Pacific Community
Communauté du Pacifique

THE PACIFIC PATHFINDER

A TOOLKIT TO IMAGINE AND CREATE FUTURES

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TABLES

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ABBREVIATIONS

CLA
Causal Layered Analysis

CRGA
Committee of Representatives of Governments and Administrations

CRGA Subcommittee
CRGA Subcommittee for the Strategic Plan

CROP
Council of Regional Organisations in the Pacific

KFA
Key Focus Area

PCCOS
The Pacific Community Centre for Ocean Science

SPC
Pacific Community

FOREWORD

The Pacific Community (SPC) is proud to present The Pacific Pathfinder, and is grateful to our staff, members and stakeholders for developing it with us. We are grateful to Professor Sohail Inayatullah and the Metafuture School, who mentored our learning about futures thinking. They helped develop the capability of SPC as an organisation, and its teams and individuals.

We would also like to thank Dr Ray Maher from the University of Queensland's Centre for Policy Futures for supporting us to develop the series of interactive webinars we used to introduce SPC to strategic foresight.

The Pacific Pathfinder is a guide and toolkit for Pacific policy analysts and planners involved in strategic planning. It contains tools to help gather intelligence about the future, explore the dynamics of change, describe our future, create alternative scenarios, and develop and test strategy. The Pacific Pathfinder builds on our Pacific strengths, traditions and knowledge of how to navigate strategically towards a desired future.

Inspired by using strategic foresight and futures thinking to design the SPC Strategic Plan 2022–2031,[1] we have developed The Pacific Pathfinder to share what we learnt about developing a strategy, and the tools we used to do it. By sharing our experience, we hope to inspire others to share their ways of imagining and planning for the future. We encourage policy analysts and planners across the region to use, refine and adapt the methodologies in this toolkit for their own purposes.

Through this toolkit we have woven a basket of offerings for Pacific people, communities and organisations to use to plan and mobilise for the future.

We acknowledge the many ripples of Pacific-led strategic planning that are taking place around the region. The first edition of this toolkit is a way to elevate existing strategic-planning practice and support our growing community of policy analysts and planners.

Like the visionaries, navigators and creators who gave us the rich, evolving cultures we enjoy today, this toolkit is a living basket of knowledge that will need to be continually strengthened, expanded and filled by strategic thinkers across the Pacific. As we navigate forwards, we will always seek commonality rather than homogeneity – our diverse contributions will strengthen the sails of our flotilla of canoes.

Finally, but most importantly, we thank our members, development partners and staff for joining our flotilla of *vaka* on our journey towards our preferred Blue Pacific future.

Emily Sharp
Director, Strategy, Performance and Learning
The Pacific Community
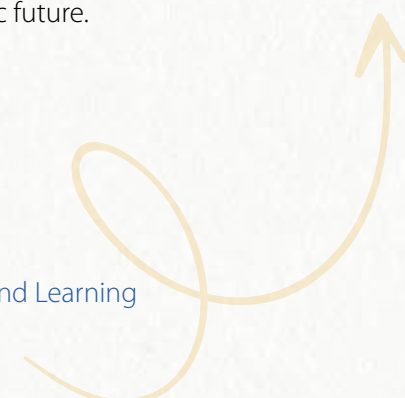
FOREWORD

INTRODUCTION

PURPOSE OF THIS
TOOLKIT

Strategic foresight and futures thinking provide creative yet structured ways to think about and plan for the future. They include identifying what is driving change and the implications that those "drivers" have on the decisions we make today. They also lean into taking a wide view and identifying what is emerging as well as valuing imagination by assisting the articulation of "pulls" from the future. Strategic foresight favours using participatory and inclusive processes to imagine the future. It uses the ideas that participants generate to help us better anticipate and prepare for change in a fast-changing and uncertain world.

Around the world, governments, multilateral organisations and communities – including those in the Pacific – are increasingly using strategic foresight to develop future-focused strategies, plans and policies. While there are other resources available to help us understand strategic foresight, we believe The Pacific Pathfinder provides Pacific planners, strategists and policy makers with a practical guide and toolkit, which includes examples of how strategic foresight is being used in our region.

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HOW TO USE THE
TOOLKIT

We can apply strategic foresight depending on the purpose of the task and the point of development of a strategy or plan. This toolkit is organised into five parts. Each part represents a different point in the process, and each part contains one or more tools (see Table 1). You can also pick and choose from the different tools and use them at other times to suit your purpose.

For each of the 10 tools, we explain:

o what the tool is

o when to use the tool

o why to use the tool

o how to use the tool, including some practical examples

o where to find more information about the tool.

THE PURPOSE OF THIS TOOLKIT IS TO:

⇨ inspire regional, national and community planners and strategists in the Pacific to confidently use strategic foresight tools, and be able to adapt them to suit their objectives and context;

⇨ share what SPC learnt about strategic foresight tools and methods when it co-developed its 10-year strategic plan;

⇨ motivate other practitioners in the Pacific to share their experiences and best practice.

The toolkit does not contain every strategic foresight tool; it contains the tools that SPC used to co-develop Strategic Plan 2022–2031. We share our reflections on using the tools, the pain points we experienced and our insights into how to use the tools most effectively. By documenting our experience, we hope to make strategic foresight practice accessible to you.

Throughout The Pacific Pathfinder, we give other examples of how the tools have been, or can be, used in the Pacific. We hope this will inspire Pacific strategists and planners to share their experiences of using different strategic foresight tools in making long-term, cohesive strategic plans. If this happens, we will be able to develop another edition of The Pacific Pathfinder, which includes more examples of strategic foresight being used across the region.

In 2020, SPC began investing in training of staff in strategic foresight.[2] This group now forms the SPC Futures Community of Practice. The Community of Practice is the catalyst for embedding futures capability into SPC and transforming how we approach strategic planning, both internally and as a service to our member countries and territories. Throughout the toolkit, we've included the reflections of this group of individuals on using the methods and tools.

ANNEX 1. provides some useful tips to consider when you hold your own strategic foresight workshops.

ANNEX 2. shows an organisational example of use of participatory foresight

ANNEX 3. provides templates you can use when designing your own strategic foresight workshops.

INTRODUCTION

Table 1.
Strategic foresight tools in The Pacific Pathfinder, and when to use them

Part of strategic planning process	Tool	Tool description
Chapter 1 **GATHERING INTELLIGENCE ABOUT THE FUTURE**	**Horizon scanning**	A process of looking for early signs and signals of change happening around us, identifying what the changes are and what effects they may have when they develop.
	Seven questions	A technique for interviewing internal and external stakeholders about the future. The open-ended questions help us gain insights into what the future may look like from different stakeholders' perspectives.
Chapter 2 **EXPLORING DYNAMICS OF CHANGE**	**Driver mapping** (impact–(un)certainty matrix)	A matrix for identifying and mapping potential drivers that could have a big impact on the future. This tool helps us question our assumptions about the future and consider how uncertainties affect our planning.
	Systems mapping	A visual map of the system we are considering, which shows the connections and causal relationships between different parts of the system.
Chapter 3 **DESCRIBING OUR FUTURE**	**Visioning**	Tools that place participants in their preferred future and enable them to imagine different versions of the future.
	Futures triangle	A tool that identifies our vision for the future ("pulls"), what is pushing us towards the future ("pushes") and what is holding us back from achieving our vision ("weights").
	Narratives	A visual image or metaphor of the desired future state that helps us mentally connect to it.
Chapter 4 **CREATING ALTERNATIVES**	**Scenario analysis**	A technique that examines different alternative futures, to help us prepare for the future and better anticipate change.
	Causal layered analysis	A tool that identifies and analyses the litany of social causes, discourses and worldviews, and myths and metaphors that shape our current and future states.
Chapter 5 **DEVELOPING AND TESTING STRATEGY**	**Backcasting**	A method that starts with identifying the desired end state and works backwards to identify the policies, programmes and events that will achieve it.

PART 1.
GATHERING INTELLIGENCE ABOUT THE FUTURE

WE DO IT TOGETHER

Strategic foresight favours participatory processes. When we involve different people, their different perspectives and experiences give us much better insight into what is changing around us, which helps us anticipate and plan for the future. Involving a broad range of stakeholders also makes it more likely to develop collective support for strategies, plans and policies, and align the actions of our stakeholders. Horizon scanning and seven questions are tools that focus on getting broad, inclusive participation.

We looked beyond the usual suspects and leaned into Pacific ways of knowing and learning to meet people in their place. Inclusion from the onset is powerful for the co-development and democratisation of a strategic planning process. This broader participation also requires well-thought-out systemic engagement to go beyond a simple representative exercise.

– Sarah Mecartney,
  Principal Strategy Adviser, SPC

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☑ WHAT IT IS

A process of looking for early signs and signals of change happening around us, identifying what the changes are and what effects they may have when they develop.

☑ WHEN TO USE IT

Use it as an internal early-warning system, to systematically analyse risks, opportunities and developments that could affect an organisation's strategic direction. It can be integrated into strategy, planning and design processes.

☑ WHY USE IT

Horizon scanning provides weak or strong signals that there are emerging risks, opportunities or trends. Use these as baseline information or include them in assessments of the landscape, trends and risks.

Tip

Ask who needs to be included in horizon scanning – who is not in the room? People tend to contribute from their own expertise and immediate responsibilities. Having a diverse group of participants reduces the risk of "blind spots", which can undermine strategies or lead organisations to misplace their efforts or miss critical opportunities. Include men and women, and people with different expertise and levels of seniority.

WHERE TO FIND MORE INFORMATION

New Zealand Department of the Prime Minister and Cabinet (DPMC). Horizon Scanning.
👁 Available at https://dpmc.govt.nz/our-programmes/policy-project/policy-methods-toolbox/futures-thinking/horizon-scanning

Pacific Community. 2022. A compendium of Pacific practice in strategic foresight, page 51.
👁 Available at https://purl.org/spc/digilib/doc/b47zt

UNDP Regional Bureau for Asia and the Pacific. 2022. Foresight playbook, pages 45–48.
👁 Available at www.undp.org/asia-pacific/publications/undp-rbap-foresight-playbook

UNDP Global Centre for Public Service Excellence. 2018. Foresight Manual: Empowered futures for the 2030 agenda, pages 26–30.
👁 Available at www.undp.org/publications/foresight-manual-empowered-futures

HOW TO DO IT

Time
60–90 minutes

No. of participants
Unlimited. Ideal group sizes are between 8–10 people

Facilitation
One lead facilitator, with support facilitators to guide each group. A note taker for each group can be useful.[3]

Material
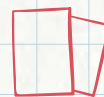
Butchers paper

Sticky notes

Coloured marker pens

Virtual collaboration platform
i.e., Google Docs, Miro, Conceptboard etc. (if online)

Time & Activity	Step	Description
15 minutes **Introduce the activity**	1	**Explain what horizon scanning is and why we do it.** Explain the activity to the group(s) and the time period being looked at i.e., 2050.
	2	**Select a framework to categorise the drivers of change.** For example, the PESTLE[4] or STIR-DEEPER[5] frameworks. Allow participants the opportunity to add categories that they think may affect strategy.
45 minutes **Complete the activity**	3	**Get participants to brainstorm drivers of change for each category.** Depending on the dynamics of the group you may wish to work through one or several categories at a time. Ensure that an equal amount of time is spent on each category for the time allocated to the activity. For each category look at the drivers of change with a direct and indirect impact.
60 minutes **Following activity**	4	**Consolidate and synthesise the drivers of change information.** The consolidated information can be used as the base material for a driver mapping exercise where the drivers of change are categorised by potential impact and (un)certainty.

3   To save time recording contributions, a notetaker can enter participant contributions directly into an online template in Google Docs during the session.
4   PESTLE stands for political, economic, social, technological, legal and environmental factors.
5   STIR-DEEPER stands for society, technology, industry, resources, demographics, economics, environment, politics, energy and religion. The STIR-DEEPER framework involves looking at all these aspects of the external environment, to see how they may affect a strategy.

CASE Study 1
DRIVERS AND FORCES SHAPING THE PACIFIC REGION

When SPC was developing its Strategic Plan 2022–2031, we used horizon scanning to understand more about the drivers and forces that are shaping the Pacific region and our organisation.

WHAT WE DID

Sixty interested staff from across the organisation took part in this online workshop. Before the workshop, the organisers reviewed the participant list and invited additional staff to attend, to ensure the diversity of SPC was represented by the participants.

Over 90 minutes, participants worked in small groups to identify issues that could shape the future of the Pacific and SPC. We asked them to think about what issues may arise that would lead to changes between 2021 and 2031, and what issues Pacific Island countries and territories may need to respond to.

Each group considered seven categories of drivers of change, which we had identified by modifying the STIR-DEEPER framework.

For this exercise, we looked at these seven categories:

- Natural environment
- Demographics and society
- Built environment
- Technology and communications
- Resources
- Energy and productive industry
- Economics and politics

We used the virtual collaboration tool Conceptboard[6] for this exercise. Conceptboard enables participants to write each driver they identify on a virtual sticky note and add it to the relevant driver board. Participants or facilitators can then cluster the sticky notes that relate to similar drivers.

We divided each driver board into three sections. On the top we wrote examples of drivers to stimulate thinking. On the left side, there was space for participants to add notes about drivers that would directly affect SPC (such as changes to funding or member engagement). On the right side, there was space to add notes about drivers that would affect people and places in the Pacific, which SPC would need to respond to (such as a public-health challenge). Figure 1 shows an example of a driver board (see Figure 1).

Figure 1:
Part of the driver board for the resources, energy and productive sector.

Drivers of change: Resources, Energy and Productive sector

e.g. • energy generation mix • international markets • biological resources • mineral resources
• automation • planetary boundaries • sustainable resource uses

THEME Energy Security	THEME Global Markets	THEME Blue Economy	THEME Conflict - natural resources, economic growth

DIRECT		INDIRECT	
Increased intra-Pacific trade	Demand for energy efficiency	Automation improves some processes but impacts jobs	Global demand for seafood, more incentives for export, less for local consumption
Changes in food sources	Changes in international food production systems	Localisation of food value chain	Biosecurity challenges – invasive pests and disease and impacts on farming, livestock and fishing

Source: *SPC and University of Queensland Centre for Policy Futures*

WHAT HAPPENED

Participants identified over 600 forces that are driving change across the Pacific.

To make these more manageable, we synthesised[7] them into 13 core drivers:

1. Social change
2. Environmental health
3. Strategic recovery
4. Funding and independence
5. Interconnected systems
6. Conflicting priorities
7. Socially inclusive work
8. Climate change impacts
9. Support for social equity
10. Changing technology
11. Regionalism versus nationalism
12. Science for decision-making
13. Global decarbonisation

We used the core drivers to inform the next part of our strategic planning process (see Case study 3). We also used them to inform SPC's contribution to identifying and mapping drivers as part of developing the 2050 Strategy for the Blue Pacific continent.[8]

7   Synthesising is combining the main points of each source and putting together the ideas and findings of multiple sources in order to make an overall point. This involves looking for similarities and differences between sources and identifying where the sources overlap and where they diverge.

8   Pacific Islands Forum Secretariat. 2022. 2050 Strategy for the Blue Pacific continent. Suva, Fiji: Pacific Islands Forum Secretariat. Retrieved from www.forumsec.org/2050strategy.

SPCs contribution to the Blue Pacific 2050 Strategy

60 drivers of change across 6 categories which may impact the 2050 vision

Social development

[Positive Social change and cohesion can result in the improvement of human and social conditions for the betterment of society.]

[Equity, equality, social justice, protection against gender-based violence etc. are fundamental prerequisites for social development.]

Economic

[A steady transition to low-carbon economies is encouraging diversification, sustainable resource management and production and consumption patterns.]

Environment

[Natural resource management (Good practice and sustainable harvesting) is strengthening abilities to monitor state of environment and state of resources.]

[Biggest driver of change is loss of biodiversity which will lead to extremely difficult times for Pacific with food and water security – climate change and increasing natural disasters.]

Technological

[Digital technology and innovations continue to create profound change in the way we do business, communicate and live.]

[Improving capacity and pace of adoption of data and technology (as strategic resources).]

Political/Legal

[Growing uncertainty of effective good governance and stability in uncertain environment.]

[Regional connectivity and integration across the Pacific showcases a united group of large ocean states in their delivery of regional commitments, negotiations and network diplomacy.]

Geopolitical/ Geostrategic

[Increased demonstrations of Pacific solidarity and a belief in common destiny grounded in the ocean, science, technology and knowledge enable advancement of the 2050 vision.]

[International volatility, global geopolitics and competition for influence threaten political solidarity and collective action on key regional and global priorities.]

WHAT WE LEARNT

Horizon scanning helped us tune into what is happening around us, so we could determine whether we are prepared for change, opportunities and threats. It was an effective way to start talking with our colleagues and members and to gather perspectives from people with diverse expertise. We found it a useful tool to understand how trends affect SPC and regional policy, and to determine which areas to focus on to achieve the group's preferred future.

Planners and policy analysts should combine it with other planning tools, to help them identify gaps and signals and present them in an accessible format on a user-friendly platform. Horizon scanning is a quick way to gather information from a group, but it takes time to synthesise and analyse the group's contributions and integrate them into other processes being used to improve strategy and policies.

Figure 2 shows the drivers of change identified by SPC staff. It shows that you cannot only look at the mega trends shaping our futures at the global level, but that it is also important to use local knowledge for a contextual perspective of the drivers of change impacting us closer to home.

> There are waves of deep thinking rolling across the Pacific region. What future do we want for us and next generations? Is what we are working on now fit for those futures? Are we stuck in business as usual? Are we holding onto used futures?
>
> – Emily Sharp, Director – Strategy, Performance and Learning, SPC

Figure 2:
Drivers of change

Sustainable Pacific Futures

- Natural environment
- Politics, sovereignty, and geostrategic interest
- Climate change
- Economic recovery and transformation
- Built environment and urbanisation
- Technology and communications
- Demographic and social change
- Resources, energy and production
- COVID

Immediate demands
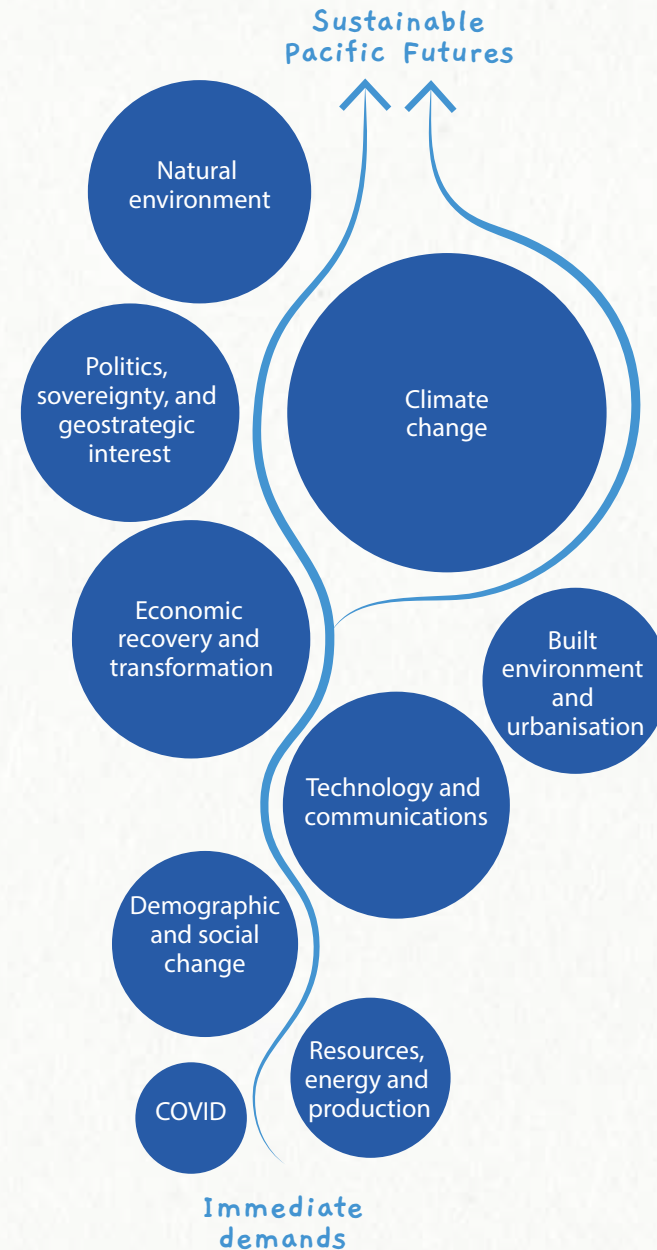
Source: *SPC and University of Queensland Centre for Policy Futures*

☑ WHAT IT IS

A technique for interviewing internal and external stakeholders about the future. The open-ended questions help us gain insights into what the future may look like from different stakeholders' perspectives.

☑ WHEN TO USE IT

Use it in the early stages of developing a strategy to gather intelligence about the future from different stakeholders.

☑ WHY USE IT

It makes a process of gathering intelligence more robust, as it can uncover information and views that you have not yet considered. It is also useful for checking that the strategy being developed is on the right track.

Tip

Involve a broad range of stakeholders who have different experiences, views, geographies and expectations.

WHERE TO FIND MORE INFORMATION

The UK Futures Toolkit. 2017.
👁 See pages 29–32, available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674209/futures-toolkit-edition-1.pdf

World Health Organization. 2022. Foresight approaches in global public health: a practical guide for WHO staff, page 26.
☁ Free to download at www.who.int/publications/i/item/9789240048393

Time
15–20 minutes per interview

No. of participants
Unlimited. Depends on time, scope and available resources

Facilitation
If conducting the interviews in person, take two people to the interview. Have one person ask the questions and the other person to record the answers.

Material
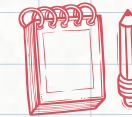
Pen and paper

Voice recorder

Sli.do, Survey Monkey *or other online survey tool.*

Step	Description
1	**Identify the stakeholders that you would like to interview.** Seek to interview a diverse range of people beyond your usual contacts.
2	**Choose the preferred delivery format for your interviews to ensure maximum participation.** *For example, you may wish to hold interviews in person, over the phone, Zoom or through an online survey.*
3	**Develop your seven questions for the time period in question i.e. 2050. You may choose to adapt the questions from** Case study 2 or develop your own questions using the template questions provided.
4	**Conduct the interview.** At the end of the interview ask the interviewee if there is anyone that should be interviewed as part of this process.
5	**Offer to provide participants a high-level overview of findings from the seven questions exercise.** Send all interviewees a copy of their interview and give them the opportunity to verify their responses.

CASE STUDY 2
SEVEN QUESTIONS FOR YOUNG PEOPLE IN THE PACIFIC

When SPC was developing Strategic Plan 2022–2031, we used seven questions – a structured interview tool – to learn about young people's vision for 2030.

WHAT WE DID

We invited SPC youth focal points in 21 Pacific countries and territories (the focal points include national youth councils, disability organisations and LGBTQI+ networks) to take part in this exercise.

We sent representatives of each focal point an online questionnaire containing these seven questions:

1. Step into the future. It is 2030 and you are a Pacific Leader. If you could talk to your future self, what would you want to know?

2. If the next decade involves positive changes to the Pacific, what would this look like? What trends or events in the past year were most significant? What new possibilities might they enable?

3. If the next decade involves mainly negative changes to the Pacific, what would this look like? What is the most important conversation we are not having related to these challenges?

4. What needs to be changed to live a positive decade?

5. If you could speak with leaders of the past, what wisdom do you think they would share? What lessons have we learnt or are using?

6. What decisions need to be made now so we have a positive next decade rather than a negative one?

7. If you had a mandate, free from all constraint, what more would you do to ensure the Pacific future that you want?

Inclusive stakeholder engagement is important to validate any of our future plans.

– Elizabeth Ragimana, Statistics Adviser (Governance and Coordination), SPC

WHAT HAPPENED

We collected the responses and synthesised them into five themes:

o Culture and traditions, including living in harmony with the earth and oceans

o Leadership and young people's role in decision-making

o Climate change, sustainable development and renewable energy

o People-centred development, including civil engagement, well-being, non-discrimination and gender equality

o Investment in education and health

We presented these findings back to the SPC youth focal points in an online webinar and used this forum to further discuss and gain insights from this group to inform the development of the strategy.

WHAT WE LEARNT

Reciprocity is key. When we take information from others, we must make a concerted effort to share our insights with those who contributed to them. The webinar not only gave us the opportunity to share our findings, but it also enabled us to seek further insights from young people on how to develop strategies that elevate their priorities and perspectives.

Our behaviour towards our environment must change, and we must adopt environment-friendly initiatives i.e. waste management systems, solar energy, hydroelectric power etc.

Change from perceiving development as the increase in the general well-being of people or justice for everyone rather than just the increase in profit/capital/GDP.

Shifting away from the financial dependence of aid models from foreign powers and truly prospering as a region independently.

Our Pacific people are in need of more agents of change to lead their nations into a sustainable future…one that allows us as indigenous people to go back to our traditions and support for our motherland and living in harmony with the earth, one that can sustain our land for many generations to come.

'Reweaving the ecological mat' Reviving our interconnectedness with our lands and the important relationship we have with mother earth.

Think outside the box, be more innovative in addressing regional challenges for the betterment of all/everyone.

A future for our Pacific region that builds on our interconnectedness in a social, economic and environmental sense.

Prioritise social issues and its impact on tomorrow's generation mentally, physically, spiritually and socially i.e. building labour capacity in the social services area.

Inclusiveness to be the core principle for decision-making so no one is left behind.

PART 2.
EXPLORING DYNAMICS OF CHANGE

WE DEEPEN OUR KNOWLEDGE OF THE FUTURE

Exploring the dynamics of change is about strengthening our collective understanding of what could change in our world, how likely this change is and what effects it could have on us if it occurs. Driver mapping and systems mapping help us talk with others about what the future may be like. We can talk about our own areas of expertise, and listen to the diverse views of others. These tools can result in difficult conversations, but, when they are used well, the tools encourage stakeholders to get involved in the strategy development, and eventually own, the final strategy.

I like the concept of moving from the management of reality to the creation of new possibilities. I see the use of futures as a mobiliser of change, sparking excitement and action for new possibilities on a larger scale than previously imagined.

– Kristel Griffiths,
   Strategy and Foresight Adviser, SPC

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☑ WHAT IT IS

A matrix for identifying and mapping potential drivers that could have a big impact on the future. This tool helps us question our assumptions about the future and consider how these uncertainties can affect our planning.

☑ WHEN TO USE IT

Use it to reach consensus on the most important drivers, and potential disrupting factors, identified during horizon scanning. This is one of the first tools to use when you get different stakeholders together to develop a strategy.

☑ WHY USE IT

It helps to narrow down a list of change drivers to a short list of the most relevant ones, or the ones that are most likely to affect your work. This enables you to focus on this short list when you develop your policy, plan or strategy.

Tip

If participants significantly disagree with where to place a particular driver, briefly describe and record their opposing arguments. It is important that everyone involved in the process feels heard.

WHERE TO FIND MORE INFORMATION

UNDP Regional Bureau for Asia and the Pacific. 2022. Foresight playbook, pages 49–52.
Free to download at www.undp.org/asia-pacific/publications/undp-rbap-foresight-playbook

HOW TO DO IT

Time
60 minutes

No. of participants
Unlimited. Ideal group sizes are between 8–10 people

Facilitation
One lead facilitator, with support facilitators to guide each group.

Material

Butchers paper

Sticky notes

Coloured marker pens

Virtual collaboration platform
i.e., Google Docs, Miro, Conceptboard etc. (if online)

Time & Activity	Step	Description
Pre-exercise	1	Pre-select the most important drivers of change identified in the horizon scanning activity.
15 minutes	2	Explain the activity and how to classify each of the drivers of change in each of the quadrants.
45 minutes	3	In small groups, get teams to classify each of the drivers in change into each of the quadrants.
Post-exercise	4	Synthesise the findings from each group and prioritise the drivers of change according to likelihood and (un)certainty.

CASE Study 3
USING DRIVER MAPPING TO ASSESS THE POTENTIAL IMPACT THAT DRIVERS OF CHANGE COULD HAVE ON THE PACIFIC

After completing the horizon-scanning activity, we used driver mapping with 40 of the original 60 participants. The 13 categories of drivers of change identified during the horizon-scanning activity were used for the driver mapping (See Case study 1). Driving mapping enabled us to assess the potential impact that these categories of drivers of change could have on the Pacific and SPC, and how certain we could be that these effects would materialise.

For this activity, we were guided by these questions:

o Which significant trends should drive SPC's agenda ("significant trends")?

o What are the critical uncertainties we need to explore to avoid our plans being disrupted ("critical uncertainties")?

o What situational information do we need to be aware of ("important context")?

o Which drivers can we afford to monitor and see if they materialise ("wait and watch")?

WHAT WE DID

We used Conceptboard for this exercise. Over 90 minutes, our participants worked in small groups to synthesise, categorise and prioritise the 13 categories of drivers of change, based on the potential impact they could have on SPC over the next 10 years, and the level of certainty that these effects would materialise.

The small groups agreed where to plot each category of driver of change on an impact–(un)certainty matrix (see Figure 3). To choose the plot position, the group first considered how big an impact the category of driver of change would have on SPC. This is represented on the horizontal axis. Then they considered how certain they were that this category of driver of change would affect SPC. This is represented on the vertical axis.

Each category of driver of change fell into one of four quadrants:

1. Significant trend (high impact and high certainty)

2. Critical uncertainty (high impact but low certainty)

3. Important context (low impact but high certainty)

4. Wait and watch (low impact and low certainty)

PART 2. EXPLORING DYNAMICS OF CHANGE

DRIVER MAPPING

Figure 3:
Example of an impact–(un)certainty matrix, used to map drivers of change

CORE DRIVERS

o **Social change**
(driven by demographics, globalisation, migration) changing research and development needs of members

o **Changing** technology to conduct science and development, and associated challenges to cyber security and staff capacity

o **Physical** impacts of climate change on the environment and people and driving demand for more and better support from SPC

o **Increasing** importance of working with people, including youth, communities, traditional knowledge holders and local solutions

HIGH CERTAINTY

Higher certainty as to how this driver will impact SPC

IMPORTANT CONTEXT

SIGNIFICANT TRENDS

Environmental health

Strategic recovery

Social change

LOW IMPACT

Lower potentital impact on SPC'S structure and activities

HIGH IMPACT

Higher potentital impact on SPC'S structure and activities

Interconnected systems

WAIT AND WATCH

Funding and independence

CRITICAL UNCERTAINTIES

Conflicting priorities

LOW CERTAINTY

Lower certainty as to how this driver will impact SPC

Source: *SPC and University of Queensland Centre for Policy Futures*

The groups discussed each driver of change and noted why they had chosen its place on the matrix. We invited them to add other drivers, if they felt their ideas were not represented in the list they were given.

WHAT HAPPENED

The groups reflected on the drivers in each quadrant and their implications for SPC's strategy. This helped to distil the core drivers of change to focus on our strategic plan. For example, participants identified that social change, environment health and strategic recovery are significant trends (high impact and high certainty), and that interconnected systems, funding and independence, and conflicting priorities are critical uncertainties (high impact but low certainty).

WHAT WE LEARNT

Driver mapping allows stakeholders to see what forces, outside their own experiences and expertise, are driving change. This encourages trans-disciplinary thinking rather than siloed thinking. We found this tool is a good way for groups to start talking. The process of reaching consensus on where to place the driver on the matrix, and having to justify that decision, meant the groups had more in-depth discussions than when they were simply identifying the drivers.

It is not an elitist methodology.
It is something to be shared across the community and for everyone to be able to adapt it and apply to their own work.

– Coral Pasisi, Director – Climate Change and Environmental Sustainability, SPC

© Nolwenn Photographie

PART 2. EXPLORING DYNAMICS OF CHANGE
DRIVER MAPPING

☑ WHAT IT IS

A visual map of a system or interconnected network we are considering, which shows the connections and causal relationships between the different parts of the system.

☑ WHEN TO USE IT

Use it to analyse the effects of change on different parts of a system. Systems mapping is useful at any time, including when you are making a strategic plan or going through an organisational change.

☑ WHY USE IT

It gives a snapshot of broad perspectives from multiple parts of a system. This helps you to see what the future looks like for the system, and how changes to the system will affect other aspects of the organisation.
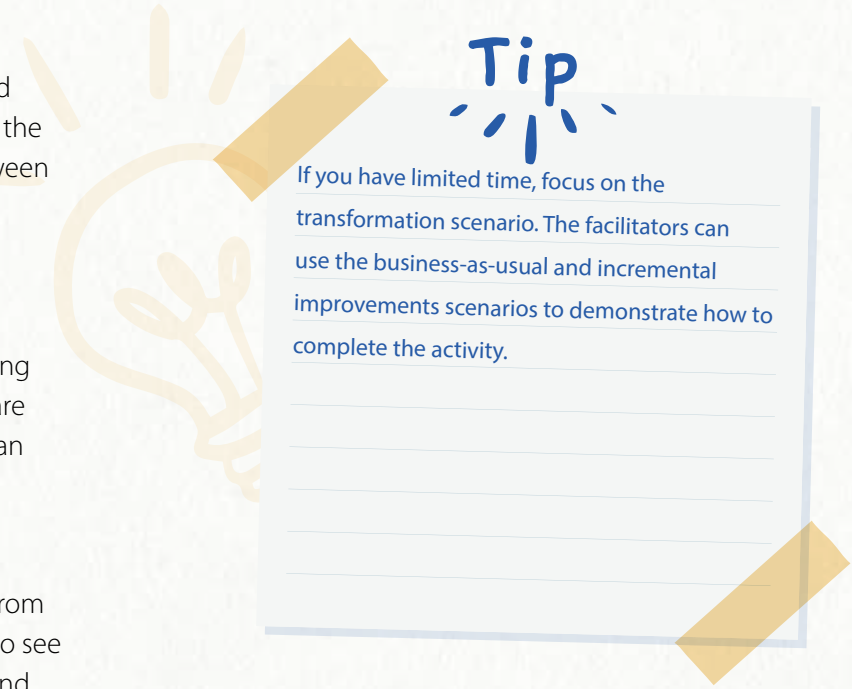
Tip

If you have limited time, focus on the transformation scenario. The facilitators can use the business-as-usual and incremental improvements scenarios to demonstrate how to complete the activity.

WHERE TO FIND MORE INFORMATION

World Health Organization. 2022. Foresight approaches in global public health: a practical guide for WHO staff, page 28.

Free to download at www.who.int/publications/i/item/9789240048393

HOW TO DO IT

Time
60–90 minutes

No. of participants
Part 1 – 5 to 8 people
Part 2 – < 50 people

Facilitation
One lead facilitator

Material

Butchers paper

Sticky notes

Coloured marker pens

Blue tack

Virtual collaboration platform
i.e., Google Docs, Miro, Conceptboard etc. (if online)

Time & Activity	Step	Description
15 minutes **Part 1**	1	**In a small group, decide on the system to be investigated.** Using the systems map template, get the group to brainstorm all the different elements of the system.
15 minutes	2	**Once all the different elements of the system have been identified, it is now time to organise the cards to form a systems map.** Once all the cards have been organised, ask the group to review the systems map and identify if anything is missing. Once the systems map is completed, you can then move to Part 2.
15 minutes **Part 2**	3	**Invite stakeholders to participate in the systems map exercise.** Explain how the systems map was created. Ask participants if there is anything that needs to be added to the systems map.
30 minutes	4	**Provide an overview of the activity for the participants.** *For example, what does transformation look like in 2050 for each of the different areas of the system. Participants then have 30 minutes to add sticky notes to the different parts of the system.*
15 minutes	5	**Review the systems map as a group.**
Post-exercise	6	**Make the map available to all participants.** Provide participants with a summary of the findings.

CASE Study 4
MAPPING THE SPC SYSTEM IN THREE DIFFERENT SCENARIOS

Once we had completed the driver mapping exercise, we used system mapping to create a visual map of the SPC system under three different scenarios. About 40 SPC staff and leaders took part in this exercise.

WHAT WE DID

We used Conceptboard for this exercise. Over 90 minutes, we asked five small groups to reflect on what the future could be for SPC in three scenarios:

1. **Business as usual** – the world has changed but SPC has stayed the same

2. **Incremental improvements** – SPC has made continuous, incremental improvements

3. **Transformation** – SPC has been fundamentally transformed into a better version of itself

We gave the groups guiding questions, tailored to each scenario, to help focus their discussion and tell us what would need to change in each scenario.

These were the guiding questions we used for the transformation scenario:

o What would it look like if SPC was the best organisation at providing science for development?

o What changes, however radical, would it take to get there?

For each scenario they considered, participants added their comments to a system map. Afterwards, the whole group came together to share key insights and discuss next steps.
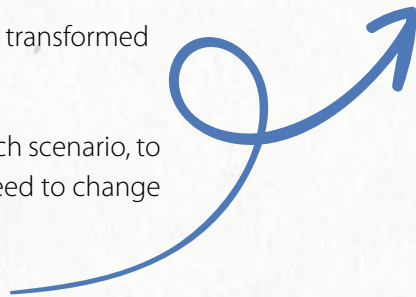
WHAT HAPPENED

The groups added comments to the system maps. These ranged from comments about the whole SPC system (such as the strategic direction and culture of the organisation) to specific technical comments (such as where staff work and which organisations SPC should work with). The comments also covered what SPC should retain, optimise or transform.

We synthesised the comments into 11 themes:

1. SPC culture
1. Corporate activities
2. Integrated work across divisions
3. Capabilities and capacity building
4. Member relationships, engagement and governance
5. Outcomes for Pacific people, cultures and environments
6. Funding and international relations
7. Collaborative partnerships
8. External presence and identity
9. Centralised/decentralised workforce
10. Staff well-being

For each theme, we asked participants to identify the vision, challenges and potential solutions.

The systems map in Figure 4 was used by SPC staff to imagine what a transformed SPC in 2040 would look like in each of the different areas i.e. capabilities, capacity development, partner organisations and approaches, Pacific people, culture and places etc. It was developed specifically for this exercise by the University of Queensland Centre of Policy Futures in collaboration with SPC staff (see Figure 4).

> The future is an asset. It is an input into the world we wish for; an input into changing today; an input to questioning today.
>
> – Sarah Mecartney,
> Principal Strategy Adviser, SPC

WHAT WE LEARNT

Staff found this exercise exciting, as they could imagine a transformed SPC, and what it would look like in their area and in relation to other changes in the system. The system maps are useful resources that we can use when we talk to leaders about strategic direction.

Figure 4:
SPC systems map in 2020

SPC SYSTEM
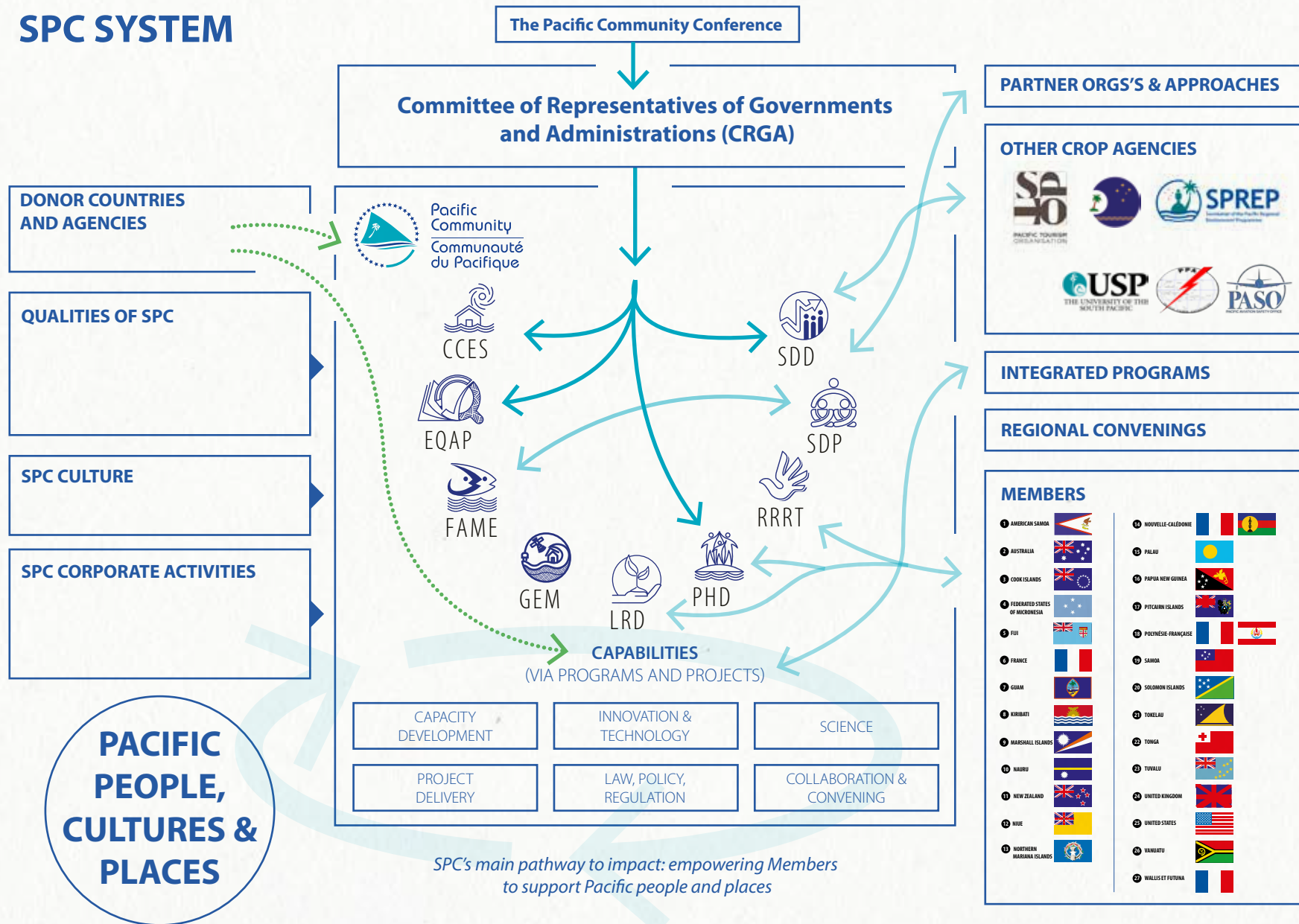
Source: SPC and University of Queensland Centre for Policy Futures

PART 3.
DESCRIBING OUR FUTURE

WE IMAGINE

Describing our future is about imagining our preferred vision of the future. Visioning, the futures triangle and narratives help us to create an image of the future and connect us to our vision. These tools step away from present-day challenges and allow us to imagine ourselves in our preferred future.

> Learning about strategic foresight has helped me to imagine my work and what society may look like in 10, 20 and even 30 years, which I have never done before.
>
> – SPC staff member and participant on Become a Futurist course

© Delphine Leguerrier (SPC)

☑ WHAT IT IS

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

☑ WHEN TO USE IT

Use it during a consultation process.

☑ WHY USE IT

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

Tip

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

WHERE TO FIND MORE INFORMATION

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

SPC. 2022. A compendium of Pacific practice in strategic foresight, Motusaga, M. Designing youth futures: A Pacific recipe in foresight application. Pages 38-44.
 Available at https://purl.org/spc/digilib/doc/b47zt

HOW TO DO IT

Time
60 minutes

No. of participants
Unlimited

Facilitation
One lead facilitator

Material

Print out of lightbulbs or postcards (visionary resources)
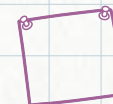
Display area to hang lightbulbs or postcards

Coloured marker pens

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

CAFÉ COLLABORATION

CASE Study 5:
CAFÉ COLLABORATION

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

WHAT WE DID

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

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

Figure 5
Staff participating in Café Collaboration in Suva and Noumea

Source: SPC

WHAT HAPPENED

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

o Gathering data and having evidence to show that our work is having an impact

o Understanding what we are achieving in different sectors

o Making SPC more effective and efficient.

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

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

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

WHAT WE LEARNT

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

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

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

CASE Study 6:
YOUTH LEADERS' VISIONS

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

WHAT WE DID

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

One member of the youth council said:

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

Figure 6:
Cartoon showing someone writing a love letter to their future self

Source: *Tui Ledua, SPC*

WHAT HAPPENED

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

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

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

– Dr Mema Motusaga,
former Social Inclusion Adviser, SPC
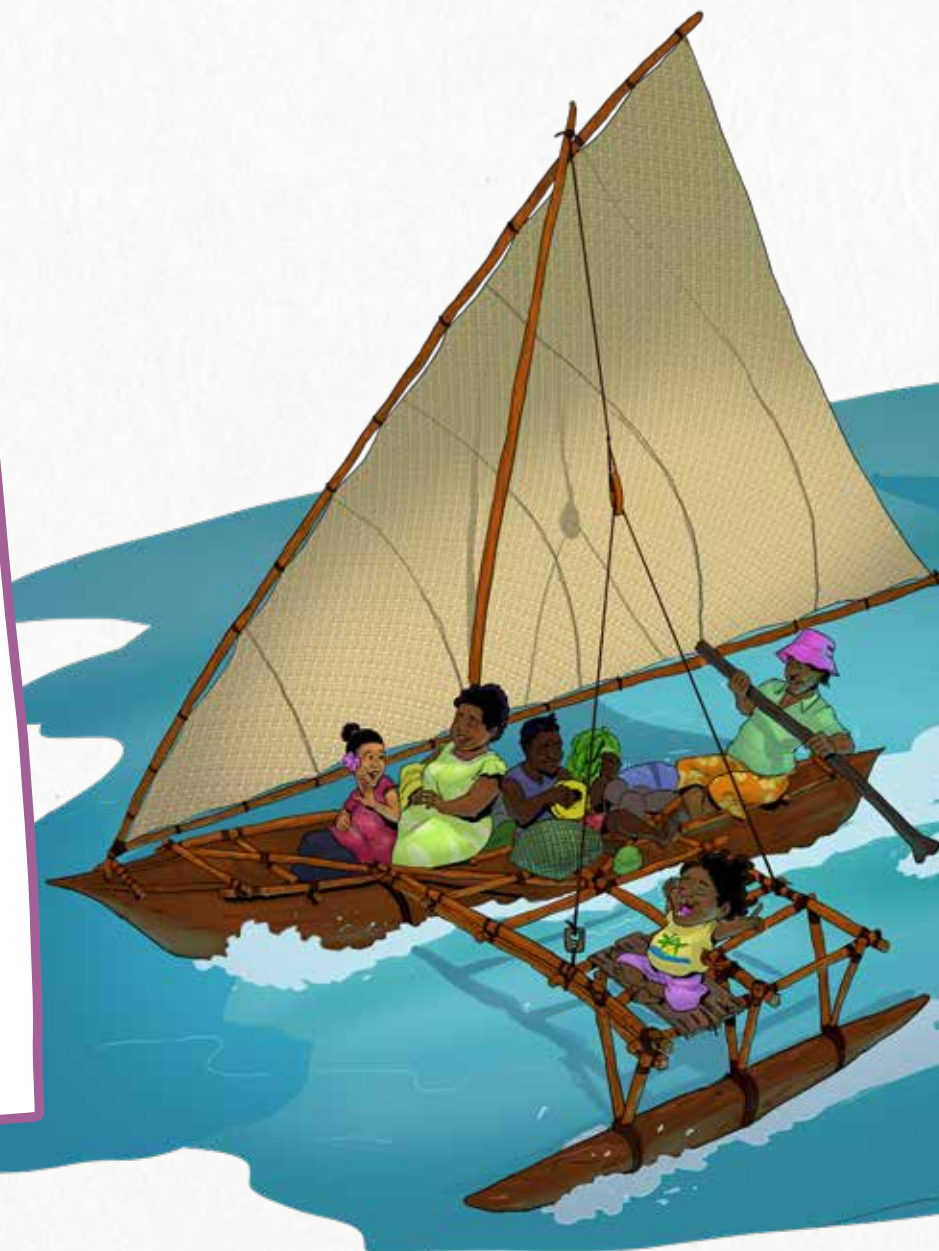
☑ WHAT IT IS

A tool that identifies what our vision for the future is ("pulls"), what is pushing us towards the future ("pushes") and what is holding us back from achieving our vision ("weights").

☑ WHEN TO USE IT

With stakeholders or staff to develop a vision for a strategy, generate buy-in for a change or explore newfound threats or opportunities. It is most valuable in a group setting but can be used as part of an independent analysis.

☑ WHY USE IT

It provides a visual map of the present and future, which includes the plausible futures that emerge from the triangle's three corners—pulls, pushes and weights.
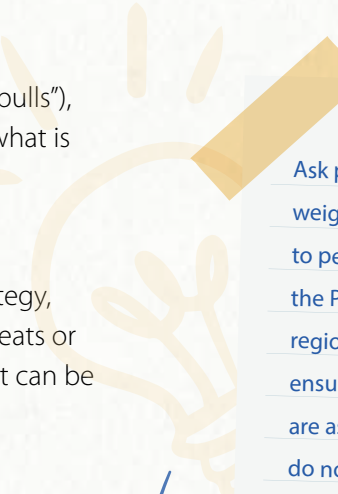
"?!" WHERE TO FIND MORE INFORMATION

The Pacific Community. 2022. A compendium of Pacific practice in strategic foresight, pages 51–52.
👁 Available at https://purl.org/spc/digilib/doc/b47zt.

Motusaga, M. 2022. Designing youth futures: a Pacific recipe in foresight application, page 43.
👁 Available at https://purl.org/spc/digilib/doc/b47zt.

Ask participants what pulls, pushes and weights look like to different social groups; to people in urban and rural areas; and to the Pacific region; countries; provinces or regions; and local communities. This helps ensure that goals, initiatives or challenges are assessed through different lenses, and do not unconsciously or unintentionally disadvantage the most vulnerable and marginalised groups.

– Rose Martin, former Team Leader, Mainstreaming & Capacity Building, Human Rights and Social Development, SPC

Allow room for participants to provide their own interpretation of the futures triangle. The Navosa Provincial Youth Council (See Case study 10), viewed the 'weights of the past' as positives that anchor personal identity. Participants referenced their cultures, their churches and their vanua/families. This shows a distinct Pacific culture and connection with the past.

HOW TO DO IT

Time
60 minutes

No. of participants
Unlimited. Ideal group sizes are between 8–10 people

Facilitation
One lead facilitator, with support facilitators to guide each group.
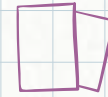
Material

Butchers/drawing paper

Sticky notes

Coloured marker pens

Visual aids to inspire visions for the future

Virtual collaboration platform
i.e., Google Docs, Miro, Conceptboard etc. (if online)

Time & Activity	Step	Description
		Set the scene and introduce the futures triangle exercise to the group plenary. *Explain each of the three components of the futures triangle, using examples relevant to the group(s):*
15 minutes **Introduce the activity**	1	o Pull of the future o Weights of the past o Pushes of the future Take the time to explain the exercise. Observe participants responses, reactions and try to connect with them.
	2	Communicate the ground rules. Ask participants to withhold judgement, be kind to each other and to be bold and creative. Remind participants that there are no wrong answers. Provide participants the opportunity to ask questions before breaking into smaller groups.
30 minutes **Complete the activity**	3	In small groups, draw the futures triangle. Participants may use images to explain the pulls, pushes and weights, for example, the ocean, streams, rivers and anchors. Facilitators may choose to explore the interactions between the different corners of the triangle with participants as part of the discussion.

PART 3. DESCRIBING OUR FUTURE

FUTURES TRIANGLE △

Time & Activity	Step	Description
	4	Ask the group to identify their images of the future—the vision. Print outs of visual aids can be used to prompt discussion. Try not to be too prescriptive with the visual aids so they do not limit alternatives. Using sticky notes or different coloured pens, add all visions contributed by the group to the top section of the triangle.
	5	☞ **Next, ask the group to discuss and add the weights of the past.** *Questions to prompt discussion may include:* o What is holding us back, or getting in our way of achieving our vision? o What are the barriers to change? o How is (geographical or organisational) culture perceived – as an anchor or as an inhibitor of action?
	6	☞ **Next, ask the group to discuss and add the pushes of the future.** *Questions to prompt discussion may include:* o What trends are pushing us towards particular futures? o What quantitative drivers and trends are changing the future?
🕐 15 minutes **Reflect and summarise activity**	7	Request all groups to present their futures triangle to the other groups. Include time to highlight the main points discussed, questions from other groups and share reflections on the findings.
Post activity: 🕐 15 minutes **Consolidate information** *Provide to participants within 3 days of the activity.*	8	Facilitator(s) to consolidate material and make it available to the participants. Offer a follow-up session with the lead organiser(s) or group representatives to see how the information may be used to support strategy and long-term planning.

CASE STUDY 7: CREATING VISIONS FOR SPC'S STRATEGIC AREAS

The futures triangle was the main tool used to develop a shared vision for each of SPC's seven key focus areas (KFAs). We combined this exercise with causal layered analysis (See Case study 15) and backcasting (See Case study 16).

WHAT WE DID

We used Conceptboard for this exercise. We ran a two-hour workshop for each KFA, which included 30 minutes to co-create a futures triangle. On average, 14 people took part in each of the seven workshops, including country and territory representatives and SPC senior leaders and technical staff.

During the workshops, participants contributed virtual post-it notes to a futures triangle. First, they added notes about their vision (the pulls); then they added notes about what forces they think are helping us achieve this vision (the pushes); then they added notes about the forces that are holding us back from achieving this vision (the weights). Figure 7 shows the futures triangle our participants created for planetary health.

© SPC

Figure 7:
Planetary health futures triangle

FUTURES TRIANGLE: OUR PREFERRED FUTURE

Standard, quality of health care across the Pacific is more equal and more equitable access to health care

Pacific health systems are robust and can cope with unexpected health emergencies

I would like to see an end to non-communicable diseases in the Pacific

Universal health coverage

I would like to see accesible digital health in the pacific

Healthy Pacific Mana

Idigenous practices appropriately inform clinical health approaches

Healthy people, environments, systems and society supported by good science

PULLS OF THE FUTURE

A vision of our preferred future

Sustainable and healthy oceans

Inadequate govt funding

Telehealth

Young people in the Pacific grow up looking forward to living healthy and active lives, unimpeded by chronic disease or NCD

Health is viewed as a singular/ sectoral responsability - not cross-cutting

Cost of living

Youth and generational shifts

PREFERRED FUTURE

Reliance on donors

Imported unhealthy foods/ drinks

Higher vulnerabilities ans risk in the Pacific

Debt

Enough health workers to meet current and future needs

Increase in zoonotic diaseases

Education encouraging young people to be respected towards animals and nature

PUSHES FROM THE PRESENT

WEIGHT OF THE PAST

Mental health - depression, youth suicide,...

The SDG's and the reiognal set of indicators for the Pacific

Pushes are forces that compel us to change or pursue a future

Weights tend to come from history and prevents for changing or pursuing a plausible future

Youth preference for imported foods

Source: *SPC*

WHAT HAPPENED

For each KFA, we synthesised the participants' vision statements, before testing them with the Drafting Committee for the Strategic Plan.[9] The final vision statement for each KFA became the Future State 2031 statement used in the Pacific Community Strategic Plan 2022–2031 (see Figure 8).

WHAT WE LEARNT

The futures triangle is an effective tool for getting into a futures mindset. It helped to open participants' minds to conceive multiple futures instead of a single future (usually informed by forecasts, not foresight and futures). It supports deeper, intentional discussions on possible futures. It also provides understanding of different perspectives and cultures to assist in identifying areas of action.

Figure 8:
Vision statements for the planetary health and sustainable economies and livelihoods KFAs in SPC's Strategic Plan 2022–2031.

Planetary health

FUTURE STATE 2031

Collaboration and stewardship of our Blue Pacific for healthy islands; where children and vulnerable groups are nurtured in body and mind; environments invite healthy lifestyles learning and leisure; people work and age with dignity; ecological balance is a source of pride; people maintain their cultures and traditions with the land; water and oceans are protected.

Sustainable economies and livelihoods

FUTURE STATE 2031

The Blue Pacific is a well-being economy through a balance of sustainable economic growth, protection and inclusive distribution of resources, energy secure, healthy and resilient communities with livelihoods sustained through trade, maritime connectivity and harmonious relationships with the land and the sea.

Source: Pacific Community (SPC)

It was interesting to see how just one futures session impacted on thinking and on the discussions that followed. It was obvious that that futures triangle session had a deep impact on the thinking of the team, and you knew that it was going to inform the way that they tackled activities moving forward.

– Dr Frances K. Vaka'uta, Team Leader, Culture for Development, SPC

PART 3. DESCRIBING OUR FUTURE

FUTURES TRIANGLE

9   The Drafting Committee for the Strategic Plan was made up of SPC representatives of countries and territories.

CASE Study 8:
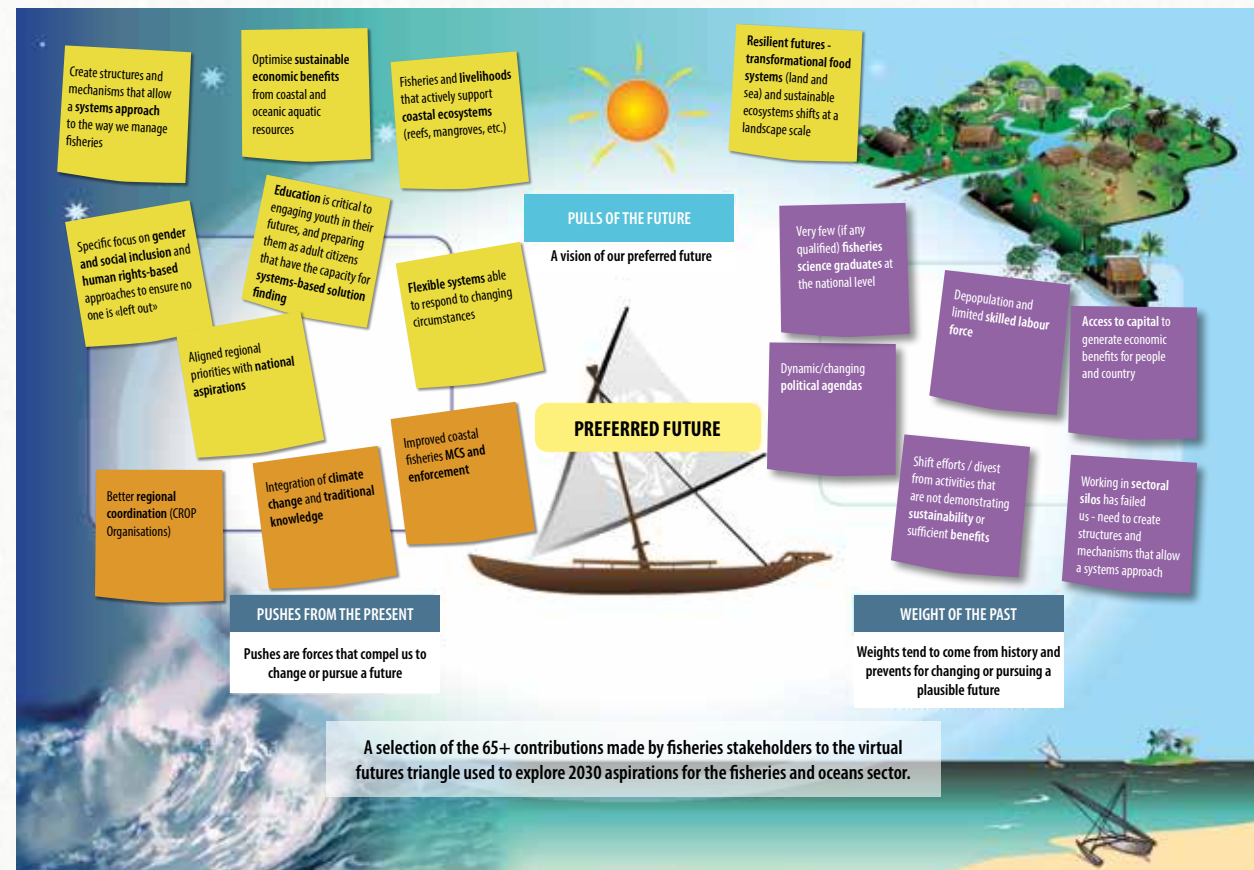# VISIONING THE PACIFIC FISHERIES AND OCEAN SECTOR

We held a special virtual session for 70 fisheries stakeholders at the 13th Heads of Fisheries meeting to discuss what investments are needed for a futures-ready fisheries and ocean sector.

WHAT WE DID

We used Conceptboard for this one-hour exercise. After introducing strategic foresight as a concept, we asked participants to share their visions for the fisheries and oceans sector, and then identify the pushes from the present and the weights of the past that would influence the sector in achieving these visions by 2030 (see Figure 9). We invited participants to add virtual post-it notes to the Conceptboard, raise their hand to speak or contribute using the chat function.

The facilitator's role was to guide and encourage conversation as well as weave together inputs to present an emerging vision to participants at the end of the exercise.

Figure 9:
Extract from the futures triangle created at the 13th Heads of Fisheries meeting

Create structures and mechanisms that allow a **systems approach** to the way we manage fisheries

Optimise **sustainable economic benefits** from coastal and oceanic aquatic resources

Fisheries and **livelihoods** that actively support **coastal ecosystems** (reefs, mangroves, etc.)

Resilient futures - transformational food systems (land and sea) and sustainable ecosystems shifts at a landscape scale

Education is critical to engaging youth in their futures, and preparing them as adult citizens that have the capacity for **systems-based solution** finding

Specific focus on **gender and social inclusion** and **human rights-based** approaches to ensure no one is «left out»

Flexible systems able to respond to changing circumstances

PULLS OF THE FUTURE

A vision of our preferred future

Very few (if any qualified) **fisheries science graduates** at the national level

Depopulation and limited **skilled labour force**

Access to capital to generate economic benefits for people and country

Aligned regional priorities with **national aspirations**

Dynamic/changing political agendas

PREFERRED FUTURE

Improved coastal fisheries **MCS and enforcement**

Better **regional coordination** (CROP Organisations)

Integration of **climate change** and **traditional knowledge**

Shift efforts / divest from activities that are not demonstrating **sustainability** or sufficient **benefits**

Working in **sectoral silos** has failed us - need to create structures and mechanisms that allow a systems approach

PUSHES FROM THE PRESENT

Pushes are forces that compel us to change or pursue a future

WEIGHT OF THE PAST

Weights tend to come from history and prevents for changing or pursuing a plausible future

A selection of the 65+ contributions made by fisheries stakeholders to the virtual futures triangle used to explore 2030 aspirations for the fisheries and oceans sector.

Source: *Pacific Community (SPC)*

WHAT HAPPENED

Participants made more than 65 contributions, which included:

o developing interactive and interoperable web portals;

o building national capacity in science;

o investing in new tools and next-generation software (including artificial intelligence);

o planning for the assets and infrastructure that the oceanic and coastal fisheries sectors need.

We used the contributions to inform the Pacific Community Strategic Plan 2022–2031 and the SPC's Fisheries, Aquaculture and Marine Ecosystems (FAME) divisional business plan. We gave the participants a copy of the co-created futures triangle that they could use for their own long-term planning and strategic work.

WHAT WE LEARNT

Using Zoom enabled different modes of participation, so people could contribute in a way that was comfortable for them. It was helpful to have a lead moderator for participants who wanted to speak, and two facilitators who transferred comments from the Zoom chat to the futures triangle in Conceptboard.

We found that this tool quickly and easily engaged people, as it provided a platform to share their knowledge and expertise to help define a preferred future. Contextualising the tool made it even more relevant and useful, as we explored the tensions between barriers and enablers to achieve our vision.

— Sarah Mecartney,
Principal Strategy Adviser, SPC

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CASE Study 9:
CO-CREATING OCEAN FUTURES

The Pacific Community Centre for Ocean Science (PCCOS) is a regional platform hosted by SPC for coordinating and integrating ocean science knowledge and information for the Pacific. The PCCOS team coordinates Pacific satellite events—Vaka Moana webinars—as part of the Ocean Decade Laboratories, which is an initiative focused on promoting ocean science.

The first two webinars in the series were Vaka Moana: A journey to an inspiring and engaging Pacific Ocean[10] and Vaka Moana: Weaving traditional and modern science to understand current and future ocean conditions.[11] Both webinars included strategic foresight exercises to actively engage participants in designing the future they want and identifying the actions we need to implement in the next 10 years.

10   The Pacific Community. 8 July 2021. Vaka Moana: A journey to an inspiring and engaging Pacific Ocean. [webinar]. www.youtube.com/watch?v=1XRjahWNc3A

11   The Pacific Community. 24 September 2021. Vaka Moana – Weaving traditional and modern science to understand current and future ocean conditions. www. youtu.be/XOcXCrH4kik

12   Sli.do is an interactive app to use during hybrid meetings. Find out more at www.slido.com

WHAT WE DID

In each two-hour webinar, we started by introducing strategic foresight and explaining its power to imagine and create positive visions for the future.

During the webinar, framed on the futures triangle concept, we used Sli.do[12] to ask the webinar participants some questions.

For example, in the first webinar we asked these questions:

1.   Imagine it is 2030, what does an inspiring and engaging Pacific Ocean look like to you?

2.   What waves of change are pushing us closer towards this vision?

3.   What weights are holding us back from moving towards our vision?

After asking each question, we gave participants 30 minutes to respond while they continued to listen to panellists discuss their vision for the Pacific Ocean. Our facilitation team worked offline to enter the responses from Sli.do onto Conceptboard, to develop the futures triangle. Contributions were provided anonymously.

WHAT HAPPENED

Towards the end of each webinar, we shared the consolidated futures triangle with the participants. We used the findings to shape questions for the remainder of the panel discussion—this gave the audience additional voice in the webinar.

The futures triangle exercise supported the objective to help design the future we want for the Pacific Ocean and identify the actions needed to implement in the next 10 years. The information gained from the exercise was used to design the Ocean Decade Laboratories activities for the Pacific and plan PCCOS priorities.

Our work with the Ocean Decade Laboratories created a dialogue with a wide range of participants. The webinars attracted academics, students, artists and community leaders and their contributions helped us validate the statements made by our staff and PICT representatives with regards to weaving traditional knowledge and modern science and prioritising partnerships and inclusion.

WHAT WE LEARNT

The webinars were an easy way to introduce strategic foresight to a wider audience. The use of the futures triangle brought dynamism to webinar by actively engaging participants, allowing them to share their visions, learn of other participants' perspectives and see their contributions used to enrich the broader discussions in the spirit of Pacific storytelling.

© Stephen Brouwer (SPC)

CASE STUDY 10:
YOUTH COUNCIL STRATEGIC PLAN

In Fiji, the Navosa Provincial Youth Council used the futures triangle to explore the information that had surfaced during its visioning activity (See Case study 6).

WHAT WE DID

The youth council asked 85 youth leaders to work in small groups and develop a futures triangle inspired by their visioning ideas. They considered what would help them achieve this vision and what would hold them back. Each group presented its futures triangle to the whole workshop and collectively discussed how to navigate shared challenges (see Figure 10).

WHAT HAPPENED

The youth council used the information in the futures triangles to develop its strategic plan. Interestingly, the group viewed the weights as anchors, providing a solid foundation to act from when they faced challenges. The participants talked about their culture, the church and their *vanua* (families) as anchors, which gave them a distinct Pacific culture, identity, faith and connection to the past.

Figure 10:
Workshop participants share their futures triangles

Source: *Dr. Mema Motusaga*

"
I drew on scenarios relevant to Nadroga Navosa and to the daily lives of the participants. It was important for me to recall the person I was as a young person and to draw on that inspiration to talanoa [dialogue] effectively and to give the space for participants to interpret the triangle. I will use the futures triangle in all the youth training work that I do. I'm so glad this tool is adaptable and useful.

– Dr Mema Motusaga,
   former Social Inclusion Adviser, SPC

☑ WHAT IT IS

A visual image or metaphor of the desired future state that helps us mentally connect to it.

☑ WHEN TO USE IT

Use it to connect to strategy and the new story of collective change for the future.

☑ WHY USE IT

It provides a new narrative for, or vision of, the future. This is accompanied by a visual image that makes it easier for us to connect with the vision.

Tip

Use the metaphors as a starting point to create illustrations of the priorities for a strategy. Using visual images helps different stakeholders connect to your strategic plan.

WHERE TO FIND MORE INFORMATION

The Pacific Community. 2022. A compendium of Pacific practice in strategic foresight, pages 20–27. Available at https://purl.org/spc/digilib/doc/b47zt

HOW TO DO IT

Time
20 minutes

No. of participants
Not specified

Facilitation
One experienced lead facilitator

Material
A vision or description of the preferred future; imagination

| Time & Activity	Step	Description
⏱ 10 minutes	1	Identify your current metaphor for where you are now. You may take inspiration from fairy tales, nature, history, pop culture or other cultural references.
⏱ 10 minutes	2	Once you have identified your vision (see visioning) identify a better metaphor (or visual image) that aligns with your vision. Share your metaphors.

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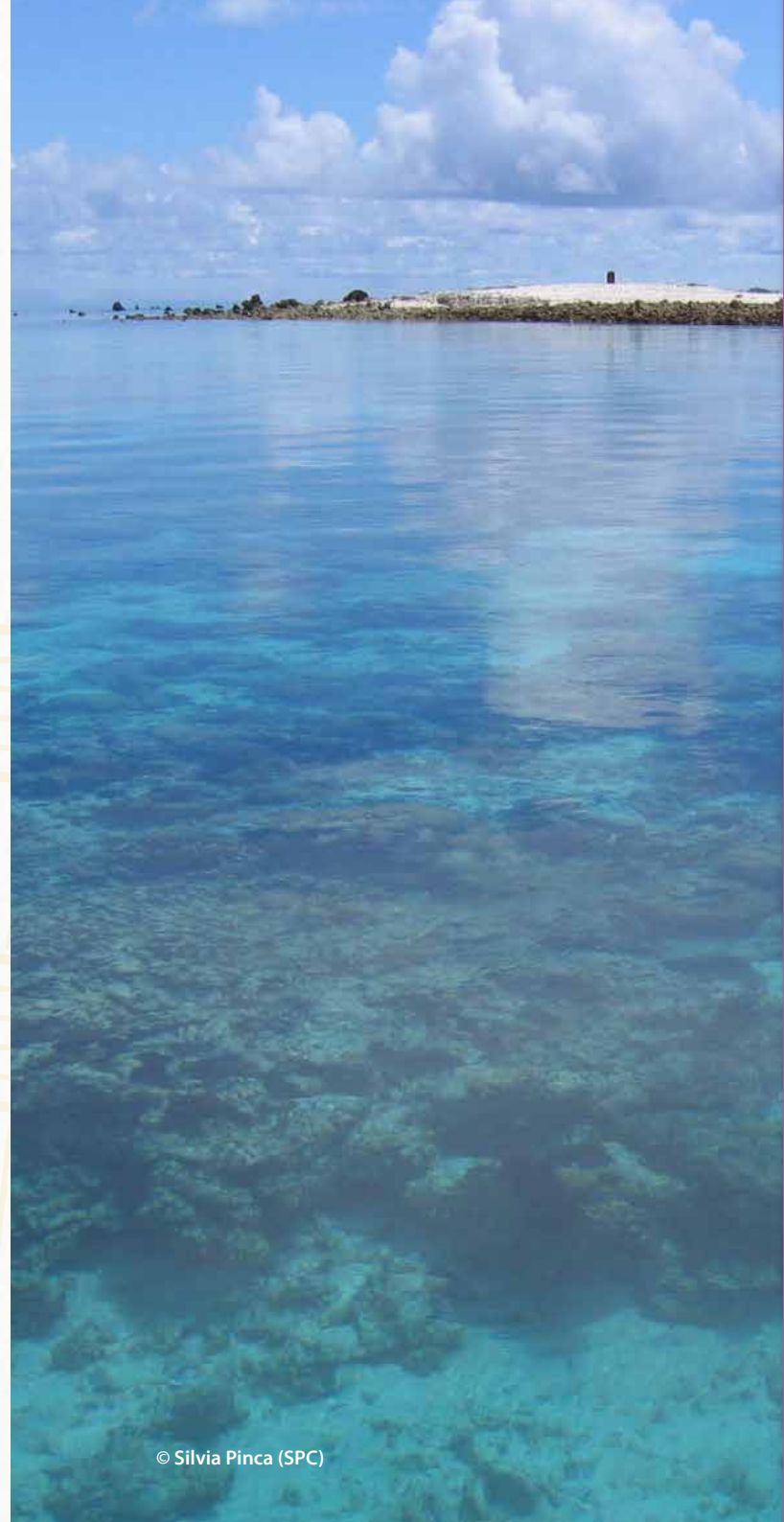
CASE Study 11:
METAPHORS FOR TRANSFORMED FUTURES

WHAT WE DID

As part of seven KFA workshops (see Case study 15) using causal layered analysis, participants brainstormed metaphors for the transformed future states for each KFA.

We worked with internal and external creatives to illustrate the metaphors for each KFA to represent the transformed state, to help readers visualise the changes we want to see through SPC's strategy.

Figure 9:
Illustrations of the transformed state (the vision) for key focus areas of Strategic Plan 2022–2031

KFA 1: Resilience and climate action | *Metaphor: Harmonic generosity of wisdom*

KFA 2: Natural resources and biodiversity | *Metaphor: The Earth and I are one. The ocean is us*

KFA 3: Food systems | *Metaphor: Bountiful baskets and canoes*

KFA 4: Equity, education and social development | *Metaphor: Woven basket of well-being*

KFA 5: Sustainable economies and livelihoods | *Metaphor: The tree we plant today will bear fruit for tomorrow*

KFA 6: Planetary health | *Metaphor: Healthy mana*

KFA 7: Transforming institutional effectiveness | *Metaphor: Many weavers, one fine mat*

Source: SPC

WHAT HAPPENED

The metaphors gave our strategic plan life. They helped connect our new story of the future to the strategic plan. The CRGA Subcommittee, Drafting Committee and SPC staff inspired the images we used in Strategic Plan 2022–2031. These images are based on the metaphors for the future state for each KFA (see Figure 9). We added some elements to the draft images (for example, people in all their diversity, different Pacific landscapes and elements that demonstrate the breadth of SPC's work.)

WHAT WE LEARNT

We found that Pacific people are particularly comfortable using narratives. They readily share their indigenous proverbs as metaphors to describe present and future states.

> The used future is woven into the stories we tell about ourselves, the way we work, how we are structured, a perception that it was 'better in the good old days'. We pass these stories on to new generations of staff. We need to change the narrative, give up the used future and tell a new story.
>
> – Emily Sharp, Director
> Strategy, Performance and Learning, SPC

PART 4.
CREATING ALTERNATIVES

WE PREPARE FOR MORE THAN ONE FUTURE

Strategic foresight prepares us for not one but multiple futures that could eventuate. This helps us better anticipate and prepare for change. Scenarios and causal layered analysis are tools to help us do this.

I found that the act of writing it down and really thinking about alternative futures, and the conditions and factors that lead up to each future, takes time, but it allows you to really unpack the finer details which are easily lost in aspirational visioning exercises. This was challenging but really engaging.

– Dr. Frances K. Vaka'uta,
   Team Leader – Culture for Development, SPC

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☑ WHAT IT IS

A technique that examines different alternative futures.

☑ WHEN TO USE IT

Use it to better understand and manage uncertainties. It is also helpful for assessing what may go wrong, so we can prepare for it.

☑ WHY USE IT

By planning for multiple versions of the future, we can increase our readiness for the range of possibilities that the future may hold. Looking at different scenarios helps us talk to each other about what may affect a system under different conditions and agree present actions to achieve the preferred scenarios.

Tip

Involve senior leaders and relevant experts in the scenario-building process, as this will increase the likelihood that they will use scenarios to inform their decisions.

WHERE TO FIND MORE INFORMATION

Save the Children. 2019. The future is ours: strategic foresight toolkit – making better decisions, pages 65–78. ☁ Free to download at https://resourcecentre.savethechildren.net/document/future-ours-strategic foresight-toolkit-making-better-decisions

UNDP Global Centre for Public Service Excellence. 2018. Foresight Manual: Empowered futures for the 2030 agenda, pages 31–33.
☁ Free to download at www.undp.org/publications/foresight-manual-empowered-futures

The Pacific Community. 2022. A compendium of Pacific practice in strategic foresight, pages 15 and 16.
👁 Available at https://purl.org/spc/digilib/doc/b47zt

The UK Futures Toolkit. 2017. See pages 51-56, 👁 available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674209/futures-toolkit-edition-1.pdf
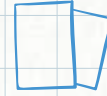
HOW TO DO IT

Time
60 minutes

No. of participants
< 50

Facilitation
One lead facilitator

Butchers/drawing paper

Visual aids to inspire visions for the future

Material

Sticky notes

Coloured marker pens

Virtual collaboration platform
i.e., Google Docs, Miro, Conceptboard etc. (if online)

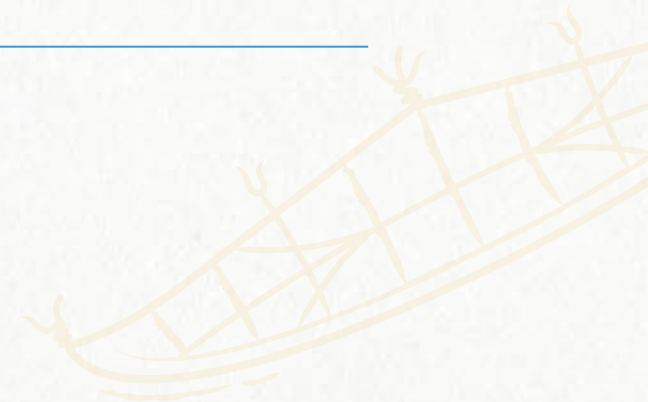| Time & Activity	Step	Description
15 minutes	1	**Select three scenarios and determine your future time-period.** **Describe** the no change or business-as-usual scenario
15 minutes	2	**Describe** the adaptive change scenario
15 minutes	3	**Describe** the radical or transformative change scenario
15 minutes	4	**Discuss** the three scenarios

CASE STUDY 12: GETTING SENIOR LEADERS' VIEWS

WHAT WE DID

Recognising the importance of executive support for the strategic planning process, it was important for our senior leaders to be familiar with the methodology we were using to gain insights, and understand how we planned to use them.

We ran two 2-hour online workshops. The workshops covered what strategic foresight is and why we were using it. During the workshops, senior leaders experimented with the different foresight tools drawing on practical examples from different sectors.

WHAT HAPPENED

In one of the workshops we ran a 20-minute brainstorming session on scenarios. **We asked participants to describe what SPC would look like in four different scenarios:**

1. No change
2. Marginal change
3. Adaptive change
4. Radical change

Participants had five minutes to consider and respond to each scenario. In total, they came up with approximately 12 contributions per scenario. We then asked the participants to develop a fifth scenario of their preferred future for SPC.

They put forward 16 ideas of what SPC would look like in their preferred future, including:

- equitable outcomes for countries and territories
- Pacific indigenous science and practice is front and centre in the decisions we make
- digital transformation that aligns with us reconnecting with our environment
- deep collaboration and seamless integration with CROP organisations
- people working for SPC from their home island or village and staying connected to their culture and family.

WHAT WE LEARNT

The workshops gave senior leaders an interactive way to discuss the future of SPC, while becoming familiar with the methodology we were using to develop the strategic plan. They also helped prepare senior leaders to guide strategic discussions about SPC's future, with countries and territories at the CRGA Subcommittee meeting.

We also used scenarios when we used the systems mapping tool with senior leaders and other SPC staff (see Case study 4).

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PART 4. CREATING ALTERNATIVES
CAUSAL LAYERED ANALYSIS

☑ WHAT IT IS

A tool that identifies and analyses the litany of social causes, discourses and worldviews, and myths and metaphors that shape our current and future states. Causal layered analysis (CLA) has four levels:

1. **Litany** –the commonly accepted headlines of the way things should be

2. **Systemic causes** – the social, economic and political causes of our current and future states

3. **Worldview** – the lenses we use to understand and shape our world

4. **Myth and metaphor** – the deep unconscious story

☑ WHEN TO USE IT

Use it to better understand what forces are shaping our current state, and what needs to change at each of the four levels to achieve our desired future state.

☑ WHY USE IT

It analyses all the forces that are causing the current state to be the way it is, and all the changes that need to happen to achieve the desired future state. This tool also helps participants think in terms of transformative change.

TIP

Most participants new to strategic foresight methods find it easiest to work on the litany (what you can see) and work down to discussing the myth and metaphor (the deep unconscious story). Give people enough time to have deep discussions about worldviews and myths and metaphors, for the current and transformed states. Participants from Pacific cultures connected easily with metaphors or narrative futures which stimulated important reflections on the Pacific knowledge and perspectives.

WHERE TO FIND MORE INFORMATION

Sohail Inayatullah. 2017. Causal Layered Analysis.
👁 Available at https://www.futuribles.com/en/causal-layered-analysis-2/

The Pacific Community. 2022. A compendium of Pacific practice in strategic foresight, pages 32–33 and 53–54.
👁 Available at https://purl.org/spc/digilib/doc/b47zt

HOW TO DO IT

Time
60 minutes

No. of participants
15–30 participants

Facilitation
One facilitator

Material

Butchers/drawing paper

Coloured marker pens

PowerPoint display if working in plenary

Time & Activity	Step	Description
10 minutes	1	**Explain the causal layered analysis exercise.**
40 minutes	2	**Work through the present and transformed states in a U-shape.** *Commence with the present state litany, systemic causes, worldview and then metaphor. Move on to the transformed state beginning with the metaphor, worldview, systemic causes and then the litany.*
10 minutes	3	**Provide an overview of the findings from the causal layered analysis exercise.**
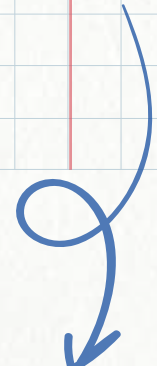
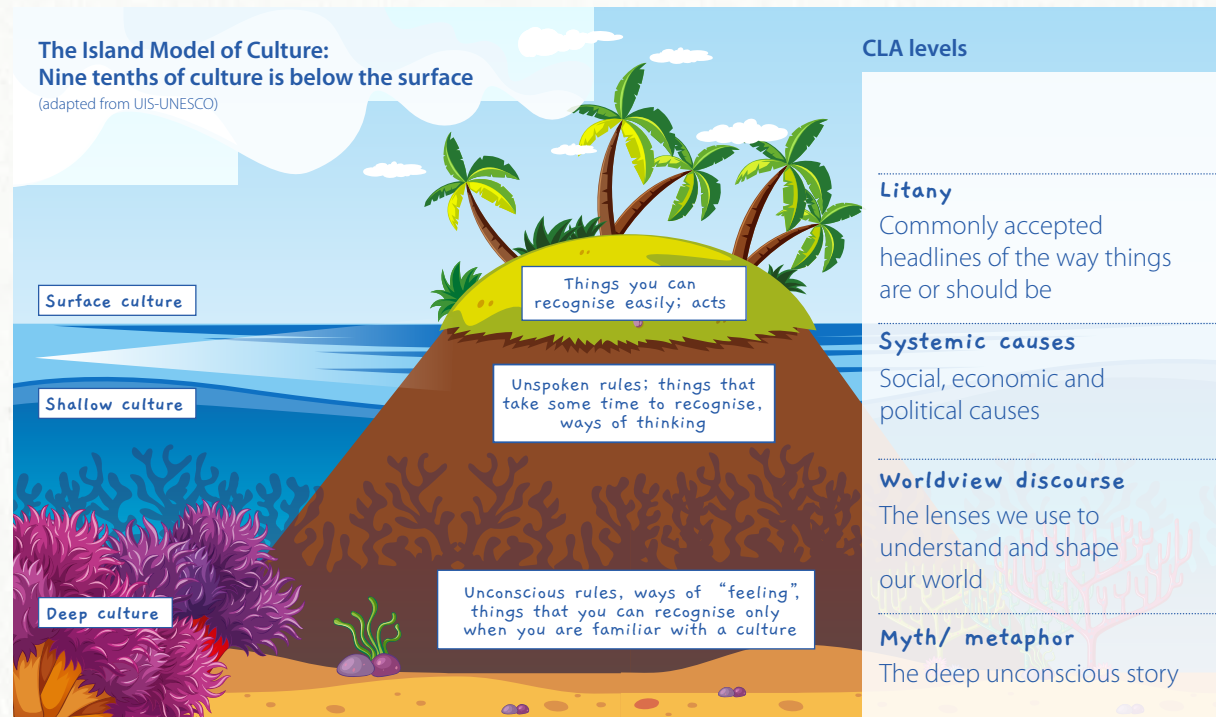# CASE STUDY 13:
CURRENT AND FUTURE STATES OF THE PACIFIC

SPC Regional Director for Polynesia, Leituala Kuiniselani Toelupe Tago-Elisara used CLA to reflect on the current state of the Pacific region and what a new future state could look like through the lens of a regional organisation.

WHAT WE DID

The four levels in CLA are often represented by an iceberg metaphor. Leituala adapted the Island Model of Culture, which recognises nine-tenths of culture is below the surface. This model uses Samoan metaphors to describe the deep unconscious culture story (see Figure 11). This informed dialogue provides a shift to theory of action and recognition of change makers.

Figure 11:
The relationship between the Island Model of Culture and the four levels of causal layered analysis

The Island Model of Culture:
Nine tenths of culture is below the surface
(adapted from UIS-UNESCO)

CLA levels

Surface culture

Shallow culture

Deep culture

Things you can recognise easily; acts

Unspoken rules; things that take some time to recognise, ways of thinking

Unconscious rules, ways of "feeling", things that you can recognise only when you are familiar with a culture

Litany
Commonly accepted headlines of the way things are or should be

Systemic causes
Social, economic and political causes

Worldview discourse
The lenses we use to understand and shape our world

Myth/ metaphor
The deep unconscious story

Source: SPC Social Development Programme, 2019. Adapted from UIS-UNESCO

CAUSAL LAYERED ANALYSIS

WHAT HAPPENED

For each of the four levels of CLA, Leituala mapped the old, or current, state of the Pacific region against the new, desired future state (see Figure 12).

> CLA has enabled us to tell our story through our own eyes, using our own words to frame and design our strategies for the future. The use of CLA has helped strengthen the cultural considerations for strategy development and, as a Samoan matai or chief, this was an opportunity to situate our history and cultural identity in the regional development discourse, by applying Samoan metaphorical references to help frame our story from our perspective.
>
> – Leituala Kuiniselani Toelupe Tago-Elisara, Regional Director – Polynesia, SPC

Figure 12:
The current and future states of the Pacific analysed using causal layered analysis

CLA	Old/ Current	New/ Future
LITANY Commonly accepted headlines of the way things are or should be	Pacific people need help, and they need someone to save them. Pacific people lack the capacity to lead their own development.	Pacific people have the knowledge, assests and tools to lead their own development. Pacific people have the voice and agency to determine their destiny as a collective.
SYSTEMIC CAUSE Social, economic and political causes	Colonisation. Politics of development aid in the Pacific. The place of the Pacific in international relations and the realities of "Small" Island Developing States.	Decolonisation of our policy and practice. Appreciation for our cultural wealth and cultural strengths as people.
WORLDVIEW DISCOURSE The lenses we use to understand and shape our world	"Small" Island Developing States all of the Pacific Island countries and territories, are vulnerable, isolated and operate from a deficit model.	Application of a Strengths Based Approach to Pacific development. Changing the narrative - economic, social, and political and elevating the Blue Pacific Narrative.
MYTH/ METHAPHOR The deep unconscious story	**Tagi a le pu mate:** Lake the crying of a dying triton or conch, this refers to a person whose life is in danger.	**Vivili fa'amanu o matagi:** A bird flying against the wind despite difficulties. **Fofō alamea:** We are the solution to our challenges. We are part of the problem, and we are also part of the solution. **Sa'ilimālō:** Leading a legacy in search of, or to achieve, great things for the good of the collective.

Source : Leituala Kuiniselani Toelupe Tago-Elisara

CASE Study 14:
CREATING VISIONS FOR SPC'S STRATEGIC AREAS

CLA was used to develop vision statements for each key focus area in SPC's strategic plan. We combined this exercise with a futures triangle (See Case study 7) and backcasting (See Case study 16).

WHAT WE DID

Using Conceptboard, we ran two-hour workshops for the strategic plan's seven KFAs. Each workshop included 45 minutes for the CLA component. An average of 14 participants took part in each workshop, including country and territory representatives, and SPC senior leaders and technical staff.

In this exercise, we used the vision statements developed with the futures triangle (see Case study 7) to further define, and deepen our knowledge, of the transformed future state. We asked participants to conduct CLA on the present state, and this transformed future state (see Figure 13).

WHAT HAPPENED

We documented participants' contributions in seven Conceptboards and used them as evidence to draft the Strategic Plan 2022–2031. We used the metaphors for the transformed future state to create visual images for each of the strategy's KFAs (see Case study 11).

The metaphors are anchored in Pacific perspectives, philosophies and worldviews (see Figure 13).

Figure 13:
Causal layered analysis for each key focus area in Strategic Plan 2022–2031

	KFA1 Resilience and climate action	KF2 Natural resources and biodiversity	KFA3 Food systems	KFA4 Equity, education and social development	KFA5 Sustainable economies and livelihoods	KFA6 Planetary health	KFA7 Transforming institutional effectiveness
Litany	Coordinated resilient knowledge systems	Whole-of-Island-state-approach	Pacific recognition in global food systems	All people have access to well-being	High levels of early adoption of novel technologies	Health is measured by wellness and well-being	Working as one (integrated collaboration)
Systemic	Pacific voices and solutions	Interdisciplinary actions and decision-making	Systemic decison-making	Redesigned inclusive systems	Economic systems spreads prosperity and well-being	Risk-informed, responsive health systems	Inter-connected multidisciplinary approaches
Worldview	Equitable optimisation of resources	Balance of power/agency	Food sufficiency and health	Equity for everyone	Pacific leadership on learned best practices	Preventative health	Unified strengths for impact
Methaphor	Harmonic generosity of wisdom	The Earth and I are One. The Ocean is us.	Bountiful baskets and canoes	Woven basket of well-being	The tree we plant today will bear fruit tomorrow	*Healthy mana*	Many weavers, one fine mat

Source: SPC

As a researcher and development practitioner, I have a keen interest in examining and analysing deeper systemic and trans-disciplinary issues and perspectives and developing solutions in the same vein. I find that the lack of understanding of deep culture within the norms of society and understanding the 'inner stories' and blind spots of issues often lead to system/programme/intervention failures.

— Dr Amerita Ravuvu, Non-Communicable Diseases Adviser, Policy and Planning, SPC

WHAT WE LEARNT

CLA helped us refine our strategic narrative. The process created the opportunity for our staff, and countries and territories through governance committee representatives, to unlock their imagination, explore new possibilities, have constructive dialogue, generate alternative solutions and take on the perspectives of others.

PART 5.
DEVELOPING AND TESTING STRATEGY

WE CREATE THE FUTURE

The final step in strategic foresight is to work backwards from the future vision. Backcasting enables us to identify the imagined events and activities that got us to our preferred future. This section is about changing the decisions we make today to make our desired reality a possibility.

❝❝ ——————————

Learning about strategic foresight has enhanced my big-picture thinking, understanding of emerging issues, and knowledge of how to articulate scenarios and use innovation for a desired future through wide participation.

– SPC staff member and participant on the Become a Futurist course

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☑ WHAT IT IS

A method that starts with identifying the desired end state and works backwards to identify the policies, programmes and events that will achieve it. Participants imagine what a successful outcome looks like and then answer the question, what do we need to do today to reach the vision of the future?

☑ WHEN TO USE IT

Use it after completing CLA, when you have already agreed the vision for the future. It is particularly useful when working on a complex problem that requires major change over a long period.

☑ WHY USE IT

It gives us a strategic pathway and timeframe from the future to the present, which includes key events, actions and decisions.

TIP

Backcasting is best done as an embodied or role-playing exercise to help participants get involved, have fun and immerse themselves in the activity. During in-person workshops, ask participants to contribute one key event, action and decision that led to the desired future; situate themselves on a physical timeline; and share their contribution with the group. Online collaboration tools can simulate the same idea, when used creatively.

WHERE TO FIND MORE INFORMATION

Save the Children. 2019. The future is ours: strategic foresight toolkit – making better decisions, pages 89–99.
Free to download at https://resourcecentre.savethechildren.net/document/future-ours-strategic foresight-toolkit-making-better-decisions

UNDP Global Centre for Public Service Excellence. 2018. Foresight Manual: Empowered futures for the 2030 agenda, page 34.
Free to download at www.undp.org/publications/foresight-manual-empowered-futures

The Pacific Community. 2022. A compendium of Pacific practice in strategic foresight, page 55.
Available at https://purl.org/spc/digilib/doc/b47zt
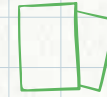
HOW TO DO IT

Time
60 minutes

No. of participants
Less than 50. Small groups of 8–10 people.

Facilitation
1 facilitator and 1 or 2 notetakers

Material

Butchers/drawing paper

Coloured marker pens

Time & Activity	Step	Description
10 minutes	1	**Explain the backcasting activity to participants.**
20 minutes	2	**If holding the event in person, try the embodied exercise.** *See tip.*
20 minutes	3	**Break into small groups.** *Each group to draw the timeline from the future and work back to the present day.*
10 minutes	4	**Present backcasting activity back to groups.**
Post-exercise	5	**Collate findings from backcasting activity and provide back to participants.**

CASE Study 15:
BACKCASTING THE DESIRED FUTURE

We used backcasting to imagine future actions and events that occurred to help us reach our desired future state in each KFA of the SPC Strategic Plan. Backcasting formed the basis of our strategic results framework and expected outcomes at the 3- 5- and 8-year review intervals of the strategic plan. We combined this exercise with a futures triangle (See Case study 7) and CLA (See Case study 14).
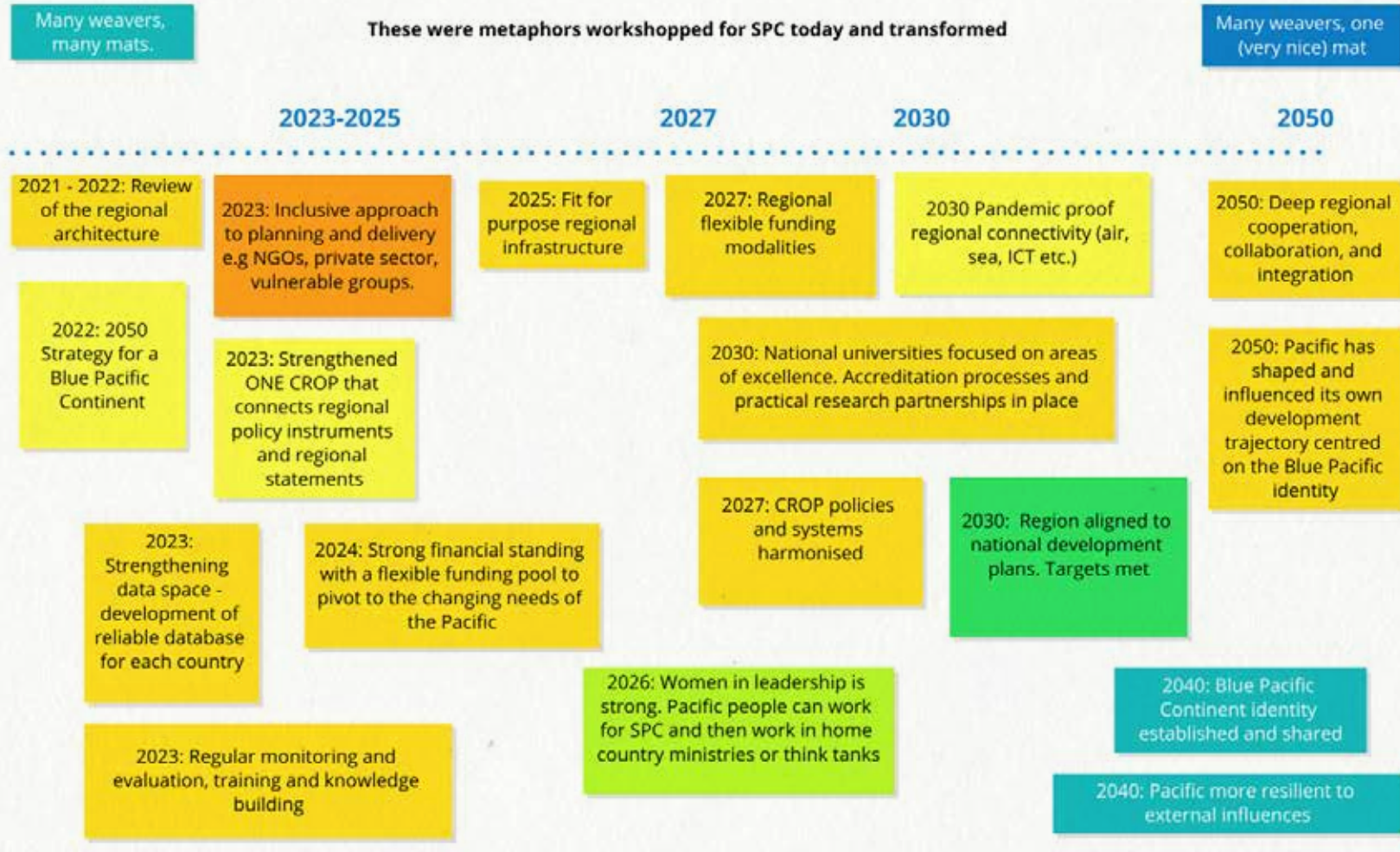
WHAT WE DID

We used Conceptboard for this exercise and ran two-hour workshops for each KFA in the strategic plan. Each workshop included 30 minutes for the backcasting component. An average of 14 participants took part in each workshop, including country and territory representatives, and SPC senior leaders and technical staff.

In this exercise, participants took the transformed future state articulated by the CLA exercise (see Case study 15) and worked backwards to define the key actions and events that would need to take place in three, five and eight years – the review periods for Strategic Plan 2022–2031(see Figure 14).

BACKCASTING INSTITUTIONAL EFFECTIVENESS

Many weavers, many mats.

These were metaphors workshopped for SPC today and transformed

Many weavers, one (very nice) mat

2023-2025   **2027**   **2030**   **2050**

2021 - 2022: Review of the regional architecture

2023: Inclusive approach to planning and delivery e.g NGOs, private sector, vulnerable groups.

2025: Fit for purpose regional infrastructure

2027: Regional flexible funding modalities

2030 Pandemic proof regional connectivity (air, sea, ICT etc.)

2050: Deep regional cooperation, collaboration, and integration

2022: 2050 Strategy for a Blue Pacific Continent

2023: Strengthened ONE CROP that connects regional policy instruments and regional statements

2030: National universities focused on areas of excellence. Accreditation processes and practical research partnerships in place

2050: Pacific has shaped and influenced its own development trajectory centred on the Blue Pacific identity

2023: Strengthening data space - development of reliable database for each country

2024: Strong financial standing with a flexible funding pool to pivot to the changing needs of the Pacific

2027: CROP policies and systems harmonised

2030: Region aligned to national development plans. Targets met

2026: Women in leadership is strong. Pacific people can work for SPC and then work in home country ministries or think tanks

2040: Blue Pacific Continent identity established and shared

2023: Regular monitoring and evaluation, training and knowledge building

2040: Pacific more resilient to external influences

Source SPC

WHAT HAPPENED

Our team analysed the backcasting information provided for each KFA. We found that the key actions and events could be clustered into five areas:

1. Policy to action
2. Data, statistics and knowledge
3. Innovation and research
4. Digitalisation and technology
5. Capability and influence

These five areas have become the pathways in Strategic Plan 2022–2031 – they represent the ways that SPC will work to achieve its vision or future state in each KFA.

Backcasting was also the first step we took to developing the results framework for the strategy, which we refined through another series of participatory workshops in the first year of implementing the strategy.

WHAT WE LEARNT

Backcasting is an interactive tool that helps a diverse group of participants think critically, hear different perspectives and articulate their ideas in a low-risk setting. It enables everyone's voice to be heard. The tool is a good way to synthesise people's inputs and agree key actions and milestones. It also helps more task-oriented thinkers to translate the visionary work into tangible actions and targets. It is important to allow enough time to synthesise the inputs. You also need a small group of participants who can review and validate the analysis and look for potential gaps.

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CASE Study 16:
FUTURES SPEED DATING

SPC used backcasting interviews at a senior leaders' retreat to help develop the strategic plan. The interviews were designed to unlock leaders' imagination of what a transformed SPC could look like and what trajectory the organisation would need to take to get there.

WHAT WE DID

Senior leaders worked in pairs. Over 15 minutes, they considered the following scenario and questions.

Imagine it is 2040. You have retired. SPC has been reimagined and transformed. You are looking back at history, remembering the key events and changes that brought SPC to this preferable future state.

o What changes did it take to get here? When did these changes take place? (Consider the resources, skills, technology, systems and acts of divine intervention, fate or providence that helped achieve the transformation.)

o What expertise was developed?

o Who were the key players in the change?

o What was the greatest challenge you successfully navigated?

Each pair recorded their responses. They were then tasked with identifying the three things that are pivotal in achieving transformational change.

WHAT HAPPENED

We synthesised the interview notes and shared them with senior leaders. This gave the team a snapshot of insights about wins, critical events, key actions, capabilities, investments, key players, biggest challenges and lessons. We used the notes as evidence for the future state of SPC that is defined in Strategic Plan 2022–2031.

WHAT WE LEARNT

Making this tool a game removed constraints and encouraged leaders to actively participate. By clearly explaining the purpose of the activity, and how the results would be used to create practical steps and milestones, participants could see the output and value of the activity.

Creating comfort for this exercise is important to have frank and open sharing of ideas. Be purposeful in who you team together and hold exercises such as this as part of a larger workshop that focuses on relational connections or team building. To prepare senior leaders to share their reimagined and transformed future vision of the organisation, we first asked them to participate in an embodied activity. Senior leaders lined up in order of when they joined the organisation. Starting from the longest-serving staff member, they then shared what the organisation was like when they joined. This helped to co-create an understanding of what is possible to change in a decade and to free minds to create from the future and not be restrained on planning from the present.
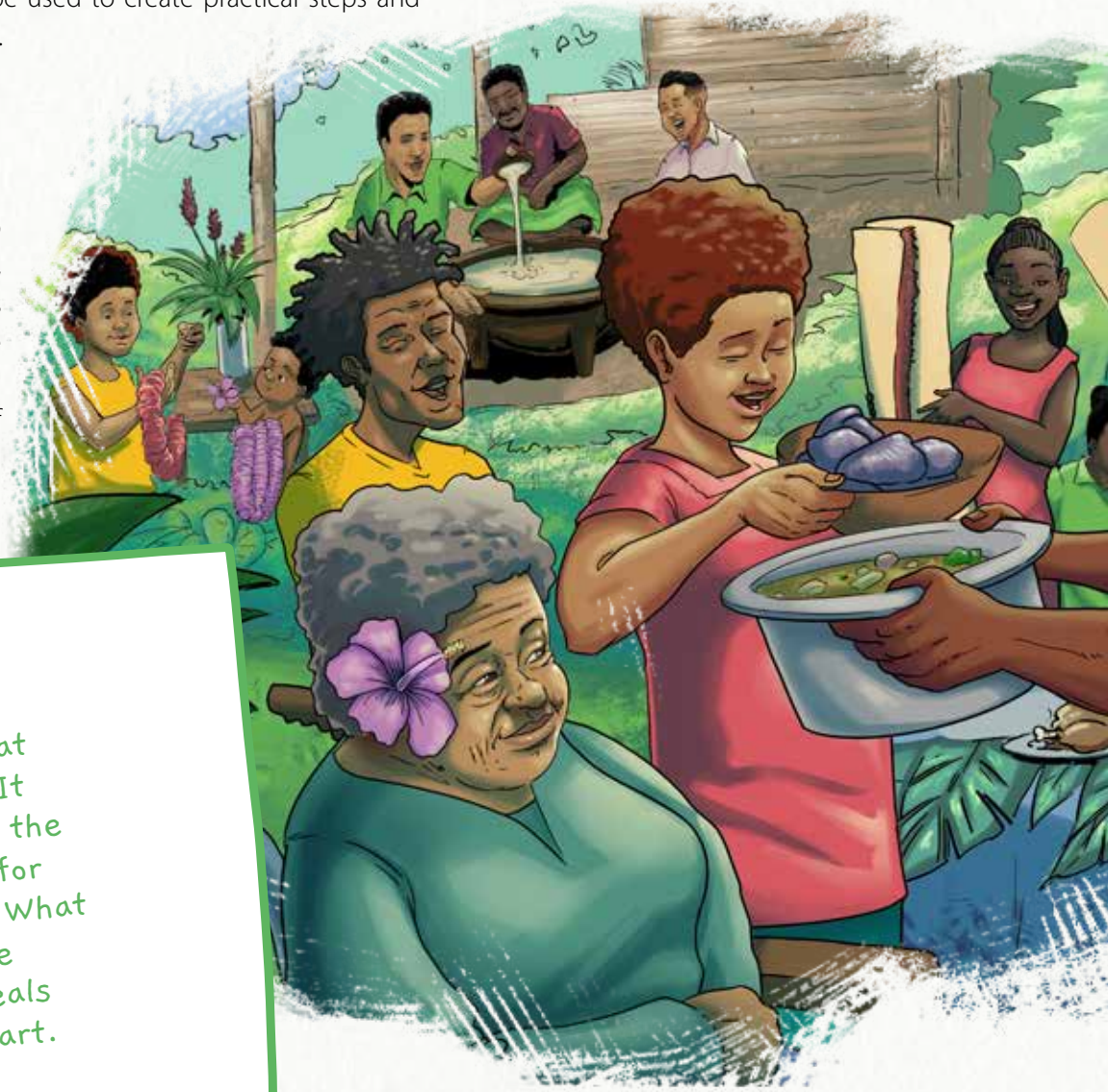
> Futures thinking is applicable at all levels. It is for everyone. It helps you think of a utopia at the personal or community level, for the region or for the world. What would I want my Pacific to be like? That for me really appeals as it is inclusive from the start.
>
> – SPC staff member and participant on the Become a Futurist course

ANNEXES

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We have compiled these tips, based on our experience of using the tools when facilitating strategic foresight workshops.

Tip 1.
Invest time to ensure workshops are well-planned and well-facilitated

To get the best from using strategic foresight tools at workshops, the workshops must be well-planned and well-facilitated. Make sure you have enough facilitators for the group activities and, where possible, have a note taker that can support the main facilitator. A facilitator's briefing prior to the workshop will also ensure that all facilitators are well-prepared, understand the outcomes of the facilitation and are familiar with the logistics of the workshop on the day.

We found it was important to start strategic foresight work by introducing foresight and explaining why we are using it, so participants understand the purpose and intentions of planning differently.

Tip 2.
Start by explaining strategic foresight and why it is useful

Give everyone an opportunity to introduce themselves. If you run the workshop online, ask participants to turn on their video to encourage them to talk with other participants. To get the most from the group's collective intelligence, help everyone contribute to the discussion.

When possible, invite participants to speak to and elaborate on their contribution. Ask participants to write their ideas in complete sentences so that others can understand and learn from their insights.

People learn and communicate in different ways. It is important to cater for people who learn visually, those who learn by doing, those who like to speak and those who like to read and research information.

Tip 3.
Plan to have diverse groups

Do not leave the composition of small groups to chance. Organise the groups in advance, so they include a diverse mix of participants in terms of their specialism, gender and seniority. Aim for a minimum of 10 participants when working in small groups, so the groups can have a robust discussion and hear diverse opinions and perspectives.

Tip 4.
Help participants to feel comfortable and contribute their ideas

Tip 5.
Encourage participants to work as a group

Encourage participants to raise but disown their ideas. Once they raise an idea or make a comment it belongs to the group. Encourage participants to extend themselves, so they contribute thoughts that are beyond their professional experience and expertise.

Tip 6.
Manage conflicting views

Set ground rules and expected etiquette at the start of the workshop. Remind all participants to communicate kindly, listen to others and withhold judgement.

It is normal to have conflicting views, and even significant disagreement on an issue. Briefly and diplomatically describe the opposing arguments and record them both, using participants' own words, for all participants to see.

Tip 7.
Be confident in your facilitation

Embrace nervousness – it is normal and ok. It is also ok to make mistakes.

You are there to guide people. You do not need to have the right answers or be the expert. Futures is about guiding people to think differently and create different futures.

Your positivity and interest will also uplift the energy in the group. Smile while talking so it comes through in your voice.

Tip 8.
Have fun

ANNEX 2. ORGANISATIONAL EXAMPLE OF PARTICIPATORY FORESIGHT USE: DEVELOPING THE SPC STRATEGIC PLAN 2022–2031

Strategic foresight tools can be used to support strategy development. The choice of tools and when to use them may be guided by the strategy development phase, facilitator preferences and readiness of participants etc. This roadmap shows when SPC used the strategic foresight tools explained in this toolkit to develop Strategic Plan 2022–2031 with our staff, member countries and territories, development partners and other stakeholders.

> This plan belongs to us. It belongs to the members. It is our document. We need to work on it, get it on paper and involve our partners so that we can build together the strategy for the future.
>
> – Jimmy Naouna, Member for New Caledonia and Chair of the CRGA Subcommittee for the Strategic Plan

SPC'S ROADMAP FOR DEVELOPING THE STRATEGIC PLAN

PHASE 1
JULY 2019
NOV 2019

EVIDENCE BUILDING

Visioning
(case study 5)

Horizon scanning
(case study 1)

PHASE 4
JUNE 2021
OCT 2021

WRITING OUR FUTURE

Scenario analysis
(case study 12)

Causal layered analysis
(case study 14)

Backcasting
(case study 15 & case study 16)

TRANSITION PLAN 2021

INTEGRATING COVID-19 AND
TC HAROLD RESPONSE PLANNING

JAN 2021
DEC 2021

PHASE 2 & 3
DEC 2019
DEC 2020

VISION AND ENGAGEMENT

Seven questions (case study 2)
Driver mapping (case study 3)
Systems mapping (case study 4)
Visioning (case study 6)
Futures triangle (case studies 7, 8, 9)
Narratives (case study 11)

PHASE 5
OCT 2021
NOV 2021

STRATEGY 2021+

© Tristan Berr (SPC)

ANNEX 3.
TEMPLATES
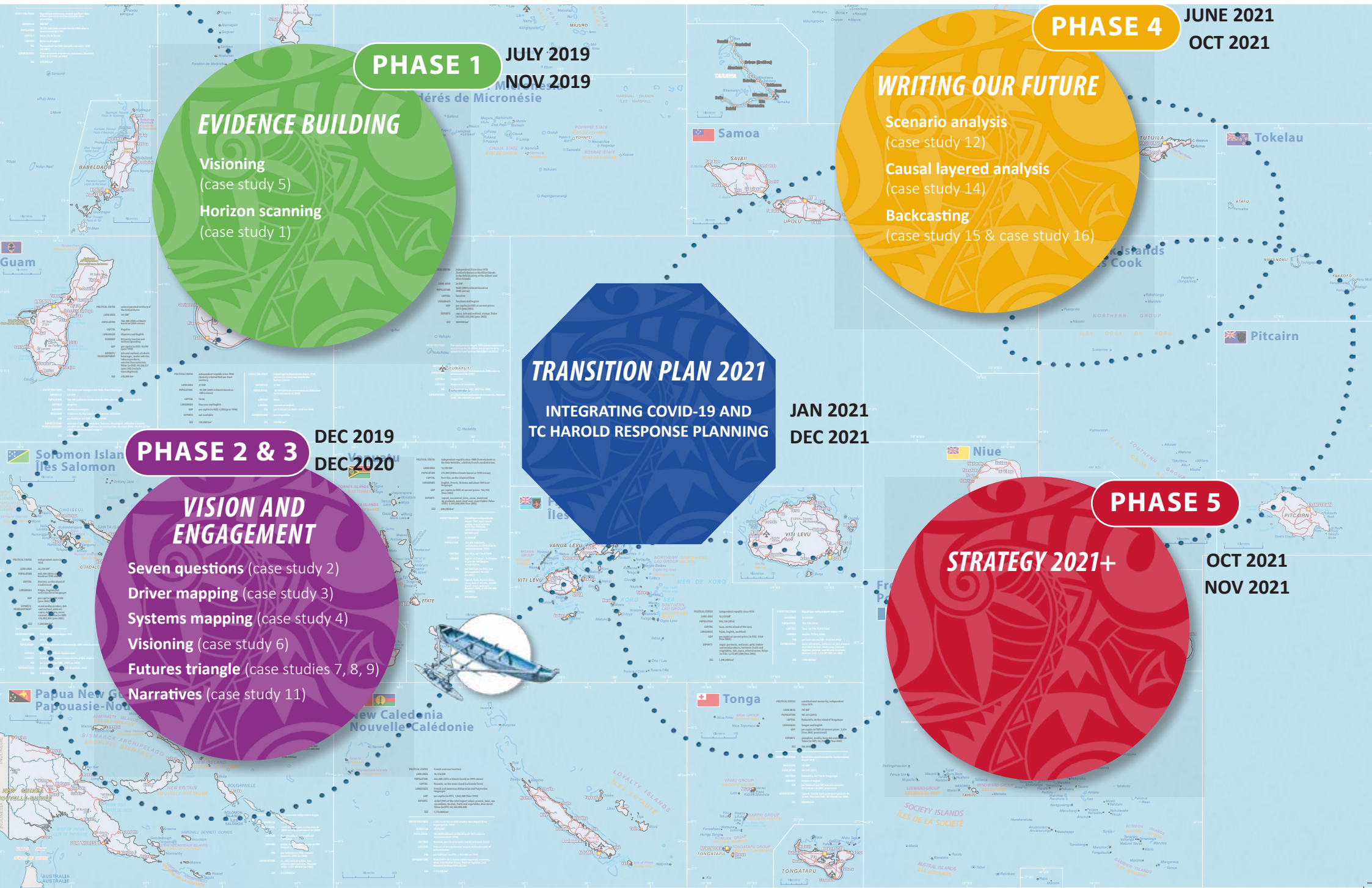
Drivers of change:_____

STIR-DEEPER categories: society, technology, industry, resources, demographics, economics, environment, politics, energy, religion

DIRECT IMPACT
(for example, on the organisation,
project, programme, initiative etc.)

INDIRECT IMPACT
(for example, the organisation, project, programme
or initiative needs to respond to)

?	Focus of question	Example questions
1	Critical issues	If you could speak to someone from the future on [insert issue] what would you want to know?
2	Favourable outcome	What is your vision for the future?
3	Unfavourable outcome	What are the consequences if your vision is not realised?
4	Changes required	What needs to change to make your vision a reality?
5	Lessons from the past	Looking back, are there any lessons – successes, failures – from the last [Insert time period] years that we can learn from?
6	Decisions to prioritise	What needs to be done now to make sure your vision becomes a reality?
7	What the interviewee would do as a leader	If you had the power to make anything happen, is there anything else you would do?

CERTAINTY

Higher certainty as to how this driver will impact

IMPORTANT
CONTEXT

SIGNIFICANT
TRENDS

LOW IMPACT

HIGH IMPACT

Lower potential impact

Higher potential impact

WAIT AND
WATCH

CRITICAL
UNCERTAINTIES

UNCERTAINTY

Lower certainty as to how this driver will impact
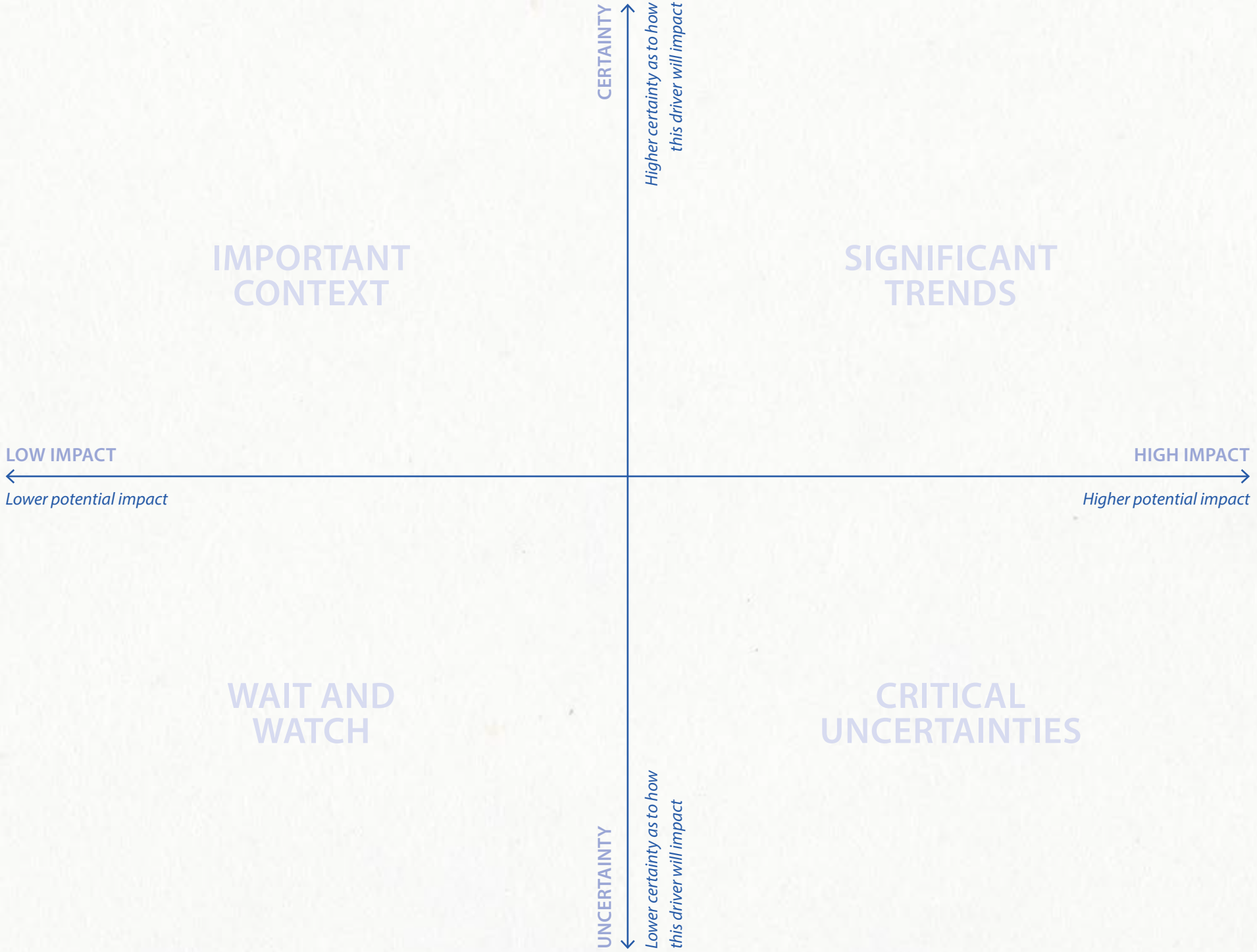
SYSTEM MAP

A systems map identifies the important parts of a system and how they relate to each other. It is a visual tool to aid integrated thinking and discussion.

What are the important parts of your system *(organisation, project, programme, intervention etc.)*? Use the pieces below to create your own systems map. Some examples are provided to help you get started.

Governance

Resource mobilisation

Culture

Human capital

Capabilities

Members/ stakeholders

POSTCARD
FROM THE FUTURE

To:

Address:
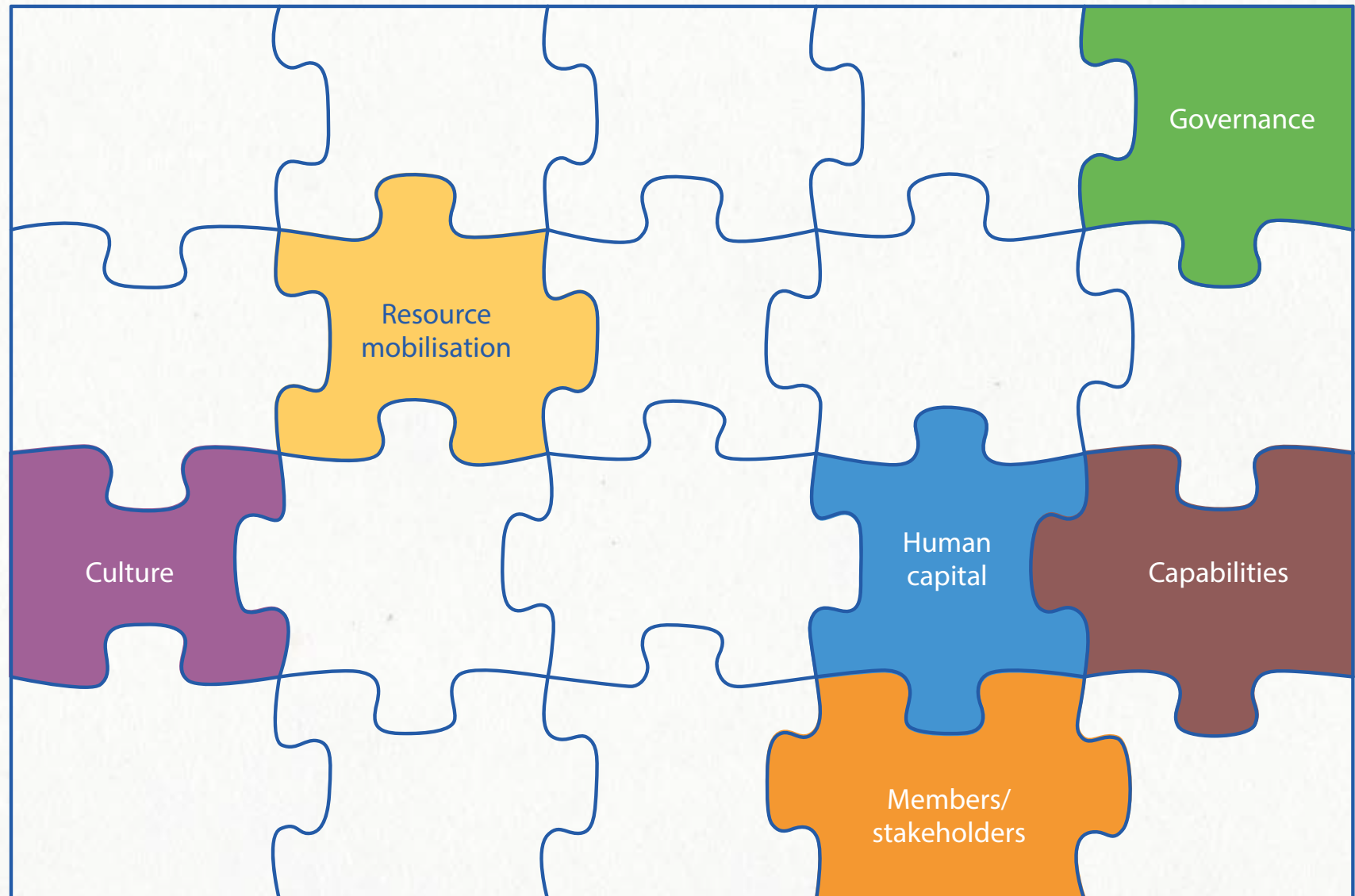
LIGHT BULBS
FROM THE FUTURE
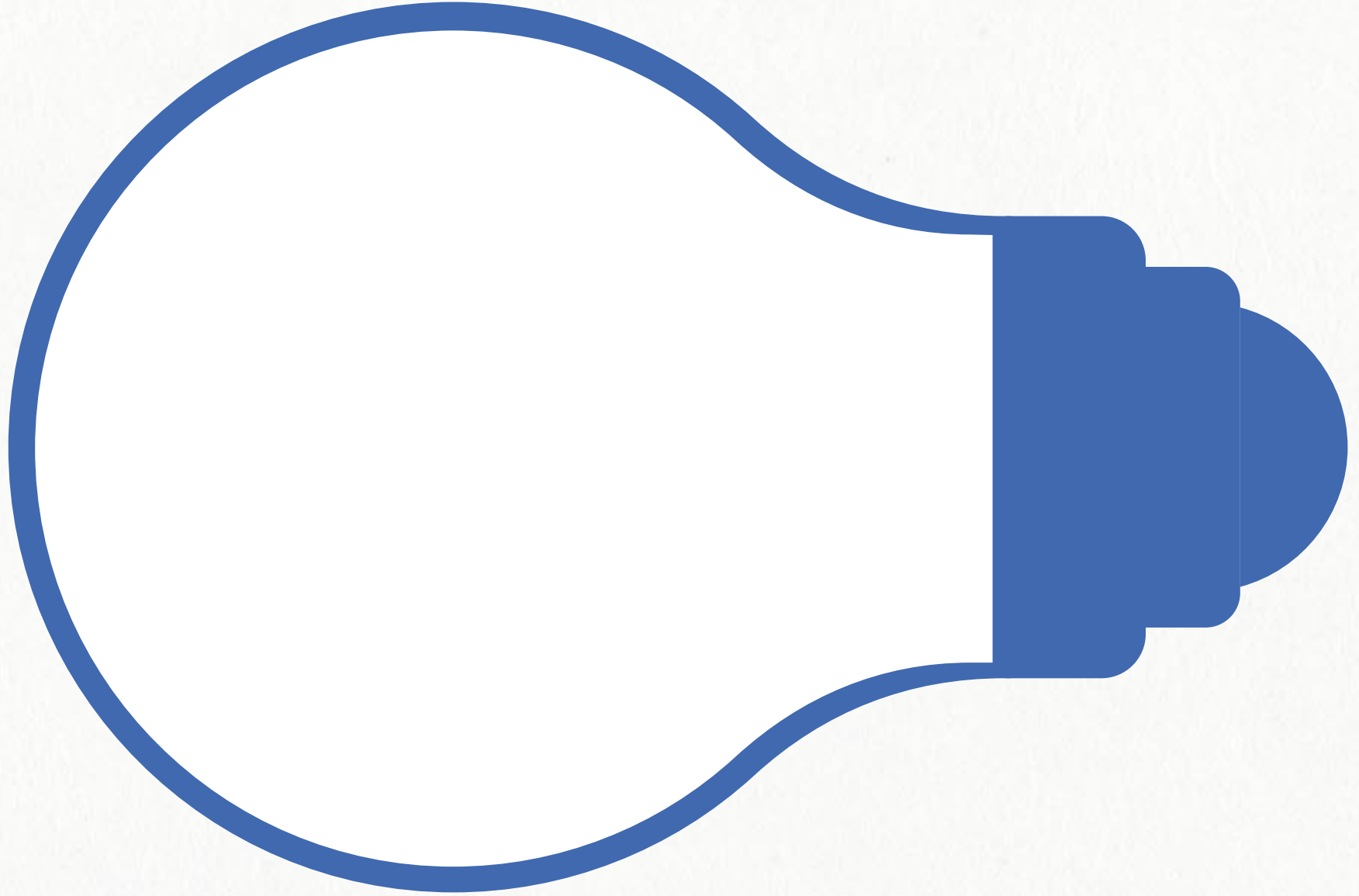
PULLS OF THE FUTURE

A vision of our preferred future

PREFERRED FUTURE

PUSHES FROM THE PRESENT

Pushes are forces that compel us to change or pursue a future

WEIGHTS OF THE PAST

Weights tend to come from history and prevent from changing or pursuing a plausible future
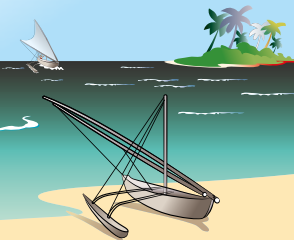
METAPHOR CARDS

Use these metaphor cards to inspire alternative metaphors or visuals of the future

1
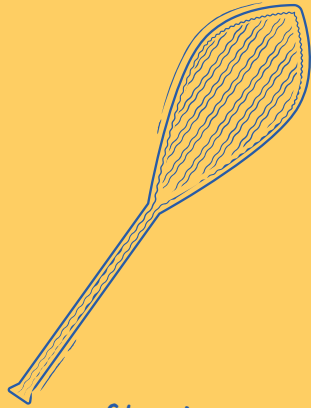
Steering paddle

2
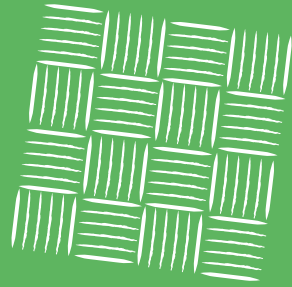
Woven mat

3

Fale

4
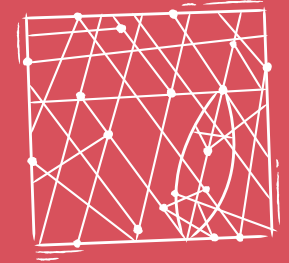
Rebillib

5

Kakala

6
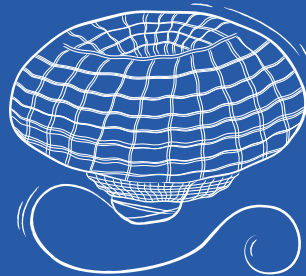
Fishtrap

7
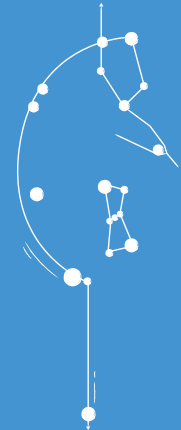
Constellation

8
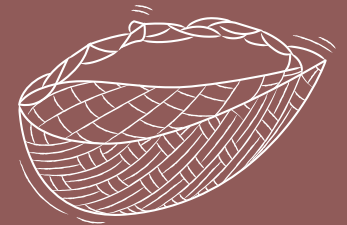
Woven basket

METAPHOR CARDS

Use these metaphor cards to inspire alternative metaphors or visuals of the future
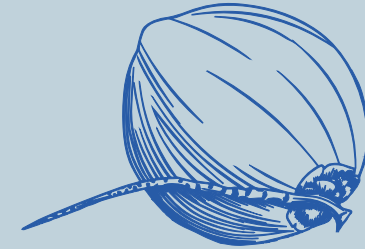
9
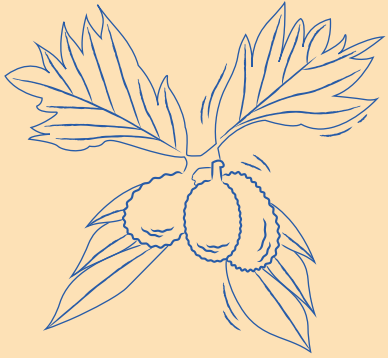
Breadfruit
tree

10
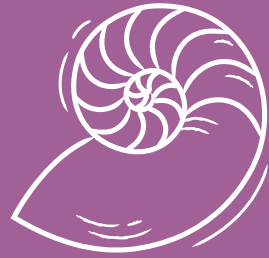
Nautilus

11
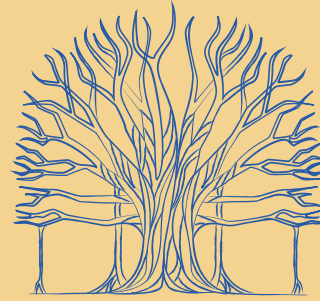
Banyan
tree

12

Sprouting coconut

No change	Adaptive change	Radical/Transformative change

The Island Model of Culture:
Nine tenths of culture is below the surface
(adapted from UIS-UNESCO)

Surface culture

Shallow culture

Deep culture

Things you can recognise easily; acts

Unspoken rules; things that take some time to recognise, ways of thinking

Unconscious rules, ways of "feeling", things that you can recognise only when you are familiar with a culture

CLA levels

Litany
What are the headlines?

Systemic causes
What are the underlying causes?

Worldview discourse
What are the prevailing worldviews?

Myth/ metaphor
What is the deep unconscious story?

	Present	Transformed
Litany *What are the headlines?*		
Systemic causes *What are the underlying causes?*		
Worldview *What are the prevailing worldviews?*		
Myth/metaphor *What is the deep unconscious story?*		

Present ←	Future
Metaphor of the present	Metaphor of the future

Imagined key events

Imagined decisions

Imagined activities

Date:

Activity, decision or event:

Date:

Activity, decision or event: