

TRAMS – Training and Mentoring of Science Shops

# **TOOL-KIT SCENARIO WORKSHOP**



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# PREFACE

## The TRAMS Project and the Work Packages

This Scenario Workshop Tool-kit has been developed for the EC project TRAMS, which addresses the following strategic objectives:

- 1. To encourage the development of emergent science shops through the provision of training and mentoring support.*
- 2. To support the ongoing professional development of existing science shops and similar organisations through sharing of training materials and the experiences from daily practices to update professional development.*

TRAMS develops specific structural services for the International Science Shop Network „Living Knowledge“. In doing so the co-ordination actions in TRAMS contribute to the goals of the network, which is an important step for the networks future funding of. The EC project ISSNET substantiated the growing request for tools and support to get started with new science shop activities in many regions of Europe. Therefore, it is foreseen that the training and mentoring activities that have been developed in TRAMS will fulfil an expressed need, and provide a benefit for civil society. After the pilot activities and development of materials in TRAMS these tools for support will be made available for the members of the open network „Living Knowledge“: which will assure the future use of the deliverables of TRAMS. The results of ISSNET clearly demonstrated a demand for these activities within the network. TRAMS is an indispensable milestone in the networking of science shops.

Development of innovative practice in science shops is encouraged, through a customised training programme toolbox and appropriate partnering and exchange (mentoring) among Living Knowledge members. TRAMS focuses on both sides (users and suppliers) in training and mentoring, because both groups are important stakeholders in the project. This allows the project to have direct input on the training and mentoring needs and on the available tools and expertise. The users in TRAMS are the pilot group of the mentoring and training activities. All members of Living Knowledge can participate in TRAMS activities (e.g. workshops) and make use of the results and materials of TRAMS. The workpackages of TRAMS focus on 1) Mentoring, 2) Training materials, 3) E-modules and 4) Dissemination of results.

TRAMS coordinates co-operation with the members of the International Science Shop Network and builds on the results and recommendations of previous EC projects.

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# I. INTRODUCTION

The Scenario Workshop Tool-kit has been developed as part of work package 1, which focuses on mentoring to support the development of new science shop initiatives and sharing of expertise on science shop procedures and processes.

Mentoring support is helpful for emerging science shops because it provides a means for matching experienced science shop staff with those who are new to the process. One of the means for helping new science shop staff, as well as initiatives aiming at starting a science shop, is to give them competence and hands on experience in conducting the Scenario Workshop methodology. This also initiates the local and regional dialogue regarding about the needs and the aims of a science shop and the potential of this activity. It will enable (new) science shops to raise awareness on the importance of citizen access to science, to involve relevant key-actors (e.g. universities, policy makers, civil society groups), and to develop future perspectives for the science shop and its cooperation with relevant key actors.

The methodology itself was specifically customised for science shops in the INTERACTS project<sup>1</sup> and further developed for the TRAMS project. The Scenario Workshop is based upon the European Awareness Scenario Workshop method (EASW). This approach is a good tool to support and facilitate active participation of people from across society and across different interest groups.

<sup>1</sup>INTERACTS: *Improving Interaction between NGOs, Science Shops and Universities: Experiences and Expectations*; EC project HPV1-CT-2001-60039.)

A train-the-trainer workshop was conducted on how to apply scenario workshops as a method to involve all relevant stakeholders in designing the future organisation of a science shop.

The EASW methodology was originally developed by the European Commission's Innovation Programme in 1994 as a way of promoting awareness and planning for sustainability in the urban environment by bringing together participants from different backgrounds – technology experts, policy makers, residents, and employers – to consider future scenarios and to discuss how to overcome barriers to success.

Based on the standardised European Awareness Scenario Workshop methodology "Pax Mediterranea" developed a first adaptation of the methodology explained in detail in the "INSTRUCTIONS BOOKLET" – an INTERACTS methodology for group discussions and analysis: an adaptation of the EASW and BASIS Public Participation Tool (for full details see booklet). This booklet is part of the Tool-kit as some basic steps on how to organise and conduct a workshop, specifically a Scenario Workshop are not explained in this 3-step Tool-kit but in the booklet. The 3-step Tool-kit mainly focuses on the adaptations made of the EASW methodology.

Based on the Instruction Booklet "The FBI Centre" further developed and adapted the methodology to the specific needs of the INTERACTS project partners. This further step was necessary as the majority of the project partners were not experienced with the EASW methodology and needed a very basic tool, which could easily be adapted to their specific boundary conditions. In addition it proved necessary to have a training unit on

the EASW methodology which took place at the third internal INTERACTS project meeting in Rinn, (Innsbruck – Austria) prepared and conducted by Gabriela Schroffenegger from “the FBI Centre” and Alain Labatut from “Pax Mediterranea”.

As an addition to the Basic Scenario Workshop tool a train-the-trainer workshop was developed and conducted in 2006 in the context of the TRAMS project. For full details see chapter III.4.

## 1.1 What is a Scenario Workshop and why conduct one?

The European Awareness Scenario Workshop Method allows the direct participation of four social groups from civil society. The setting of an EASW Workshop offers the participants a direct opportunity for exchanging and discussing their points of view, and suggestions regarding a particular topic or problem with experts and decision-makers. Furthermore it is a tool for promoting dialogue, furthering involvement and managing constructive discussions between various groups.

The Collingriddle dilemma also supports this choice of method. It states that: *“The attentiveness of society for a certain problem or future development reaches its highest point at a time when control or influence of society on this problem is not possible any more”*. As a consequence, the timely involvement of the citizens in decision-finding processes, with respect to problems they are concerned with, can increase the chance of timely intervention and control.

### Summary of the main aims of the Scenario Workshop:

- It helps to raise awareness of future problems in the community
- It helps to develop a common definition of a desirable factor
- It allows discussions between different social groups regarding obstacles in the way towards a future worth living
- It allows to identify and discuss the differences and similarities of problems and solutions as perceived by different groups of participants
- On the one hand a Scenario Workshop helps to develop and generate utopian ideas. On the other hand it allows to plan first steps that can be realised in the near future or even to develop an action plan for the implementation of solution trails
- It supports attempts to work out solutions together
- An optimal result would be the agreement of all participants on a desirable development with respect to the workshop topic

The central element in the Scenario Workshop approach is dialogue aiming at moderating the participants to develop their own visions related to a specific focus question and their specific area of interest. During discussions the participants are enabled to identify and develop suggestions on options to achieve their vision. (Carlsson, 1997)<sup>2</sup>

<sup>2</sup>(Carlsson, 1997): EASW. Eine Europäische Szenariowerkstattsmethode für partizipatives Planen und Bewußtseinsbildung. Monitorenausbildung in Wien 28. und 29. November 1997. IRC-BIT in Zusammenarbeit mit Hippopotamos Bildungsberatung. Broschüre.

Without combined efforts of residents/persons concerned, public and private entrepreneur, experts and local authorities/decision makers it will be difficult to reach sustainable development. The necessary changes affect the residences but also the regional economy. If changes are initiated solely by decision makers and experts, as it mostly happens at present, the acceptance of measures is uncertain. The European Community's vision of a "new governance" highly depends on the active participation of all citizens. The Scenario Workshop developed by the FBI Centre is an excellent tool to foster this participation. Conducting a Scenario Workshop before decisions are taken provides room for dialogue, mutual planning, cooperation and allows joint activity of different local interest groups.

The aim of a Scenario Workshop is to clarify potentially different visions of the involved parties on a certain topic. At the same time the setting of the workshop helps to concentrate findings and experiences of experts from different areas. Ideas are exchanged with the intention to reach a consensus regarding a desired future. The active participation of citizens in political and economical decision-making processes in a structured and egalitarian discussion with experts and policy makers is the concern and the basis of the presented method.

Decision maker's civil participation is rewarded by a broader acceptance of their politicking. A Scenario Workshop makes timely contact with the so-called "Basis" who has to bear the consequences of political decisions.

**In general four distinct groups of people representing diverse interests are participating in a Scenario Workshop:**

- Residents/persons concerned, representatives of the local population
- Politicians /decision makers and public authorities
- Technologist or experts on the Scenario Workshop topic
- Representatives of the economy

This sub-division into interest groups aims at incorporating the groups' specific interests in a well balanced way. Furthermore all involved persons get a chance to have their say on an equal footing. A face-to-face discussion between different occupational groups enhances mutual understanding and makes motives, backgrounds and aims behind decisions transparent and comprehensible.

With respect to the focus question of the Scenario Workshop all participants are considered experts. As people concerned they have knowledge on the local problems and can come up with possible solutions as much as the declared experts on the topic. It is them who have to scope with the problems and who need to participate in changes. In a joint effort future challenges can be met in a better way. In a Scenario Workshop the experiential knowledge of the people concerned is considered as a valuable resource and of equal value as the expert knowledge. Therefore the Scenario Workshop is also a tool for knowledge transfer and links expert knowledge with experiential knowledge.

## II. BASIC SCENARIO WORKSHOP TOOL – BSWT

### II.1 The Adaptation of the EASW Methodology and the Rational in Detail

#### II.1.1 Process of developing the Focus Question

In a Scenario Workshop the participants develop their own visions related to a specific focus question and their specific area of interest. The focus question is the theme of the workshop. For example in the INTERACTS project in Innsbruck the organisers used the following focus question: *“The future of the dialogue between science and society through intermediaries”*. In the United Kingdom the organisers used: *“How can the relationship between university and community be strengthened by science shops?”*

In the case of the INTERACTS project a draft focus question was developed by the project partners in a common process at an internal meeting in Innsbruck. This drafts focus question had to be adopted by each partner to the local context.

In the TRAMS training workshop the focus question was based on the main interest of the participating science shops and similar organisations. The organisers of the Scenario Workshop proposed the following focus question: *“Structure and Function/Co-operation of the Living Knowledge Network in the year 1015”*.

Besides working with defined interest groups the second specific element of the Scenario Workshop method is “the step into the future”. In the first two sessions of a Scenario Workshop the participants, sub-divided into interest groups, are developing visions (utopian ideas) of a desired future. They are asked not to take into consideration financial or political restrictions and are advised to create a best-case scenario, the more fantastic the better. It is definitely allowed to have visions. This visionary phase is very important as it generates new ideas leading to a future development.

#### II.1.2 Selection of Participants / The Interest (Role) Groups

With respect to the key stakeholders in the topic of the Scenario Workshop it is decided to have the following four role groups to be present at the Scenario Workshop:

1. Representatives of the residents/civil society
2. Politicians/decision makers
3. Representatives of the economy or founders
4. Experts in the topic

This subdivision is necessary to balance the various interests of the different role groups and to include them on an equal basis. All participating role groups are regarded as experts on an equal footing with sufficient knowledge regarding the problem verbalised in the focus question and capable of developing potential solution trails.



### II.1.3 Time Frame: Reduced to a one-day event

Originally an EASW is scheduled to last two days in order to provide enough time to develop the scenarios and plan the activities. Further development of the methodology also gave room to adopt a timeframe of one full day or two half days.

The FBI Centre decided the time frame of the Scenario Workshop to be a one-day event, which meant that some of the intermediary stages had to be combined and shortened. One of the rationales for this decision lay in the realistic assumption that for politicians and experts on a high professional level a workshop organised by a non-official institution like a science shop would not warrant abandoning their day-to-day activities for two whole days. So, in order to prevent getting only second and third ranking representatives to attend, it was decided to shorten the time frame. Another reason for shortening the time is often the broadness of the topic. It is clear from the start that even two days would not be enough to discuss the topic exhaustively, rather, the workshop would only serve to discover ideas, compare them and, at the most, agree on first steps to be taken in consultation with each other. The hope is to put into motion a process of dialogue and networking which has to be continued longer term on the regional level.

### II.1.4 Development of Best Case Scenarios

Within an EASW the role groups develop a best-case (positive) and a worst-case (negative) scenario. For practical reasons, time constraints and with respect to the general aim of the Scenario Workshop "Structure and Function/Co-operation of the Living Knowledge Network in the year 1015" the FBI Centre decided to focus only on the best-case scenario. Even in this situation a worst-case scenario is developed it is just to contrast the best-case scenario. Experience shows that people more easily develop a worst-case scenario compared to a best-case scenario which in turn supports the development of the best-case scenario.

### II.1.5 No Provision of Scenarios and Independent Working Groups

In the classic version of an EASW, the participating groups are being confronted with given scenarios, in the case of urban planning on a scale of more or less technological development and more or less personal initiative. The given topic could, of course, also be modified.

The FBI Centre does not use pre-given scenarios and chairing of working groups. This is due to the perceived high expertise of the invited participants and the small numbers. It was considered too unwieldy and also patronising to chair a working group of city councillors, university professors, high-ranking civil servants etc. The people invited know best what they want to discuss and want to do so in an unrestricted manner. There would be

little point of the organisers to construct future scenarios, only to have them rejected and start the working process on a negative note. We want to find out about new ideas, new visions and not hamper them with a framework that is too rigid. The science shop staff, for whom INTERACTS and TRAMS are their second and third project on science transfer via intermediaries, think they know from experience and from their research work with this model in its various forms and development, how the dialogue between science and society via intermediaries can work. However they do not want this knowledge to dominate to such an extent, whereas other possibilities are not being considered anymore. We as science shop staff are keen to discover ideas hitherto not considered in our work and the best way to do this is not to channel the participants thinking into given scenarios.

This approach is necessary to take the participating citizens seriously in the workshop process and to allow them an equal status along with the experts.

Instead of influencing the participants by giving them pre-determined scenarios it is an alternative to prepare a document, which sets the scene and discusses discourses related to the topic as a basis for the workshop discussions. This enables the participants to reflect on the topic, before attending the Scenario Workshop, without the organisers influencing them towards a certain point of view through pre-given scenarios.

## II.2 Main Elements to be included in the Basic Scenario Workshop Tool to conduct a Scenario Workshop

A Basic Scenario Workshop is arranged as a combination of group and plenary sessions. In the course of the Scenario Workshop the participants will go through a combination of different activities: brainstorming, development of best-case (positive) scenarios, group and plenary presentations, development of actions or strategies in order to achieve a certain situation, dialogue and negotiations.

### II.2.1 Introductory Session in Plenary

The Scenario Workshop starts with an introductory session in plenary, welcoming the participants and explaining them about the programme of the day, the wider settings and the aims of the workshop. There is also room for a short presentation of the organiser's establishment and for any materials the organiser deems as helpful in the frame of the workshop. Each participant should briefly introduce her/him self, and explain which interest she/he has in the topic of the Scenario Workshop.

Asking the participants for a spontaneous statement on the topic of the workshop has proved to be a good Scenario Workshop introduction. Whatever comes to their mind is fine and will be noted on a file card. Thus each participant's status quo at the end of the workshop can be compared to his opening statement and the individual gain out of the workshop becomes visible.

## **II.2.2 Group Session: Development of the Future Scenario within the four Interest Groups (Role Groups)**

The participants develop and discuss within their role group a positive scenario related to the Scenario Workshop focus question (the prospective question) reflecting their interests and future expectations. To support this process it is helpful to provide the groups with handouts to help develop the scenario, pointing out the main questions to ask and what steps to take. (See Appendix 1)

Each role group develops one common future scenario reflecting their interests and future expectations. After having developed a common future scenario, each role group appoints a spokesperson, to present the groups' scenario in the following plenary sessions.

A minimum participation of four persons per role group is recommended. The maximum participation per role group should be limited to eight persons to give the individual participants a chance to discuss and bring forward ones view. It is recommended to have around one and a half hour of discussion time.

## **II.2.3 Plenary Session: Presentation of the Results of each Interest Group (Role Group)**

The individual scenarios are presented by the spokespersons from each interest group and the scenarios are compared. Thus one can learn to understand the ideas, fears and wishes of the participating role groups and identify common ground and conflicting issues. The discussion stimulates mutual understanding. Individual motives, backgrounds, intentions become visible and decisions are made transparent and comprehensible.

## **II.2.4 Plenary Session: Identification of common Themes derived from the four Scenarios**

The first step entails the participants drawing up a list of common topics and themes derived from the four scenarios. In the second step this list gets narrowed down to four themes to continue working in the thematic groups.

This process can be time consuming, so remember to calculate time for this process. It demands a skilful moderator, as the participants should not feel pushed to deal with a certain topic the moderator might favour. The process is to be arranged open and the group opinion has to be accepted. The moderator is simply supporting and clarifying formulations and summarising sub-themes and themes. Consensus decisions are to be enhanced. If there are more than four themes all themes have to be listed and a vote has to select the four most important themes the groups are going to work on. If the group is big enough 5 to 6 topics may be selected to continue working on.

In the second part of the workshop there should be no more than 5 to 6 thematic groups as otherwise the plenum presentations of the group results will take up too much time. The remaining topics can be held in evidence for further processes.

It is further recommended to conduct a feedback workshop after some time, such as half a year later. In the context of this feedback workshop one can reflect on the achievements, review the relevance of the remaining topics and if required continue working on them.

### **II.2.5 Group Session: Division of the Participants into four Thematic Groups**

Now the participants are divided into four thematic groups with the aim to discuss and develop means of actions towards the chosen theme for further discussions. Each thematic group consists of participants of all role groups. Thus the scenarios from the individual groups are present in each thematic group. Each thematic group gets supplied with a handout focusing on the suggested questions and a coordinate axes schema supporting a structured presentation of the findings. (See Appendix 2)

The coordinate axes are typically labelled current status, nominal condition, possible activities and expected obstacles. Experience shows that these terms are suitable for the most topics. If it is obvious in the workshop preparation phase that due to the general topic of the workshop another manner of handling the themes in the thematic group would be better one is free

to alter the schema. However it remains important to provide a structure to work on, which helps to achieve feasible results, holds discussion time within limits and furthermore makes the results comparable.

A spokesperson to present the groups discussions at the plenary session is appointed by each thematic group.

A minimum participation of four persons per thematic group is recommended (one representative of each role group). The maximum participation per thematic group should be limited to eight persons to give each participant a chance to discuss and bring forwards ones view. It is recommended to have around one and a half hour of discussion time.

### **II.2.6 Plenary Session: Presentation of the Results of each Thematic Group**

The spokesperson from each thematic group present their respective groups' discussions and suggestions to actions.

Each presentation is discussed, making sure all participants understand the groups' ideas and actions. The discussion of the group results may also integrate new ideas and amendments of other groups, which may be added to the groups conclusions. Objections may also be discussed. This discussion process should lead to results based on consensus of all thematic groups.

### **II.2.7 Plenary Session: Plenary Discussions of what to do next – drawing up an Action Plan (a Master Plan)**

This part of the participatory workshop brings us back to reality. Based on the results of the thematic groups a plan is developed for the implementation of the results, i.e. what each participant or participating group can contribute to the realisation of the scenarios. This last step opens up perspectives for concerted action, shows practicable ways for implementation and can go as far as developing a strategic action plan. In some cases an actual action plan is developed pointing out responsibilities of the different actors, and in other cases, the Scenario Workshop ends with several suggestions to change a given situation, but without pointing out responsibilities. In all cases it is aimed at accepting the common responsibility for a future development. The more influential the participants are the more likely concrete actions can be definitely planned. However it is intended to accomplish distinct statements of intention, which can be transferred into practice in the daily work.

### **II.2.8 Feedback Round and Farewell**

After the Scenario Workshop sessions are over, a feedback round should be taken among the participants, in order to gather the participants view on the Scenario Workshop as an approach for dialogue between different interest groups. This feedback round also provides knowledge about what the participants felt was positive and negative during the day. This plenary feedback session may also include a reflection on the introductory statement of each participant. An evaluation form can be added.

Before the workshop is finished, the organisers should present the next steps to the participants, in order for every participant to be aware of their responsibilities for further action.

The organisers close the workshop thanking the participants for attending and informing them, that minutes will be sent around shortly after the workshop.

### **II.2.9 Follow up Meeting**

A follow-up meeting some weeks after the Scenario Workshop is recommended with the aim of discussing workshop results and next steps.

## II.3 Important Issues to be considered in organising a Scenario Workshop

### II.3.1 Selection of Participants

For a successful Scenario Workshop, the selection of participants is a major factor. Choosing and contacting the participants is a rather time-consuming task. For this task it is a necessity to know the regional structures and to have knowledge about the key players concerning the topic of the workshop. The organisation of the Scenario Workshop in Innsbruck started three months in advance of the workshop with discussions about a potentially ideal list of participants to conduct a successful workshop that would achieve optimum outcomes. As a result, a preliminary list of participants, already grouped into the four role groups was drawn up, followed by a first conceptual outline of the workshop.

Based on this meeting and further internal discussions on the preparation of the workshop, a revised and extended list of participants was drawn up.

This list consisted of two sections:

List A contained 33 names, already subdivided into the four role groups, who were considered to be key figures with reference to the selected workshop topic "The future of the dialogue between science and society through intermediaries" and rated as priority A; and

List B containing 28 names of people considered important in the context of the workshop and rated as priority B.

The aim was to attract as many participants as possible from List A. The definitive list of participants included names from list A and B in equal numbers. In a next step, special consideration was being given to the information material that in a first shot was to be sent to the key figures from list A.

All potential participants were first contacted personally, either by telephone or in person, and informed about the aims of the workshop. Those who showed interest received further information via the Internet (letter of invitation, information on the FBI Centre, the methods, press release etc.)

### II.3.2 Drop out Rate

One must be aware that the drop out rate can be rather high (in the case of the Innsbruck workshop it was 20 %). To have the minimum number of participants (16) it is recommended to have a firm agreement of at least 20 people willing to participate.

### II.3.3 Gender Issues

Special attention has to be paid to gender issues in the different phases of the organisation of the workshop and also during the workshop itself. In the course of the selection process, special efforts have to be made to ensure an equal number of women and men in each group of participants in comparable positions. The way the workshop is run has to take into consideration the different communication patterns of women and men.

The moderator's task shall be to ensure that women and men can participate in the discussions on an equal basis and that no participant, irrespective of "gender", can dominate the workshop. The working groups (interest groups and thematic groups) have to be encouraged to choose women and men as spokespersons to present the groups' result in the plenum.

### II.3.4 Writing a protocol

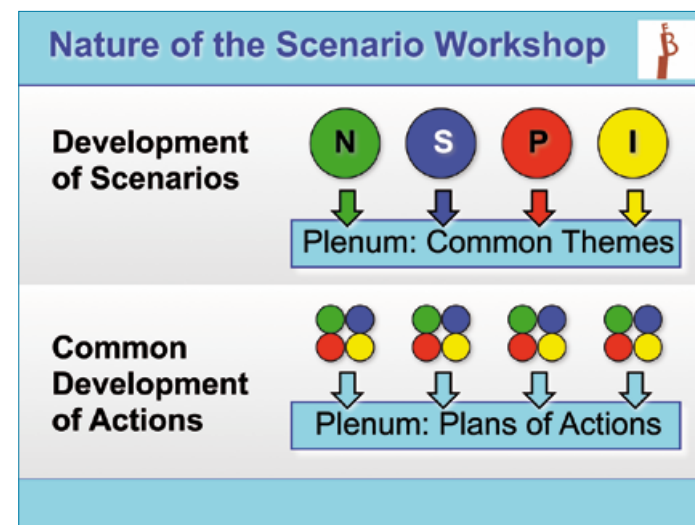
For documentation of the workshop results and the process it is recommended to have one person responsible for taking notes during the meeting. After the workshop this protocol will be sent to the participants for information and if necessary for correction of misunderstandings occurred. Furthermore it has proved to be helpful to add a photo protocol of the flip chart sheets.

### II.3.5 Moderation

It is recommended to have a moderator who is either familiar with the concept of a Scenario Workshop or is experienced in moderating similar workshops that are characterised by a high level of group dynamics. It is important to have a professional moderator to make sure that the participants feel they are guided correctly through all the processes of the workshop. To conduct a Scenario Workshop with around 20 participants it is sufficient to have one moderator and one co-moderator who in principal is responsible for making sure that the participants are supplied with all materials needed and furthermore for facilitating the group processes when needed.

The most important and also crucial step within the methodological adaptation of the Scenario Workshop is to draw out the topics for the thematic groups based on all individual scenarios. This is in contrast to an EASW workshop where the topics for the thematic groups are already fixed from the beginning. The topics will not emerge during the course of the workshop as it is the case in our adaptation where the topics depend on the participants and the discussion. Even though this is very thrilling it can also present a great challenge for the moderator. It is recommended to have enough time for this important step and to prepare a selection of methods supporting the participants to develop or extract the topics. The moderator has to be very flexible and has to have skills in guiding the participants without being too pushy.

## II.4 Nature of the Scenario Workshop



### III. MODIFICATIONS OF THE BASIC SCENARIO WORKSHOP TOOL

To get an impression on the wide spectrum of possibilities of application and adaptation of the basic tool the authors selected different examples of Scenario Workshops, which will be explained in more detail in this chapter.

The major elements of adaptation are described at the beginning of each sub-chapter followed by an outline of the workshop programme or a summary of the workshop. It will not be possible to refer to every detail of adaptation. It is recommended for the interested reader to refer to the individual national Scenario Workshop reports in the case of the Scenario Workshops conducted in the context of the INTERACTS project or to refer to the links mentioned to get the full details.

#### III.1 The Innsbruck (Austria) Scenario Workshop in the Interacts Project

This example was chosen to illustrate the application of the Basic Scenario Workshop Tool method as described in chapter II.

#### III.1.1 Workshop Programme

Interacts Scenario Workshop Programme	
09:00 am	<b>Welcome</b> Short introduction on the FBI Centre, the INTERACTS project and the wider setting of ISSNET and SCIPAS (input1)
09:05 am	<b>Introduction on the European Awareness Scenario Workshop method – Reasons (Collingride Dilemma) and aims (input 2)</b> Presentation and explanation on the workshop process plan
09:15 am	<b>Short presentation of each participant (3 minutes per person) covering the following aspects:</b> Who: name, education, position within the organisation What and how: institution - aims – fields of interest - clients Why: expectations from the workshop An introductory statement on the topic „Dialogue between science and society“ – which was written down on a poster
10:15 am	<b>Instruction and explanation of the task, the development of the scenario (2010), for each role group in the plenum. (Instruction: teamwork 1 – handout: questions 1- see below)</b>
10:30 am	<b>Development of the scenario by each “Role Group”</b> Integrated coffee break
11:40 am	<b>Presentation of the scenario by a representative of each “Role Group” (15 minutes per scenario)</b> Additions to the presentation of each scenario are allowed for role group members only. Questions asking for clarification of certain aspects are allowed for all participants regardless the role group they are in.
12:50 am	<b>Gathering of common aspects for all scenarios and aspects that are specific to individual scenarios</b> Selection of the most important 4 aspects
01:00 pm	<b>Buffet</b>



02:00 pm	<p><b>Recapitulation of the most important 4 topics and drawing up of themes to work on in the “Thematic Groups” (mixed groups)</b></p> <p>Instruction and explanation of the second task on how to continue working in the thematic groups (Instruction: teamwork 2 – handout: questions 2, see below) Selection of participants for the thematic groups</p>
02:30 pm	<p><b>Teamwork “Thematic Groups”</b> Integrated coffee break</p>
03:40 pm	<p><b>Presentation of the thematic group results by a representative of each thematic group</b> (15 minutes per thematic group)</p> <p>Additions to the presentation of each scenario are allowed for role group members only. Questions asking for clarification of certain aspects are allowed for all participants regardless the role group they are in.</p>
04:20 pm	<p><b>Feasibility assessment of the suggestions by all participants (Instruction 3)</b></p> <p>List of activities drawn up from the most popular suggestions</p>
04:30 pm	<p><b>Development of a “Master plan”</b></p> <p>Optional discussion on first steps that can be taken to get closer to the intended scenario, common wishes, and requirement. This can take place either in the plenum or by using cards (personal declaration of intention). Comparing the results or as a second option comparison of the personal declarations of intention with the statements on the “dialogue between science and society” from the beginning of the workshop.</p>
04:45 pm	<p><b>Feedback and farewell</b></p>

## III.2 The Copenhagen (Denmark) Scenario Workshop in the Interacts Project

There are three major elements that differentiate this workshop from the Basic Scenario Workshop Tool. These elements of adaptation are: the number of interest groups, the development of a negative (worst-case scenario) and additional information material for the participants called “inspiration material”.

### The number of interest groups

The Danish organiser team decided to operate with five Interest groups, instead with four as described in the Basic Scenario Workshop Tool. The interest groups were: Science shops, university researchers, civil society organisations, university policy makers and students. The rationale behind the decision to split up the interest group researchers into university researchers and students was the assumption that those groups would have different views and visions, which during the course of the workshop turned out to be the case.

### The development of a negative scenario (worst-case scenario)

Each interest group developed a positive and a negative scenario addressing the focus question of the Scenario Workshop. The negative scenario was produced to contrast the positive scenario. The negative scenario was used together with the positive scenarios to identify the themes that the participants were to develop further.

## The “inspiration material”

The Danish organiser team decided to enrich the presentation session of the organisers by material called “inspiration material”. This material contained information about the national and international status for science shops, about the Danish university policy, and the tendencies within the Danish university policy. It further illustrated experiences with science shops and similar initiatives for the participants in order to be inspired and get an understanding of which influence and effect science shop projects can have on the involved actors and on societal development.

### III.2.1 The Workshop Programme

#### Interacts Scenario Workshop Programme 3. June 2002, from 8:45 am to 5 pm

08:45 am	<b>Arrival</b> Breakfast, coffee and tea
09:00 am	<b>Introduction</b> Welcome – presentation of workshop moderators and the Interacts research project (5 minutes) Presentation of the workshop programme and structure (10 minutes) Presentation of the participants (25 minutes) Presentation of the present situation (the so called zero scenario) (10 minutes)
09:50 am	<b>Break</b>

10:10 am	<b>Group session 1</b> Development and discussions of scenarios (one positive and one negative scenario) in Interest groups (procedure and time table explained in handouts to each Interest group)
11:30 am	<b>Plenary session 1</b> Presentation of the Interest groups scenarios (6 minutes pr Interest group, in total 30 minutes) Discussions of the scenarios and elements in the scenarios (35 minutes) Identification of four themes (15 minutes) Development of Theme groups (10 minutes)
01:00 pm	<b>Lunch</b>
02:00 pm	<b>Group session 2</b> Discussions in Theme groups Each group discusses solutions and actions needed in regards to the theme they are working with (procedure and time table explained in handouts to each Theme group)
03:20 pm	<b>Break</b>
03:30 pm	<b>Plenary session 2</b> Presentation and explanations of the Theme groups discussions and solutions (10 minutes pr Theme group, in total 40 minutes) Discussions of strategies to how the co-operation between civil society and universities can be strengthened, and how the science shops can contribute in this process (40 minutes) Round off (10 minutes)
05:00 pm	<b>Informal drinks</b>

### III.3 The Sevilla (Spain) Scenario Workshop in the Interacts Project

The major elements that differentiate this Scenario Workshop from the Basic Scenario Workshop Tool are a SWOT analysis and the development of multiple strategic visions by each interest group (instead of one vision per group)

#### The SWOT analysis

The SWOT-Analysis works out the strengths, weaknesses, opportunities and threats of the present system of the science and society relationship in Spain that can limit or foster the development of science shops in Spain.

#### The development of multiple visions per interest group (role group)

In the Spanish Scenario Workshop the individual interest groups developed up to four strategic visions (instead of just one) in relation to the prospective question. In addition the individual interest groups were instructed not only to focus on positive aspects but also on obstacles and challenges.

### III.3.1 The Workshop Programme

**Workshop programme 24th June 2003**  
**The Future Collaboration between University and Civic Associations in Sevilla**

#### Modulo 1: Information and documentation

09:45 am	<b>Welcome and documentation</b> The participants were given 50 pages with material. A table at the entrance displayed materials provided by the EC, by Pax Mediterránea or various other participating organisations.
10:05 am	<b>Ana Ma Ruiz-Tagle. President of the Social Council of the University of Sevilla.</b> "Citizens access to participate on science and technological decisions. Tendencies".
10:30 am	<b>Alain Labatut. Pax Mediterránea s.l.</b> "Scientific Mediation: The European Science Shop Model".
11:00 am	<b>Questions and comments.</b> Remarks by: José-Antonio Borrero-Rubio of the Research Results Transference Office of the University of Sevilla; Ramón Queraltó, Professor of Philosophy and Science Ethics and Valeriano Ruiz, Director of the Andalusian Institute of Renewable Energies.
11:10 am	<b>Coffee break</b>

## Modulo 2: Glimpse and debate on Views

11:30 am	<p><b>Workshop Views, by social groups</b></p> <p><u>Question:</u> We are in 2010. What has been right or wrong in the collaboration between University and Civic Associations? What tendencies, opportunities and handicaps can we glimpse in the next seven years? (Legal, scientific, technical, political and social sphere)</p> <p><u>Group 1:</u> Scientists or researchers; Moderator: Teresa Rojo</p> <p><u>Group 2:</u> Civic Associations; Moderator: Manuel Romero and Luis Rodriguez</p> <p><u>Group 3:</u> Mediator organisations; Moderator: Alain Labatut</p> <p><u>Group 4:</u> Politicians/Governmental Institutions; Moderator: Pedro Moreu de Leon</p> <p>Expected results of the meeting: The participants are distributed in four groups. Each group is requested to offer, as a result; two or three views on the issues which they considered as the most determinant of the change in the future relationship between University and associations.</p>
01:00 pm	<p><b>Plenary session</b></p> <p>Groups' results presentations and punctuation of most relevant visions. Obtaining strategically views.</p>
02:30 pm	<p><b>Cocktail-buffet</b></p>

## Modulo 3: Generating ideas on action

03:30 pm	<p><b>Workshop on Actions. Teams by strategies.</b></p> <p>Presentation of the results of modulo 2 and introduction to modulo 3 by Alain Labatut, Pax Mediterránea s.l.</p> <p><u>Question:</u> What actions can be undertaken nowadays to advance in the targets appointed for the future collaboration between University and Civic Associations in Sevilla? How would we carry them out? What organisations would be implied? What sort of financing?</p> <p><u>Team A:</u> Institutional Awareness; Moderator: Manuel Romero and Luis Rodriguez</p> <p><u>Team B:</u> RDT Policy on social problem resolution; Moderator: Teresa Rojo</p> <p><u>Team C:</u> Citizen Training; Moderator: Pedro Moreu de Leon</p> <p><u>Team D:</u> Participation of Civil Society and other organisations; Moderator: Alain Labatut</p> <p>Expected results of the meeting: Each team is requested to elaborate one or two action proposals within its subject and define them in the aspects of what, how and with whose contributions.</p>
04:30 pm	<p><b>Plenary session on Actions.</b></p> <p>Teams results presentations and punctuation of the most adequate and feasible action proposals.</p>
05:45 pm	<p><b>Conclusion</b></p> <p>Reading on the Future Scenario. Sum up of strategies and actions to enlarge the collaboration between University of Sevilla and Civic Associations.</p>
06:00 pm	<p><b>Specific notes and evaluation</b></p>
06:15 pm	<p><b>Farewell ceremony by the Social Council of the University Sevilla</b></p>

### III.4 The Train-the-Trainer Workshop in the Context of the TRAMS Project in Rinn/Austria

This train-the-trainer workshop in the context of the TRAMS project was specifically customised for the TRAMS project partners with the following aims:

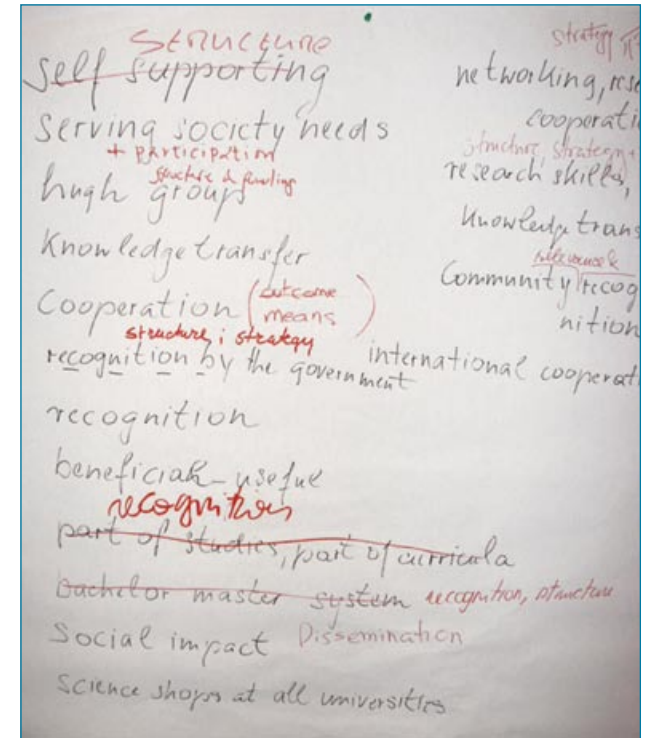
- To introduce the Scenario Workshop method
- To give hands on experience in applying the method
- To give confidence in applying the method
- To enable them to conduct their own Scenario Workshop

The workshop was designed as a combination of methodological inputs and applied parts in a workshop setting to get hands on experience.

#### III.4.1 Introductory Statements

To start the Scenario Workshop the participants were asked for an introductory statement, a spontaneous comment (just one sentence) related to the focus question of the workshop: "Structure and Function/Cooperation of the Living Knowledge Network in the year 2015"

The individual statements have been written down and have been reconsidered at the end of the workshop. Based on the workshop results each participant reflected if the statement was still true for him or if he wanted to change it.



The poster shows the individual statements of the participants related to the focus question of the Scenario Workshop at the beginning of the workshop. The comments in red are changes made by the participants at the end of the workshop. As one can see half of the participants made changes or additions to what they thought at the beginning of the workshop.

### III.4.2 Development of Scenarios (Best Case and Worst Case)

Before starting to develop future scenarios on the focus question of the workshop the participants have been divided in four groups – 4 distinct role groups:

- Group one: university based science shops
- Group two: non-university based science shops, e.g. organized as NGOs
- Group three: very experienced science shops, operational for many years
- Group four: newcomers, e.g. science shops just started or intending to start

The participants of each role group have been asked to develop their own vision and integrate it into a collective role group vision related to the main question of the Scenario Workshop: "Structure and Function/cooperation of the science shop network in 2015"

They have been instructed to think about their personal vision for a few minutes and then start discussing it with the others to reach the aim of a common vision representing the interests and future expectations of their respective role group.

Instructions were given to first focus on a "best case" scenario:

Which means: all their wishes are fulfilled, everything is working, the structures and boundary conditions are best, the cooperation ideal etc. Investigate on some details to make your vision clear and comprehensible.

They should not feel channelled by the question of realisation, by money, they should be utopian, a much idealised version is definitively allowed at this stage of the workshop.

To contrast the "best case" scenario and to support the development of a "best case" scenario they in addition have been instructed to discuss some facts of a worst case. What will be in 2015 when everything turns wrong, all decisions have been failures?

The results, which will be presented to the other role groups in the plenary session, afterwards will bring more transparency to the various interests the role groups are ruled by.

But before joining the plenary session they have been asked to look back from their vision 2015 and to identify 4, 5 or 6 main aspects, important to reach the "best case" scenario:

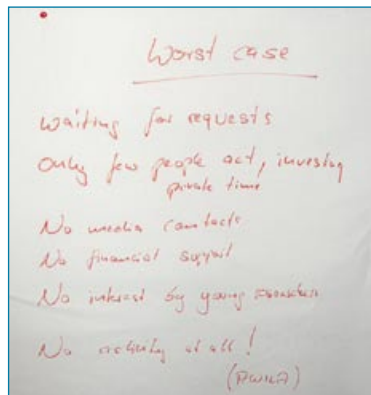
- What are the main steps taken to reach it?
- What are the main factors contributing to it?
- In which areas have things happened furthering the "best case" scenario?
- Which decisions have necessarily been made?

The role groups had 45 minutes to develop their future scenario. Speakers to present the individual scenarios have been appointed.

### III.4.2.1 "Best Case" and "Worst Case" Scenario, Non-University based Science Shops, e.g. organized as NGOs

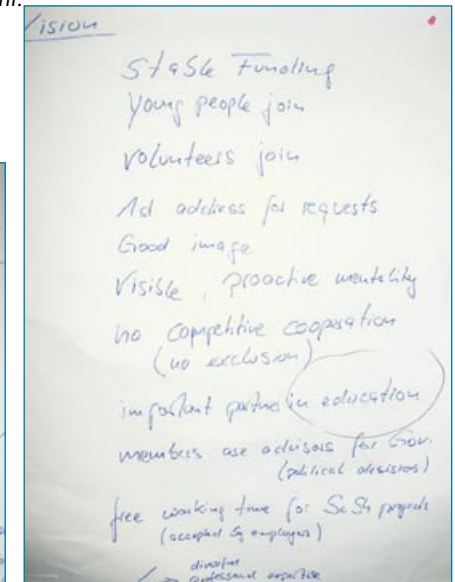
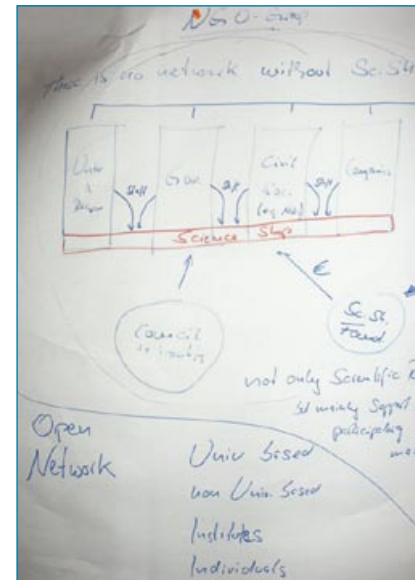


Participants – role group “non-university based science shops” at work. From left: Christian Schwarzer, Norbert Steinhaus, Carmen Teodosiu.



In the worst-case scenario the science shops are run down organisations waiting for requests, with only few staff members working on a voluntary basis, with no financial support, no media contacts, not attractive for young researchers any more and not active at all.

This poster shows the positive vision developed by the role group “Non-University based science shops”. They saw the science shops as successful, esteemed organisations with stable funding and lots of young people and volunteers interested in joining. The science shops are the first address to contact for requests and an important partner in education. The science shop staff members are advisers for the government.

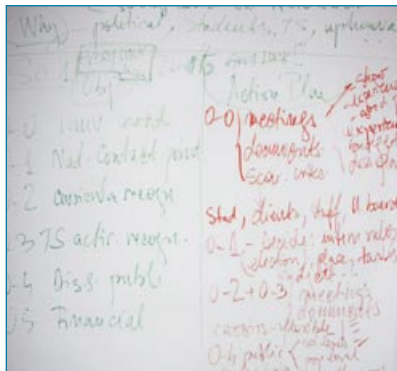


The role group “Non-University based science shops” drew up a best-case scenario depicting science shops as an essential factor within a network of governmental organisations, Universities and civil society organisations (NGO’s). In fact for them there was no network without science shops.

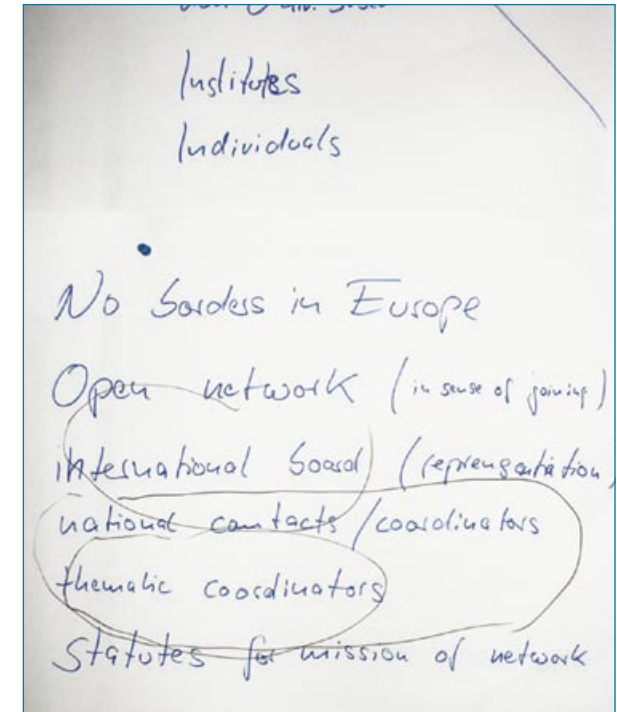
### III.4.2.2 "Best Case" Scenario, University based Science Shops



Participants – role group "University based science shops" at work. From left: Gisela Redondo, Artemis Saitakis, Camelia Draghici, Stefanie Goovaerts (back view).



For the role group "University based science shops" every university has a science shop, which is also represented at the university board. The science shop is contributing to the university curricula and students get credit points for working on science shop projects.



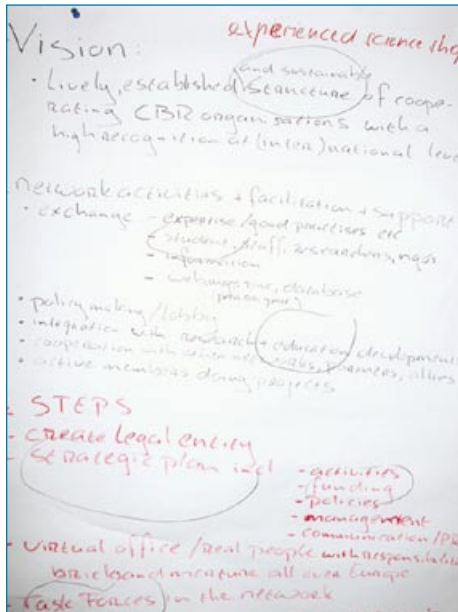
This poster summarizes the visions of the role group "University based science shops" regarding a science shop network. First of all there are no borders in Europe. The science shops are members of an open network (open in the sense of joining the network), which has an international board. There are national contacts/coordinators and thematic coordinators. Furthermore statutes for the mission of the network have been drawn up.



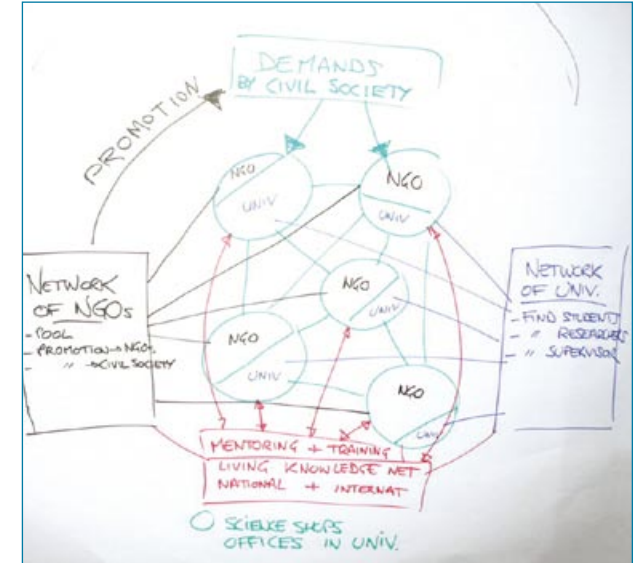
### III.4.2.3 "Best Case" Scenario, very experienced Science Shops



Participants – role group “very experienced science shops” at work: From left: Henk Mulder, Carmen Teodosiu, Soesser Broderson, Caspar de Bok (back view).



### III.4.2.4 "Best Case" Scenario, Newcomers



Participants – role group „newcomers” at work. From left: Andres Ploom, Glen Millot, Nuket Buzan, Ilze Lace (back view)



### III.4.3 Plenary Session – Presentation of the Scenarios

In the plenary session each scenario was presented by the spokesperson of the interest groups. In general there is no discussion on the individual scenarios, just questions for a better understanding are allowed.

### III.4.4 Identifying/Selecting Topics for the Thematic Groups

After the presentation of the individual scenarios all scenarios were compared and the participants were instructed to look for the following: surprising differences, ideas they did not expect, conflicting issues and common aspects. If there is in general some kind of common vision for the science shop network across all role groups.

All common aspects have been listed and this list got whittled down to 4 issues. These were the issues for the thematic groups (the mixed groups) to continue working on.

The topics for the thematic groups were as follows:

1. Structure
2. PR, dissemination, recognition
3. Funding
4. Active members, (task force)

### III.4.5 Selection of the Participants for the Thematic Groups

In a next step the participants had to assign to the topic they are most interested in continuing to work on. The theme groups are built up in way that members of all role groups are represented in each theme group. In our case it would have been ideal to have in each theme group one representative of the role group university based science shops, one representative of the role group non-university based science shops, one representative of the role group very experienced science shops and one representative of the role group newcomers.

In this workshop this ideal mixture of participants, to have one representative of each role group, was not possible for all thematic groups, but in general all thematic groups had representatives of the different role groups.

The participants for the thematic groups were as follows:

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. Structure                      | Henk, Camelia, Norbert, Glen   |
| 2. PR, dissemination, recognition | Stefanie, Christian, Nuket     |
| 3. Funding                        | Andres, Artemis, Caspar        |
| 4. Active members, (task force)   | Ilze, Gisela, Carmen, Cristina |

### III.4.6 The Thematic Groups

The aim of the thematic groups was to discuss more details of the different topics following a coordinate axes schema they were supplied with.

The participants received a handout showing the coordinate axes schema and focusing on the suggested questions to develop activities promoting the topic and identifying obstacles hindering this process.

This schema supports a structured presentation of the findings.

SCHEMA:

**Topic:** .....

**Present state**

More details of the topic

**Targeted state**

Details out of scenario 1

**Activities**

To promote the topic

Who can do what?

Which decisions have

to be made?

What is necessary, helpful?

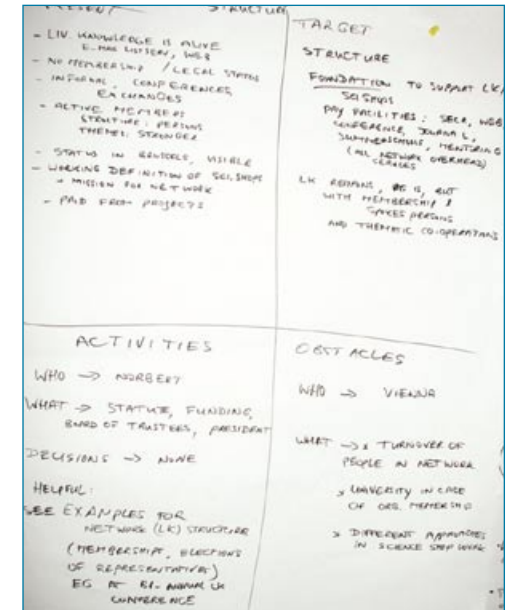
What else?

**Obstacles**

What is to be expected?

Who will be against it?

### III.4.6.1 Thematic Group 1: Structure



Participants – thematic group structure: from left: Henk, Norbert, Camelia, Glen

### III.4.6.2 Thematic Group 2: PR, Dissemination, Recognition

POSTER:

Present state:	<ul style="list-style-type: none"> <li>• LK network only known by ss related persons</li> <li>• No cooperation between LK and universities</li> <li>• No cooperation between LK and NGO's</li> <li>• Government</li> <li>• EC</li> <li>• Only comm. through ss based comm.</li> </ul>
Targeted state:	<ul style="list-style-type: none"> <li>• Get to know of the existence all over the community</li> <li>• Communicate purpose, aim</li> </ul>
Activities:	<ul style="list-style-type: none"> <li>• Active PR strategy in each country             <ul style="list-style-type: none"> <li>– Through ss</li> <li>– Through media</li> </ul> </li> </ul>
Who:	Coordinators and ss, Univ., NGO, government, local, EC



Participants – thematic group PR, dissemination, recognition: from left: Nuket, Stefanie, Christian

### III.4.6.3 Thematic Group 3: Funding

Participants – thematic group funding: from left: Artemis, Caspar

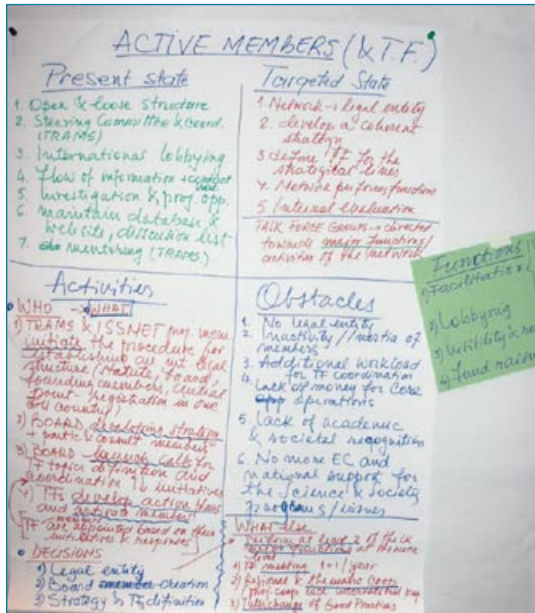


<p><b>Present</b></p> <ul style="list-style-type: none"> <li>• no funding</li> <li>• indirect by active members</li> <li>• projects (few)</li> </ul>	<p><b>Targeted</b></p> <ul style="list-style-type: none"> <li>• structural funding infrastructure</li> <li>• funding of cooperation proj. of members</li> <li>• funding of projects (not rate but to visibility of network)</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• strategy plan</li> <li>• funding</li> <li>• explicit vision</li> <li>• lobby toward (in)clubs as network</li> <li>• lobby</li> <li>• action plan</li> <li>• fees</li> <li>• management</li> <li>• build a vision/exp. (e.g. seminars, e.g. ISSUES)</li> <li>• Present a vision and options to members</li> <li>• volunteers</li> </ul>	<p><b>Obstacles</b></p> <ul style="list-style-type: none"> <li>• traditions of fundless</li> <li>• unclear member benefits</li> <li>• different visions on funding strategies</li> <li>• cause (lack of)</li> <li>• willingness to pay</li> <li>• free riders</li> </ul>

### III.4.6.4 Thematic Group 4: Active Members (Task force)



Participants – theme group active members: from left: Ilze, Gisela, Carmen, Cristina



### III.4.7 Plenary Session – Presentation of the Thematic Group Results

In the plenary session each thematic group poster was presented by a spokesperson of the respective group. At this stage discussions on the outcomes of the theme groups are welcome.

### III.4.8 Development of a Master Plan

Focussing on the suggested activities and the expected obstacles as developed in the thematic groups the questions now were: What can each of the participants contribute to the realisation of the scenarios?

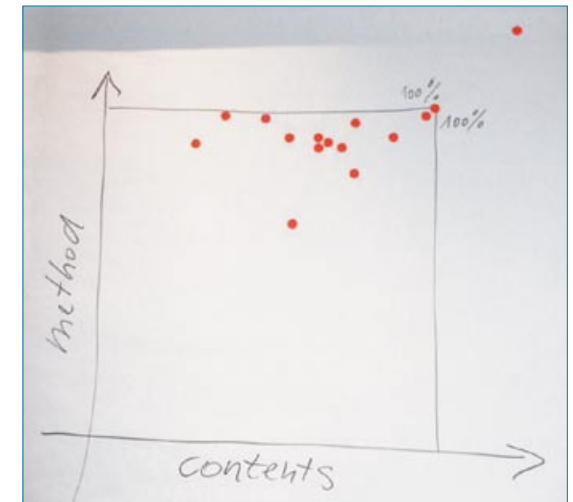
This last step opens up new perspectives for concerted action. It was suggested to agree with a few practicable activities improving the science shop network in the direction of the “best case” scenarios. Some responsibilities of different actors have been pointed out.

MASTERPLAN:

What?	Who?	When?	Who else? What else?
Foundation/ how to do?	Norbert	End of September/ Liverpool	Caspar
Association/ vision	Caspar	End of September/ Liverpool	Norbert, Caspar, Camelia
Management structures	Caspar, Norbert	10. June 06 draft	Gisela, Artemis
Using logo of the living know- ledge network	All	As often as possible	
PR	TRAMS website	End of May	
Protocol	FBI	2 weeks	Caspar

III.4.9 Feedback

To round up the workshop the participants were asked to provide feedback regarding their feelings and thoughts about the last two days, the scenario workshop method as well as the results of the workshop. The participants were also asked to reconsider their statement from the beginning of the workshop concerning the main question "Structure and collaboration of the science shop network in 2015" and inform all, if their view has changed or broader based on the workshop results.



*Most of the participants were very positive about the Scenario Workshop method. The contents of the workshop-pointing to the achieved results-could have been more convincing.*

### III.5 Scenario Workshop on the Future of the “Alpmuseum uf m Tannberg” in Schröcken/Austria

This Scenario Workshop on the future perspectives of an Alpmuseum was part of the Leader+ project “Wege zum Alpmuseum uf m Tannberg” and conducted in July 2005. The workshop focused on the question: “Perspectives and activities of the Alpmuseum uf m Tannberg in 2015”.

There are two major elements that differentiate this Scenario Workshop from the Basic Scenario Workshop Tool. First adaptation: The number of role groups. Instead of four role groups only three role groups were involved. The Scenario Workshop was initially designed involving the following four role groups reflecting the main interest groups on the topic.

1. Representatives of Museums/Cultural Organisations and Science
2. Representatives of Agriculture
3. Representatives of Tourism and Local Economy
4. Local and regional Policy Makers

Half an hour before the workshop started it turned out, that the role group “local and regional policy makers” would only consist of two participants, which is not sufficient to form a group. The moderators of the workshop had to adjust the concept on the spot and to rearrange the participants in the following three role groups.

Representatives of Museums/Cultural Organisations and Science

Representatives of Agriculture

Representatives of Tourism and Local Economy

Second adaptation: The number of thematic groups in the second part of the workshop.

The participants decided to continue working on just two topics. Therefore they were divided into two thematic groups aiming at having an equal number of representatives of all role groups in the thematic groups.

#### III.5.1. Main Results of the Scenario Workshop

In general all participants appreciated the “Alpmuseum uf m Tannberg”. The Alpmuseum is regarded as a symbol of traditional values, which also



*The participants of the role group tourism/economy are developing their scenario 2015.*

play an important role in the future. It is a part of a home and furthermore enriches the options for tourism. It might also function as an important interface between the three communities of the region.

The role group “Museum/Cultural organisations and Science developed a scenario depicting the Alpmuseum as a vivid and lively place, important for the local population and tourism. Events, Symposia and Museums days will take place. The Alpmuseum is visible worldwide and supplied with the latest technology. The Alpmuseum is seen as the region not only the building and therefore enhancing the cooperation between the three local communities. The role group Agriculture developed a positive and negative scenario.

The negative scenario shows a neglected building and any interest lost on the part of the local population. The positive scenario shows an active Alpmuseum professionally organised offering a vast programme. In addition the Alpmuseum is considered as the interface between the three local communities.

The role group Tourism/Economy developed a scenario depicting the Alpmuseum as a modern glass wrapped building, still active cheese making, with a restaurant and furthermore organising seminars and events. They extended the museums idea to further old buildings, which deserve to be integrated into a regional concept.



After the presentation of the scenarios in the plenum the participants worked out the common topics for further discussion in the thematic groups. Out of seven topics they choose 2 to continue in the mixed groups.

The discussion on the first topic "The Alpmuseum is the region / cooperation between the local communities and the Alpmuseum should be in the agenda of the local political leaders" revealed that the term "Alpmuseum" was considered to be to closely related to just one community and there-

fore not suitable to express the cooperation between the communities. The Alpmuseum was considered as to small to represent the region. An integration of further old buildings and little regional museums is demanded. The establishment of an association fostering the cooperation between the three local communities was considered as helpful. Furthermore the majors of the named communities should put the Alpmuseum on their agenda and take up their responsibility for it.

Discussions on the second topic "Concept of Alpmuseum's activities" revealed that in the future it will be essential to network with other museums, to build up trust within the local community regarding the concept of the museum, to interest especially young people for the Alpmuseum and to get more support from the local communities.

To sum up the feedback round the participants regretted that the local policy makers did not take part in the workshop. The importance of the cooperation between the three local communities and of a common trademark "Alpmuseum" was pointed out.

More information on the Alpmuseum and the Scenario Workshop is available on: [www.alpmuseum.at/](http://www.alpmuseum.at/)



### III.6 Scenario Workshop on New Learning Culture in Hamelin/Germany

This Scenario Workshop was conducted in autumn 2005 in the context of the GRUNDTVIG II Learning-Partnership "The Knowledge Shop". The Grundtvig II Learning-Partnership (Programme Sokrates) focuses on learning processes and on how to improve them taking into account the needs and requests of the learners. 6 European countries, Austria, represented by the FBI Centre, Germany, Italy, Bulgaria, Spain and Lithuania are investigating learning processes. Learners are involved in the project on a regular base.



This Scenario Workshop is selected for the tool-kit, as it is the pilot for the train-the-trainer-workshop developed for the TRAMS project as described in chapter III.4.

The FBI Centre, specialist in participatory approaches, suggested using a Scenario Workshop to capture the ideas of the participating actors involved in the learning processes and to use them for fine-tuning the common

plan of a Knowledge Shop. Hamelin seemed a suitable venue, as the Akademie Überlingen already has a well established active site there that is well connected in the region.

The participants included learners from the ranks of the clients of Akademie Überlingen, trainers and teachers, local politicians and representatives of educational establishments and education departments of regional administrations. Each group consisted of 3 to 5 participants.

The big opening question was, "What should a new learning culture look like in 2015?". The participants were encouraged to develop their group-specific utopia of this new learning culture, regardless of its feasibility or financial requirements. In the ensuing plenary session the other groups should get a feel for this utopia from a narrative description by each group. The participants were also asked to reflect, with hindsight from the utopian position of 2015, what would have had to have happened between 2005 and 2015, what decisions would have had to be made, what changes implemented, to realise the utopia.

The four scenarios of the interest groups were presented alongside each other and compared. The main theme of the learner group was democratic access to education, affordable lifelong learning without financial or organisational obstacles. The main theme of the politicians was relating learning content to everyday life, the link to the economy and political education aimed at encouraging more citizens back to voting in elections. The group of trainers and teachers were concerned with a consistent education system "from the cradle to the grave", with optimum accessibility and essentially with one thread running through it all. Teacher training and evaluation by the pupils were part of this. The group of representatives of institutions put the individual at the centre of their thinking and demanded learning spaces that are free from fear, a wide choice of learning content, responsibility and discipline.



*The participants of the role group: „Representatives of educational establishments and education departments of regional administrations“ put the individual who has fun with learning at the centre of their thinking . They demanded learning spaces that are free from fear, a wide choice of learning content, access to education without barriers, discipline and individual responsibility.*

The scenarios were discussed and common aspects identified, then the two topics for the afternoon were set up. One was upbringing and education within the family and the other institutionalised learning. For this second round the interest groups merged and the two new working groups contained representatives from all interest groups.

They worked out a draft of proposals. The essential point here was to understand learning as a common concern of and for all as an ongoing project. Learning as a lifelong process under favourable conditions, run by professionals and adequately funded.

In the final round, regional projects of this kind that have already started up and political programmes on these issues were mentioned. Privately all participants promised to take the results of the workshops into account for their own personal circumstances, to talk more with others and to fill the values of education, solidarity and democracy with life. In this excellent mood the workshop opened up to the partners in the Grundtvig project and participants from both projects exchanged views. The ideas of the participants of the Scenario Workshop on lifelong learning in a new learning culture merged with the reflections of the project partners on a Knowledge shop as a venue for self-determined, practice-orientated, open-to-all learning can take place. All present enjoyed the exciting discussions, and the suggestions from the Scenario Workshop as a regional pilot to capture ideas and requirements of all people involved in learning processes will of course be taken into account when the concept of the Knowledge shop is being fine-tuned in the context of the learning partnership.

## IV. DATA AND MATERIAL PRODUCED IN THE SCENARIO WORKSHOP AVAILABLE FOR FURTHER ANALYSIS OF THE SCENARIO WORKSHOP

### IV.1 Written Results of the Scenario Workshop

To analyse the Scenario Workshop the following raw materials are available:

- The flipcharts or posters of the four (or 8 if worst case scenarios are developed) scenarios produced by the individual interest groups.
- The commonly selected themes (to continue in the thematic groups) showing the discussions the participants are interested in.
- The flip charts or posters from the thematic groups.
- Finally a master plan including activities and responsibilities for the future. This master plan is not a necessity but an option depending on the willingness and possibilities of the participants.

### IV.2 The Process

The protocol and the impression the moderator gains in the course of the workshop are showing the process of the scenario development, the drawing up of the themes and the planning of further steps. The participants' points of view and the dynamics of the discussions are documented.

It can be seen how the different point of views get closer to each other and to which extent and under which conditions the development of common themes and common activities are possible. The process of generating themes based on the individual scenarios and the inherent logic of the interest groups and the thematic groups gets documented.

### IV.3 Feedback and Evaluation

The feedback round at the end of the workshop reflects the participants' impressions, feelings and perception. This provides a first glance on the immediate effect of the workshop on the participants is possible.

A follow-up meeting is recommended a couple of weeks after the Scenario Workshop. At this follow-up meeting the participants have a chance to discuss their reflections of the workshop after the session had ended and how they have tried to start working towards achieving the objectives of the action or master plan developed. Furthermore the participants can have a chance to meet again and organise how the further work is to continue.

An evaluation of the planned activities (as described in the action or master plan) 6 to 12 months after the workshop can also contribute to the analysis of the Scenario Workshop. This evaluation may be organised as a feedback workshop or an informal meeting.

## IV.4 Added Value of the Scenario Workshop for the Organiser

Apart from disseminating the Scenario Workshop results the Scenario Workshop contributes to the attempt to build up a network of similar initiatives, key players and politicians in the region. Furthermore a Scenario Workshop is a good opportunity to get into contact with potential partners and to get to know their points of view and interests. The organiser (the science shop) can present themselves as a competent partner for networking and mediation. Based on the results and experiences gained the landscape of knowledge production and knowledge application can be better understood and can be documented.

## V. APPENDICES

Appendix 1: Instruction: Teamwork 1 – handout: Question 1

Appendix 2: Instruction: Teamwork 2 – handout: Question 2

Appendix 3: Scenario Workshops conducted by the FBI Centre

### Appendix 1

#### Instruction: Teamwork 1 – handout: Questions 1

Handout 1:

Each role group (e.g. politicians, scientists, NGOs, intermediaries) is supplied with a handout to help develop the scenario, pointing out the main questions to ask and what steps to take.

Questions:

- What are the main steps taken to reach the scenario?
- What are the main factors contributing to it?
- In which areas have things happened which furthered the scenario?

## Appendix 2

### Instruction: Teamwork 2 – handout: Questions 2

Handout 2:

Each thematic group is supplied with a handout focusing on the suggested questions and including a coordinate axes schema supporting a structured presentation of the findings.

Questions:

- Which activities could promote the topic? – Keeping in mind the scenario.
- Who can do it? Who can assist?
- Which decisions have to be made?
- Which obstacles can be expected?

### Coordinate axes (4) for answering the questions:

- Present state: goes into more details of the topic
- Targeted state: activities, changes
- Who can, should participate: who else has to be involved?
- Obstacles to be expected

## Appendix 3

### Scenario Workshops conducted by the FBI Centre

1997	Women and IT – Innsbruck
1998	Town planning – Imst
2003	The future of the dialogue between science and society through intermediaries – Innsbruck
2003	“The future of the dialogue between science and society?” – Berlin
2004	Train-the-trainer Scenario Workshop in the context of the INTERACTS project, in cooperation with Pax Mediterranea – Rinn/Innsbruck
2005	“The Alpmuseum of m Tannberg and its activities in the year 2010 – Schröcken
2005	“Gender democracy in Austria and their application” in the context of the esf-project MIDAS – Vienna
2005	“A new learning culture 2015?” – Hamelin
2006	“Mentoring for juvenile adult with migrant background” – Innsbruck
2006	Train-the-trainer Scenario Workshop for trainers in adult education on “Integration through Education” – Osnabrück
2006	Train-the-trainer Workshop in the context of the TRAMS project: “Structure and Function of the Living Knowledge Network in the year 2015” – Rinn / Innsbruck
2006	„A new school?“ in the context of the summer academy of the Renner Institute – Rum/ Innsbruck
2007	“How can integration through education be successful?“ – Innsbruck

## VI. LITERATURE

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## IMPRESSUM

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„The Tool-Kit Scenario Workshop“ is part of the output of TRAMS (Training and Mentoring of Science Shops) – which has been awarded financial support by the European Commission through the contract SaS6-CT-2005-013654 as Coordinated Action.

This Scenario Workshop Tool-kit is a result of the EC-project TRAMS – Training and Mentoring of Science Shops. It has been specifically developed to give insights into a workshop method, which supports and facilitates active participation of people from across society and across different interest groups. The setting of a Scenario Workshop offers the participants a direct opportunity for exchanging and discussing their points of view, doubts, suggestions and wishes regarding a particular topic or problem with experts and decision-makers. Furthermore it is a tool for promoting dialogue, furthering involvement and managing constructive discussions between various groups.

The Tool-kit explains the nature of a Scenario Workshop, points out important issues to be considered in organising a Scenario Workshop, draws attention to the main elements to be included and illustrates how to conduct a Scenario Workshop.

Examples of previously conducted Scenario Workshops on various topics illustrate the applicability and flexibility of the method.

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