

## Visualising the future – with Garry Peterson (Stockholm Resilience Centre) and Susanna Barrineau (SLU)

21<sup>st</sup> September 2022

A webinar arranged by the Futures Lab at SLU (SLU Future Food and SLU Urban Futures)

### Notes from the discussion

What can WE can do for SLU (and Sweden) to catch up?

1. Create platforms for networking
2. Interdisciplinary courses – learning

There is a lack of social and political imagination.

There is a need for imagining steps towards non-dystopic futures

Make it fun! That's how you get people engaged.

Build long term relationships, work in iteration.  
Think beyond the projects – make sure knowledge and relations stays.

Make it real!

Courses for students where they meet people from society and other disciplines  
Get the conversation going early on in education.

Garry: "I think it's really important for students to also do things and try things because learning requires doing, failing, and then learning to fail better"

It's challenging being a teacher, many demands and interests to balance.

How do we step outside the traditional classroom formats?

Remember the CONTEXT, what language you use, very important  
Adapt to the ones you are talking to.

Corporate world full of future analysis, but they might speak a different language, they use different words describing what they are doing.  
Are also working in iterative cycles

How to engage with external actors in this, locally?

How get them outside the short-term thinking

Use games – invite stakeholders from different parts. Can this game make them get past dominant rhetoric? Expand different ways and talking, different ways of knowing.

Useful: people like to compare themselves, talk to others similar to them – network other municipalities together

easier to talk to other municipalities than academics.

Use other places as a case – how could you be more like this?

How did you do this? Share details.

What are you giving them?

Remember people want to talk to us (i.e. academics), we are experts.

Offer courses – futures thinking in topics that they are interested in

Do the assessment and scenarios of what we are interested in

Compare and learn from one another  
Does not need to be uni credit

Value for them: platform for networking, courses – learning  
help people address their goals, solve their problems

Reflect back and articulate the problem for them, almost never what they think it is from the beginning

Address what they have in common, shared interests, build trust

Engage, helping people articulate and understand the world – need time and space to do that, to repeat.

A municipality in difficult discussion, use science as ‘democratic oil’

What matters for policy? Distinguish what are values and what is relevant for policy?

How to combine values and policy.

Use communication tools, video and stories that people can relate to