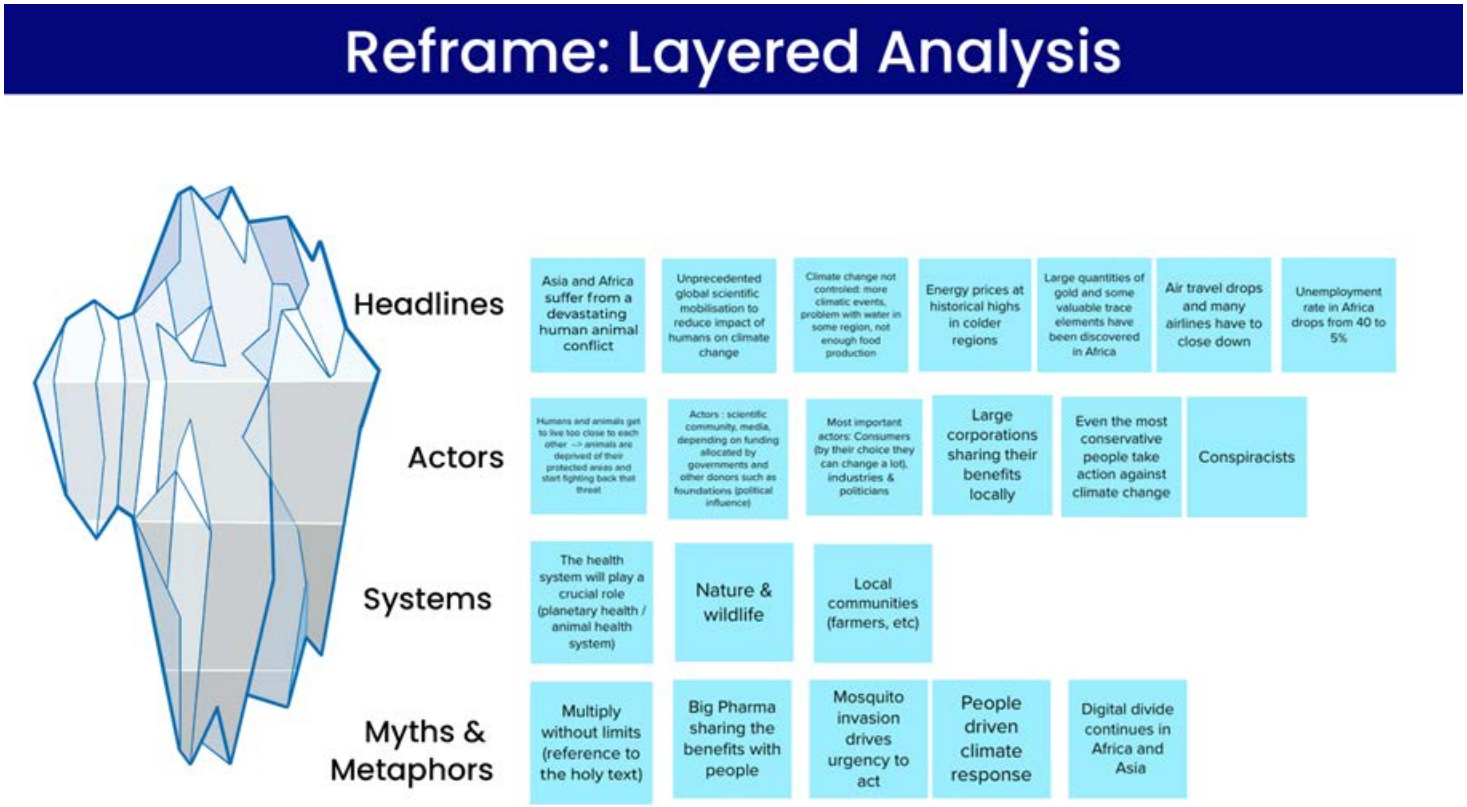

Lab Group Energiser

Objective

Help transition from the previous activity to the next activity within the same phase, also raise the energy in the room and get people laughing because feeling at ease helps spark creativity and build rapport.

Timing

3 minutes

Instructions

1. Lead an activity to get participants moving and out of their seats, if possible.
2. Word Association game: lead facilitator shares a word associated with the topic, then the person next to them immediately shares the first word that comes to mind. Run the game for 2-3 rounds with all participants.
3. Speed Typing game: Ask participants to type a word (with or without spaces) as fast as possible for 60 seconds at the same time.
4. Coffee Chat game: Identify 3 words that fit the lab topic theme that your team can use to prompt a simple group brainstorm.

Materials needed

Timer

Output

Extra group energy and some laughter

Facilitator tips

- Online: if we closed the breakout rooms during the group break, recreate the same rooms for participants to re-join in phase 1b.
- For a Word Association game online, create a list of all participants in advance and post in the chat, so participants know when it is their turn.
- For the Speed Typing game, select a word that can be tricky to type and ideally related to the lab topic (e.g., discombobulate). Note that this game should be chosen carefully, as not all participants may be able to participate fully.
- For the Coffee Chat excercise, select pre-designated words to frame the group's thinking in a loose way and create an easy entry point to the topic of the lab. This word association game serves as both an icebreaker and energiser.

Sample breakout script

Example 1 onsite / online:
Word Association game
I will share a word associated with our lab topic. We will then go around the room, and each person will say or add the first word that immediately comes to mind.

Example 2 online:
Speed Typing game
When I say go, each person should type the word "discombobulate" in the group chat window as fast as you can for 60 seconds. No cutting or pasting please. Ready, set, go!

Example 3 online:
Coffee Chat
We invite you to think more about the words you see in the large bubbles: inclusion, friendship, family. Write down all associated words or ideas, as we are looking for initial reactions.

Example Group Energiser

The example is from a lab held virtually in 2021, co-designed by the International Coalition of Inclusive and Sustainable Cities, UNESCO Creative Cities Network, and the “Rights and Inclusion of LGBTI Youth” with UNESCO. The topic was the Future of Safe Spaces in 2050.

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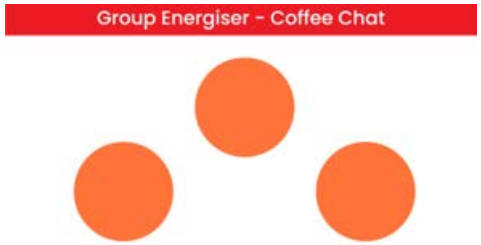

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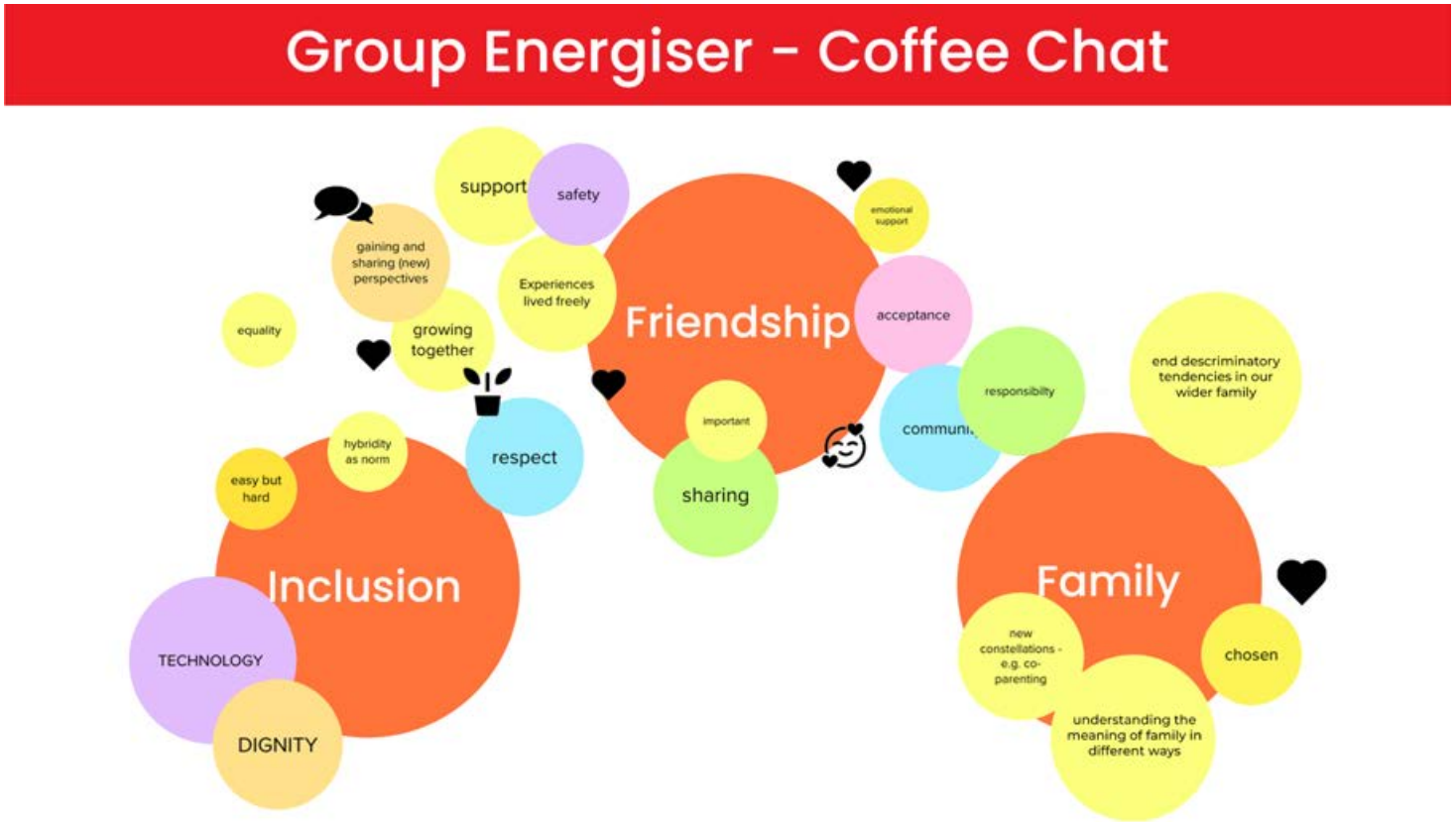

Lab Phase 1b – Preferred Futures

Objective

Enable participants to explore what their preferred futures of the lab topic would look and feel like, as well as to reveal the diversity of desirable futures across all participants.

Timing

30 minutes

Instructions

1. Ask participants to note ideas for their preferred futures on sticky notes (5 minutes).
2. Ask them to share 1-2 ideas with each other (or in the chat) as part of a roundtable discussion.
3. Select a rapporteur / presenter to share discussion highlights in the plenary report-out.

Materials needed

- Onsite: Preferred future group poster, sticky notes
- Online: Preferred future workspace

Output

Thoughts on preferred future details

Facilitator tips

- Can describe "preferred futures" as "desirable futures" if the latter term resonates better with participants.
- Adjust the target year for the lab based on the group and topic (e.g., 2050, 2060).
- Avoid using trends in Phase 1 because they can distract participants from considering all possible futures, making them think of what is only popular now.
- By the activity end, identify a participant to serve as the group presenter (rapporteur) in the plenary. It is a good idea to use 5 minutes at the end of Phase 1 for the rapporteur to do a brief practice round of what they will present in the plenary. A narrative of the thought process is a nice way to present, but what often works best is to encourage the person to report how they feel most comfortable.

Sample plenary script

Here, we dive into another thinking exercise. Close your eyes and imagine <insert lab topic>, and we are in <insert target year>. Take a few deep breaths and see what's around you. This time though we are asking you to imagine the preferable future of <insert lab topic>: your own desirable future. It could be desirable for you, for your close community, for society – any level you choose. But focus on the aspect of desirability. This future is the embodiment of our hopes and dreams, so it does not necessarily have to be realistic. Take some time to jot down your ideas.

Example Phase 1b – Preferred Futures

The example is from a lab held virtually in 2021, co-designed by the World Organisation for Animal Health (WOAH) and UNESCO.
The topic was Climate Response in 2040.

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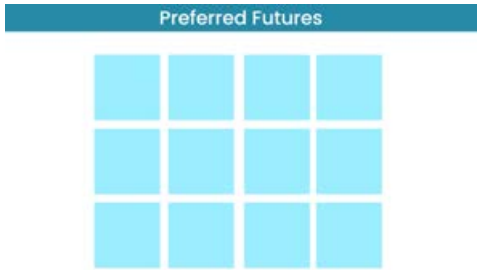

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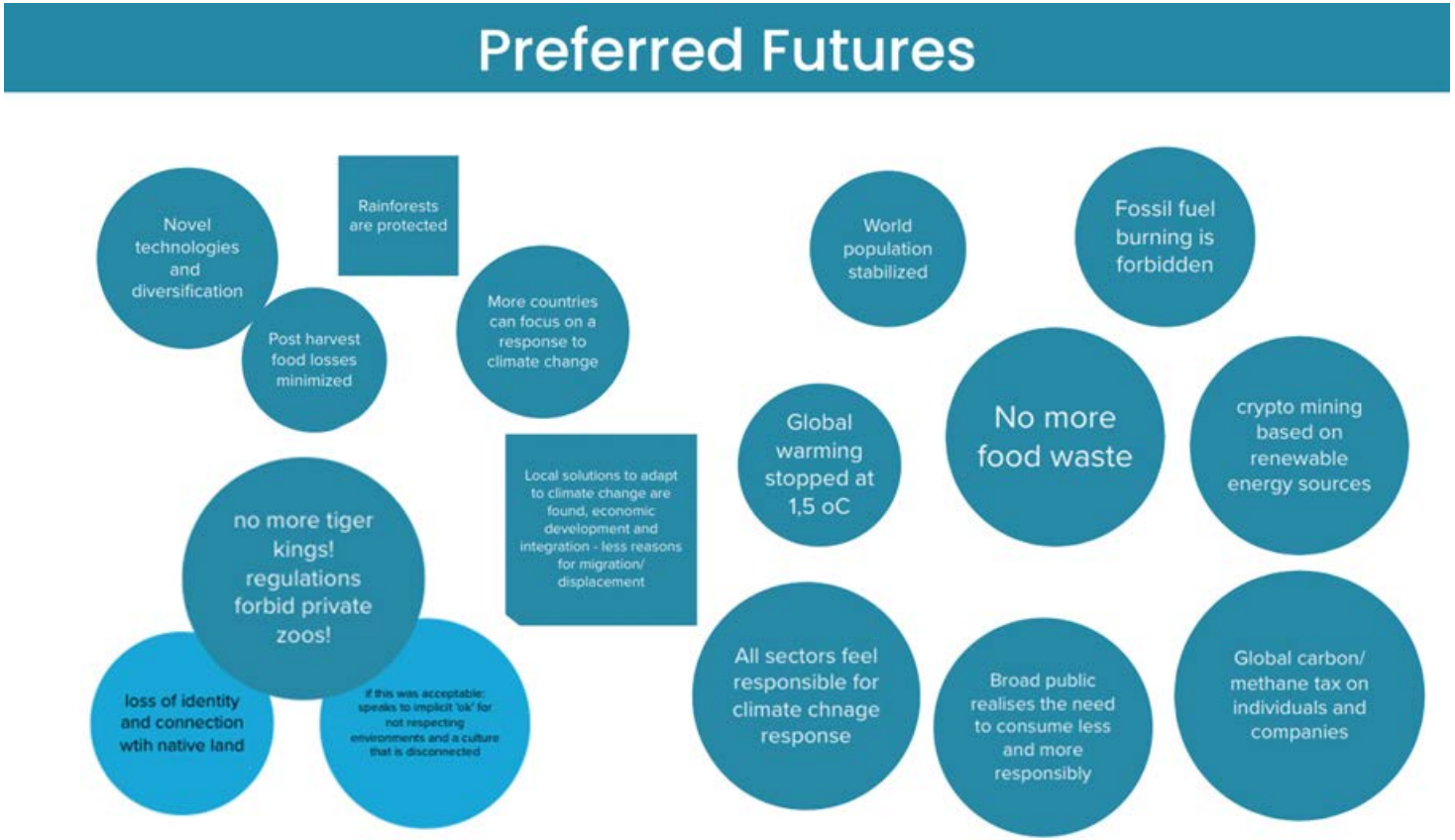


Lab Phase 1 – Group report back

Objective

Share outcomes of Phase 1a and 1b breakout discussions with all participants.

Timing

40 minutes

Instructions

1. Invite each breakout group rapporteur to summarise the main points of their discussions during the plenary (3-4 minutes per group).
2. Have an open discussion among everyone about their overall thoughts and reactions.
3. If phase 2 is on another day, use the last few minutes to close the session and remind everyone of next session timing.

Materials needed

- Onsite: Preferred future group poster, sticky notes
- Online: Preferred future workspace

Output

Phase 1a and 1b summary notes per breakout group

Facilitator tips

- Online: present your group's work on the screen to help the presenter during the report-out.
- Online: summarise the main points of each group's recap in the shared chat.
- Provide a structure for sharing. For example, ask each group to share three probable images.

Important

If the lab is held over several sessions / days, the entire co-design team should stay after the end of the phase 1 plenary to prepare and reconfirm the reframe story for Phase 2. This step takes 30 minutes.

Sample plenary script

The future is not known – so there is no right or wrong. It is about exploring our anticipatory assumptions, so we can have an open debate and discussion that allows us to dive deeper. Which group would like to share their outcomes of this phase? All groups will have a chance to present.

Optional recap / intro to next phase

Yesterday, we saw that describing the futures of <insert lab topic> was difficult to do because it required not only to think about the type of worlds we would live in, but also what we are allowed to do in response to this environment. We are conditioned by our perception of change – perception leads to action. We are also conditioned by the means of action that are defined as 'good' or 'desirable': for example, we organise international summits (that pollute), run protests (that don't get listened to), structure conversations around certain privileged countries. We are also conditioned by the outcomes we set, which are driven by our objectives.

Knowing that we should respond is what we define as our responsibility. But are we? And who is we? This awareness requires starting from scratch. This is why we present a scenario that may not look like what we know and may not lead to the same consequences. So, what is our responsibility? What are the objectives of society? How do different actors within it perceive what is important and what is not? In Phase II, we will explore parameters that we have not explored in Phase I.

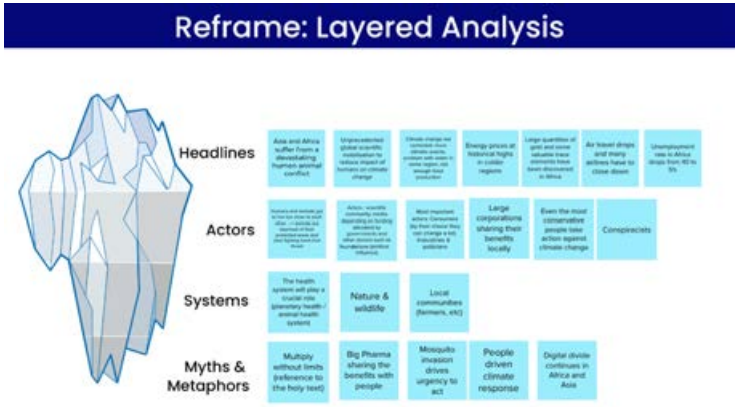
Example Phase 1 – Group report back

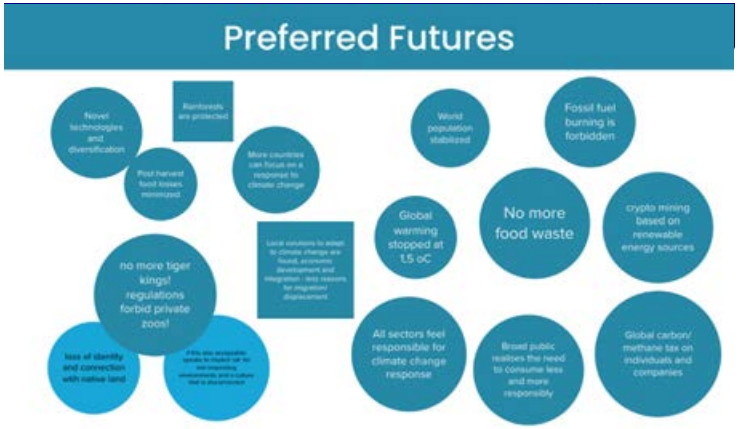
The example is from a lab held virtually in 2021, co-designed by the World Organisation for Animal Health (WOAH) and UNESCO.
The topic was Climate Response in 2040.

From

Who wants to do a recap?
Not all at once! ;)

To





More optimistic than pessimistic

lots of impact from climate change on our lives, there are still solutions role of new technologies to address issues

Change in consumption habits, more sharing, less waste - but trade off in developing countries b/w clean products and sometimes there is the lack of choice, simply take what they can, but believe change is possible and change in politics will influence media and scientific community to develop tools and research importance of involvement of local community.

Impact of decisions and actions in agriculture, access to food.

intergovernmental organisations like WOAH have a role to influence the donors, corporations to take decisions and actions!

discussed production species

Lab Phase 2 – Reframe story

Objective

Use a story to help participants explore a non-probable, non-preferred future that defines the lab topic in an unexpected way. This story is intended to disrupt the way in which we typically create images of the future (such as in Phase1: through the creation of probable and preferable images of the future).

Timing

30-45 minutes

Instructions

1. Optional: start with a light group energiser to (re)build group energy and create a sense of expectation.
2. Present the reframe story in plenary.
3. Move everyone to their breakout groups to discuss their reactions to the reframe story.

Materials needed

Onsite/online: Reframe story

Output

A short story based on 2-3 reframe parameters

Facilitator tips

- Online: Recheck all peer facilitators have been assigned co-host privileges at session start.
- Online: if we closed the breakout rooms during the group break, recreate the same rooms for participants to rejoin in phase 2.
- Once shared aloud by the lead facilitator, paste the reframe story in the chat (online) or on a screen (onsite) as a group reference.
- Remember that the reframe is meant to enable participants to play with their imaginations. By trying to make sense of an unfamiliar scenario, they are working with a new set of anticipatory assumptions. This exercise demonstrates how fundamental assumptions are for any description of the future. Using different assumptions helps us see things we could otherwise not imagine.

Sample plenary script

Welcome back everyone! We are glad to see you.

One Word icebreaker

Before we get started, please say (or type) one word that describes your current mood to all.

Reframe story setup

We are now in Phase 2, which focuses on reframing. The reframing scenario is not probable nor desirable. It's a scenario that is meant to challenge our anticipatory assumptions. For this next phase of the Lab, we will stay in this scenario and imagine societies, lives, even traditions, based in this new reality.

When the reframe isn't working

If participants are finding it difficult to engage or understand the reframe:

- Encourage them to not think about feasibility or how we arrived into this new world, but to consider that the scenario *is* the state of things. What is happening; what do we do?
- If any participant remains resistant or skeptical, ask the person to lean into or play the role of the resistance forces in this future: what are the systems, actors, or world views they are fighting against?
- Invite participants to take on the role of an actor, describing the world from that point of view. Developing a narrative from an individual's point of view is often a good catalyst for creativity.

Example Phase 2 – Reframe story

The example is from a lab held onsite in 2021, co-designed by Futurehain with UNESCO. The topic was Convening in Berlin in 2050.

From	To
Reframe variables: **Metaverse, communication across language barriers, learning and knowledge as currency, learning and creation intensive society.**	**Reframe story:** **This scenario is located in a metaverse where physical cities no longer exist.** **What exactly is the relationship between the virtual and physical space?** **Berlin is understood as a collective, complex and emergent system. In this future, everyone speaks different languages – so, how does one earn trust, understand each other, and learn to communicate with one another? Individuals create their own currencies through learning and knowledge.** **But if what you know creates value, how do you share that value? Would human capital then function as a currency? In this metaverse, unique creation and learning happen all the time. Learning is embedded into a pull – instead of a push – rationale, meaning that individuals determine for themselves what to explore and to learn.** **How exactly does this work, and what forms does learning take on?** **How is difference inspired in this metaverse?**

Lab Phase 2 – Reframe breakouts

Objective

Challenge the anticipatory assumptions that were revealed and/or clearly prevalent during the group discussions of probable and preferable futures from phase 1.

Timing

45 minutes

Instructions

1. Ask participants to silently write down initial reactions, thoughts, and/or questions they have related to the reframe story that was presented.
2. Invite participants to share their thoughts to the group board and explain their thinking with everyone.

Materials needed

- Onsite: Reframe discussion board, sticky notes
- Online: Reframe discussion board

Output

Reframe reactions and reflections

Facilitator tips

- The reframe is intended to be confusing. To simply "break things" in the future and present negative scenarios in face of unfamiliarity is too easy. We want to push participants to invent, create, and quite literally adapt in this unfamiliar setting.
- See the insert box on page 78 when the reframe isn't working.

Sample breakout script

In this phase, we are asking you to immerse yourselves in this new scenario. Don't worry about how you got there; you are there. I'll ask you all to take a few minutes to jot down your initial thoughts on:

- What resonates (or doesn't) with you from this scenario?
- How does this society function?
- What values exist? Do these values apply to everyone?
- Put yourselves in the shoes of an actor – a student, a teacher, a politician, or anyone you can think of – what does a day in their life look like in this society?

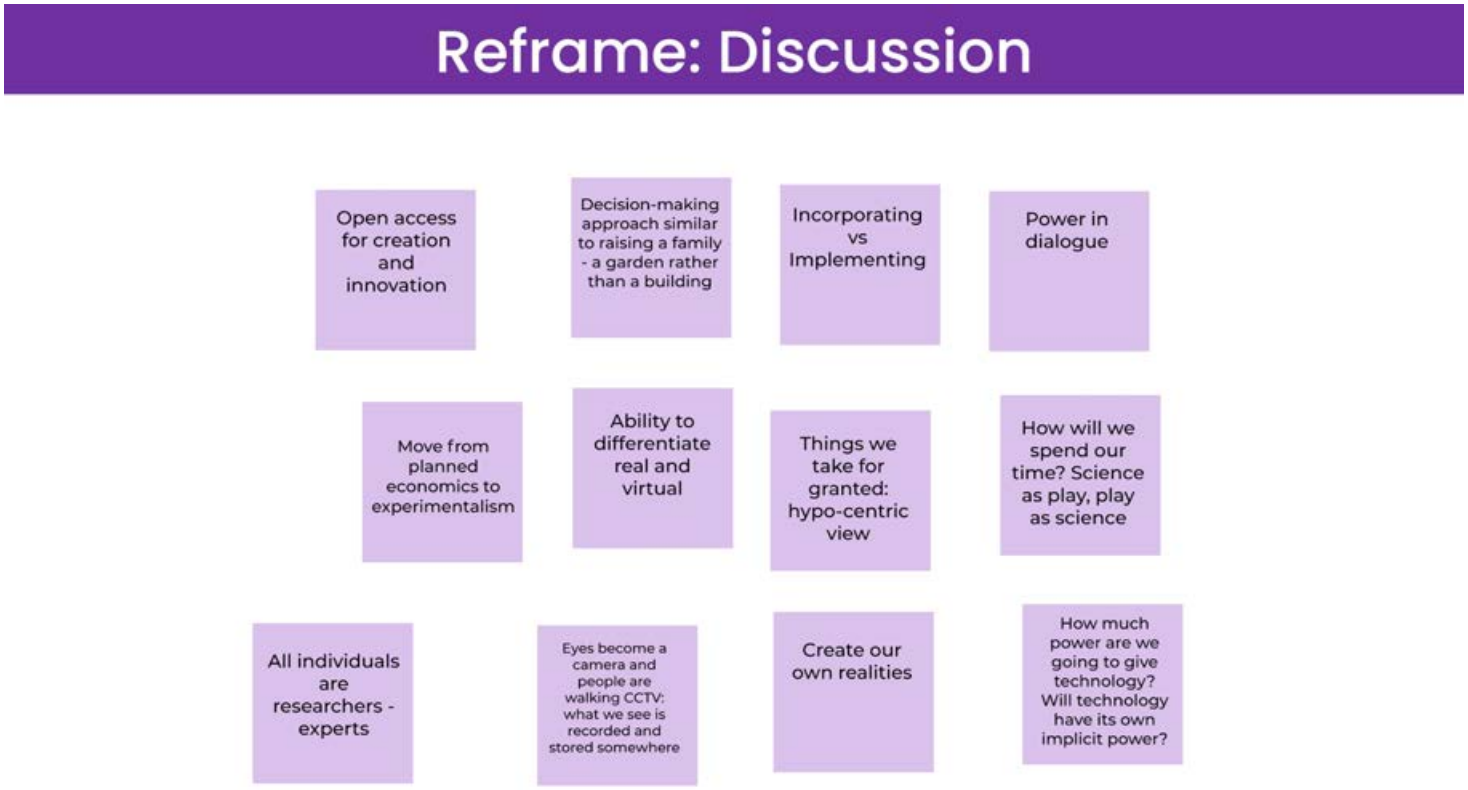
You don't have to assume that human society remains in the same format. It is up to you to imagine.

Example Phase 2 – Reframe breakouts

The example is from a lab held virtually, co-designed by the HLCP Interagency Working Group for AI, HLCP Foresight Network, and UNESCO. The topic was Reimagining Humanity's Relationship with Technology. The image below is an example of one group's collaborative workspace in the Reframe Phase.

From

To



Lab Phase 2 – Reverse Layered Analysis

Objective

Build a narrative among the group that helps to reveal their anticipatory assumptions from Phase 1. Using the Layered Analysis tool in reverse allows participants to dive deep into the reframe story before creating a new shared narrative of the future.

Timing

30 minutes

Instructions

1. Ask participants to think and write down their notes independently (5 min).
2. Lead a group discussion by analysis layer (25 min).

Materials needed

- Onsite: Reverse Layered Analysis group poster, sticky notes
- Online: Reverse Layered Analysis workspace

Output

Responses to the reframe future in terms of myths / metaphors, systems, actors, and headlines.

Facilitator tips

- If participants disagree on some points, use this as an opportunity to get them to ask clarifying questions to each other and to negotiate a common narrative.
- Note that actors and systems might also be discussed at the same time depending on the flow of discussion.
- In contrast to Phase 1, Phase 2 asks participants to create a collective narrative for how society functions within the reframe scenario.
- Also ask what headlines, actors, systems, and myths are not mentioned or made explicit in anyone's analysis (e.g., who are the marginalised or excluded actors that are not being heard?).

Example Phase 2 – Reverse Layered Analysis

Sample breakout script

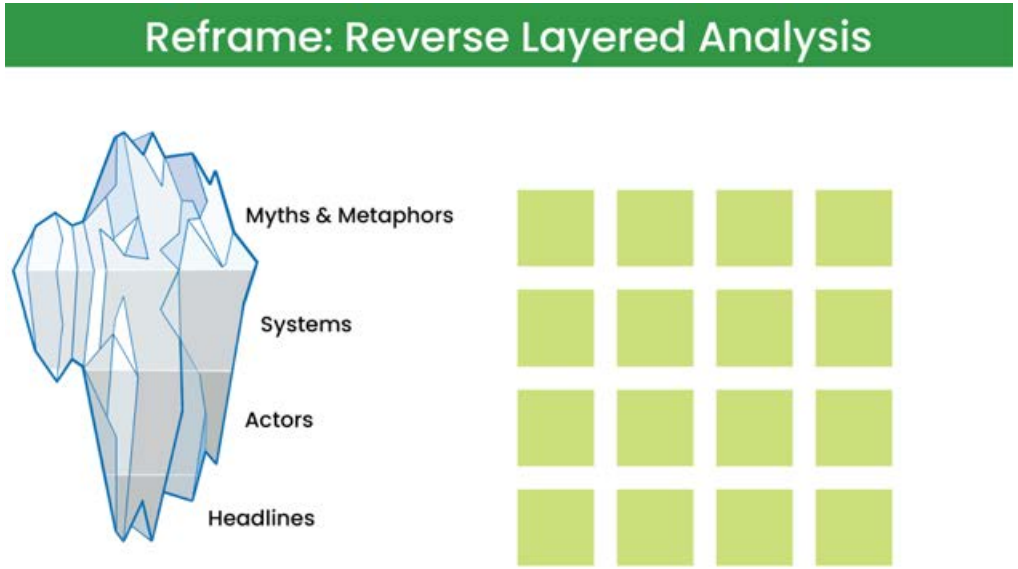
We will now use the Layered Analysis tool in reverse as a way to collect our responses. Please take a few minutes to brainstorm individually. Then please post your thoughts to each layer.

For **Myths and Metaphors**: what are some myths, proverbs, images, idioms, tales that symbolise some of the ideas expressed in your scenarios with respect to "lab topic"?

For **Systems**: what are the systems that help sustain the idea of "lab topic" you have expressed so far? What are the systems that help to support and secure resiliency? How does this community function?

For **Actors**: describe daily life from the perspective of an actor or group: this could be a teacher, artist, scientists, politician, activist, a retired CEO, young person, anyone. Please tell us which actor(s) you have chosen. How does this impact this actor's life/work/values?

For **Headlines**: imagine communication materials in this society. What would news headlines sound like? What would the key messages convey? What would headlines sound like? How would the responses to the "lab topic" impact the communication methods or mechanisms?



Lab Phase 2 – Narrative building

Objective

Work together to build images of a reframed future to strengthen imagination skills. The goal is to encourage groups to go beyond words to express their feelings, ideas, and even doubts about the reframing scenario.

Timing

45 minutes

Instructions

1. Ask participants to create a new shared narrative together through creative means.
2. Decide how the narrative will be presented in the plenary.

Materials needed

- Onsite: magazines, newspapers, tape, scissors, coloured paper, string, glue, cardboard, wooden sticks... any creative item for collective image creation
- Online: any media copied / borrowed from the internet

Output

Shared creative expression of a new future narrative.

Facilitator tips

- Remember that participants are free to express their ideas in any form and using any means. Encourage images, drawing, links to music, the production of a performance using artefacts from the physical space, etc.
- Go for a collective image / performance, so encourage participants to converge ideas. A performance can take the form of a skit or a podcast, for example.
- Remind any anxious participants that it's not about how beautiful the final output is (this is not an art class!).
- Each breakout group will use narrative building to report back to the other groups. The narrative does not have to explain or justify why the group made certain choices.

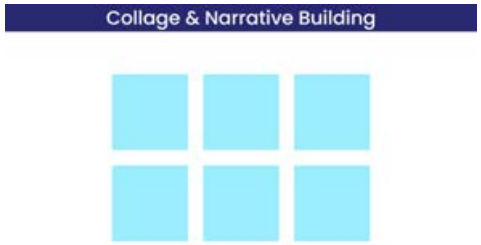
Sample breakout script

Pick an element from our reverse Layered Analysis and imagine a scene that best describes and illustrates the purpose. We then want you to bring this scene to life. What are some creative ways you can share your reframe scenario with everyone in the plenary? For example, this could be a story, poem, theatrical skit, art collage, or song – whatever expression you want of your collective imagination. It should be five minutes or less in length. We also ask that every participant have a role in creating this group expression.

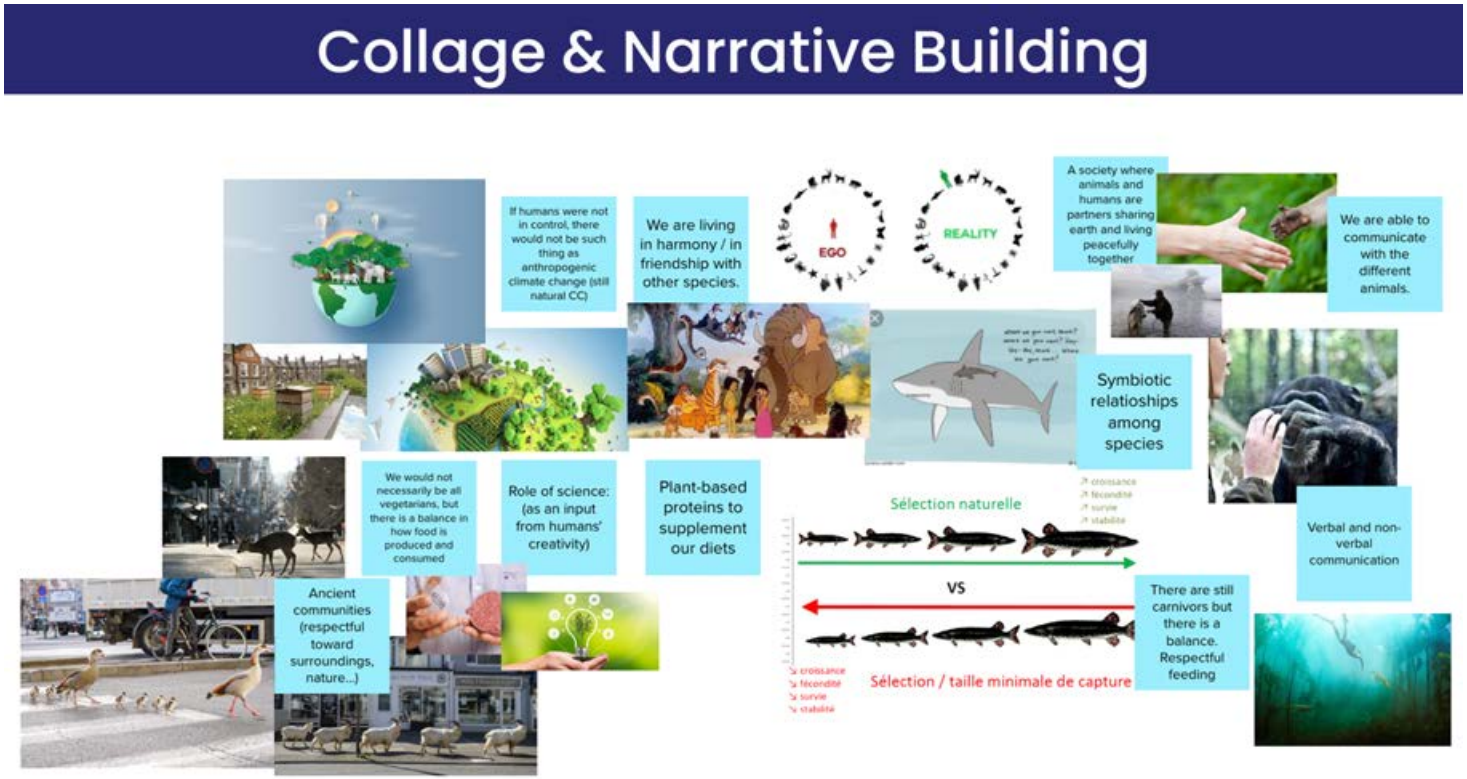
Example Phase 2 - Narrative building

The example is from a lab held virtually in 2021, co-designed by the World Organisation for Animal Health (WOAH) and UNESCO.
The topic was Climate Response in 2040.

From



To



Lab Phase 2 – Group report back

Objective

Collectively grasp the power of assumptions being used to generate images of the future and the implications of these images for what we perceive in the present.

Timing

40 minutes

Instructions

1. Invite each group to present their new narrative.
2. Keep track of time and summarise main points / themes across groups.

Materials needed

Each breakout group narrative / creation

Output

A set of new future narratives presented to the entire group

Facilitator tips

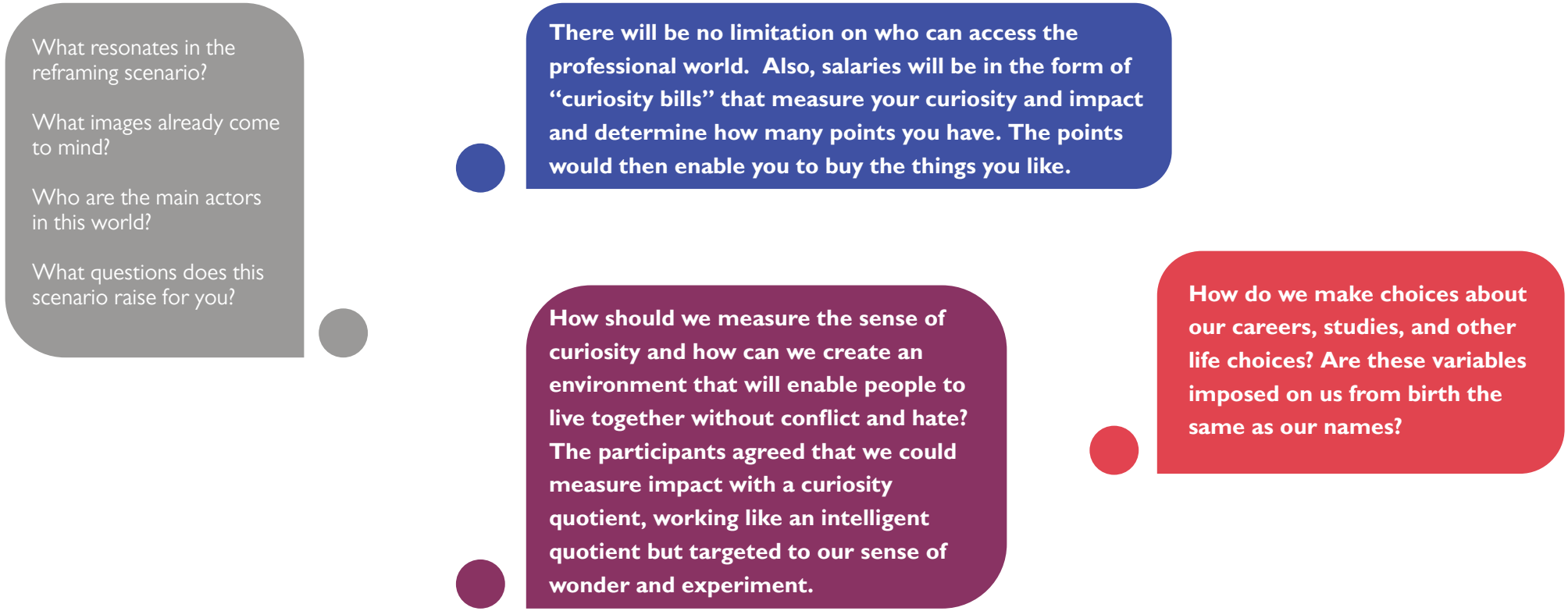
- Highlight key aspects of the anticipatory systems being revealed by the outputs of each group.
- Consider the total time you have allocated to the report back. Based on the number of breakout groups in your lab, allocate a specific amount of time to each group, while ensuring you leave time for comments and questions from other groups and commentary from the lead facilitator.
- The lead facilitator can share reflections after each report back or after all groups have shared.

Sample plenary script

We invite each group to present their new narrative. Afterwards, we would like to hear what you feel is the symbolic significance of the narrative and its overall design. How does this narrative capture the ideas arising out of your earlier discussions?

Example Phase 2 - Group report back

The example is from a lab held onsite, co-design by the Mohamed VI Polytechnic University and UNESCO. The topic was the Futures of entry into the workforce in Morocco. The coloured bubbles in the example image indicates comments from different participants during a live discussion.



Lab Phase 3 – New questions

Objective

Return to the present to compare and contrast images of the future described in Phase 1 with those from Phase 2. New questions will help participants unpack the different anticipatory assumptions used in each phase.

Timing

30-40 minutes

Instructions

1. Encourage participants to work in smaller groups, such as pairs or trios, to identify the similarities and differences between the two futures shared (15 min).
2. Discuss thoughts and questions as a group roundtable.
3. Consider categorising emerging / new questions by themes on the group board – example themes could be actionable, professional, personal, existential, etc.
4. Identify the questions that are most pertinent for this group.
5. Select a rapporteur to present the 2-3 top questions in the plenary report back.

Materials needed

- Onsite: New Questions group poster, sticky notes
- Online: New Questions workspace

Output

A set of new questions that showcase insights developed by using the future in three different ways (probable, preferable, and reframed futures).

Facilitator tips

- Consider putting participants in pairs at the start of the breakout session to get the discussion flowing.
- Remember the main guiding question is: what aspects are we surprised about, or have we changed our opinion of?

Sample plenary script

Another time travel: we are back in "current year". Now that you have explored different projections and images of the future, take a moment to reflect on our journey together. In your breakouts, we want you to compare and contrast Phase 1's probable futures with Phase 2's reframed future in your group breakouts.

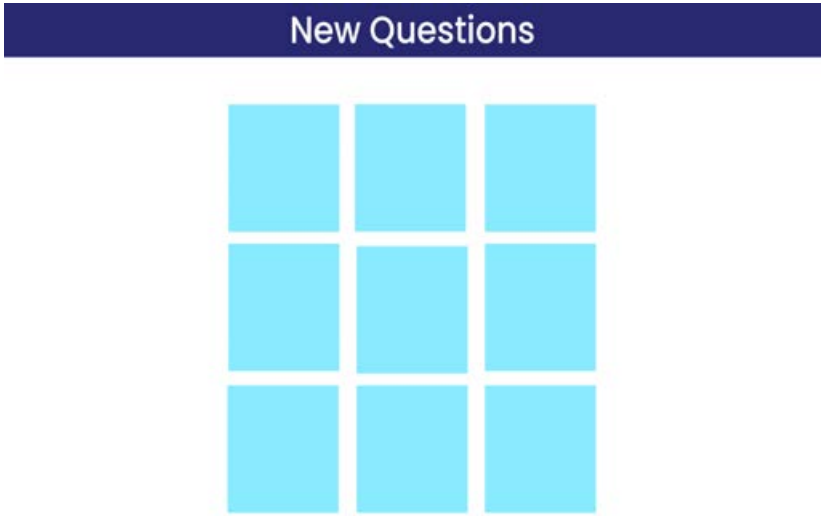
Example Phase 3 – New questions

Sample breakout script

I would like you to discuss the following questions in subgroups, and then we will come together to share:

- What might you have taken for granted?
- What is new, the same, or changed?
- In Phase 1, what were the sources and influences of the images? Why were the images created?
- Did the journey through phases 1 and 2 generate any insights that nurture further questions?
- Are there any different roles within "lab topic" that you did not think of before?
- What are things that you thought were important for the future of the "lab topic" before the exercise but now seem less important in light of exploring other images of the future, and vice versa?

Now let's identify the top questions that are most pertinent for our group. Do we look at the present differently now?



Lab Phase 3 – New questions report back

Objective

Jointly reflect on the new questions raised by the different groups. Uncover themes that emerged for the participants as clusters of insights, and use those themes as inspiration for Phase 4.

Timing

30 minutes

Instructions

1. Invite each group to present 2-3 questions.
2. Lead facilitator to keep track of time and summarise main points / themes across groups.

Materials needed

- Onsite: New Questions group poster, sticky notes
- Online: New Questions workspace

Output

A collective set of new questions about the reframed future and a group discussion about the possible implications of these questions.

Facilitator tips

- Ask participants to select at least 2 images of the future from the previous phases to reflect on, which may be done individually or as a group. Encourage a variety of images drawn from the probable, preferable, and reframe futures.
- Explore different angles that may provoke deeper reflection during the report-out, such as: What has changed for you between these different futures? Do you notice any differences between your probable and preferred futures? Are there things that were unimportant before that became important now? Or the other way around? What did you have in mind when you wrote these thoughts about the future? What do you think influenced you or shaped your perspective in such a way?
- If you are running short on time throughout the lab, the report back can be removed from the overall agenda and discussed in breakout groups only.

Sample plenary script

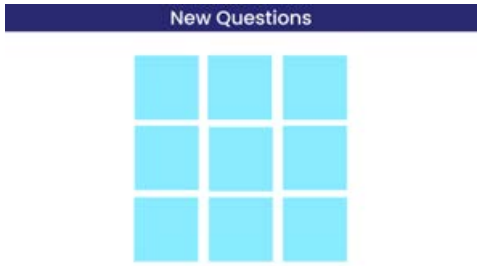
We would like each group to present their top 2-3 questions that emerged in your discussion.

As you listen to the other groups share, are there any questions that resonate with you? Any way forward that emerges with you?

Example Phase 3 – New questions report back

The example is from a lab held virtually in 2021, co-designed by the World Organisation for Animal Health (WOAH) and UNESCO.
The topic was Climate Response in 2040. The coloured bubbles in the example image indicate comments from different participants during a live discussion.

From



How can we further explore these anticipatory assumptions? What other anticipatory assumptions exist?

To

Lab Phase 4 – Next steps

Objective

Identify next steps to take in the immediate, medium-, and long-term future.

Timing

45 minutes

Instructions

1. Invite each group to create at least one next step on the group board.

Materials needed

- Onsite: Next Steps group poster, sticky notes
- Online: Next Steps workspace

Output

Group discussion about possible next steps from the Futures Literacy Laboratory

Facilitator tips

- Help prompt action by placing time horizons on the group board / workspace, such as "3 months", "6 months", "1 year", etc.
- Next steps shared can be individual, community based, or institutional. For example, "What will I do differently in the short, medium, and long term?" Or alternatively, "What actions would I like to see my organisation take based on this lab experience?"

Sample breakout script

Let us collectively reflect on our learning journey so far. What are the main takeaways and calls to action you want to share?

What would you like to set up as actions across the 3, 6, 9, 12 months as a small group? These should be implementable by you! Feel free to use the questions and ideas from other groups too.

Lab Phase 4 – Final synthesis

Objective

This step provides final closure for the group. It is an opportunity for the participants to share final reflections and for the champions of the lab to end with closing remarks – for example, whether the lab objectives were met, and perhaps what unexpected things might have emerged.

Timing

15-30 minutes

Instructions

1. Lead a closing activity.
2. Conduct a final sentiment check with the group.

Materials needed

None

Output

Group satisfaction and closure for the lab.

Facilitator tips

- UNESCO often calls this closing as "check out" because this step provides formal closure to the lab.
- Try to use this phase to address the initial objectives of the FLL. We may ask participants to share one key takeaway from their lab experience, either related to the FLL process and design or the topic itself. Or we may ask participants to consider what, if anything, they might do differently in the short, medium and long term.
- If we used an introductory activity at the start of the lab, like the Stand in Line Game or asking what emotions participants feel about the future, we could bring back the same activity to identify any differences in the second round. For example, perhaps participants felt concerned about the future at the start, and at the end of the lab, now feel more committed.
- If participants are quiet when prompted for impromptu closing remarks, we should have some back-up observations ready to share.

Sample plenary script

If you could summarise the whole day in one word, what would it be? How do you feel about the future now?

Example Lab closing

Each lab will have a unique closing, and it is important to consider the closing in the co-design process. Some labs will feature closing remarks and reflections from the local champions of the lab. In other labs, facilitators might ask each participant to share a sentence about their final reflections about the experience. Often, participants have experienced not only a personal learning journey but something that has allowed them to connect to others.

This example is taken from UNESCO's FLL on the Futures of Learning, organised with the Department of Education and UNICEF Philippines. The closing ceremony drew on the symbolism of light in the Philippines, which is often regarded as a sign of hope. The closing of the lab was led by John Joshua Duldulao, who stated that the lab not only allowed for the Department to collaborate with students, teachers and administrators, but brought hope for the future, despite the reality of challenges today.

He asked participants to turn off the lights from where they were calling in and to have a candle or their smartphone flashlight ready. He then explained, light that shines is:

1. A reminder that in the present, challenges we face can be dark, and that the darkness can block our ability to imagine and see the light.
2. A reminder of hope in the face of darkness.
3. An opportunity to illuminate others.

Mr. Duldulao said: "Knowing that there is hope out there, and that we have the agency to do something about it, we can use our imagination of the future to bring changes into the present, let's illuminate others and help them to do the same. So that all of us can venture into this dark world and light it up for the better. Allow us to not be afraid of the uncertainty. We are ready. We are resilient, and we are agile."

He then lit his candle and invited participants, one by one, to share reflections from the lab and light their candles.

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ABOVE: This group snapshot is from a FLL series that involved youth and young professionals to challenge, create, and negotiate concepts and frameworks for disaster risk reduction and resilience in 2045. The labs were a collaboration between UNESCO, UNDRR, UNDP Accelerator Labs, and U-Inspire Alliance.

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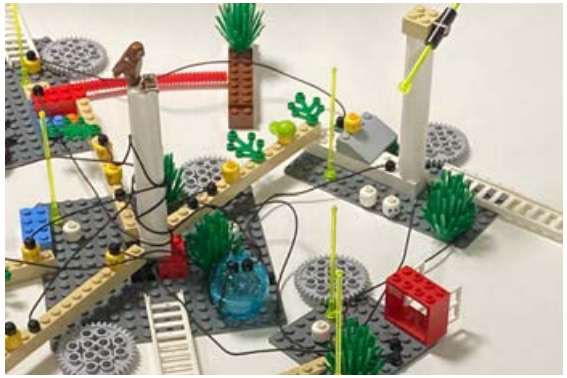

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Step 5
Follow
Through

About Step 5: Follow through

Objective

Reflect on the lab afterwards as a core team, discussing the overall process and specific steps to take as follow-up action internally as a group, externally with the participants, or both.

Why this step matters

Implementing and participating in a lab is an investment of time and energy, and the follow-through creates an opportunity to reflect and consolidate the learning experiences for the core team and the participants. Note Phase V is different from the prior phase because Phase V addresses what the core team has learned from running a lab and what to carry forward as a logical next step following a lab.

Who's involved

- Lab champions (recommended)
- Co-design team (required)
- Facilitators & coaches (optional)
- Participants (optional)
- Note takers & observers (optional)

Estimated time

1-5 hours (depends on the activity chosen)

Input needed

- Lab agenda, lab group work
- Plenary report-out notes

Output

A completed lab experience shared with other community members

Step 5 tasks ***…go to page***

Task Decide follow-up activities

What
Every Futures Literacy Lab should have related follow-up activities, which may entail a debrief, subsequent lab, and/or report.

Why
All follow-up activities help address and/or reinforce the original lab objective with the extended community.

Where
After the lab online or in person.

How
1. Meet with the co-design team.
2. Discuss which type of follow-up activities are appropriate for this lab – see list of three common types listed here.
3. Decide who continues with which activity.
4. Define a delivery schedule.
5. Make time to celebrate!

Task time
60 minutes

Background
From previous experience, most Futures Literacy Laboratories have at least one of these three follow-up activities:

1. **Debrief**: what went right and not so well ("roses and thorns"): this is an important element to consolidate learnings with respect to design and facilitation. UNESCO always recommends to debrief with the core team as it will also serve as a brainstorm for any other follow-up activities the core team deems to be important.
2. **Implementing a follow-up lab**: as a continuation of the first lab, a subsequent lab dives deeper into the same topic or explores a new topic with the same participants or a new group.
3. **Narrative or analytical report**: the purpose is to document insights and next steps that were raised throughout the lab from participants, to communicate the design elements that were chosen and why, and to promote the overall activity, often in written form.

Facilitator role
The core team participates in follow-up activities.

Tips
- If the debrief is not scheduled immediately after the lab, schedule one within a week of the lab to avoid forgetting details of what occurred and might be useful for the debrief.
- Have the lab objectives handy: were they met? If not, why?
- Make sure 1-2 people are taking notes throughout the debrief.
- If next steps include a second lab, consider involving several participants from the first lab as part of the co-design team. This is a 'train the trainer' approach that helps disseminate futures literacy capacity through practice.
- If next steps include a report, assign 1-2 individuals to prepare a first draft of the report – each core team member to review and provide input.
- If there were note takers present during the lab, collect their notes for the report.

Example Report: City of Libreville in 2050

This is a sample report from a Futures Literacy Laboratory implemented in Gabon to engage youth in imagining the futures of a peaceful and sustainable Libreville in 2050. This report summarises the narrative, insights, and outcomes from the lab, which was co-designed by UNESCO headquarters, field offices, and the City of Libreville. Primary insights and outcomes centered on the preservation of cultural, natural and intellectual heritage, education and awareness raising on citizenship and democracy, urban transport, infrastructure and social services, human rights and social cohesion, economy and technology.

Example Report: Future of Financial Services

EIT Climate-KIC is the EU's main climate innovation initiative. Working with École des Ponts Business School in 2019, two parallel and complementary initiatives in futures literacy in the financial sector were run. A Futures Literacy Lab was held in Paris on 17-18 October 2019, before the 47th Global Congress on Banking Transformation. A second Futures Literacy Lab was held in Dublin on 4-8 November 2019 as part of Climate Finance Week Ireland, which held special meaning because 2019 was the Year of Sustainable Finance in Ireland. The co-design of these labs involved a wide range of cross-disciplinary and international actors, including UNESCO, EIT Climate-KIC, École des Ponts Business School, EFMA, Finland Futures Research Centre, and others. As part of lab follow-up, Riyong Kim, Director of Decision Metrics and Finance at EIT Climate-KIC, co-authored a report entitled "Exploring Frontiers in Sustainability: Bringing Futures Literacy to Financial Services in Ireland and France." The report explored how long-term thinking can be introduced to the financial sector, potentially enabling it to drive a more sustainable and inclusive future.

Climate-KIC

École des Ponts business school

Exploring Frontiers in Sustainability:
Bringing Futures Literacy to Financial Services in Ireland and France

By: Martin Calnan, Director of Executive Education at Ecole de Ponts Business School
Riyong Kim, Director of Decision Metrics and Finance at EIT Climate-KIC

The world is facing an unprecedented climate crisis. Despite the scientific evidence and warnings over decades about the devasting consequences and the need for systemic changes to counter these threats, we have been slow to act. Why is this? Why are we so slow to act in the face of overwhelming data that a man-made catastrophe is approaching and our future survival depends on us taking action now.

Due to our collective "poverty of imagination" we are unable to imagine a fundamentally different future, and therefore unable to imagine, let alone envisage, the full impact of climate change. This inability to anticipate the future contributes to our collective pretence that climate change may not happen, and feeds into our complacent lack of action.

We need tools to help us overcome this "poverty of imagination" and help society, organizations and individuals shift their perspective from short term gain to long-term sustainability – or in more mundane terms, making potentially difficult choices today that will likely "only" benefit future generations.

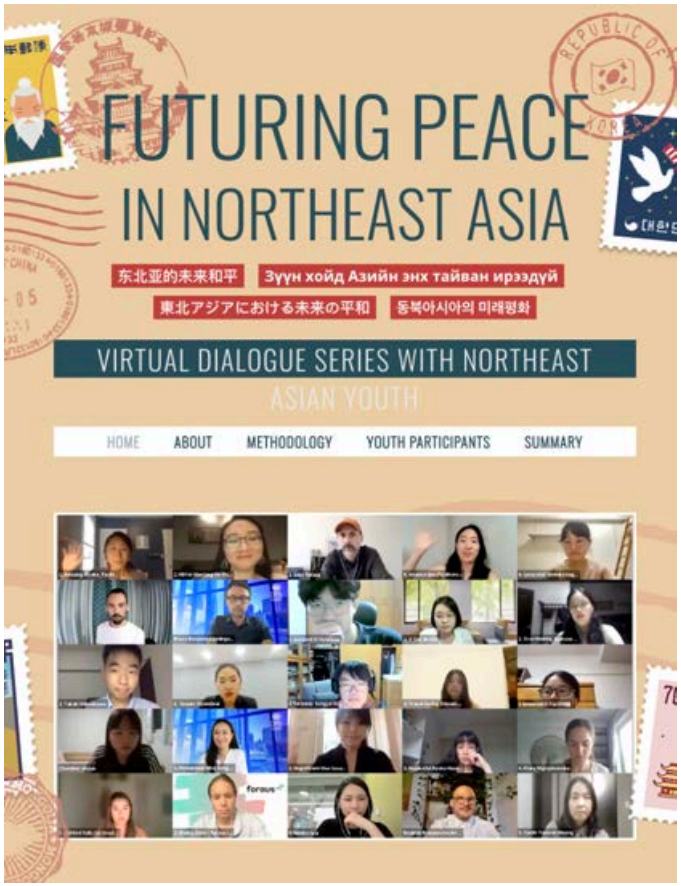
Anticipation is an idea that helps us deal with this and it is on this foundation that futures literacy as a capability has been developed (Miller, 2018)[1].

"The future does not exist in the present but anticipation does. The form the future takes in the present is anticipation."

[1] Miller, R., 2018. Transforming the future: anticipation in the 21st century, UNESCO, Routledge, 275pp

Example Website: Peace in NE Asia in 2060

In 2021, a project called “Futuring Peace in Northeast Asia” was designed and implemented by the United Nations Department of Political and Peacebuilding Affairs in partnership with UNESCO.
In line with the Youth, Peace and Security agenda, which was formalised by UN Security Council Resolutions 2250, 2419 and 2535, the project aimed at generating common visions on Northeast Asia and creating bridges between youth and policymakers. Between July and October 2021, a group of over 40 young students and professionals from China, Japan, Mongolia, and the Republic of Korea learned UNESCO’s methodology of futures literacy in order to anticipate the range of futures and address the present with new lenses. Led by a group of trained youth futures facilitators from the region, lab participants imagined stories set in 2060 as they related to peace and the role of youth. Follow-up activities featured short videos that summarised each lab, as well as highlights on the four key themes of Northeast Asia, relations between generations, education, employment, and family.



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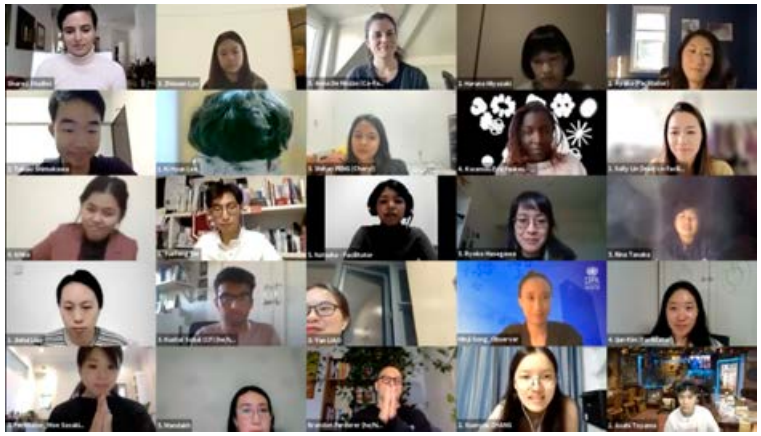

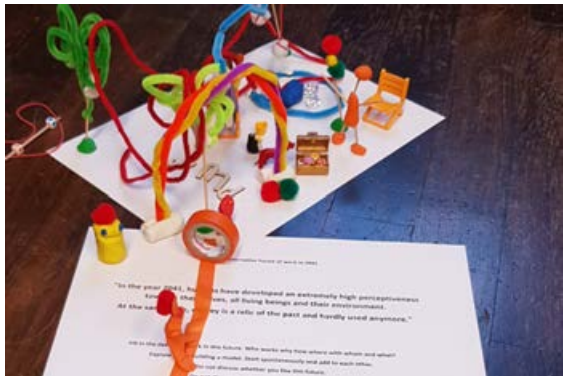

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ABOVE: An opening icebreaker using a big ball of thread helped participants to learn each other's names and tangibly make connections with one another. This lab in Antofogasta, Chile, explored the future of the region from a variety of perspectives, including farmers, government officials, banking, and tourism.

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Appendix

Glossary

Terms are listed alphabetically

Anticipatory assumptions (AA)
In order to generate descriptions of the future, people must make assumptions about what they expect the future to be. These assumptions determine the narrative and analytical components of the description of any particular imagined future. Anticipatory assumptions are the underpinning or source for both the imagined futures and the techniques used to produce imaginary futures.

Anticipation for Emergence (AfE)
Anticipation for Emergence can be distinguished from Anticipation for the Future by a fundamental difference in why and how the future is imagined. With AfE, the future is not imagined as a goal or target. The imaginary futures of AfE are not intended to be realised or used to influence or prepare for imagined future events. Instead AfE imagines the future in order to detect or invent aspects of the novel emergent present. The future is instead used to disrupt, disturb, and reorient perceptions of the present.

Anticipation for the Future (AfF)
One of the distinguishing characteristics of living organisms is the integration of anticipatory systems and processes. Humans, as living organisms, incorporate many anticipatory systems. There are many reasons and methods for consciously imagining the future. One of the most familiar methods is imagining the future for the purposes of realising, influencing, or preparing for the future.

Collective Intelligence Knowledge Creation (CIKC)
Processes in Collective Intelligence Knowledge Creation involve groups generating knowledge together, often through some form of learning-by-doing activity that enables people to sense and make sense of phenomena together.

Futures
Images, stories, and descriptions of the imagined future.

Futures Literacy (FL)
Futures Literacy is a human capability to use anticipation for different ends, in different ways, and in different contexts. People become more futures literate as they gain a better understanding of the diversity of anticipatory systems and processes.

Futures Literacy Laboratory (FLL)
A Futures Literacy Laboratory is one technique of many for detecting and working with people's anticipatory assumptions. FLLs are primarily defined by the design meta-framework that explains how to reveal and make sense of anticipatory assumptions.

Lab champion
A lab champion is an individual or a group who is interested in exploring the future of a specific topic and initiates the discussion and design process with the core planning team.

Layered Analysis
Layered Analysis is a group sense-making technique used to explore the underlying causes and worldviews contributing to a situation, which has been adapted from a futures research method called Causal Layered Analysis.

UNESCO Chairs in Futures Literacy

The community for Futures Literacy is growing with multiple UNESCO Chairs worldwide. Below is the Chairs list as of spring 2022, listed alphabetically by country.

Austria

Centre for Future Design, University of Art and Design
UNESCO Chair in Anticipatory Techniques & Futures Design

MCI The Entrepreneurial School
UNESCO Chair in Futures Capability for Innovation and Entrepreneurship

Belgium

Erasmus University College
UNESCO Chair in Images of the Futures and Co-Creation

Brazil

Brazilian College of Higher Studies and the Museum of Tomorrow
UNESCO Chair in Planetary Wellbeing and Regenerative Anticipation

Canada

University of New Brunswick
UNESCO Chair in Anticipatory Systems in Innovation and Venture Creation

Colombia

Universidad Externado de Colombia, Center for Strategic Thinking and Foresight
UNESCO Chair in Futures Studies for Development and Competitiveness

Côte D'Ivoire

Alassane Ouattara University
UNESCO Chair in Anticipation, Foresight and Territorial Sustainability

Cyprus

Open University of Cyprus
UNESCO Chair in Visual Anticipation and Futures Literacy towards Visual Literacy

Denmark

Aarhus University
UNESCO Chair in Anticipatory Leadership and Futures Capabilities

Finland

Finland Futures Research Centre – University of Turku
UNESCO Chair of Learning for Transformation and Planetary Futures

France

Ecole des Ponts Business School
UNESCO Chair in Financial Anticipatory Systems Thinking

EDHEC Business School
Organisational Futures, Resilient Leadership and Educational Innovation

ISULA Corsica
UNESCO Chair in Sustainable Futures in the Mediterranean: Actors & Discourses

University of Poitiers – IAE School of Management
UNESCO Chair in Futures Studies and International Strategic Intelligence

Greece

Foundation for Research and Technology – Hellas (FORTH)

UNESCO Chair in Futures Research – Imagining the Futures of Greece

Italy

University of Trento
UNESCO Chair in Anticipatory Systems

EURAC

UNESCO Chair in Interdisciplinary Anticipation and Global-Local Transformation

Kenya

Dedan Kimathi University of Technology
UNESCO Chair in Anticipatory Socio-Technical Systems

Malaysia

International Islamic University Malaysia
UNESCO Chair in Futures Studies: Anticipation for Sustainability and Well-being

Mexico

Tecnológico de Monterrey
UNESCO Chair in Foresight, Anticipatory Leadership, and Innovative Futures

Universidad Autónoma Metropolitana, Unidad Cuajimalpa
UNESCO Chair in Anticipating the Futures of Urban Life in the Global South

Netherlands

Hanze University of Applied Sciences
UNESCO Chair in Futures Literacy

Norway

Stavanger University with NIFU
UNESCO Chair in Leadership, Innovation and Anticipation

Philippines

Northwestern University Laoag
UNESCO Chair in Anticipatory Governance and Regenerative Cities

Russia

Higher School of Economics
UNESCO Chair in Futures Studies

Saudi Arabia

Prince Mohammad Bin Fahd University
UNESCO Chair in Transitional and Inter-generational Anticipation

Sierra Leone

University of Makeni

UNESCO Chair Futures Studies, Storytelling, and Anticipation: Living and Resilience

South Africa

Stellenbosch University, Centre for Complex Systems in Transition

UNESCO Chair in Complex Systems and Transformative African Futures

Sweden

Linnaeus University
UNESCO Chair in Heritage Futures

Switzerland

HEC Lausanne
UNESCO Chair in Positive Futures, Futures Literacy, and Anticipation

Thailand

Chulalongkorn University
UNESCO Chair in Resource Governance and Futures Literacy

Tunisia

University of Carthage
UNESCO Chair in Futures Studies, Foresight and Strategic Decision

Türkiye

Karabük University
UNESCO Chair in Anticipation, Futures Studies and Strategic Foresight

United Arab Emirates

University of Dubai
UNESCO Chair Futures Studies: Building a Resilient Nation

United Kingdom

University of Lincoln
UNESCO Chair in Responsible Foresight for Sustainable Development

Uruguay

South American Institute for Resilience and Sustainability Studies (SARAS)
UNESCO Chair in Sociocultural Anticipation and Resilience

Uzbekistan

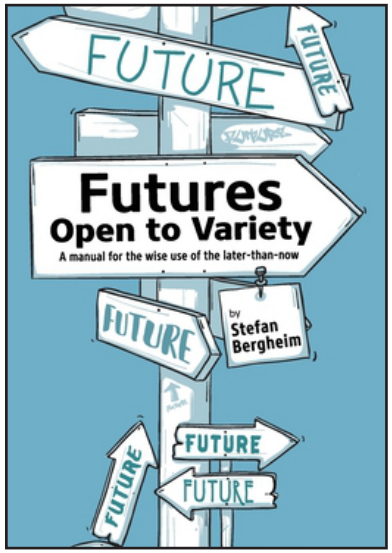
Westminster University - Uzbek branch
UNESCO Chair in Futures Studies for Sustainable Policymaking

Lab resources

Below is an initial collection of books, articles, and related items about the topic of Futures Literacy.

General understanding

Miller, Riel (ed.). (2018). *Transforming the Future: Anticipation in the 21st Century*. Routledge.



Bergheim, Stefan. (2021). *Futures – Open to Variety: A manual for the wise use of the later-than-now*. Zgf Publishers.

Processes of Futures Literacy Labs

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Futures Literacy activities

Dixon, Nancy. (2013). Collective sensemaking: How one organisation uses the oscillation principle. www.nancydixonblog.com. July 16 post.

Holzmer, David. (2017). The collapse of expertise and rise of collaborative sensemaking. www.davidholzmer.com/blog. July 4 post.

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Futures Literacy as a capability

Feukeu, K.E., Ajilore, B., & R. Bourgeois. (2021). *The capacity to decolonise: Building Futures Literacy in Africa*. International Development Research Centre.

Karlsen, J.E. (2021). Futures literacy in the loop. *European Journal of Futures Research, 9*(17). https://doi.org/10.1186/s40309-021-00187-y

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Larsen, Nicklas; Mortensen, Jeanette Kæseler; & Miller, Riel. (2020, February 11). *What is Futures Literacy and why is it important?* https://medium.com/copenhagen-institute-for-futures-studies/what-is-futures-literacy-and-why-is-it-important-a27f24b983d8

Miller, Riel. (2010) Futures Literacy – embracing complexity and using the future. *Ethos, 10*(10): 23-28.

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Raleigh, Nicolas Balcom, & Lianaki-Dedouli, Irianna. (2020, December 31). *Demystifying futures literacy, a key skill for climate innovation*. https://medium.com/flxdeep/demystifying-futures-literacy-a-key-skill-for-climate-innovation-4cf868a63e93

Poli, R. (2019). Introducing Anticipation. In R. Poli (Ed.), *Handbook of anticipation. Theoretical and applied aspects of the use of future in decision making* (pp. 1-16). Springer. https://doi.org/10.1007/978-3-319-91554-8

Rosen, R. (2012). *Anticipatory systems: Philosophical, mathematical, and methodological foundations (2nd ed.)*. Springer.

UNESCO Office Cairo and Regional Bureau for Science in the Arab States. (2020). *Egyptian Youth Rethink the Future of Well-Being in 2050 in light of COVID-19 report.*

Videos

Damhof, Loes. (2022, September 15). Futures Literacy: shaping your present by reimagining futures. https://youtu.be/lGvFS6nAMml. Groningen, Netherlands: TEDxYouth@Groningen

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UNESCO. (2017, January 25). Transforming the Future: Anticipation in the 21st Century. https://youtu.be/Q8Gee0IhksU

Select list of past labs

The list is organised based on UNESCO Regions and is organised alphabetically by country, then by city and year.

Africa

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2019	Libreville, Gabon	UNESCO Central Africa Regional Office and City Council of Libreville New World Laboratories: The youth imagining a peaceful and sustainable Libreville for 2050
2019	Nairobi, Kenya	Africa Technology Policy Studies Network and BioInnovate Africa Towards a Regional Bioeconomy Strategy
2020	Nairobi, Kenya	Kenya National Commission of UNESCO and Dedan Kimathi University of Technology Towards Building a Future Literate Society: Re-Imagining Innovation
2021	Nairobi, Kenya	United Nations Environment Programme (UNEP) Office of the Chief Scientist Reimagining UNEP, towards year 2072
2020	Bamako, Mali	Kabakoo Academies The Future of Legacy
2018	Lagos, Nigeria	Covenant University African Universities in 2063
2018	Kigali, Rwanda	African Innovation Summit and UNESCO MOST The Future of Innovation in Africa
2014	Freetown, Sierra Leone	UNESCO The Future of Youth and Rites of Passage
2014	Johannesburg, South Africa	South-African Node of the Millennium Project and Rockefeller Foundation The Future of Africa
2018	Johannesburg, South Africa	University of Pretoria and Gordon Institute of Business Science Beyond the Future of Work

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2020	Johannesburg, South Africa	International Development Research Centre The Future of Trust: Capacity to Decolonize (C2D)
2014	Dar es Salaam, Tanzania	Society for International Development The Future of Tanzania
2021	Lomé, Togo	Université de Lomé The Future of Value

Arab States

2010	Cairo, Egypt	UNESCO Cairo Office, UNFPA and UN Women Egyptian Youth Rethink the Future of Wellbeing 2050
2020	Beirut, Lebanon	SAWA for Development and Aid Future of the Return of Syrian refugees
2020	Beirut, Lebanon	Shahed Belal Jill and UNESCO The Future of Syrian Families (1/3) The Future of Syrian Families (2/3) The Future of Syrian Families (3/3)
2015	Rabat, Morocco	Royal Institute for Strategic Studies Imagining Africa's Future
2015	Rabat, Morocco	Futures Studies Forum for Africa and the Middle East and Royal Institute for Strategic Studies Advancing a Community of Practice in Africa – The Future of Urbanisation and Water in North Africa
2017	Rabat, Morocco	Pan-African Congress of Mathematics Imagining the Future of Open Science and Mathematics in Africa

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2018	Marrakesh, Morocco	University Mohammed VI Polytechnique The Future of Human Mobility: Youth Perspectives on the Future The Future of Syrian Families (3/3)
2016	Tunis, Tunisia	Tunisian Institute for Strategic Studies Social Transformations
2017	Tunis, Tunisia	Tunisian Institute of Strategic Studies and the Konrad Adenauer Stiftung Imagining Entrepreneurship in Tunisia in 2038: The Role of Women
2022	Tunis, Tunisia	AFD (Agence Française de Développement) and U+ (Plurality University Network) The Future of Ancient City Centres in Tunisia
2019	Dubai, United Arab Emirates	Prime Minister's Office of the United Arab Emirates The Future of the Public Sector in the United Arab Emirates
2019	Dubai, United Arab Emirates	Prime Minister's Office of the United Arab Emirates The Future of Education in the United Arab Emirates

Asia and the Pacific

2014	Perth, Australia	Centre for Australian Foresight The Future of Global Foresight and Decision-making
2021	Northeast Asia region	UN Department of Political and Peacebuilding Affairs and Shared Studios Futuring Peace in Northeast Asia: The Future of Identity
2021	Northeast Asia region	UN Department of Political and Peacebuilding Affairs and Shared Studios Future of the Role of Youth in Northeast Asia 2060
2019	Hangzhou, China	China Academy of Art and HumanIn The Future of Chinese Communities in 2050

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2021	Hangzhou, China	E-Arts Futur de l'Humanité
2021	Jakarta, Indonesia	UN Disaster Risk Reduction Regional Office for Asia and the Pacific, UNESCO Field Office Jakarta, U-Inspire Alliance, and UNDP Accelerator Lab Future Thinking on Disaster Risk Reduction: The Future of Home
2021	Jakarta, Indonesia	UN Disaster Risk Reduction Regional Office for Asia and the Pacific, UNESCO Field Office Jakarta, U-Inspire Alliance, and UNDP Accelerator Lab Future Thinking on Disaster Risk Reduction: The Future of Disaster Governance
2021	Jakarta, Indonesia	UN Disaster Risk Reduction Regional Office for Asia and the Pacific, UNESCO Field Office Jakarta, U-Inspire Alliance, and UNDP Accelerator Lab Future Thinking on Disaster Risk Reduction: The Future of Disaster Knowledge
2022	Jakarta, Indonesia	UN Disaster Risk Reduction Regional Office for Asia and the Pacific, UNESCO Field Office Jakarta, U-Inspire Alliance, and UNDP Accelerator Lab Future Thinking on Disaster Risk Reduction: The Future of Human Behaviour and Hazards in 2045
2015	Ulaanbaatar, Mongolia	Mongolian University of Science and Technology and UNESCO Management of Social Transformation The Future of Mongolia
2014	Yangon, Myanmar	East-West Center, Hawaii The Future of Education
2016	Antipolo City, Philippines	First Pacific Leadership Academy Developing the Capacity of Filipino Youth Leaders to Use the Future
2014	Laoag City, Philippines	UNESCO Social and Human Sciences, UNESCO Resilient Cities, National Commission of the Philippines, Centre for Engaged Foresight, City Government of Laoag The Future of Cities: Resilient Cities, Brighter Futures – A Forum for Sustainable City Futures

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2021	Manila, Philippines	Philippines Department of Education and UNICEF Philippines The Future of Learning in 2050
2018	Pasig City, Philippines	UNICEF Philippines and Center for Engaged Foresight Futures Thinking & Futures Literacy
2019	Singapore, Singapore	UNESCO Management of Social Transformation and HumanIn Intercultural Artificial Intelligence: The Global Future of Work, Innovation, and Citizenship
2019	Songdo, South Korea	United Nations Framework Convention on Climate Change Resilience Frontiers
2015	Bangkok, Thailand	UNESCO Regional Office for South-East Asia Rethinking Education: The Future of Informal Learning

Europe and North America

2019	Vienna, Austria	Austrian Institute for Technology Next Generation Research and Innovation Policy
2019	Vienna, Austria	Austrian Academy of Sciences Rethinking the Future, Science and the Sustainable Development Goals
2013	Baku, Azerbaijan	The Millennium Project Scoping Global Anticipatory Capacities: The Future of Foresight
2018	Brussels, Belgium	European Commission, Futures Oriented Technology Analysis Conference, Joint Research Council of the European Commission Future of Foresight for/in Policy
2021	Calgary, Canada	City of Calgary, Resilience Team and UNESCO The Future of Trust in 2050

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2020	Copenhagen, Denmark	Copenhagen Institute for Future Studies, Climate-KIC, and Plastic Change The Future of Activism
2018	Helsinki, Finland	Finnish National Agency for Education The Future of Futures Literacy in Finland's Educational System
2017	Turku, Finland	Futures Academy & Finland Futures Research Centre Complex Futures of Human Settlement in 2050
2019	Turku, Finland	EIT Climate-KIC Deep Demonstration on Net-Zero Emissions Maritime Hubs Negative-Emissions Maritime Hubs 2050
2021	Turku, Finland	Disruption Lab of the Centre for Collaborative Research at Turku School of Economics Futures of TSE & Wicked Problems
2022	Turku, Finland	SUSCON research consortium – Turku School of Economics Enabling Advanced Sustainability of Future Ships
2012	Paris, France	European Commission The Future of Cultural Heritage
2014	Paris, France	UNESCO The Future of Transition from Youth to Adulthood (Training Session) The Future of Inhabiting Planet Earth (Training Session) Youth Forum (Training Session)
2015	Paris, France	Monitoring, Analysis and Foresight Department of the Directorate of Programming and Strategic Development, International Organisation de la Francophonie, and UNESCO Management of Social Transformation Africa of Tomorrow “Africa Horizon 2035”
2015	Paris, France	UNESCO 9th UNESCO World Youth Forum

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2016	Paris, France	International Organisation de la Francophonie Reframing Mobility and Identity: The Future of Africa
2019	Paris, France	Hanze University of Applied Sciences and UNESCO The Future of Development
2019	Paris, France	UNESCO Africa Group Delegations Imagining the Future of Innovation in Africa: UNESCO Africa Week
2019	Paris, France	UNESCO Social and Human Sciences The Future of Human and Social Sciences: UNESCO
2019	Paris, France	European Financial Management Association, Wavestone, École des Ponts Business School, and UNESCO Management of Social Transformation The Future of Financial Inclusion
2020	Paris, France	UNESCO Management of Social Transformation The Futures of Education 2050: Learning to Become
2020	Paris, France	UNESCO The Future of the Consequences of Slavery
2020	Paris, France	UNESCO Slave Route Project "Resistance, Freedom, Legacy" The Future of Human Relations
2020	Paris, France	UNESCO Group of Friends, Ambassadors to UNESCO The Future of Trust: Group of Friends
2020	Paris, France	Niras and European Evaluation Society The Future of Evaluation
2021	Paris, France	Leonard, Ecole des Ponts Business School, and la Fondation d'Entreprise VINCI pour la Cité Les futurs des inégalités territoriales

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2021	Paris, France	École des Ponts Business School The Future of Research
2022	Paris, France	Organisation for Economic Cooperation and Development (OECD) Rural Areas and Rural Manufacturing in 2042
2022	Berlin, Germany	Futurehain The Future of Berlin
2021	Heidelberg, Germany	International Coalition of Inclusive and Sustainable Cities, UNESCO Creative Cities Network, and the "Rights and Inclusion of LGBTI Youth" Initiative The Future of Safe Spaces in 2050
2014	Munich, Germany	Center for Law and Economics of Sports (Executive Masters in Sport Governance) Imagining the Future of Sports in Society
2020	Kozani, Greece	Regional Development Agency of West Macedonia and EIT Climate-KIC The City of Kozani in 2040
2019	Dublin, Ireland	Sustainable Ireland, Ireland Ministry of Finance, and EIT Climate-KIC Exploring Frontiers in Irish Financial Services
2013	Bellagio, Italy	Rockefeller Foundation Networking to Improve Global/Local Anticipatory Capacities
2019	Turin, Italy	High-Level Committee on Programmes and ITC-ILO The Future of Work in Sub-Saharan Africa
2020	Fort de France, Martinique	First Caraïbes Association The future of the attractiveness of Martinique 2050
2021	Fort de France, Martinique	First Caraïbes Association The future of gender equity in Martinique

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
2013	Oslo, Norway	Innovation Norway The Future of Innovation Policy Learning in Norway
2018	Oslo, Norway	Research Council of Norway and Nordic Institute for Studies in Innovation, Research, and Education The Future of Collective Action: Innovation and Wealth Creation in Norway in 2040
2020	Rybnik, Poland	City of Rybnik and EIT Climate-KIC City Governance in 2035 Rybnik at work in 2050
2017	Bucharest, Romania	International Network of Francophone Senghor Chairs and University of Bucharest The University of the Future
2019	Edinburgh, Scotland	Edinburgh Futures Institute Utopia Lab: How Can Technology help the world to heal?
2017	Groningen, The Netherlands	Hanze University of Applied Sciences The Future of Education
2021	Nottingham, United Kingdom	International Coalition of Inclusive and Sustainable Cities, UNESCO Creative Cities Network, and the "Rights and Inclusion of LGBTI Youth" Initiative The Future of Safe Spaces in 2050
2021	Kansas City, USA	International Coalition of Inclusive and Sustainable Cities, UNESCO Creative Cities Network, and the "Rights and Inclusion of LGBTI Youth" Initiative The Future of Safe Spaces in 2050

Year	*City, Country*	*Futures Literacy Laboratory Champion(s) and Topic*
Latin America and the Caribbean		
2013	Brasilia, Brazil	Centre for Strategic Studies and Management The Future of Science
2013	Rio de Janeiro, Brazil	Centre for Strategic Studies and Management The Future of Science in Society
2013	São Paolo, Brazil	Centre for Strategic Studies and Management The Way Universities Use the Future
2019	Antofagasta, Chile	National Council for Innovation and Development (CNID) and Foundation for Agricultural Innovation (FIA) The Future of Key Sectors in Antofagasta: Mining, Agriculture, Energy
2019	Nuble, Chile	National Council for Innovation and Development (CNID) and Foundation for Agricultural Innovation (FIA) The Future of Food
2018	Santiago, Chile	National Council for Innovation and Development The Future of Collective Knowledge Creation and Collective Action in Public Sector Innovation Ecosystems
2013	Bogota, Colombia	Ministry of Labor of Colombia and United Nations Development Programme The Future of Local Labor Markets
2016	Havana, Cuba	Cuban MOST National Commission and Cuban Centre for the Youth Studies Using the Future to Embrace Complexity
2014	Manabi, Ecuador	Grupo FARO The Future of Manabi Province
2022	Fort de France, Martinique	First Caraïbes Association The Future of Identities / The Future of Know-hows / The Future of Mobility
2016	Montevideo, Uruguay	Presidential Office of Planning and Budget What Development for Uruguay?

Example Lab workbook for participants

A workbook was developed as a participant learning aid for the FLL with the City of Calgary, featuring multiple futures exercises that participants could fill in. Feel free to adapt a similar guide for your next laboratory.

Building Futures Literacy in Calgary Communities: Participant Workbook

This workbook is a practical guide for the Futures Literacy Lab (FLL) on "The Future of Trust in 2050". You can print it out and follow it simply as a visual aid throughout the lab. There are spaces for you to take your own notes. Throughout the lab, facilitators will be guiding participants through all the activities, so there is no need to prepare anything in advance.

Logistical notes for the lab:

- You will need a stable internet connection, and a device to join Zoom calls (possibilities of turning on video would be ideal)
- Bring some patience with you in case any technical issues arise
- Plenary sessions of the lab will be recorded
- Please make sure you can be present for all 3 days for the whole length of the sessions

Overview of Schedule: The Future of Trust

Date & Time	Schedule
2 February Wednesday 9:00 - 12:00 MST	**Phase 1: Reveal** Laying out the probable and preferred futures of the topic in 2050 and reflecting on the assumptions that informed these futures. Break-out room discussions will be followed by a plenary where the group at large shares their conversations.
3 February Thursday 9:00 - 12:00 MST	**Phase 2: Reframe** Introducing a provocation that is non-probable, and non-preferred. Participants will start with break-out room discussions before returning to plenary for a round of questions. They will continue to have some time to discuss the questions posed before returning for a final plenary.
4 February Friday 9:00 - 12:00 MST	**Phase 3: New Questions** Returning to 2022, and asking: What was previously important, but seems less so? Vice versa? Beginning with the same break-out rooms, participants will consolidate learning together. Questions can lead to awareness and understanding. **Phase 4: Next Steps** How to disseminate these conversations to relevant topics, into your communities? Participants will have some time in new break-out rooms, before returning to their own break-out rooms to reflect on next steps in the present.

DAY 1

Introductions: please share your name and pronouns.
From what angle / what lens / what perspective do you come with to today's conversation?

What do you think of the future in general?

Please choose 1-2 of the following statements. Why did you choose it?

- **Anxious** – I do not know where to start, uncertainty and thinking about the future worries me.
- **Concerned** – I understand that the future cannot be known, but might be shaped by what we do in the present, I am open to seeing how this might be possible.
- **Cautious** – I am hesitant to intervene, influence or change things that could have an impact on the future, but I am interested in being guided through.
- **Curious** – I am interested in exploring different ways of imagining the future, and to improve my anticipatory skills in the work that I do.
- **Committed** – I am ready to get involved! I see the value of "using the future" today and want to learn how to include it into my area of responsibility.
- **Undecided** – I do not have or cannot come to an opinion on the topic.

What does it mean to think about the future?

- We all anticipate (as in, we all think about the future) in some way. But we are not always aware or conscious that we are doing it, and we might not know how to use it in more difficult or complicated situations.
- This is what we want to explore through the lab - be more aware about why we use the future; and to become familiar with a few different ways to think about it.
- Future is not yet known, so no one can say for certain what it will be; instead, it depends on all of us to imagine what it looks like. We all begin equally, and share what we know.
- There are NO right or wrong answers. We all bring our own lens and that's what we wish for all to share throughout the next three days.
- We are partaking on a learning journey in the form of a conversation with peers over the next three days.
- This is a space for sharing and learning. Incomplete thoughts are welcome, questions are welcome. Feel free to react or comment on each other's ideas and let us reflect on different, new, and creative futures.

PHASE 1A: Time Travel to 2050: Preferred Futures

Your preferred future is the most ideal future. Ideal meaning it is incredible, it is awesome in this 2050. All your dreams and wishes have come true. You are as good as you can be, and the world around you is what you most desire. This future does *not* need to be realistic.

What is this 2050 like? In the best circumstances, what is the relationship of trust between yourself, your community, and institutions *(ex. banks, governments, clinics, businesses, community organisations, etc.)*?

PHASE 1B: Time Travel to 2050: Probable Futures

Thinking about the probable future, means thinking about predictions of what could happen. It is about trends, statistics, news stories, things that you may have seen or experienced, that lead you to think this future is most likely to happen. It's a future that, whether we like it or not, would be willing to bet on it happening. The probable future is *realistic*.

What are the relationships of trust between individuals to communities, between communities and institutions with communities?

Storytelling
To get a deeper picture of probable futures of trust in 2050, add more details from the following four perspectives:

Headlines: You are reading the news or communications materials dated in 2050, what does it say? What would the key messages convey about trust?
Actors: Put yourself in someone's shoes in 2050. This can be anyone or anything. What is a day in their life like?
Systems: Systems refers to the broader societal context that we exist in this realistic future. Systems can be but are not limited to: political, economic, social, cultural, environmental, familial, gendered, solidarity, etc.
Myths & Metaphors (Worldviews): What are the underlying values, ethics, philosophies of this world?

DAY 2

PHASE 2: Reframed Futures

Our Probable and Preferred Futures (from day 1) are informed by our experiences, what we have seen and known, and our reactions to it. The reframe is going to be very different. It is a kind of future that we have not really thought about before. It asks us to be creative, open, and to invent new assumptions. It is meant to feel confusing, and you might even get stuck. That is all ok – try to work through it as a group.

There are no right or wrong answers, have fun!

Initial questions:

- What are our initial impressions?
- What did we learn about the reframe?
- What are questions we need to ask, to understand the reframe more?
- What is something that makes us feel excited about this future?
- What is something that makes us feel worried about this future?

Reversed Storytelling

To get a better understanding of what the reframed future looks like, we will go through the storytelling exercise, but in a backwards order from day 1.

Myths & Metaphors (Worldviews): What are the underlying values, ethics, philosophies of this world? What is the underlying moral idea that describes how people trust in this world?

Systems: Systems refers to the broader societal context that people exist in. What are the systems that support or break down trust?

Actors: Put yourself in someone's shoes in 2050. This can be anyone or anything. What is a day in their life like?

Headlines: You are reading the news or communications materials dated in 2050, what does it say?

Collective Imagining and Narrative Building

Reflect on the discussions, questions from the reframe. Try to build out a representation of these ideas. The goal is to go beyond words. This can be:

- Songs or poems that the group then sings/performs during plenary.
- Role Play: a short skit that represents the key ideas and people.
- An image collage created by the group. Images can be downloaded from Internet.
- Or, other ideas as proposed by the participants!

Use this page to brainstorm or draw.

DAY 3

PHASE 3: New Questions

We are now back to **2022**.

Unpacking our assumptions to ask new questions

- Take 2-3 images of the future from the previous phases.
- Unpack and break down each idea.
- Are there things that were unimportant before that became important now? Or the other way around?
- What did you have in mind when you wrote these thoughts about the future? What do you think influenced you or shaped your perspective in such a way?

PHASE 4: Next Steps

How do you think about the future now?
Please select 1-2 statements from below. Is it the same, is it different?
Why has it changed or remained the same?

- **Anxious** – I do not know where to start, uncertainty and thinking about the future worries me.
- **Concerned** – I understand that the future cannot be known, but might be shaped by what we do in the present, I am open to seeing how this might be possible.
- **Cautious** – I am hesitant to intervene, influence or change things that could have an impact on the future, but I am interested in being guided through.
- **Curious** – I am interested in exploring different ways of imagining the future, and to improve my anticipatory skills in the work that I do.
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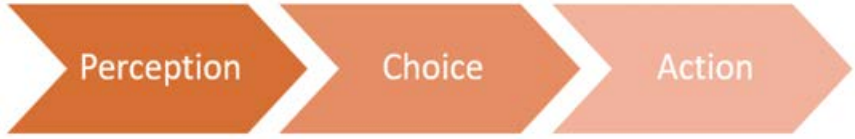
Learning-Hoping-Acting

The power in having the skills to imagine futures is not only being able to tell the different futures (the ones told to you, and knowing what you desire); but being able to invent entirely new futures that can expand the possibilities that we know of. By having more diverse and broader perspectives, we also have a richer selection of choices that we can then act on. As such, the purpose of the reframe was to seek to expand our perceptions.



Our next set of discussion questions are categorised into three areas.

1. **Learning:** What did you learn? Did you see new ways of thinking about trust? equity? inclusion?
2. **Hoping:** What do you wish for your institutions and communities to know? To act on?
3. **Acting:** What can you do to make this happen? Do you see the value of futures thinking in your professional and personal life? If so, how would you bring it into your networks, communities and to institutions?

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Futures Literacy Laboratory
Playbook

An essentials guide for co-designing a lab to explore how and why we anticipate

Futures literacy is an essential skill for the 21st century. By understanding how we think about the future, we can reshape our view of our place in it and the choices we make.
Over the last decade, UNESCO has deployed a special tool for supporting the multiple ways humans imagine the future. A Futures Literacy Laboratory (FLL) enables anyone to become more futures literate by exploring their own capacity to imagine the future. These labs have been extensively field tested by a wide range of organisations worldwide, and UNESCO has run over 115 of these labs with its global network. This essentials guide describes all the elements you need to co-design and implement a Futures Literacy Laboratory in your own community. Edited by Tamara Carleton and Riel Miller, this guide combines all setup material in one place, including sample agendas, activity examples, planning tips, facilitator scripts, and more.

Stay in touch

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