



Making the Just Transition Happen:

A Futures-Thinking Toolkit for Youth to Use  
with Their Communities



Funded by the European Union

Enabling you to imagine and explore  
green, clean and fair futures for all, so  
that you can help your communities  
turn ideas into action today,  
and make the Just Transition a reality.

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If you use this toolkit, please reference it as:

France, E. M. (2026). *Making the Just Transition Happen: A Futures-Thinking Toolkit for Youth to Use with Their Communities*. Published by IIED Europe and Green Economy Coalition. Funded by the European Union.

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## 1. What This Toolkit Is (And Is Not)

### Who this toolkit is for (and you don't need to be an expert)

This toolkit is for young people, youth workers, educators, community engagement leads and facilitators, who want to explore how they can be active in enabling the just transition to green, clean and fair futures for all.

You DO NOT need to be an expert in economics, climate, policy or futures-thinking. You DO NOT need to have the right answers.

What you DO need is curiosity, openness and a willingness to imagine together and collaborate.

This toolkit is designed to be practical, participatory and adapted to your communities. You can use it in informal gatherings, a community of practice, classrooms and groups.

It works best when everyone is able to bring their cultural heritage, knowledge and lived experiences, challenging assumptions about dominant knowledge and making space for critical and creative thinking.

This deeply aligns the toolkit and participation with multicultural and intercultural dialogue that builds core democratic competences.

## What This Toolkit Is (and Is Not)

This toolkit is:

- A practical guide to help young people explore what is happening today, why it is happening and what could change.
- A space for collective imagining as the starting point for taking action.
- A learning process for building agency, wellbeing and hope through futures-thinking. This

toolkit is not:

- A set of “correct” solutions.
- A prediction or prediction kit of the future.
- A technical planning guide.

## Why you need this toolkit

You cannot predict the future, but you can start shaping it today but imagining what could be different. If we cannot imagine futures that a just transition might create, we will not build the pathway to them.

Many young people are experiencing eco-anxiety, as they grow up with extreme uncertainty driven by climate change, rapid technology advancement, displacement, conflict and rapidly rising inequalities.

This toolkit offers a different starting point. It helps young people to:

- Make sense of complex challenges.
- See how currently dominant systems and structures are shaping everyday life.
- Recognise their own capacity to make change happen.

It creates space to imagine futures together in ways that are inclusive by actively being “culturally relevant, responsive and sustaining” (Ladson-Billings, 2021).

You might wonder, “Why are we using our individual and collective imagination, instead of just asking Gen-AI to create a shared vision?”

Because imagining is not just about generating ideas, it is about relating to the world and each other, cultivating the conditions for transformational change.

Your imagination plays a critical role in your capacity to explore, understand and care about the world – the more-than-human beings and the humans - around you.

Your particular blend of imagination is unique. It supports your critical thinking, creativity, listening, and empathy, as core democratic competences which enable you as a problem-solver.

Imagination is not an extra, it is a core human capacity, that is essential for your wellbeing and flourishing (Psychology Today, n.d.).

Using our imagination for storytelling, drawing on ancient cultural traditions, heritage and lived experiences, helps us to find and create meaning of change. Through stories we understand where we have come from, where we are, and where we might go next (Nelson, 2021). They are spaces of grief, joy, hope, anticipation, anger, love, exploration, listening.

This toolkit is built on imagination, exploring narratives and storytelling, using futures-thinking, to make space for the intercultural dialogues that are essential for making just transition a reality. Futures are not just designed – they are anticipated, negotiated and shaped together.

## Developing core democratic competences

As you use the toolkit, whether as facilitator or participant, you are also developing core democratic competences.

This toolkit intentionally draws on the Council of Europe's Reference Framework on Competences for Democratic Culture (RFCDC) (Council of Europe, 2018), which recognises that democracy is not just a system but a set of values, skills, attitudes and knowledge that we practice everyday through dialogue.

These include:

- Being centred on Human Dignity and Human Rights.
- Critically thinking and reflecting on ourselves and the world around us.
- Listening to different perspectives.
- Expressing ideas and emotions respectfully.
- Collaborating across differences.
- Challenging dominant knowledge norms.
- Openness to other cultures.
- Fostering inclusion.

These democratic competences deepen your capacity as a problem-solver for people and planet.

## Developing Futures Literacy as an Essential Green Skill

This toolkit develops your Futures Literacy, meaning being able to imagine alternative futures and use those futures to make better decisions today.

Developing your Futures Literacy (Miller, 2018) is not about being able to predict the future. It is about:

- Understanding how assumptions about futures shape actions.
- Exploring many possibilities.
- Making more informed, ethical and hopeful choices in the present.

## Our Methodology

Throughout our toolkit and learning journey, we use a foresight methodology called Causal Layered Analysis

(CLA).

This was created by Sohail Inayatullah, and further adapted by Ivana Milojevic. Milojevic's work on conflict transformation is significantly drawn on also.

CLA helps participants to explore challenges at four levels:

- Visible – what we see and hear happening around challenges.
- Systems and Structures – why the challenge is happening, its causes.
- Worldviews – who benefits, whose beliefs shape culture and identity.
- Deep Stories and Metaphors – the deeper narratives shaping what feels possible.

By working through these layers, young people can move from becoming aware of the problem that they are in-love with, to exploration, and to envisioning new possibilities, meanings and ways for transformational change to emerge – without being overwhelmed.

More detail and opportunities for further information can be found in the Annexes and Bibliography.

This toolkit was designed to be used with communities, not on or about them.

You can use it in:

- An ongoing learning journey as a community of practice.

- One-off longer workshops.
- Short multiple or one-off sessions.

Part 1 sets out guidance for facilitators on the different elements which can be adapted as required.

Part 2 sets out suggested agendas for different types of sessions.

Part 3, the Annexes, set out the worksheets relating to the elements in Part 1, further resources and the bibliography.

### Measuring Impact

To support your participants in their learning journey, as well as to measure impact of your activities over time, it is recommended that you:

**Measure Sense of Future Power and Hope** – whether in a short or longer session or learning journey, ask participants at the beginning to complete this very short survey. This can be found in the Annexes, to be shared on paper or as a digital survey form. Repeat this survey at the end of your short or longer session or learning journey. You can use these insights to share back immediately with participants as an effective way of reinforcing the need for them to imagine just transition futures, to support their efficacy as agents of change. Further, you can share insights from this data with funders to encourage support.

**Self-Reflection** – Invite participants to journal regularly following their participation in the sessions.

**Evaluate Democratic Competences** - whether in a short or longer session or learning journey, ask participants at the beginning to complete the short self-evaluation of democratic competences. This can be found in the Annexes, to be shared on paper or as a digital survey form. Repeat this survey at the end of your short or longer session or learning journey. You can use these insights to share back immediately with participants as an effective way of reinforcing their sense of being agents of change. Further, you can share insights from this data with funders to encourage support.

The following elements (numbered 3-14) enable you to create a learning journey with your communities. The script notes are to provide you with guidance on how to deliver each part.

These elements can be run as rapid or longer exercises, depending on the length of session that you want to run. They can be repeated many times to keep embedding democratic competences for enabling the Just Transition in the present, to turn the futures that you want to see, into reality.

Goal	Objectives	Intended Participation Outcomes
Recognition of personal strengths as agents of change.	<ul style="list-style-type: none"> <li>• Identify personal strengths.</li> <li>• Explore principles of just transition.</li> <li>• Explore identities as agents of change.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise identity as an agent of change.</li> <li>• Demonstrate curiosity in being an agent of change for just transition.</li> </ul>

Step	Activity	Notes
1	Set the scene  <i>Facilitator sets the scene for participants:</i>  Making change happens starts with each of you. By bringing your ideas for solutions, you can create the conditions for the Just Transition to happen.	Use the Creating a Shared Understanding of the Just Transition worksheet.  NB: The definitions included in this toolkit are heavily Eurocentric.
2	Define the Just Transition  <i>Facilitator explains what is meant by Just Transition:</i> What is the Just Transition? Why do we need one?  There is no single definition but here are some core principles. How do you feel about these definitions?  <i>Facilitator invites participants to discuss together and share their reflections.</i>	
3	Agent of Change for Just Transition  <i>Facilitator explains the activity:</i> Ask yourself, "Who am I in a Just Transition Future?" Complete the worksheet.  <i>Participants complete their own worksheet.</i>	Use the I Am an Agent of Change worksheet.
4	Group Discussion  <i>Facilitator invites participants to discuss and reflect:</i>  What new insights did you discover about yourself? How does it make you feel to name yourself as an agent of change for Just Transition? What cultural insights can we share about 'future' as a concept?	Use the What Do You Mean by Future? worksheet
5	Summary Reflection  Facilitator reflects back to participants:  It's time to be an agent of change, as we start to explore together.	

## 4. Practicing Hope around Problems

Goal	Participation Objectives	Intended Participation Outcomes
Start by identifying problems, unmet needs and challenges to explore.	<ul style="list-style-type: none"> <li>• Identify problems.</li> <li>• Listen actively to other perspectives.</li> <li>• Collaborate to explore problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listen to other perspectives.</li> <li>• Analyse problems.</li> <li>• Value collective engagement and collaboration.</li> </ul>

Step		Activity	Notes
1	Set the scene	<p><i>Facilitator sets the scene for participants:</i></p> <p>Now that we have reconnected with ourselves as agents of change creating the Just Transition, let's take a look at our daily lives. We can ask ourselves:</p> <ul style="list-style-type: none"> <li>• What is happening in our community?</li> <li>• What are the problems that we are in-love with?</li> <li>• Where do we see unmet needs?</li> <li>• Who is facing challenges?</li> </ul> <p>We start with the problem, not the solution. This is so that we don't create solutions for problems that don't exist.</p>	<p>In this activity, participants are guided to explore the Litany – Headlines layer of the CLA.</p> <p>Use the CLA Mapping Templates: they are mapping the issue in the present.</p>
2	Today's Headlines	<p><i>Facilitator prompts participants:</i></p> <p>Imagine that you are writing headlines about the problem, unmet needs and challenges that you and your community are facing. What would it say?</p> <p><i>Facilitator asks participants to:</i></p> <ul style="list-style-type: none"> <li>• Name the problem.</li> <li>• Spend 2-3 minutes writing a specific headline on a post-it note.</li> <li>• Do a share aloud of the headlines.</li> <li>• Stick their post-it notes on the table/wall.</li> </ul> <p><i>Facilitator encourages participants to share concrete examples.</i></p>	<p>This can work as an individual task or put people into small groups.</p> <p>Use post-it notes or index cards. OR Use Canva to create digital images and use on Break Your Own News website.</p>
3	Emoji Share	<p><i>Facilitator ask participants to:</i></p> <ul style="list-style-type: none"> <li>• Share their emotions about different headlines in 1-2 words.</li> <li>• Stick on or draw on sad/happy/neutral emojis.</li> </ul>	<p>This acknowledges and validates the range of emotions that people are feeling, without getting stuck in them.</p>

4	What's the Why?	<p><i>Facilitator ask participants to reflect and explore:</i></p> <p>Having identified the challenge, problem or unmet need that you are in-love with, it is useful to explore:</p> <p><u>Why</u> you want to resolve it?  <u>Why</u> at this moment in time?  <u>Who</u> are you solving it for?</p> <p>This enables you to recognise the impact that you want to make.</p>	<p>This keeps up momentum on mapping the current issue, to be able to address it.</p>
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5	Summary Reflection	<p><i>Facilitator reflects back to participants:</i></p> <p>Now that we have captured some of the problems in our community, let's explore why they exist.</p>	
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## 5. Recognizing Systems and Structures

Goal	Participation Objectives	Intended Participation Outcomes
Recognise that there are systems and structures that cause the problems and opportunities for solutions.	<ul style="list-style-type: none"> <li>• Explore the systems and structures that cause the problems.</li> <li>• Identify opportunities for hope.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how problems are shaped by systems and structures.</li> <li>• Value a holistic understanding of challenges.</li> </ul>

Step	Activity	Notes
1	<p>Set the scene</p> <p><i>Facilitator sets the scene for participants:</i></p> <p>Now that we have identified problems in our community, it's time to explore further. These problems, unmet needs and challenges emerge because of the structures and systems that sit beneath them.</p> <p>When we identify these systems and structures, we can see where there are opportunities to make change happen.</p>	<p>In this activity, participants are guided to explore the Systems layer of the CLA.</p> <p>Use the CLA Mapping Templates: they are mapping the issue in the present.</p>
2	<p>STEEPLE Mapping</p> <p><i>Facilitator asks participants to:</i></p> <p>Group these problems/headlines loosely into STEEPLE categories: Social, Technology, Economic, Environment, Policy, Law, Ethics.</p> <p><i>Facilitator invites participants to reflect back:</i> Let's reflect together on what is shown. What patterns are we seeing?</p>	<p>This can work as an individual task or put people into small groups.</p> <p>Guide a brief discussion between participants.</p>

3	Create an Impact Wheel	<p><i>Facilitator asks participants to:</i></p> <p>Choose a problem or group of problems. Let's explore them in the present to map their systemic impacts and consequences...real or perceived. We will use the Impact Wheel. Put the problem or group of problems in the centre of the Impact Wheel. Now, map first order, second order and third order consequences.</p> <p><i>Participants complete their Impact Wheels:</i> Participants spend some minutes completing their Impact Wheels.</p>	<p>This impact mapping is done with a present time focus.</p> <p>Use the Impact Wheel worksheet for guidance.</p>
4	Reflecting Together	<p><i>Facilitator invites participants to share their insights:</i></p> <p>What are some of the systemic causes of the problem headlines, based on your exploratory mapping?</p> <p>How do they create the need for a Just Transition?</p> <p><i>Participants share back their insights.</i> Capture emerging themes.</p>	<p>This supports intercultural dialogue and new perspectives from all participants.</p>

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5	Reflect with Nature	<p><i>Facilitator invites participants to critically reflect and discuss:</i></p> <p>How do the problems, unmet needs or challenges that you have listed, impact on Nature?</p> <p>What problems, unmet needs or challenges do you think that the more-than-human beings around you, in your current location or home space, would list?</p>	<p>This extends intercultural dialogue through cultural heritage and to recognition of the more-than-human.</p>
6	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>Exploring our problem/headline using the Impact Wheel helps us to recognize the systems and structures that cause them.</p> <p>It enables us to be honest about whose dominant knowledge is shaping our assumptions and actions. It helps us to recognize whose voices have been minimized.</p> <p>Finding signals of hope reminds us that transformational change is always happening, which can shape new possibilities. We will pick up on these later.</p>	

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## 6. Who Benefits?

Goal	Participation Objectives	Intended Participation Outcomes
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Recognize power structures, dominant narratives and beliefs that shape systems.	<ul style="list-style-type: none"> <li>• Identify who does or does not benefit by current systems.</li> <li>• Reflect on impact of power and privilege.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of who benefits.</li> <li>• Identify underlying beliefs and assumptions.</li> <li>• Demonstrate empathy.</li> <li>• Value human dignity and rights.</li> </ul>
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Step		Activity	Notes
1	Set the scene	<p><i>Facilitator sets the scene for participants:</i></p> <p>Now that we have mapped the systems and the problems that they cause, we are going to dig more deeply.</p> <p>These systems cause and perpetuate people's beliefs and worldviews. They shape culture and culture shapes behaviours. They reinforce or break down power structures.</p>	<p>In this activity, participants are guided to explore the Worldview - Culture layer of the CLA.</p> <p>Use the CLA Mapping Templates: they are mapping the issue in the present.</p>
2	Exploring Who Benefits?	<p><i>Facilitator asks participants to do the activity:</i></p> <p>Reflect on your problem/headline/Impact Wheel. Ask yourself, in this system and these structures:</p> <ul style="list-style-type: none"> <li>• Who benefits the most from the way that things are right now?</li> <li>• Who is left out?</li> <li>• Who is not heard?</li> <li>• Who holds the decision-making power?</li> <li>• Who sets the rules?</li> <li>• Who controls money or resources?</li> </ul> <p><i>Participants use post-it notes to add these insights.</i></p>	<p>The purpose of this mapping is not to be cynical but to honestly map the current situation.</p>
3	Identifying Beliefs and Assumptions	<p><i>Facilitator invites participants to reflect back:</i></p> <p>When we look together at the information that you have captured, what underlying beliefs and assumptions exist, which mean that the system remains in place? Let's identify them.</p> <p><i>Participants reflect and respond to the questions:</i></p> <ul style="list-style-type: none"> <li>• This system stays in place because I/we/people believe that [insert belief or assumption].</li> <li>• This belief or assumption can be challenged because [say why?]</li> <li>• Or</li> <li>• This belief or assumption is already changing because [reference a signal of hope].</li> </ul>	

4	Conflicts and Violences	<p><i>Facilitator asks participants to do the activity:</i></p> <p>Within these systems and structures, it's useful to identify and acknowledge the conflicts and violences that are embedded. Reflect on the types of conflict and violences. Listen openly to everyone's perspective being mindful of dominant norms.</p> <p><i>Participants discuss and identify conflicts and violences. Facilitator invites the group to share their insights.</i></p>	Use the Exploring Conflicts, Violences and Peace Types worksheet.
5	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>OK. Now we have explored the problem, the system causing it and the conflicts and violences within these, as well as the culture this creates.</p>	

## 7. Whose Story Are We Living In?

Goal	Participation Objectives	Intended Participation Outcomes
Surface the deep stories that the participants have currently that shape action or inaction.	<ul style="list-style-type: none"> <li>Identify deep stories that describe current realities.</li> <li>Reflect on how these shape sense of agency on just transition.</li> </ul>	<ul style="list-style-type: none"> <li>Value diverse perspectives.</li> <li>Motivation to create narratives which respect cultural heritage and support inclusion.</li> <li>Recognise that multiple narratives exist.</li> </ul>

Step	Activity	Notes
1	<p>Set the scene</p> <p><i>Facilitator sets the scene for participants:</i></p> <p>Now we come to the deep stories that we tell ourselves, consciously and unconsciously about these issues. What story are we living in? Whose story are we living? Is it our own, or has someone else's dominant knowledge and power shaped our narrative?</p> <p>We want to notice these stories because they shape what feels possible to change.</p>	<p>In this activity, participants are guided to explore the Deep Story layer of the CLA.</p> <p>Use the CLA Mapping Templates: they are mapping the issue in the present.</p>

2	A Metaphor for your Problem	<p><i>Facilitator invites participants to create a metaphor:</i></p> <p>What metaphor describes the problem that you have explored and the story created for it by the system and worldview?</p> <p><i>Participants create their metaphor or name of their myth.</i></p> <p><i>Participants can reference back to the conflicts and violences from the previous activity.</i></p>	It can help participants to think of a metaphor if explore it as a movie or song title, or the name of a piece of art, or the name of a myth.
3	Metaphor Share	<p><i>Facilitator invites participants to share their metaphor:</i></p> <p>Share back your headline from earlier and the metaphor that has emerged from our exploration.</p> <p><i>Participants share their metaphors:</i></p> <p>Each group shares their headline and metaphor briefly.</p>	

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4	Shared Narratives	<p><i>Facilitator invites participants to discuss as a group:</i> When you hear all of the headlines and metaphors, are there any shared narratives which come up? Are there words that are repeated or concepts?</p> <p><i>Participants share their insights on shared narratives, words or concepts, discussing how these shape everyday life and how this makes them feel.</i></p>	Facilitator can capture these shared narratives, words or concepts as people reflect back.
5	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>Together we have mapped several current issues, from headlines to deep story.</p> <p>It is in our power to change these stories by imagining alternative, possible futures in which we can see where we need to make change happen, so that we can come back to the present and do exactly that.</p>	

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## 8. Time To Change the Story

Goal	Participation Objectives	Intended Participation Outcomes
Begin to explore alternative futures.	<ul style="list-style-type: none"> <li>• Explore peace types.</li> <li>• Create a futures question based on the problem being explored.</li> <li>• Find signals of hope.</li> </ul>	<ul style="list-style-type: none"> <li>• Value peacebuilding.</li> <li>• Openness to exploring possible futures.</li> </ul>

Step	Activity	Notes
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1	Set the scene	<p><i>Facilitator sets the scene for participants:</i></p> <p>We have mapped the current issue as a present-day narrative that we are living in.  And, we have started to recognise the conflicts and violences that sit within, and perpetuate, the problems that we are in-love with exploring.  Acknowledging these is an important part of doing things differently, to be inclusive of all.</p>	In this activity, participants are guided to be grounded in the hope that
2	Explore Peace Antidotes	<p><i>Facilitator explains activity:</i></p> <p>Before mapping preferred futures, it is important to address the conflicts and violences by exploring the types of peace that might provide the antidote to the present-day harms that you have been reflecting on as you have been mapping your problem.</p> <p><i>Participants discuss the peace types and suggest peace actions to address the conflicts and violences relating to their problem.</i></p>	Use the Exploring Conflicts, Violences and Peace Types worksheet.
3	Frame a Futures Question	<p><i>Facilitator explains activity:</i></p> <p>Let's frame the problem, unmet need or challenge that you are in-love with, as a futures question.  When asking a question, keep it broad and open, rather than a closed question.</p> <p>Use this format to create your futures question:  <i>What is the future of...[problem, unmet need or challenge] over [timeframe]/in [10 year + date] in [location/s or region/s]?</i></p> <p>For example:  What is the future of prioritising re-skilling for oil and gas workers over the next 10 years/by 2035 in Aberdeen?</p> <p><i>Participants work collaboratively to discuss and create their futures q's together.</i></p> <p><i>Participants share back their futures questions to the group.</i></p>	Use the Creating Your Futures Question worksheet.

4	Nature Speaks	<p><i>Facilitator prompts group discussion:</i></p> <p>What futures question would the more-than-human beings in your current location ask?</p> <p><i>Participants share their reflections in a group discussion.</i></p> <p><i>Capture these questions on post-it notes to make nature voices visible and referable to.</i></p>	
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5	Find Signals of Hope Happening Today	<p><i>Facilitator guides participants to find signals of hope:</i></p> <p>There are signals of hope happening around us all of the time. Signals are tangible, real, vivid things happening today. When these signals grow or fade, they shape the possibilities of many alternative Just Transition futures.</p> <p>It's your turn to search for signals of hope that are happening today relating to the problem/headline that they have explored in the Impact Wheel. You can search in journals, newspapers, online etc. <i>Participants search for 1-2 signals.</i></p> <p><i>Facilitator asks participants to share the signals:</i> Share your signals of hope to inspire each other.</p>	<p>Provide some specific signals of hope relating to the problems which have emerged in the exploration so far.</p> <p>If this is being conducted as an online activity, then invite participants to share a screenshot of the signal or give a specific URL.</p>
5	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>Finding signals happening today and consciously connecting with peace types strengthens the foundations for imagining alternative futures.</p>	

## 9. Your Just Transition Futures

Goal	Participation Objectives	Intended Participation Outcomes
Create a preferred futures mapping using CLA.	<ul style="list-style-type: none"> <li>• Map a preferred future.</li> <li>• Explore a preferred future.</li> </ul>	<ul style="list-style-type: none"> <li>• Value peacebuilding.</li> <li>• Openness to exploring possible futures.</li> <li>• Collaborate respectively.</li> <li>• Be inclusive of diverse cultural perspectives.</li> </ul>

Step	Activity	Notes
1	<p>Set the scene</p> <p><i>Facilitator sets the scene for participants:</i></p> <p>Let's build on these foundations and imagine a preferred future for the problem that you have mapped.</p> <p>This is all about stretching your thinking and saying out loud what you truly want to see/be in as a reality.</p>	<p>In this activity, use the CLA Preferred Futures Mapping Template</p> <p>They are mapping in their alternative future, based on the previous work of mapping the current issue.</p>

2	Growing Signals	<p><i>Facilitator guides participants to do the activity:</i></p> <p>Think about the signals of change happening today relating to the problem.          What if these signals get bigger?          How might they shape the Just Transition futures that you want to see?          Use the Impact Wheel to map the potential impacts and consequences that these signals might create in your preferred future.</p> <p><i>Participants discuss signals and complete an Impact Wheel.</i></p>	Refer to the Impact Wheel Template.
3	Explain How to Map the Preferred Future	<p><i>Facilitator guides participants to do the activity:</i></p> <p>Reflect on your mapping of the current issue.          Have this to hand.</p> <p>Now, start with the headlines that you want to see in your preferred future. Be bold and positive.</p> <p>Use your insights from the Impact Wheel activity that you have just done to identify the systems and structures that cause these headlines.</p> <p>Identify the beliefs and worldviews that the headlines and systems create in this preferred future.</p> <p>Reflect on the deep story and come up with a metaphor for your preferred future.</p>	If participants struggle, invite them to focus on what feels fair to them, or what works better than today.

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4	Map the Preferred Future	<i>Participants map their preferred futures.</i>	Use the CLA Preferred Futures Mapping Template
5	Share Mappings	<p><i>Facilitator invites participants to discuss mappings:</i></p> <p>Visit each other/other groups to share your preferred futures mappings.</p>	
6	Group Share	<p><i>Facilitator guides a group reflection:</i></p> <p>What did you notice about the preferred future mappings?          Let's reflect back together on similarities, differences, whose knowledge might be dominant, whose knowledge and voices might be missing.</p>	This enables the group to stay focused on intercultural dialogue.
5	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>Congratulations on developing your preferred futures together, bringing into focus all of the possibilities that exist, which we want to create through acting for a Just Transition.</p>	

Facilitator Note

Depending on the length of workshop, also map the other Alternative Futures: Disowned, Integrated, Outlier.

## 10. Living In These Futures

Goal	Participation Objectives	Intended Participation Outcomes
Be immersed in the alternative futures.	<ul style="list-style-type: none"> <li>• Build a scenario.</li> <li>• Create an artifact from everyday life in the scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises latent status quo structures in narratives.</li> <li>• Openness to diverse cultural insights.</li> <li>• Motivated to explore possible futures.</li> </ul>

Step	Activity	Notes
1	<p>Set the scene</p> <p><i>Facilitator sets the scene for participants:</i></p> <p>Your preferred futures mappings are bringing alive all of the possibilities of Just Transition futures.</p> <p>We can extend them into deeper scenarios that describe everyday life in the preferred futures. Doing this helps us to uncover blind-spots, challenge assumptions and identify opportunities to act on.</p>	<p>In this activity, participants are guided to use the Worksheet: Creating a Scenario.</p>
2	<p>Explain Scenarios</p> <p><i>Facilitator explains the activity:</i></p> <p>Build on your preferred futures mappings and use the worksheet to co-create scenarios, as scenes from everyday life in this future.</p>	
3	<p>Create and Share Scenarios</p> <p><i>Participants create their scenarios together.</i></p> <p><i>Participants share their scenarios back to the group.</i></p>	
4	<p>Create an Artifact</p> <p><i>Facilitator explains the activity:</i></p> <p>Reflect on the Just Transition Futures scenarios that you have just created.</p> <p>Now imagine an object, process, product or experience from that scenario – it is an artifact from this future.</p> <p>It can be seen, felt, touched and even smelled. We use them to evoke feelings and emotions as we have the sensation of using the artifact in our everyday life in our futures scenario.</p> <p>Create a simple artifact that represents this future.</p> <p><i>Participants work together to create their artifact.</i></p> <p><i>Facilitator ask participants to share artifacts:</i></p> <p>Describe your artifact and why it is meaningful to you as a representation from your scenario.</p>	<p>Creating an artifact can be done manually or digitally on Canva.</p> <p>Use the Creating Artifacts from the Future worksheet.</p>

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5	Staying Nature Connected	<p><i>Facilitator invites reflection:</i></p> <p>As we create scenarios and artifacts from the future, it is easy to drift away from our connection to Nature and the more-than human beings in our community.</p> <p>Reflect on your scenario: Where and how does Nature feature in your scenario in terms of being a community member and what impacts are felt? What are your assumptions about Nature as a Worker, Supplier or Consumer in your scenario?</p> <p>Reflect on your artifact: Where and how does Nature feature in your artifact in terms of being a community member? What artifact would Nature build in your transformative scenario?</p>	
5	Group Discussion	<p><i>Facilitator invites participants to discuss:</i></p> <p>How did it feel to build artifacts? What additional insights did creating an artifact bring to your own scenario?</p> <p><i>Participants take part in a guided discussion.</i></p>	
6	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>Creating artifacts together, is like creating a prototype, enabling us to test and explore what works or does not, raising insights into risks and opportunities. And we have to keep sight of Nature in our thinking.</p>	

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## 11. A Shared Vision

Goal	Participation Objectives	Intended Participation Outcomes
Collaborate and experience co creating a shared vision.	<ul style="list-style-type: none"> <li>• Collaborate to share scenario insights.</li> <li>• Critically reflect to co-create a shared vision of a preferred future.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate a shared vision that reflects inclusivity, justice and sustainability.</li> <li>• Collaborate respectfully.</li> </ul>

Step	Activity	Notes
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1	Set the scene	<p><i>Facilitator sets the scene for participants:</i></p> <p>This is where all of the work you have done so far is curated into a shared vision of a collective preferred future. It becomes the horizon that you set direction towards. It becomes a focal point and guiding light, for communicating with your communities, for advocacy and for cultivating the conditions for innovation.</p>	Use the Co Creating a Shared Vision worksheet.
2	Scenario Recap	<p><i>Facilitator explains the activity:</i></p> <p>Reflect on your futures scenario.</p> <p>Identify the elements of the preferred future that are truly most important to you.</p> <p><i>Participants write down 3-5 elements.</i></p>	
3	Share and Listen	<p><i>Facilitator invites participants to share and listen:</i></p> <p>Take it in turns to share your preferred future elements. Actively listen, without judgement.</p> <p>Ask yourself, Where the similarities are with your own elements. <i>Participants write down 1-3 similarities.</i></p> <p><i>Participants write down 1-3 differences.</i></p>	
4	Choose Elements Together	<p><i>Facilitator invites participants to discuss and choose:</i> Visit each other and discuss the core elements that you want to prioritise.</p> <p><i>Participants visit each other and prioritise core elements to include in the shared vision.</i></p> <p><i>Facilitator invites sharing for consensus:</i> Which core elements do we all agree on for our co-created shared vision?</p>	

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5	Including Nature	<p><i>Facilitator invites participants to discuss:</i></p> <p>How would Nature want to be represented in this shared vision? Are more-than-human beings properly respected and represented?</p>	
5	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>We have created our collective shared vision here. How do we turn this into reality?</p>	

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## 12. Stress-Testing Our Shared Vision

Goal	Participation Objectives	Intended Participation Outcomes
Stress-Test the Shared Vision Together	<ul style="list-style-type: none"> <li>• Explore the shared vision together.</li> <li>• Identify potential impacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate to agree the shared vision.</li> <li>• Motivated to focus on peacebuilding.</li> </ul>

Step	Activity	Notes
1	<p>Set the scene</p> <p><i>Facilitator sets the scene for participants:</i></p> <p>Exploring the shared vision, through role play, continues to enable everyone to gain new insights and perspectives. It is helpful to road-test the shared vision together to experience and explore impacts of potential disruptions.</p>	<p>Use the Stress Testing the Shared Vision Worksheet – and complete the road-test activity.</p>
2	<p>Stress Testing the Shared Vision</p> <p><i>Facilitator explains the activity:</i></p> <p>Here's how we road-test our shared vision.</p> <p>Reflect on the key elements of our shared vision. Reflect on how the disruptions might cause shocks to the shared vision. Include other relevant disruptions.</p> <p>NB: You could also use the foresight game Dreams and Disruptions® to stress-test the vision.</p>	
3	<p>Stress Testing Together</p> <p><i>Participants stress-test the shared vision together through discussion.</i></p>	
4	<p>Group Discussion</p> <p><i>Facilitator invites participants to discuss:</i></p> <p>What might the impact be on the shared vision?</p> <p>Does the shared vision have the structures in-place to maintain climate, social and cultural justice?</p> <p>How would leaders be effective in managing these disruptions to maintain climate, social and cultural justice?</p> <p>How might people acting collectively act to manage this crisis? <i>Participants take part in a guided discussion.</i></p>	
5	<p>Finding Our Way Forward</p> <p><i>Facilitator explains the activity:</i></p> <p>It is inevitable that people will disagree with the scenarios and shared vision, even those that have been co-created. We can focus on Our Way as an activity to overcome the conflict that may arise.</p> <p>Map concerns or resistance using the grid.</p> <p><i>Participants discuss together and complete the grid.</i></p>	

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6	Group Discussion	<p><i>Facilitator invites participants to discuss:</i></p> <p>What emerged from completing the grid? What needs to be in place for us to consider this Our Way?</p>	
7	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>We've stress-tested the shared vision, now it's time to explore how to take action to turn it into reality.</p>	

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### 13. From Then to Now

Goal	Participation Objectives	Intended Participation Outcomes
Translate the vision into tangible actions.	<ul style="list-style-type: none"> <li>• Back-cast from the shared vision.</li> <li>• Identify milestones.</li> <li>• Describe potential activities and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Value collaborative planning and action.</li> <li>• Articulate how proposed actions deliver the shared vision.</li> </ul>

Step	Activity	Notes
1	<p>Set the scene</p> <p><i>Facilitator sets the scene for participants:</i></p> <p>Turning our shared vision into reality means that we need to take action in the present. To help us to do that we work back from the shared vision to create the key milestones and activities that we need to explore. We come all the way back to the present moment. This is powerful because it illuminates the different choices and decisions that set a new direction forward. By doing this, we can see alignment and gaps.</p>	Use the Back Casting Worksheet.
2	<p>Milestone Timeline</p> <p><i>Facilitator explains the activity:</i></p> <p>Start in your shared vision. Now, work back in time, selecting some specific years to consider. Think about specific key milestones that could happen in each year that you have chosen. Work backwards to the present day.</p> <p><i>Participants create their timeline milestones.</i></p>	
3	<p>Activities and Events</p> <p><i>Facilitator explains the activity:</i></p> <p>Now, revisit each milestone. What activities or tasks would need to happen to achieve the milestone? Work backwards to the present day.</p> <p><i>Participants identify the potential activities and events for each milestone.</i></p>	

4	Group Discussion	<p><i>Facilitator invites participants to discuss:</i></p> <p>How does it feel to see these milestones and activities? <i>Participants discuss together and share their insights.</i></p>	
5	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>Turning our shared vision into reality is taking shape. We can build on our timeline and create a real map of action.</p>	

## 14. Building the Path Forward

Goal	Participation Objectives	Intended Participation Outcomes
Create a strategic plan of action to mobilise.	<ul style="list-style-type: none"> <li>• Identity priority activities.</li> <li>• Create a visual road-map.</li> </ul>	<ul style="list-style-type: none"> <li>• Value collaborative planning.</li> <li>• Collaborate respectfully.</li> <li>• Motivated to be inclusive.</li> </ul>

Step	Activity	Notes
1	<p>Set the scene</p> <p><i>Facilitator sets the scene for participants:</i></p> <p>Turning our compelling vision of our preferred future into reality needs a strategic plan of action, so that we have a framework and yet stay agile and adapt to the changing conditions around us.</p> <p>It's time to prioritise the activities around the key milestones in the present.</p>	Use the Creating a Strategic Plan of Action worksheet.
2	<p>Prioritising Action</p> <p><i>Facilitator explains the activity:</i></p> <p>What activities do we need to prioritise to be able to take action? Use the Strategic Priority Matrix to plot out these out. <i>Participants discuss and complete the matrix.</i></p>	
3	<p>Digging Deeper</p> <p><i>Facilitator explains the activity:</i></p> <p>It is possible to dig deeper into this Strategic Priority Matrix by using it to understand what might be the quick wins, major projects, deprioritised tasks known as "fill-ins" and thankless tasks. Complete the grid.</p> <p><i>Participants discuss and complete the grid.</i></p>	

4	Build a Road-Map	<p><i>Facilitator explains the activity:</i></p> <p>Using these insights, it is possible to build a Strategic Road-Map around the key milestones and activities needed over time.</p> <p><i>Participants discuss and complete the road-map.</i></p>	
5	Group Reflection	<p><i>Facilitator guides the group reflection:</i></p> <p>How do you feel, now that you can see the prioritised actions mapped onto the road-map.</p>	
5	Summary Reflection	<p><i>Facilitator summarises the activity:</i></p> <p>It's time to celebrate just how we have come in the exploration of exploring preferred futures and turning them into a shared vision with a road-map for taking action.</p> <p>These kinds of explorations are how the Just Transition becomes reality.</p>	



## 15. Using this toolkit for a Youth Community of Practice

This toolkit can be used to foster an online or face-to-face community of practice to maximise its impact. The following suggested phases can be adapted to the specific situation that the facilitator finds themselves in.

Although set out as a linear process, these phases can be repeated and looped again and again, with the purpose of building relationships and competences.

However, this guidance is practiced, it will be useful to:

- **Rotate Facilitation:** Over time, have different members lead sessions to build facilitation skills and create an ethos of cooperation and collaboration.
- **Mini Projects:** Use the different elements as the basis for mini-projects to keep interest high and seed small initiatives in the community, to complement the overall learning journey.
- **Critical Reflection:** Have regular reflection sessions as members to reinforce learning and support each other.
- **Collect Outputs:** Collect insights, themes, stories and artifacts from the sessions to celebrate creativity and critical thinking, to support funding proposals and to publicise the community's activities and voices as agents of change.
- **Collect Survey Data:** Collect and collate the survey data – Sense of Future Power and Democratic Competences – to use in funding proposals and shape the direction of activities.

<b>Phase 1: Founding and Orientation (Month 1)</b>
Convene the community.
Run a 90-min toolkit session, sharing the purpose to inspire participation.
<b>Intended Outcomes</b>
<ul style="list-style-type: none"> <li>• Build relationships as a community.</li> <li>• Deepen understanding of the toolkit and CLA methodology.</li> <li>• Establish trust and shared sense of purpose.</li> </ul>

<b>Phase 2: Deepen Competences</b>
Run a series of shorter, targeted workshops on individual elements such as 'I Am an Agent of Change' etc, to build skills around these layers.
Collect and post insights (with the agreement of participants) from these shorter, targeted workshops as good news stories with broader community.
<b>Intended Outcomes</b>
<ul style="list-style-type: none"> <li>• Strengthen skills as facilitators.</li> <li>• Gain confidence as facilitators.</li> <li>• Collect early evidence of implementing the toolkit in communities.</li> </ul>

<b>Phase 3: Shared Visions and Actions</b>
Co-create shared visions and timelines of action.
Outreach to local youth groups, schools or peer networks to run short or longer sessions.

Focus on a community challenge and use the toolkit to create a shared vision and tangible action plan for advocacy or solution-creation.
Run peer reflection sessions as members of the Youth CoP to share insights, consolidate learning and evaluate interventions.
<b>Intended Outcomes</b>
<ul style="list-style-type: none"> <li>• Enable communities to collaborate in creating shared visions.</li> <li>• Inspire tangible action through vision to backcasting to action plans.</li> <li>• Raising youth voices as problem-solvers within communities.</li> <li>• Increase visibility and engagement in the wider community.</li> <li>• Collecting evidence of engagement and impact.</li> </ul>

<b>Phase 4: Reflections and Scaling</b>
Have reflection sessions as a core group of Youth CoP members to capture lessons learned, successes and identify next steps.
Collect and compile case studies and visuals to share in funding proposals, as well as with youth groups, schools and stakeholders.
Mentor newer members of the Youth CoP to gain confidence as facilitators.
<b>Intended Outcomes</b>
<ul style="list-style-type: none"> <li>• A growing network of youth facilitators and participants.</li> <li>• Reflections support relationship building and practice.</li> <li>• Embedding use of the toolkit into the community.</li> </ul>

<b>Phase 5: Showcase and Plan</b>
Run a showcase or forum for community members, partners and stakeholders.
Collect and compile survey data to evaluate impact to support funding proposals and activities.
Plan a new cycle of activities.
<b>Intended Outcomes</b>
<ul style="list-style-type: none"> <li>• Embedding use of the toolkit into the community.</li> <li>• Recognise youth as agents as change in communities.</li> <li>• Have a new road-map of activities.</li> </ul>

## 16. Running a Half-Day Session (4 hours)

<b>Pre-Session</b>	Send out surveys and invite participants to complete.	<ul style="list-style-type: none"> <li>• Sense of Future Power and Hope.</li> <li>• Evaluate Democratic Competences.</li> </ul>
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SESSION PLAN	
Activity	Time Allocation
Welcome Participants	5 mins
Welcome in Nature as part of our community	5 mins
Time Machine Icebreaker	10 mins
Run through the Rules of Engagement	5 mins
I Am an Agent of Change	15 mins
Practicing Hope Around Problems	20 mins
Recognising Systems and Structures	20 mins
Who Benefits?	10 mins
Comfort Break	15 mins
Whose Story Are We Living In?	15 mins
Time To Change the Story	15 mins
Your Just Transition Future	30 mins
Living In These Futures	30 mins
From Then to Now	15 mins
Build The Path Forward	15 mins
Group Reflection	10 mins
Wrap-Up	5 mins

Post-Session	Send out surveys and invite participants to complete.	<ul style="list-style-type: none"> <li>• Sense of Future Power and Hope.</li> <li>• Evaluate Democratic Competences.</li> </ul>
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## 17. Running a Whole Day Session (6 hours)

Pre-Session	Send out surveys and invite participants to complete.	<ul style="list-style-type: none"> <li>• Sense of Future Power and Hope.</li> <li>• Evaluate Democratic Competences.</li> </ul>
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SESSION PLAN	
Activity	Time Allocation

Welcome Participants	5 mins
Welcome in Nature as part of our community	5 mins
Time Machine Icebreaker	10 mins
Run through the Rules of Engagement	5 mins
I Am an Agent of Change	15 mins
Practicing Hope Around Problems	30 mins
Recognising Systems and Structures	30 mins
Who Benefits?	20 mins
Comfort Break	15 mins
Whose Story Are We Living In?	15 mins
Time To Change the Story	15 mins
Your Just Transition Future	30 mins
Living In These Futures	30 mins
Long Break	60 mins
A Shared Vision	30 mins
From Then to Now	15 mins
Build The Path Forward	15 mins
Group Reflection	10 mins
Wrap-Up	5 mins

Post-Session	Send out surveys and invite participants to complete.	<ul style="list-style-type: none"> <li>• Sense of Future Power and Hope.</li> <li>• Evaluate Democratic Competences.</li> </ul>
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## 18. Running a 2 Day Session (6 hours per day)

Pre-Session	Send out surveys and invite participants to complete.	<ul style="list-style-type: none"> <li>• Sense of Future Power and Hope.</li> <li>• Evaluate Democratic Competences.</li> </ul>
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SESSION PLAN DAY 1	
Activity	Time Allocation

Welcome Participants	5 mins
Welcome in Nature as part of our community	5 mins
Time Machine Icebreaker	10 mins
Run through the Rules of Engagement	10 mins
I Am an Agent of Change	30 mins
Practicing Hope Around Problems	30 mins
Recognising Systems and Structures	60 mins
Comfort Break	15 mins
Who Benefits?	30 mins
Whose Story Are We Living In?	20 mins
Time To Change the Story	20 mins
Long Break	60 mins
Your Just Transition Future	50 mins
Group Reflection	10 mins
Wrap-Up	5 mins

SESSION PLAN DAY 2	
Activity	Time Allocation
Welcome Participants	5 mins
Welcome in Nature as part of our community	5 mins
Time Machine Icebreaker	10 mins
Reminder on the the Rules of Engagement	10 mins
Recap on Your Just Transition Future	30 mins
Living In These Futures	60 mins
Comfort Break	15 mins
A Shared Vision	60 mins
Long Break	45 mins
Stress-Testing Our Shared Vision	30 mins

From Then to Now	30 mins
Build the Path Forward	30 mins
Group Reflection	20 mins
Wrap-Up	10 mins

Post-Session	Send out surveys and invite participants to complete.	<ul style="list-style-type: none"> <li>• Sense of Future Power and Hope.</li> <li>• Evaluate Democratic Competences.</li> </ul>
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## 19. Running a regular 90-min Community Engagement Session

This session anticipates that the facilitator will pick a specific theme or element to focus on, moving through activities to build familiarity with the tools and building relationships with participants.

SESSION PLAN	
Activity	Time Allocation
Welcome Participants	5 mins
Welcome in Nature as part of our community	5 mins
Time Machine Icebreaker	5 mins
Rapid Sense of Future Power Survey	5 mins
Practicing Hope around Problems	10 mins
Recognizing Systems and Structures	5 mins
Who Benefits?	5 mins
Whose Stories Are We Living In?	5 mins
Time To Change The Story	5 mins
Your Just Transition Futures	15 mins
From Then to Now	10 mins
Group Discussion	10 mins
Wrap-Up and Rapid Sense of Future Power Survey	5 mins

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## 20. Run a regular Signals Smash 60-min Community Engagement Session

SESSION PLAN
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Activity	Time	Facilitator Script	Guidance
Welcome	5 mins	<p>Welcome Everyone! Great to have to here. Thank you for joining.</p> <p>Let's make the most of the time that we have together and introduce ourselves in the Chat. &gt; What is your name? &gt; Where are you in the world right now?</p>	Participants share name and location information in the Chat.
Welcoming Nature	5 mins	<p>It is a fact that we are part of nature.</p> <p>With Just Transition Futures in mind, let's welcome in Nature's more-than-human beings as part of our community to share their wisdom and guidance.</p> <p>In the Chat: &gt; Name a more-than-human being close to you right now. &gt; We invite them into our session to shape our thinking.</p>	Participants name a more-than-human being in the Chat.
Your Lived Experiences	5 mins	<p>Have you ever tuned in a radio to the signal? Or tried to find a signal for your mobile phone?</p> <p>How did it feel when you found the signal? What happened when you found the signal?</p>	<p>Invite 1-2 participants to share their experiences.</p> <p>Invite others to add their experiences to the Chat.</p>
Explain signals of change	5 mins	<p>What is a signal of change? In futures-thinking, a signal is something tangible, real, vivid that is happening today/recently which shows a change. It might be some kind of event, or shift in content, or policy, a job description, a cultural tradition, an activity. It is very specific and real.</p> <p>We look for signals as "evidence of the future in the present" as Joseph Voros said. They can be very weak or growing in strength.</p> <p>When we imagine what futures those signals might create, it enables us to come back to the present and change direction. We get choices back and can make different decisions.</p> <p>For example, welcoming in Nature at the start of each session is a signal of change that we are creating. As you do this in your own settings, you are growing that signal. Imagine just transition futures where this is the norm.</p>	Participants listen.

Choose a signal	5 mins	<p>Now let's play.</p> <p>Everyone should choose a recent/current signal of change that is meaningful to you: from your culture, your life, your work.</p> <p>Let's go with what you consider to be positive signals. Find an online link to your signal that you can share – it could be to a news article of it, publication link, website, image etc.</p> <p>Now add this link to the Chat so that we can all see them.</p>	<p>Participants choose their own signal.</p> <p>Participants add the link to their signal in the Chat.</p>
Explain Break Out Room Activity	3 mins	<p>Check out all of these incredible signals of change. That already gives us cause for hope.</p> <p>Now, let's smash them together. In the break out rooms, you will quickly share your signals with each other. Then, mash these signals and imagine a snapshot of/in a just transition future that they might shape.</p> <p>You can use Canva or similar to create an image, or write a few lines to describe it.</p>	Participants listen.
Break Out Rooms	12 mins	OK...off you go into your break out rooms.	Put the participants in break-out rooms to share and co-create.
Group Share back and Discussion	15 mins	<p>Now, let's hear back from the break-out room discussions.</p> <p>Can one person from each break-out room share in 1-min the insight into the just transition future that your mashed up signals created?</p> <p>We've heard from each of the break-out rooms. What are your reflections on what you've heard?</p>	<p>Participants share and then discuss key insights.</p> <p>Reflect back key insights and threads that emerge.</p>
Wrap-Up	5 mins	<p>Thank you for such a fun and enriching time together.</p> <p>One key takeaway from our session is – signals are always happening and interacting to form systemic change.</p> <p>By gathering today, we've actively been practicing and developing our democratic competences of: &gt; Knowledge and Critical Understanding of the World.</p> <ul style="list-style-type: none"> <li>&gt; Skills of Cooperation, Critical and Creative Thinking.</li> <li>&gt; Attitudes of having Tolerance for Ambiguity &amp; Uncertainty, and Civic Mindedness through our collaborative chats.</li> <li>&gt; Valuing Cultural Diversity through our intercultural dialogue so that we listen to</li> </ul>	<p>Thank participants and summarise. Then share a final call to action.</p>

		and hear all voices.	
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## 21. Running a regular Postcards from the Futures 60-min Community Engagement Session

SESSION PLAN			
Activity	Time	Facilitator Script	Guidance
Welcome	5 mins	<p>Welcome Everyone! Great to have to here. Thank you for joining.</p> <p>Let's make the most of the time that we have together and introduce ourselves in the Chat. &gt; What is your name? &gt; Where are you in the world right now?</p>	Participants share name and location information in the Chat.
Welcoming Nature	5 mins	<p>It is a fact that we are part of nature.</p> <p>With Just Transition Futures in mind, let's welcome in Nature's more-than-human beings as part of our community to share their wisdom and guidance.</p> <p>In the Chat@ &gt; Name a more-than-human being close to you right now.</p>	Participants name a more-than-human being in the Chat.
Your Lived Experiences	5 mins	<p>Have you ever sent a postcard? Where did you send it from and who did you send it to?</p> <p>Have you ever received a postcard? How did it feel to receive it?</p>	<p>Invite 1-2 participants to share their experiences.</p> <p>Invite others to add their experiences to the Chat.</p>
Postcard as an Artifact from Just Transition Futures	5 mins	<p>What is an artifact from the future?</p> <p>Typically, as artifact is something from the past which we discover when we are exploring ancient civilisations.</p> <p>In futures-thinking, we can create artifacts from the futures.</p> <ul style="list-style-type: none"> <li>&gt; It is an object, image or experience that we can design from the futures that we are imagining.</li> <li>&gt; It embodies reality from these futures. &gt; Creating it, is not a prediction but meant to provoke reflection and discussion, so that we can "feel" a future rather than just think about it.</li> <li>&gt; Doing this creates new perspectives in the present, about the choices and decisions we want to make.</li> </ul>	Participants listen.

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Make Postcard Artifacts Activity	15 mins	<p>Now, we're going to make our postcards.</p> <p>You can draw it manually or digitally in Paint, or create/use a free account in Canva to make something simple.</p> <p>Imagine that you are in a just transition future, 10 years from today. This postcard is one that you are sending from then, back to today.</p> <ul style="list-style-type: none"> <li>&gt; Where would you be location-wise?</li> <li>&gt; What are some key elements from that location?</li> <li>&gt; What message would you write on the postcard? Why?</li> </ul> <p>Time to create your postcards.</p>	<p>Participants make their own postcard.</p> <p>Add some music or have some silent time, or combine both.</p>
Break Out Rooms	10 mins	<p>In the break-out rooms, you will share your postcards from the futures visually and exchange: &gt; About why you created it as you did.</p> <ul style="list-style-type: none"> <li>&gt; What hopes are represented in your postcard? What warnings?</li> <li>&gt; What message did your future self send?</li> </ul>	<p>Put the participants in break-out rooms to share.</p>
Group Share back and Discussion	10 mins	<p>Now, let's hear back from the break-out room discussions.</p> <p>Can one person from each break-out room share in 1-min a couple of key insights from your discussion.</p> <p>We've heard from each of the break-out rooms. What are your reflections on what you've heard?</p>	<p>Participants share and then discuss key insights.</p> <p>Reflect back key insights and threads that emerge.</p>
Wrap-Up	5 mins	<p>Thank you for such a fun and enriching time together.</p> <p>One key takeaway from our session is – [add based on the preceding discussion etc].</p> <p>By gathering today, we've actively been practicing and developing our democratic competences of: &gt; Knowledge and Critical Understanding of the World.</p> <ul style="list-style-type: none"> <li>&gt; Skills of Cooperation, Critical and Creative Thinking.</li> <li>&gt; Attitudes of having Tolerance for Ambiguity &amp; Uncertainty, and Civic Mindedness through our collaborative chats.</li> <li>&gt; Valuing Cultural Diversity through our intercultural dialogue so that we listen to and hear all voices.</li> </ul> <p>And finally, keep sending postcards to yourself that actively describe and visualise the futures that you want to turn into reality.</p>	<p>Thank participants and summarise. Then share a final call to action.</p>

		See you next time.	
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## 22. Running a regular Look Back to Look Forward 60-min Community Engagement Session

Facilitation Script for 60 min Session			
Activity	Time	Facilitator Script	Guidance
Welcome	5 mins	<p>Welcome Everyone! Great to have to here. Thank you for joining.</p> <p>Let's make the most of the time that we have together and introduce ourselves in the Chat. &gt; What is your name? &gt; Where are you in the world right now?</p>	Participants share name and location information in the Chat.
Welcoming Nature	5 mins	<p>It is a fact that we are part of nature.</p> <p>With Just Transition Futures in mind, let's welcome in Nature's more-than-human beings as part of our community to share their wisdom and guidance.</p> <p>In the Chat@ &gt; Name a more-than-human being close to you right now.</p>	Participants name a more-than-human being in the Chat.
Introduce the Theme of the Session	5 mins	In this session, let's take a look at the theme of Citizens Assemblies, bringing communities together to take decisions as part of the Just Transition.	Participants listen.
Your Lived Experiences - Past	5 mins	What is one thing from the past that you feel is a weight from the past, when it comes to Citizens Assemblies?	Invite 1-2 participants to share their experiences.
Your Lived Experiences – Signal in the Present	5 mins	What is a signal of change from the present that is pushing towards a Just Transition future, which relates to this theme?	Invite others to add their experiences to the Chat.
Explain Task - Imagine the Alternative Future	5 mins	<p>We can see how these old structures from the past create the present. We can see possibilities for change in the signals of the present. What might an alternative future look like for Citizens Assemblies?</p>	Add some music or have some silent time, or combine both.
Break Out Rooms	15 mins	In the break-out rooms, blend your insights together to imagine the alternative future – what might a transformational one look like in 2036?	Put the participants in break-out rooms to share.

Group Share back and Discussion	10 mins	<p>Now, let's hear back from the break-out room discussions.</p> <p>Can one person from each break-out room share in 1-min a couple of key insights from your discussion.</p> <p>We've heard from each of the break-out rooms. What are your reflections on what you've heard?</p>	<p>Participants share and then discuss key insights.</p> <p>Reflect back key insights and threads that emerge.</p>
Wrap-Up	5 mins	Thank you for such a fun and enriching time together.	Thank participants and summarise. Then

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		<p>One key takeaway from our session is – [add based on the preceding discussion etc].</p> <p>By gathering today, we've actively been practicing and developing our democratic competences of: ➤ Knowledge and Critical Understanding of the World.</p> <ul style="list-style-type: none"> <li>➤ Skills of Cooperation, Critical and Creative Thinking.</li> <li>➤ Attitudes of having Tolerance for Ambiguity &amp; Uncertainty, and Civic Mindedness through our collaborative chats.</li> <li>➤ Valuing Cultural Diversity through our intercultural dialogue so that we listen to and hear all voices.</li> </ul> <p>And finally, keep sending postcards to yourself that actively describe and visualise the futures that you want to turn into reality.</p> <p>See you next time.</p>	share a final call to action.
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**utures Triangle**  
(adapted from Sohail Inayatullah 2008)

What are the futures we are aiming for?

signals of change  
happening around us

legacy systems  
structures  
old assumptions.





## Annex: Sense of Future Power and Hope Survey

Your Future Power										
<p>Welcome to this [session/workshop/learning journey] for youth on creating a Just Transition using futures thinking.</p> <p>This short survey asks you questions about your 'future power' as a way of bringing attention to your current sense of hope and agency.</p> <p>This survey will be repeated after this [session/workshop/learning journey] to assess any changes in how you're feeling about your capacity to make transformational change.</p>										
Section 1: Sense of Hope										
	1 Very Worried	2	3	4	5 Very Hopeful					
Are you worried or hopeful about your own future?										
Are you worried or hopeful when you think about how the world might change over the next 10 years?										
Section 2: Sense of Future Power										
<p>How much control or influence do you feel that you personally have in shaping how things will change over the next 10 years in each of the following areas, where 1 = Almost NO control or influence and 9 = Almost COMPLETE control or influence?</p>										
		1	2	3	4	5	6	7	8	9
Your Life										
At a local / community level										
At a national level										
At a global level										

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## Annex: Evaluate Democratic Competences

Reflecting on these democratic competences, how do I see my identity as an agent of change today? Score yourself on how you feel today. You will repeat this survey further on in the learning journey/session.

Key Democratic Competencies						
Practicing Democratic Competencies of...	I can...	Score yourself				
		1 Not at all	2 A little	3 Some	4 A lot	5 Fully

Value cultural diversity	Recognise that intercultural dialogue should be used to develop respect and a culture of “living together” when exploring issues relating to Just Transition.					
Openness to cultural otherness	Am interested in learning about people’s beliefs, values, traditions and world views.					
Respect	Create and give space to others to express themselves.					
Civic Mindedness	Value discussing what can be done to help make the community a better place.					
Tolerance for Ambiguity	Am comfortable in unfamiliar situations.					
Analytical and Critical Thinking	Use explicit and specifiable criteria, principles or values to make judgments.					
Listening and Observing	Listen attentively to other people.					
Empathy	Think about people in my community and share their joys and sorrows.					
Linguistic, communicative and plurilingual	Ask questions that show my understanding of other people’s positions.					
Cooperation	Build positive relationships with other people in a group.					
Conflict Resolution	Assist others to resolve conflict by enhancing their understanding of options.					
Knowledge and Critical Understanding of Self	Critically reflect on my own biases, stereotypes and prejudices.					
Knowledge and Critical Understanding of the world	Reflect critically on how my own world view is just one of many world views					
Source: Council of Europe. (2018). Reference Framework on Competences for Democratic Culture.						

### Welcome Each Other

Welcoming each other into this space is a celebration of different selves, voices and lived experiences from around the world.

*Let's introduce ourselves in the Chat/in-person:*

- Name, Current Location, Languages Spoken, Cultural Heritage.

*Who Is Not In The Room?*

In futures, we also take the time to ask ourselves, "Who is not in the room?" (Inayatullah, 2008)

- Reflect for a moment and then add to the Chat/Post-It Notes.

*Who is in the room but may not feel able to be truly heard for their cultural heritage and lived experiences? •*

This is an invitation to include all the voices and reflect on whose knowledge is being shared?

### Welcoming in Nature as an Intergenerational, Interspecies Member of our Community

Most often, we think of the humans not in the room.

As part of unfolding the just transition futures that we want to live in, let us also welcome in Nature as an intergenerational member of our community into our session and learning journey: because, what we do in the present, shapes many possible futures.

More specifically, we can welcome in the more-than-human beings around us. This enables us to make our space intergenerational and interspecies. We can reflect on whether these more-than-human being might also be considered "youth" in their reality, being mindful of our human interpretation of youth.

When we do this, we bring attention to our relationship with places, biocultural diversity, ancestral wisdoms and approach our exploration through a regenerative lens.

- Ask yourself, "Which more-than-human being is closest to me right now?"
- Ask yourself, "What wisdom might they share with me in this session?"

Facilitation Tip

You can also invite participants to share a specific Nature-honouring tradition from their cultural heritage and discuss how they would like the rest of the community to respect this tradition.

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## Annex: Description for Funding Applications

To support your engagement with your communities, you may wish to seek external funding.

Here is a suggested description, to be used alongside the data collected about future power and democratic competences (see Annexes above).

We are applying the toolkit as a practical, youth-centred resources designed to support young people and the communities around them, to engage meaningfully in shaping a just and sustainable transition.

Using participatory futures-thinking methods, the toolkit enables young people to:

- Explore real challenges in their communities.
- Understand the systems and power structures behind them.

- Imagine inclusive and hopeful alternatives.
- Identify concrete actions that they can take now.

It is designed to be accessible to non-experts, and can be used by youth, youth workers, educators and community engagement leads in formal and non-formal settings.

Through guided activities encouraging intercultural dialogue and creative practice, participants build futures literacy as an essential green skill, core democratic competences as set out by the Council of Europe in their Reference Framework on Competences for Democratic Culture (2018) and a stronger sense of agency and hope.

By using the toolkit to connect around lived experiences, collective imagination and culturally relevant and sustaining approaches, young people are supported to collaborate and contribute actively to the just transition.

Our findings to date/we will measure our impact by:

- Measuring Sense of Future Power and Hope using a pre- and post- session survey. • Self-Reflection Journaling.
- Evaluation of Democratic Competences using a pre- and post- session survey.

## Annex: What Is the Just Transition?

There is no universal definition of Just Transition at the present time. However, there are some common principles that are agreed upon by organizations.

What started out as a movement by trade unions in the USA in the 1970s (LSE, 2024) has become a broader global movement for social and environmental sustainability.

NB: These principles are drawn from Eurocentric sources.

### IIED

“The term ‘just transition’ first gained traction in North America in the 1970s and 80s, among trade unions and labour movements fighting to protect the rights of workers in polluting industries affected by new environmental regulations. The idea has since come to refer to a broader set of agendas around the transition to low-carbon

societies and economies, and the move away from economies rooted in resource extraction, pollution and environmental degradation.

While there is growing global recognition of a need for a just transition, the term itself lacks a concrete definition. Perspectives on the gendered dimensions of justice and means for a low-carbon transition diverge widely among professionals from different sectors.”

Source: [Why does gender matter in a ‘just transition’? | International Institute for Environment and Development](#)

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A new social contract that “implements ambitious environmental and climate policies alongside robust social policies that protect marginalised people, protect regions suffering disproportionately from the transition, while guaranteeing access to essential services for all.”

Source: [Just Transition: A New Social Contract for... | Green Economy Coalition](#)

UNITED NATIONS International Labour Organization (ILO) defines it this way:

Greening the economy in a way that is as fair and inclusive as possible to everyone concerned, creating decent work opportunities and leaving no one behind.

Source: [What is just transition? And why is it important? | UNDP Climate Promise](#)

The UN Global Compact defines it this way:

A just transition ensures that environmentally sustainable economies are promoted in a way that is as fair and inclusive as possible to everyone concerned, creating decent work opportunities and leaving no one behind. It aims to ensure that the transition to net-zero emissions and climate resilience is orderly, inclusive and just.

Source: [Just Transition | UN Global Compact](#)

The Grantham Research Institute at the LONDON SCHOOL OF ECONOMICS defines it this way: “...maximising the benefits of climate action and minimising the negative impacts for workers and their communities.”

Source: [What is the just transition and what does it mean for climate action? - Grantham Research Institute on climate change and the environment](#)

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EU Just Transition Mechanism defines it this way:

...transition towards a climate-neutral economy happens in a fair way, leaving no one behind.

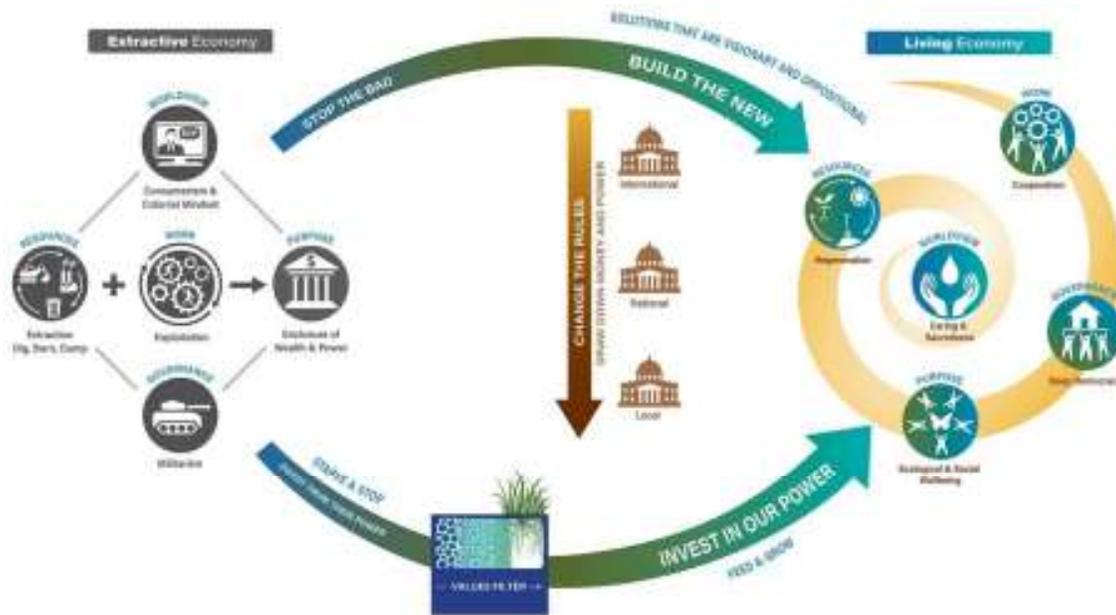
Source: EU Just Transition Mechanism

#### Moving From Extractive to Regenerative

You can also look from a different perspective at what drives the need for Just Transition, as a “principle, process and practice”

The Climate Just Transition Alliance says the following:

“Just Transition is a vision-led, unifying and place-based set of principles, processes, and practices that build economic and political power to shift from an extractive economy to a regenerative economy. This means approaching production and consumption cycles holistically and waste-free. The transition itself must be just and equitable; redressing past harms and creating new relationships of power for the future through reparations. If the process of transition is not just, the outcome will never be. Just Transition describes both where we are going and how we get there.”



## Annex: Foresight and Futures-Thinking Overview

This annex provides an overview of the basics of futures-thinking and the methodology used in this toolkit, to support facilitators. It is not an exhaustive exploration of the many futures-thinking approaches and methods available.

Futures Literacy	Ability to understand, interpret and use knowledge about the future to anticipate change and navigate uncertainty and complexity.
Futures Thinking	Systematically reflecting on and thinking about alternative futures to inform present-day choices and decisions.
Foresight	A structured process of anticipating, analysing and preparing for potential futures developments.

Having futures literacy, doing futures thinking and practicing foresight is NOT about predicting the future. Instead, imagining Just Transition Futures enables us to explore and envision them.

Every culture has different linguistic and cultural traditions around the concept of 'future' so it is always important and valuable as part of intercultural dialogue to reflect on these.

Using foresight and futures thinking tools gives us a systematic, participatory way of exploring alternative, possible futures and the systems within them.

This can support strategic thinking and planning, as well as create the conditions for innovation. Futures thinking is a powerful approach that enables us to anticipate possible threats and opportunities, so that we can take action in the present to change or set direction.

**Foresight is not Forecasting.**

“Whereas forecasting attempts to predict a single ‘correct’ version of the future based on evidence and probability, foresight uses multiple alternative plausible futures based on their usefulness in developing robust, future-ready policy.”  
(OECD, n.d.)

Having these multiple futures creates an expansive space for exploration. As we explore, experiment, stress-test and envision using foresight, it helps us to anticipate change, enabling us to see the opportunities for to create transformational change today (The Decision Lab, n.d.).

The world has always been Volatile, Uncertain, Complex and Ambiguous – VUCA.

We live with uncertainties and complexities all of the time. As we explore what Just Transition Futures could look like, we are going to reframe our mindset away from simply responding to VUCA and into a more holistic way of imagining that embraces systemic and eco-system complexities positively.

TFSX (n.d.) calls this the ALIVE way of imagining, exploring and designing solutions.

A	Abductive Thinking	Learn the art of creative inference, unlocking unconventional insights that go beyond the obvious.
L	Liminal Exploration	Navigate the threshold between the known and the unknown, where innovation thrives.

I	Interconnected Perspectives	Understand the power of collaboration and diverse viewpoints in shaping a holistic vision of the future.
V	Vibrant Futures	Embrace dynamism and vitality as essential elements in crafting resilient and adaptive strategies.
E	Emergent Realities	Explore the birth of new possibilities, where foresight becomes a journey of continual discovery.
Shared under Creative Commons License. © TFSX.		

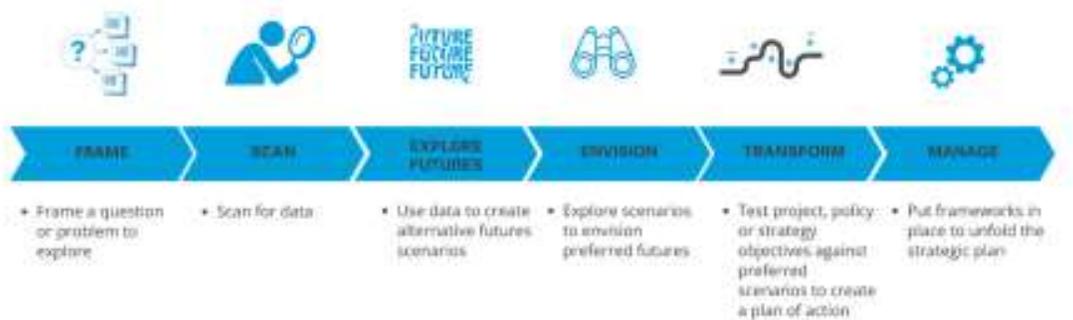
As we imagine and explore Just Transition Futures, we will seek to embrace “aphanipoiesis” – a coalescence towards vitality – as defined by Nora Bateson in her work on complexity and warm data (Small Giants Academy, 2025). She asks the question:

“How we can improve our perception of the complexity we live within, so we may improve our interaction with the world?”

Creating Just Transition Futures descriptions, scenarios and shared visions with this level of presence and awareness, supports a deeper way of seeing the ways forward that invite interconnection and regeneration.

#### Overview of Foresight Process

This typical foresight process supports futures-thinking. It can be summarised as follows:



However, rather than being a linear process, it is iterative, with many feedback loops.

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Frame: Having identified a present-day problem, unmet need or challenge, we frame it as a strategic futures question to explore.

Scanning: We scan what is happening today – horizon scanning – to gather data and intelligence about what is happening around us to drive change in relation to the question that we are exploring.

Scenarios: We organise this data and use it to build alternative futures descriptions into stories – scenarios – about different possible futures, which we explore to understand the risks and opportunities.

Doing this helps us to come back to the present, so that we can see new choices, make different decisions and create new strategies for moving forward.

#### Scanning the Present

Remember that using foresight is not about predicting the future, so scanning helps us to identify what might unfold.

...the PURPOSE of scanning is to, as it were, look for 'evidence of the future in the present'. Joseph Voros

There are big forces of change happening globally - drivers.

At a very high level these include Climate Change, Biodiversity Loss, Technology Acceleration, Urbanisation, Rise in Populism, Conflict, Gender Inequality.

These intersect systemically, which means that we need to envision and create systemic change in.

Energy, Transport, Waste Management, Food Sovereignty, Water Use, Community Land Rights, Ecosystem Restoration, Gender Equity, Decent Work, Cultural Heritage, Finance, Business.

Scanning For...			Scenarios
Drivers	Trends	Signals	
			
<p>These are broad, deep, large and long-term forces of change that happen at different speeds, over long periods of time, at least a decade.</p> <p>These also may be called: Megatrends, Macrotrends, Future Forces.</p>	<p>These are emerging or ongoing patterns of change, giving context to clusters of signals that can build over a period of time.</p>	<p>These are tangible, real, vivid, specific events or innovations happening today, such as a new product, service, behaviour, policy, technology.</p>	<p>These are stories about alternative futures that we create using insights from drivers, trends and signals.</p>

Read more about how Signals and Drivers are different, with expert insights from Institute for the Future: [IFTF - Drivers and Signals: How Are They Different?](#)

	RESEARCH	EXPERTS	STAKEHOLDERS
	To collect data from a wide range of sources.	To gain insights about changes and impact.	To contribute multiple perspectives and reduce bias and blind spots.
	Scanning of multiple digital and print sources, incubators and accelerators, trade fairs and events, sector specific sources.	Individual and Groups Interviews, surveys, Delphi.	Workshops, discussions, events, innovation challenges with a diverse group of stakeholders.

We find signals all around us. They work dynamically and systemically together and in exploring one, we can connect to and explore others to gain insights into potential futures (IFTF, n.d.). Signals happening right now, enable us to explore what the future might look like if they get stronger, so that we have a clearer view on risks, future shocks, as well as positive and negative consequences and impacts.

As we scan for these key elements, we may also notice weak signals and wild cards.

Weak Signals	Wild Cards aka Black Swans
	
A weak signal is one which is not widely distributed or perhaps fully formed.	These are low probability but high-impact events that seem very unlikely to happen.

At many different points in our futures exploration, we can organize our data using STEEPLE, gives us a systems view of change, enabling us to see interdependencies in our complex and uncertain world (Henike, 2025).

S	Social	Social and Cultural factors such as consumer attitudes and behaviours, age, lifestyle, traditions, education, cultural standards, religion, diversity, equity and inclusion.
T	Technology	Technological advancements such as digital innovation, AI, communication, energy, transport, R&D, digital green solutions, product life-cycles, patents, tech transfer.
E	Environment	Environment and Ecological Systems including air, water, wind, food, soil, emissions, nature, biodiversity, environmental regulations.
E	Economics	Economic factors such as consumption, interest rates, trade, taxes, inflation, savings, subsidies, jobs, workforce, entrepreneurship, ecological economics, green economy, circular economy, wellbeing economy.

P	Policy	Political developments at a local, national, regional or global level, power shifts, policies, trade unions, voting patterns.
L	Law/Legislation	Existing laws, regulations, treaties. Legal regulations, compliance, standards.
E	Ethics	Ethical factors and values that governs individuals' and society's behaviours, morality and duties towards each other and the planet.

#### Our Futures Approach: Casual Layered Analysis

This toolkit is based on using a Foresight Methodology called Causal Layered Analysis (CLA), which was created by Sohail Inayatullah and further adapted by Ivana Milojevic (Inayatullah, 2008).

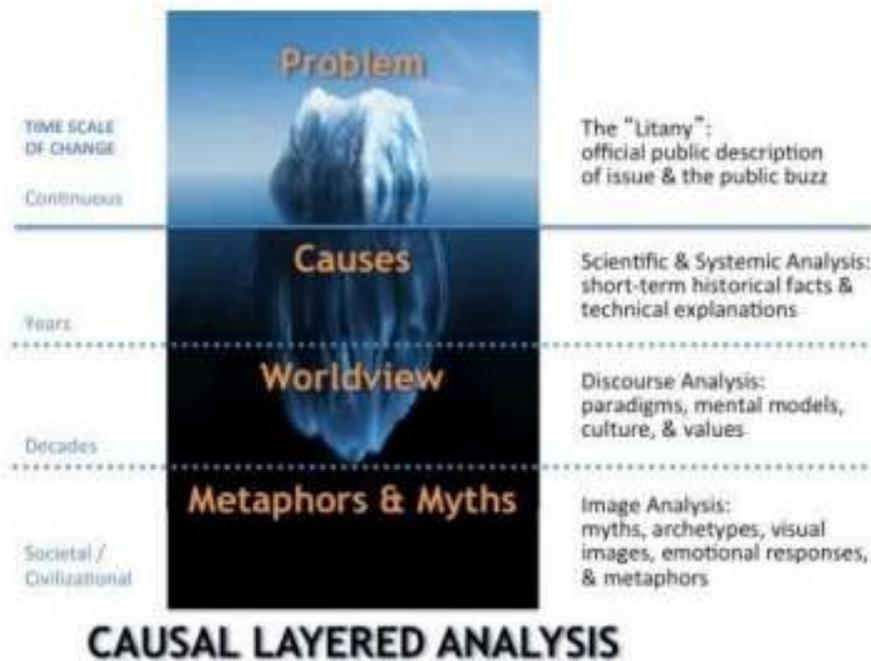
*Why use CLA to imagine, explore and describe Just Transition Futures?* This proven methodology has been used globally in many different spaces, enabling the exploration of alternative futures in order to support the shift in narratives that is needed to create the transformative futures that we want to turn into reality.

*What is CLA?* Very simply, CLA as a methodology enables us to explore the layers of complex, intersectional and interconnected issues, to get to the root causes, identify and challenge assumptions and then to explore alternative, possible futures.

It enables us to dig down into cause and effect as we start with how an issue presents itself in the present day.

Headlines aka Litany	What is being said or presented about the problem, unmet need or challenge.
System – Causes	The social, technical, economic, environment, policy, legal and ethical causes, connections and signals happening.
Worldview – Culture	The culture, values and language created by the system and headlines.
Deep Story – Myth, Metaphor	The deep story, beliefs, opinions, stories or emotional responses.

We can think of it as looking at an iceberg.



Source: Sahal Prayatsari, Service Ltd, Andriana.

It is from this mapping of the issue in the present, that we use the same approach to develop a Preferred Future, building on positive signals of change that we see – and/or are creating ourselves - in the present.

Preferred Future [10+ years in the future]	
Headlines aka Litany	What is being said or presented about the problem, unmet need or challenge.
System – Causes	The social, technical, economic, environment, policy, legal and ethical causes, connections and signals happening.
Worldview – Culture	The culture, values and language created by the system and headlines.
Deep Story – Myth, Metaphor	The deep story, beliefs, opinions, stories or emotional responses.

“Within these four layers of analysis there are opportunities for four levels of transformation from which new culture and systems can emerge. It is at the level of Metaphors and Myths—of narrative shift—that we have the opportunity to embed equity from the start.” (Lipsett, 2020).



#### Looking Back Helps Us to Navigate Forward

In futures thinking, it is valuable to look back, to support us as we look forward. This draws, once again, on Sohail Inayatullah's work.

When we look back in time, it enables us to see a number of things about the problem, unmet need or challenge.

We can see the 'weights' – the obstacles, beliefs, culture, structures, commitments that stop us from moving forward.

And, we can also see how fast or slow some changes have happened in relation to the problem we're exploring.

### Exploring With a Futures Triangle

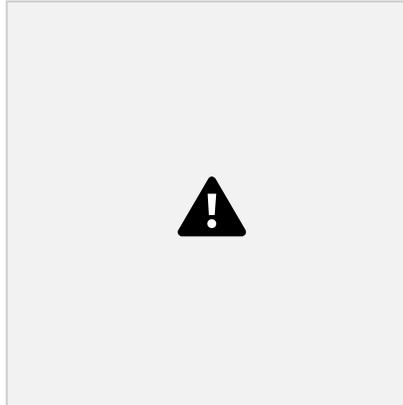
A Futures Triangle is an incredibly valuable tool that enables us to map and explore the forces that compete to shape the future: past, present and future. When we use the Futures Triangle, it brings attention to our assumptions and blind-spots so that we can challenge them.

This foresight and futures thinking tool was created by Sohail Inayatullah (2023).

#### FUTURE

What are the pulls of the future?

These can be images, scenarios, visions that compel us to what we prefer to happen.



#### PRESENT

What are the pushes or nudges of the present?

These are the signals of change or trends shaping possible futures. We can explore them as hindering or enabling.

#### PAST

What are the weights of the past that hinder us?

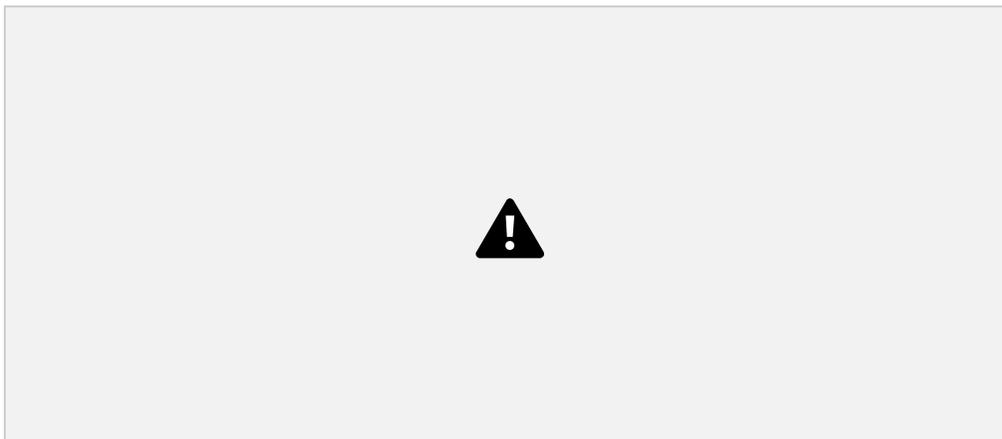
What are the ancestral wisdoms that enable us?

### Exploring Conflicts, Violences and Peace Types

Our exploration into futures created by Just Transition is one of celebrating the world that we want to unfold. As we create images and stories of futures, it is valuable to recognize the conflict transformation journey that we are also on – from present to futures – and what we may need to address in our scenarios.

This draws significantly on the conflict and peacebuilding work of Ivana Milojevic (Metafuture School, n.d.).

#### Sources and Types of Conflict



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Being aware of the different types of violence that we encounter in the present

Our exploration into Just Transition futures also brings us face-to-face with the different types of violence that we encounter in the present, in relation to our present-day problem, unmet need or challenge. Becoming aware of these also enables us to better imagine alternative futures where these are resolved.

Violence Type Explainer

Structural Violence embedded in the systems, structures and institutions of our global society that cause preventable deaths, usually at a large scale because of the way social, economic and political structures are organized.

Cultural Values and cultural norms that are imposed to justify or legitimize the use of direct or structural violence.

Epistemological A worldview is imposed and used to justify or legitimate the use of direct or structural violence.

Ecological Harming other-than-human/more-than-human living beings, damage to eco-systems and Mother Earth.

Economic Harm that people experience because of economic legislation, policies and systems.

Psychological From implicit threats of physical violence to control and intimidation and emotional abuse.

What Types of Peace Provide an Antidote to the Conflict and Violence?

It is positive to explore the types of peace that might provide the antidote to the present-day harms that you have been reflecting on, creating the Just Transition futures that you want to emerge. Look at these different types of peace-building and relate them to your present-day issue.

Outer Peace	Negative Peace	Positive Peace	Holistic Peace
	Peacekeeping and Peacemaking	Peacebuilding	Peacebuilding
	Absence of war, direct conflict or physical violence,	Absence of structural, direct, epistemological, cultural, economic violence.  Structures, politics, values all create a culture that prevents or minimizes the possibility of violence arising in the first place.	Absence of ecological and psychological violence. Peace in the world through the establishment of life affirming and enhancing values and structures, inner harmony as individuals, in communities and groups and with Nature.
Environment/Planet			
Global Society			
Region			

Nation/Society			
Local Community/ies			
Family			
Inner Peace			

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 Why We Explore Alternative Futures Descriptions

We can then also create other alternative futures descriptions to expand our insights, challenge blind-spots and deepen our strategic thinking with new perspectives that enable us to catalyse change in the present moment.

The Preferred Future is the ideal one that we desire. However, just landing there does not necessarily enable us to challenge our assumptions and come face to face with our blind-spots.

By also creating alternative futures descriptions, it enables us to challenge our current reality, deconstruct it and explore other possibilities to ask deeper questions, see what emerges and recognize risks and opportunities that we may not have seen otherwise.

Based on Inayatullah’s teaching, we are using an Integrated Scenario methodology here looking from the Preferred to the Disowned, Integrated and Outlier alternative futures descriptions. This approach is all about preventing us from going overboard on the idealism, ensuring that we stay plausible.

As we explore alternative futures, we want to continue to be mindful of how the conflict and violence might play out. What specific conflict or violence types do you want to explore resolving in your alternative futures?

What peace types are you seeking to bring into being in your alternative futures, that resolve these conflicts or violence?

DISOWNED FUTURE CLA

What has your description of the Preferred Future pushed away? What have you considered no longer important? What have you disowned?

Your Futures Question	
MAPPING DISOWNED FUTURE [future date i.e. 2048]	
Headlines	
Systems	
Worldview	
Deep Story	
Conflicts To Transform	
Violences to Transform	
Peacebuilding Focus	

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 INTEGRATED FUTURE CLA

Bring together elements of your Preferred Future and your Disowned Future into this Integrated Future

description, combining the good, the bad and ugly.

Your Futures Question	
MAPPING INTEGRATED FUTURE [future date i.e. 2048]	
Headlines	
Systems	
Worldview	
Deep Story	
Conflicts To Transform	
Violences to Transform	
Peacebuilding Focus	

#### OUTLIER FUTURE CLA

What weak signals of change or driving forces create a dramatically different future? What unexpected element might shape this future? It might be some kind of shock, or behaviour that transforms, either positively or negatively.

Your Futures Question	
MAPPING OUTLIER FUTURE [future date i.e. 2048]	
Headlines	
Systems	
Worldview	
Deep Story	
Conflicts To Transform	
Violences to Transform	
Peacebuilding Focus	

Using our alternative futures descriptions as the foundation, we are going to expand into more detailed scenarios.

The act of developing scenarios continues to enable us to realize that the present is changeable.

We start to open up to what we do not know – “unknown unknowns” – and we can explore these uncertainties in different ways to challenge our assumptions and to recognize risks and opportunities.

Developing scenarios helps us to include the voices of different stakeholders also.

We can recognise different implications, so that we do not just create linear extrapolations from the present day of what we want to happen.

It is important to remember that scenarios are a tool for deeper exploration. They are NOT (UNDP, 2018):

<input type="checkbox"/>	Predictions
<input type="checkbox"/>	Policies
<input type="checkbox"/>	Strategies
<input type="checkbox"/>	Plans

Our scenarios have incredible value, because they allow us to be in *strategic anticipation* as we use them to explore so that we can shape policies, projects and strategies.

There are some key characteristics for building good scenarios as stories to explore (IFTF):

<input type="checkbox"/>	They are grounded in the reality of the present.
<input type="checkbox"/>	We can understand a different world and gain new insights.
<input type="checkbox"/>	Events and human actions in the scenario make sense, even if they are provocative or even seem ridiculous at first.
<input type="checkbox"/>	They are based on evidence of signals, drivers and research as a foundation from which we can explore a range of possibilities.
<input type="checkbox"/>	They are logical, internally consistent based on cause and effect and do not stray into fantastical thinking.

Designing futures scenarios to be explored in the “first person” helps to fully engage us as participants, so that we share our unique perspectives on threats and opportunities.

Read this article, where Jane McGonigal, Director of Game Research & Development, Institute for the Future, explains the value of extended scenarios in the first person for engaging stakeholders.

 IFTF - Jane McGonigal	<a href="#">How to Make a Future Scenario as Immersive and Explorable as a Videogame: Behind the “The Road to Zerophoria” Scenario   by Institute For The Future   Foresight Matters   Medium</a>
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You can structure scenarios as follows, continuing the CLA and Integrated Scenario methodology:

Title and Year	Create a compelling headline title and the year of the scenario.
----------------	--

Your Outlier CLA [year]	The headlines, system with signals and trends, worldview and deep story/myth.
Day In the Life – First Person	Describe in detail the day in the life of a stakeholder – make it you – in this scenario and how you experience it. Story-tell around value creation.

### Reflecting on the Scenarios

As you reflect on these alternative futures descriptions as a group, think about what insights and/or signals others have shared with you, and what insights and/or signals you have shared with others.

- What themes and common motifs are emerging that show systemic links?
- What common conflicts and violences did you hear from others in their alternative futures descriptions, especially in relation to not recognizing colonial structures?
- Are there common themes emerging from the Deep Stories?
- What opportunities for peacebuilding are surfacing?

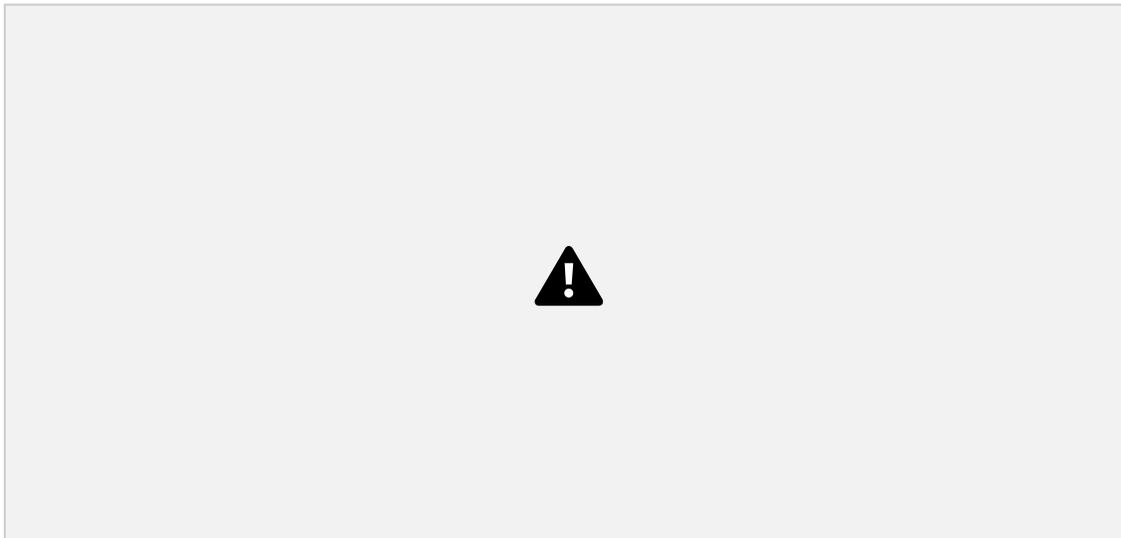
### Exploring Scenarios by Creating Artifacts From the Future

We can deepen our exploration of our futures scenario by creating artifacts from this future, turning our scenario into an immersive experience, for ourselves and stakeholders, which enables us to “be” in the future.

An artifact in – or rather, from - a futures scenario is an object, process, product or experience that can be seen, felt, touched and even smelled. We use them to evoke feelings and emotions as we have the sensation of using the artifact in our everyday life in our futures scenario.

Creating artifacts together, like creating a prototype, enables us to test and explore what works or does not, raising insights into risks and opportunities.

When we are immersing ourselves in our futures scenarios, we can even design experiences of a specific scene, to explore, experience and use artifacts, using a tool called the Experiential Futures Ladder (Candy and Dunegan, 2017).



Source: [The Experiential Futures Ladder — Simon O'Regan \(simonoregan.com\)](https://www.simonoregan.com/)

the scenarios and the preferred futures CLA mappings.

This world becomes the horizon towards which you set direction towards, whilst remaining agile and responsive to the constantly changing environment in which daily life presents itself.

Having a shared vision, creates a focal point for communicating with your communities, for advocacy and for cultivating the conditions for innovation.

#### How To Co-Create a Shared Vision

This is where all of the work on individual scenarios is curated into a shared vision of a collective preferred future. Here is the process:

- Collecting (and critically) reflect on all of the individual scenarios.
  - Identify the elements of the preferred future that are truly most important to everyone.
- Explore these together to find similarities, differences, connections and new opportunities.
- Share the core aspects of the vision that we want to shape.

The shared vision is the preferred future that serve as a guiding light, much like any vision statement, of where the group wants to get to.

It serves as a dynamic, working description that can evolve in response to change.

#### Stress-Testing A Shared Vision

Exploring the shared vision, through role play, continues to enable everyone to gain new insights and perspectives.

It is helpful to stress-test the shared vision together to experience and explore impacts of potential disruptions.

To do this, play a futures game such as Dreams and Disruptions® (n.d.), a foresight game created by Shermon Cruz, from the Center for Engaged Foresight and UNESCO Chair of Anticipatory Governance and Resilient Cities. <https://www.dreamsanddisruptions.com>

As a group:

Identify some potential disruptions which may seem far-fetched or possible. For example, ownership of water, comet strikes the planet, Gen-AI takes over, wellbeing economy becomes the norm.

Reflect on the shared vision and ask yourselves:

- What might the impact be on the shared vision?
- Does the shared vision have the structures in-place to maintain climate, social and cultural justice?
- How would leaders be effective in managing these disruptions to maintain climate, social and cultural justice?

created.

How can people overcome the conflict that may arise?

How might people maintain personal and professional boundaries, in order to feel safe and to resolve conflict, so that we find our way forward with and in our communities?

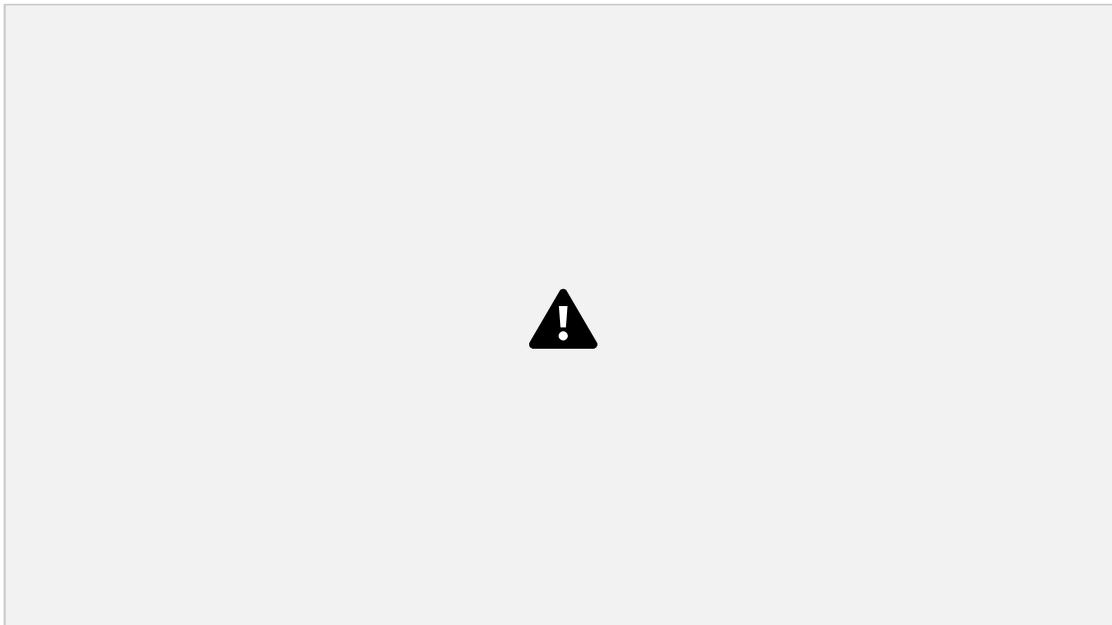
Focus on our preferred futures: If people are focused on examples of the past or present, it makes it almost impossible to find new perspectives.

The purpose of sharing and exploring our vision with our communities, is to build relationships and enable people around us to move into the expansiveness of the future, which creates a better opportunity to resolve the conflicts that abound in discussing Just Transition.

By focusing together on, "What is our preferred future?" the conflicts that people feel in/about Just Transition have space to be explored from new peace-building perspectives. It enables everyone to be in a space of interest or needs-based peace-building.

Focus on Our Way: What might a shared solution or way forward be?

Look at this grid, compiled by Ivana Milojevic, drawing on Kilmann and Kraybill and Galtung. Think of concerns or resistance from your community to exploring the Shared Vision. By getting people to fill in each aspect, it supports them in exploring what Our Way might be.



#### Back-Casting from Our Shared Vision

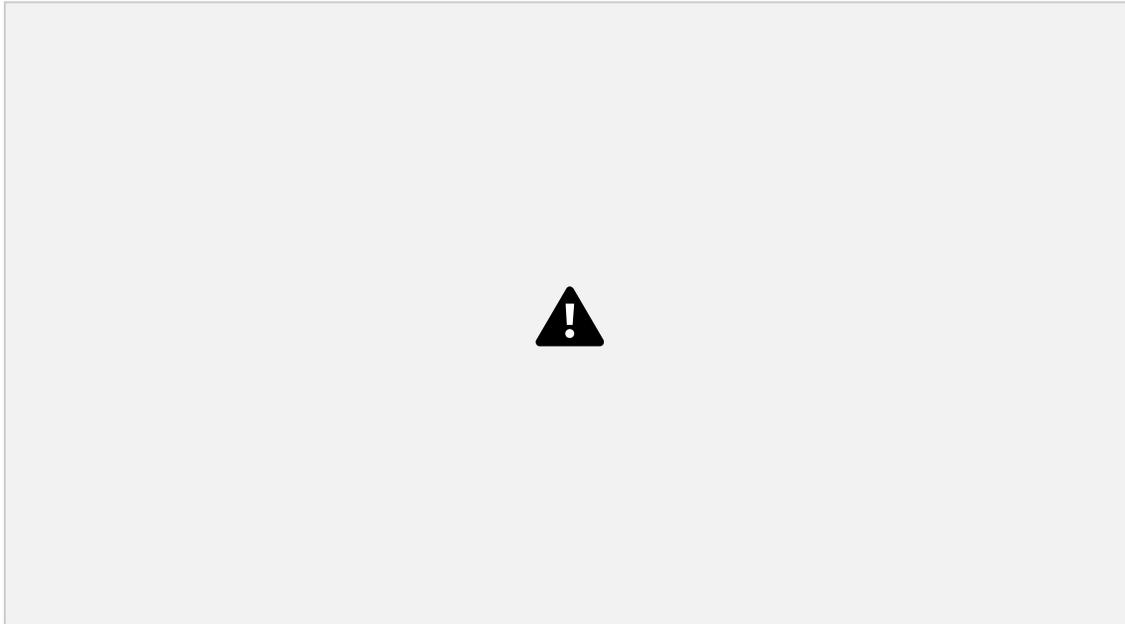
Back-casting is where we assume that the future of our shared vision has occurred. We work backwards through time to fill in milestones and activities about how we got there.

Inayatullah calls this, "...a sort of reverse strategic planning."

Doing it enables us to identify key milestones and activities, as well as trends and patterns, that need to shift and happen in order for the preferred future of our vision to emerge.

It makes the preferred future of our shared vision seems possible.

By looking back and looking forward, we can see alignment and gaps. This helps us to focus on what might catalyse movement and action.

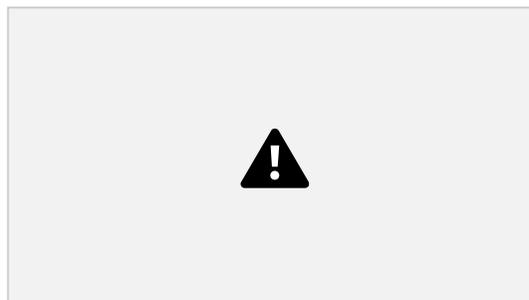


Start in the preferred future of the shared vision.

Now, work back in time, selecting some specific years to consider and thinking about specific key milestones, trends, events that need to happen in each year that has been chosen.

What activities or tasks would need to happen to achieve the milestone? Keep working backwards to the present day.

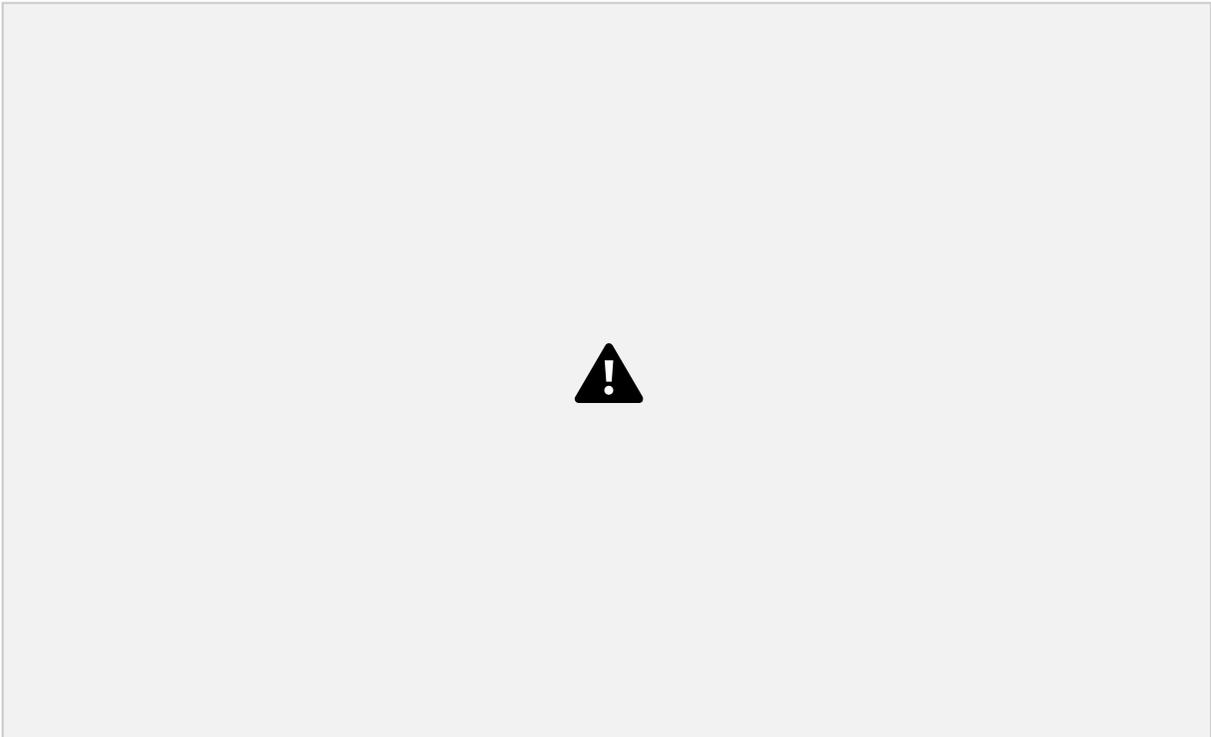
What key milestones emerge through the back-casting? What key activities, trends or events can be identified in the key milestones?



Turning the compelling shared vision of the preferred future into reality needs a strategic plan of action, so that there is a framework which enables everyone to stay agile and adapt to the changing conditions.

Building on the insights from the back-casting, it is time to ask, “What actions do we need to prioritise to achieve those key milestones and activities?” (Lucidchart Blog, n.d.).

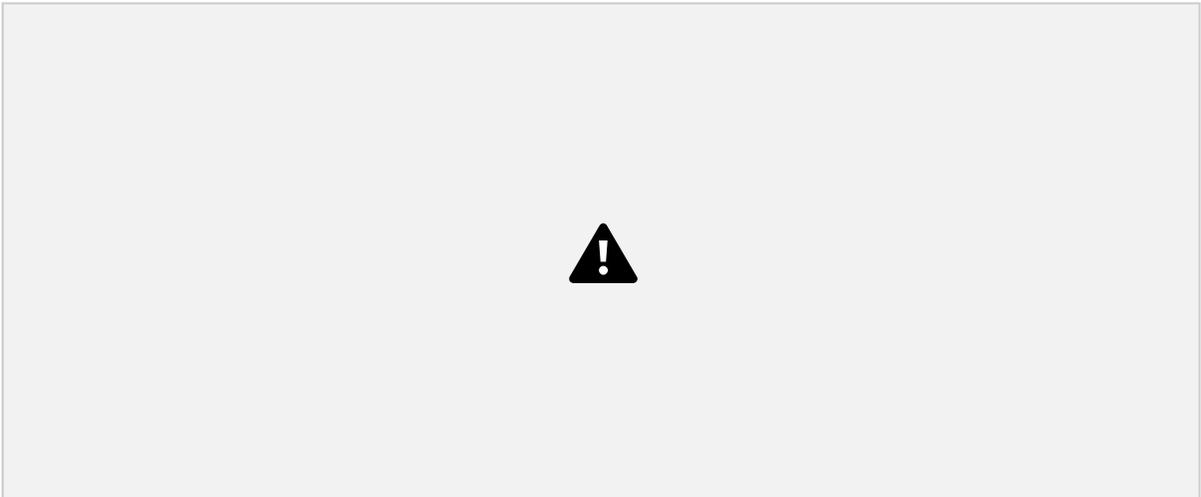
Using a Strategic Priority Matrix helps us to plot out and prioritise those actions.



It is possible to dig deeper into this Strategic Priority Matrix by using it to understand what might be the quick wins, major projects, deprioritised tasks known as “fill-ins” and thankless tasks.



Using these insights, it is possible to build a Strategic Road-Map around the key milestones and activities needed over time.





The Time Machine exercise is a flexible and valuable exercise that we can adapt to literally any situation.

It is powerful because when we actively practice stepping into the future, sensing and feeling it, it activates the parts of our brain that release wellbeing chemicals and increases our capacity to do detailed problem-solving.

Read More: [JFTF: Fill in the Blanks](#)

### Songs From 2048

What's one song from today that you still want to hear in 2048 in a world shaped by a Just Transition?

As a community, what is our Mix Tape Playlist 2048 as an artifact from the future?


### Remember The Future 2048

This is a tool created by the Institute for the Future (IFF), used under Creative Commons license.

**Step 1:** Think of a present-day cultural experience that you love to do. Identify the specific location that you experience this in.

**Step 2:** Identify a friend or family member that you love very much.

**Step 3:** Now, step into 2048 and imagine experiencing that cultural experience with your beloveds in a Just Transition Future. Describe in 3-4 lines what that would be like and feel like.

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[Midday Meal](#)

Take the Time Machine into your Just Transitions Transformative Future Scenario.

You wake up on this day in 2048.

It is time to go for food. You sit down with your group of friends.

What do you see in the restaurant? What do you eat? What do you drink? How flavoursome is it? Why?

What would the menu look like?

Share your insights as a group.

[Visiting Nature 2048](#)

Take the Time Machine into your Just Transitions Transformative Future Scenario.

You wake up on this day in 2048.

Where would you go to be connected to Nature?

How would you get there in a way that is aligned with net-positive?

Share your experience of this future scene with the others in your group.

[Nature Immersion In The City 2048](#)

Take the Time Machine into your Just Transitions Future Scenario.

You wake up on this day in 2048.

What does being immersed in Nature look like in your city of choice?

How does it smell?

Share your experience of this future scene with others in your groups.

### Temperature 2048

Take the Time Machine into the shared vision of 2048.

You wake up on this day.

What is the temperature where you are in this Just Transition Future?

Share your experience of this future scene with others in your groups.

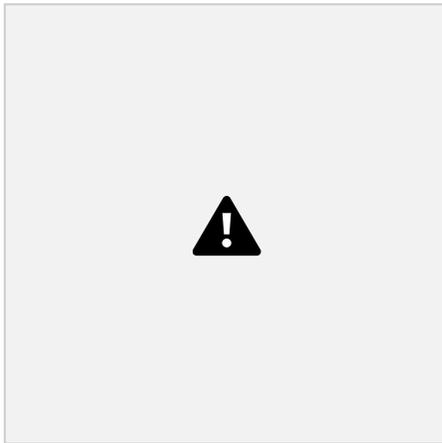
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[Strengths-Based Problem-Solving Icebreakers](#)

Your creativity and creative thinking are true character strengths.

Ask yourself, "How have I demonstrated my strength of Creativity in the last few days?"

List some practical ways that you have used your creativity/creative thinking. For example, I made a cake, I came up with a new idea...

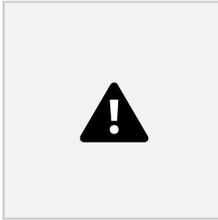


Research in Positive Psychology in the 2000s identified 24 character strengths. Each of us has a unique blend of these character strengths, that contribute to us flourishing. When we know our character strengths and actively practice problem-solving from a strengths-based approach it deepens our resilience and move us away from a sense of lack and into a space of self-efficacy.

Source: [Find Your 24 Character Strengths | Personal Strengths List | VIA Institute](#)

Imagine how you would have demonstrated living this problem-solving strength on this day in 2048

[Use Canva etc to create an image of the strength that you want people to focus on]





These are our Rules of Engagement for our sessions together:

- > Listen actively and with an open-heart.
- > Practice, "Strong opinions, lightly held." (Saffo, 2008)
- > Recognise that, as Jim Dator (Voros, 2015) said, "any useful statement about the future should at first seem ridiculous."
- > Be aware of the colonial systems, structures and assumptions embedded into your thinking. >

Avoid being extractive of indigenous wisdom.

- > Welcome intercultural dialogue.

Are there any other rules of engagement that you would like to add?


Explore the existing principles.

After exploring these insights together, our shared understanding as a community of what Just Transition means is...

What does this shared understanding note mean personally to you?

What does this shared understanding note mean personally about you?

What hopes do you have personally about the many possible futures that can be created through a Just Transition?

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Worksheet: [What Do You Mean by Future?](#)

Every culture has different linguistic and cultural traditions around the term and concept of 'future' – so what does it mean to you?

	
What words or phrases are used in your home country or current location for 'future?' and what sense does this each word/phrase have?	What concepts of time for 'future' are used in your home country or current location?

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Answer these simple questions about yourself.

Question	Your Response
What languages do I speak?	
How do I fully include others?	
What parts of my cultural heritage would I like to share?	
What roles do I play normally?	
What roles would I like to play as a problem-solver?	
What causes do I care about?	
What games do I like to play?	
What food do I like?	

What music moves my emotions?	
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Worksheet: I Am an Agent of Change (p2)

Reflecting on these democratic competences, how do I see my identity as an agent of change today? Score yourself on how you feel today. You will repeat this survey further on in the learning journey/session.

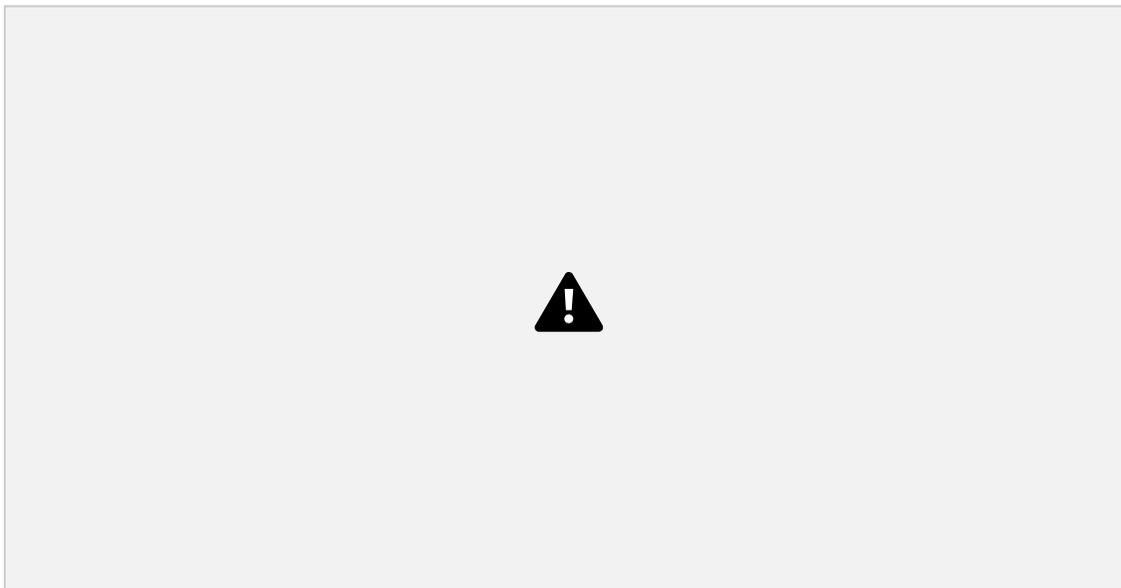
Key Democratic Competencies						
Practicing Democratic Competencies of...	I...	Score yourself				
		1 Not at all	2 A little	3 Some	4 A lot	5 Fully
Value cultural diversity	Recognise that intercultural dialogue should be used to develop respect and a culture of "living together" when exploring issues relating to Just Transition.					
Openness to cultural otherness	Am interested in learning about people's beliefs, values, traditions and world views.					
Respect	Create and give space to others to express themselves.					
Civic Mindedness	Value discussing what can be done to help make the community a better place.					
Tolerance for Ambiguity	Am comfortable in unfamiliar situations.					
Analytical and Critical Thinking	Can use explicit and specifiable criteria, principles or values to make judgments.					
Listening and Observing	Listen attentively to other people.					
Empathy	Think about people in my community and share their joys and sorrows.					
Linguistic, communicative and plurilingual	Ask questions that show my understanding of other people's positions.					
Cooperation	Build positive relationships with other people in a group.					
Conflict Resolution	Can assist others to resolve conflict by					

	enhancing their understanding of options.					
Knowledge and Critical Understanding of Self	Can critically reflect on my own biases, stereotypes and prejudices.					
Knowledge and Critical Understanding of the world	Can reflect critically on how my own world view is just one of many world views					
Source: Council of Europe. (2018). Reference Framework on Competences for Democratic Culture.						

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 Worksheet: Exploring Conflicts, Violences and Peace Types

This worksheet draws significantly on the conflict transformation work of futurist Ivana Milojević (Metafuture School, n.d.).

Sources and Types of Conflict



Visual Source: What Is Your View? The Polak Peace Game and Typologies of Violence and Peace (Milojević, I. (2020) in Conflict Transformation Futures Course, Metafuture School)

What types of conflict are prominent in your present-day problem, unmet need or challenge?

Share your insights and thoughts on the conflicts in your present-day issue.

Information

Resources

Relationships

Interests/Needs

Structures

Values