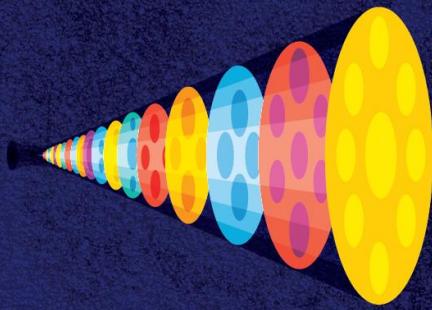


Youth4Foresight Toolkit

JANUARY 2024



Youth4Foresight Toolkit (JANUARY 2024) - INTPA FORESIGHT HUB NETWORKS BUILDER

6

Reflection and taking action

Purpose: Reflect and collect learnings from the foresight journey and translate these learnings into future youth advisory work.

Time taken: 90 - 110 minutes

Participants: Each participant, individually, by each thematic committee or as a whole youth advisory structure, can carry out this tool.

Difficulty level: Medium

What comes before: This is the final tool in the toolkit! It should draw together learnings from whatever selection of tools you have used beforehand. Even if not recommended, it might help to structure reflections if one single tool is used.

What comes after: This tool should help you to apply what you have learned to your own context, and to decide how you want to use foresight going forward.

Videos: [Introduction to foresight](#), [Video Reflection and taking action](#).

Group sizes: 3-5 people.

Facilitation: The exercise can be facilitated by a YFP and/or experts/technical assistants (in which case the “Why use this tool?” and “Instructions” part can be shared with the participants beforehand), groups can self-facilitate it if they have read this document. The YFP can also decide to invite youth advisory structures members to reflect individually and fill in a questionnaire.

Why use this tool?

Congratulations, you have made it to the end of the foresight journey! Now it is time to reflect and take action. This tool will take the learnings from each of the previous tools, and explore how youth advisory structure members can translate them into next steps. For this, we will use the 5Rs reflection.

The 5Rs reflection helps everyone to identify and appreciate the critical lessons and skills acquired during the Foresight journey. The 5Rs also aim at developing a pragmatic outlook on the learning and practice of foresight

tools for the work of the youth advisory structure. It is based off the work of Bain, Ballantyne, Mills, and Lester (2002, p. 13)¹, and has been adapted to the specificities of a foresight journey. These are the 5Rs with a twist:

- Reporting
- Responding
- Relating
- Reimagining (the twist)
- Reconstructing

Instructions

Step 1: Reporting (15 minutes)

The Reporting phase reflects on the key ideas and themes that stood out though the foresight journey. The following questions might structure a useful reflection at this stage (individually and as a group):

- What critical observations and learning did you make about foresight practice and futures thinking?
- What critical areas and themes stood out for you in this learning journey (or session)?
- What are your key takeaways or insights?

Step 2: Responding (15 minutes)

The Responding phase focuses on identifying deep and intrinsic responses to the learning journey (or session). The responses should not be limited to intellectual responses, but should be holistic, including emotional, psychological, and physical responses you have to your learning. The following questions (individually and as a group) can be used:

- How do you feel after the Foresight journey?
- What do you think about what you have learned?
- What did you enjoy or find interesting about what you have learned?

Step 3: Relating (20 minutes)

Relating is meant to bring context to the foresight journey. Participants connect these learnings to practical realities, recognising how to apply foresight in their work and in their lives. Relating is synonymous with sense making. Useful questions for Relating include (individually and as a group):

- How does what I have learned apply to my field of interest?
- In relation to what I have learned in the journey, what has happened in my field of interest in the past, and how does it relate to the present and future?
- What can we start doing today to make our preferred future a more probable one?
- Why is foresight useful for a youth advisory structure?

Step 4: Reimagining (The twist) (20 minutes)

Reflecting through reimagining is the twist in the 5Rs of the reflection framework. Reimagining the future implies applying what has been learned to rethink what might be possible now, with their expanded skillset and enhanced abilities.

A creative way to do this reflection is by depicting the future through a painting, a drawing or a piece of music. Get creative! The following questions will help to guide this reflection:

- How have you begun to rethink and redefine the future after this learning journey?
- How can you translate ideas about the future into useful policy recommendations?
- What specific ways can you use to present your ideas to policymakers in the future?

¹ Bain, Ballantyne, Mills, and Lester (2002, p. 13) https://www.researchgate.net/figure/The-5Rs-framework-with-criteria-for-each-level-Bain-Ballantyne-Mills-Lester-2002_tbl1_338308246 (Under CC BY-SA 4.0 license)

Step 5: Reconstructing: (30-40 minutes)

Reflection through reconstruction is about the pragmatic actions that can now be taken to shape a better future. This is the most critical of all the reflection points, as it empowers everyone not just to dream and imagine the future but also recognise our personal responsibility to create it through our pragmatic steps, actions, and participation.

This step reinforces the idea that the future is not a thing of chance or circumstance; it is the inevitable result of the actions we take today that are guided by our lessons from the past. Here are some ideas that might inform this reflection:

- Doing a simple project on the youth advisory structure that incorporates the learnings of this journey
- Presenting a project to your colleagues of the youth advisory structure or the EU Delegation and explaining to them how you used futures thinking and foresight to think about it.
- Using the lessons learned throughout the whole course of your term as a youth advisory structure member.

Dedicate some time (10 minutes) to write down individually how you think you can practically apply what you have learned, how you can materialise your insights in specific actions, recommendations or initiatives.

Then share it with the group and decide what of these actions would you like to implement or propose. (20-30 minutes)

Setting up the final tools

This tool does not give strict instructions on exactly how to run the tool. The reflection can be done as an individual or as a group with the support of the YFPs and/or experts/technical assistants at the end of the foresight journey. You can run it as a workshop, or even as a questionnaire - it's up to you to decide what would be most useful!

The first step of this tool is therefore to decide how you want to run it with your group. Here are some options with details of how to prepare them:

For an in person workshop:

- You might want to split participants into groups (3-5 people) and give them 15 minutes to discuss and make notes around each step of the framework.
- Get a large piece of flipchart paper, pens and post-it notes to help them take notes of their discussions, or use the printable template found [here](#).
- This session will be even richer if participants have been sent the questions and asked to reflect on them in advance.
- Finish with a whole group reflection where you ask each group to share the next steps and commitments they would like to act on as a group.

For a virtual workshop:

- You might want to split participants into groups (3-5 people) and give them 15 minutes to discuss and make notes around each step of the framework.
- If you want participants to take notes during their discussion you can copy the Miro template available [here](#) to support the conversation.
- Finish with a whole group reflection where you ask each group to share the next steps and commitments they would like to act on as a group.

As a questionnaire:

- Members can receive a printed or digital version of the above-mentioned questions to submit or reflect on individually.

- We encourage you to ask members to submit the questionnaire, as reflection is much harder to do if nobody is holding you to account for it.
- You may want to share an anonymous summary of responses back to the youth members, to illustrate what the group as a whole learned from the process, and what they see as the next steps. A follow up discussion can take place later.

Suggested exercise timings

Please note that you can expand the timings to suit your group but always try to keep your session less than 3 hrs.

Step 1: Reporting	15 minutes
Step 2: Responding	15 minutes
Step 3: Relating	20 minutes
Step 4: Reimagining (The twist)	20 minutes
Step 5: Reconstructing	30 - 40 minutes

Conclusion

Congratulations! You completed your initial foresight journey. We hope you have been inspired to learn more about foresight and help others to go through the same experience, at EU Delegation-level, at your organisation- or network- level and at your community-level. And remember, this is only the beginning of a never ending journey that helps us better understand our present and navigate the futures so we can co-create better tomorrows for all!

Thank you for engaging with this toolkit, and please do share your experiences with the INTPA Foresight Hub (INTPA-PA01-FORESIGHT@ec.europa.eu) as we continue to refine and improve the toolkit for future youth advisory structures.

Additional resources

A guide to the 5Rs of Reflection: https://www.caresearch.com.au/Portals/20/Documents/r_p_fs.pdf

- Bain, Ballantyne, Mills, and Lester (2002, p. 13) https://www.researchgate.net/figure/The-5Rs-framework-with-criteria-for-each-level-Bain-Ballantyne-Mills-Lester-2002_tbl1_338308246
- The 5Rs of Reflection <https://www.youtube.com/watch?v=7XDhaydhxCM>
- The 5Rs of Reflection at the University of Sydney Business school https://youtu.be/scibb0kd4jw?si=kZ5bROGPKq_lpD48