

# Ideal future map



To discuss what the participants would like to see in their village in future and to prioritise amongst these.

## Steps in the process

1. The starting questions may be: How would you like your village/school/health centre to look in 10 years' time? What would there be in the village that isn't there now?
2. Let the participants come up with ideas. It may include for example a school, health centre, drinking water, electricity, new crops, a better road, a processing plant for a major crop etc. These should be indicated through simple picture/word cards (drawn by participants) placed on a rough household/ village map.
3. The discussion could explore why people want each of these things, whether it is realistic to have them all, which things are most necessary or It is helpful to ask men, women, old and young to do this exercise separately. Their priorities are often very different. realistic, and how each may be achieved? This could lead to the construction of a related matrix.

It is helpful to ask men, women, old and young to do this exercise separately. Their priorities are often very different.

## Suggestions for use

- An ideal school map could be developed as part of the Promoting Rights in Schools process, to support children and other school stakeholders to imagine how they would their school to look in future. This would then feed into the [School Improvement Plan](#).

## Ideas for literacy

Literacy work might relate to people writing a few lines arguing the case for their own particular preference – or might involve them writing letters to local government bodies or other organisations to ask for support work out the feasibility of different projects.

## References

- Adapted from Reflect Mother Manual, ActionAid International, 1996, p. 224-225.

*Photo credit: ActionAid Myanmar*