

Participatory Scenario Development template guidance





Guidance

Participatory scenario development is a process that allows stakeholders to collectively explore potential future developments based on their joint action and resources invested. The process consists in developing scenarios (storylines), of what the future would look like, if varying inputs are (or could be) available to improve the current situation. The approach encourages stakeholders to come together to concretize their ambitions into such scenarios and commit the resources and support necessary for their achievement.

In the template we provided, you will find three scenarios: (1) A business-as-usual scenario, which describes the current way of doing things as a baseline condition, with a focus on highlighting gaps that can be addressed by stakeholders; (2) a small-effort scenario, where an improvement from the baseline condition is possible with small inputs only; and (3) a best-case scenario, where stakeholders define the ideal efforts to bring about long-term impact. The rows of the template correspond to different aspects of an SLE, which stakeholders can focus on to improve the SLE. These aspects involve: (1) Stakeholder synthesis, which serves to describe which types of stakeholders are involved in and what they can bring to the project; (2) stakeholder interaction, to plan and assess communication and collaboration between stakeholders during the project; (3) availability of resources for learners to structure and complete a learning path and deliver concrete learning artefacts; (4) support to be provided to learners while using resources and constructing learning artefacts. The above items are core components for a successful SLE but they can be enriched or modified based on the objectives of each SLE.

You can find below the template with some guiding questions to help you define your scenarios.

We invite you to dedicate some attention when defining the small-effort scenario, as it allows to define minimal resources needed to start achieving change improvement from the baseline condition. During the pilot implementation, SLEs initiators were able to define several types of small input that proved decisive for improving the SLE.

Leveraging on stakeholder networks already conducting similar activities, or partners from previous collaborations was the easiest way to arrange stakeholder synthesis for SLEs. Focusing on local networks was outlined as more convenient than reaching out for national or international partners.

For stakeholder interaction, some initiators found it easier to align their gatherings with already planned conferences and events. Making use of technology by organizing online meetings also lightened the organizational burden of initiators. Signing a formal agreement may be chosen to ensure a shared commitment for the SLE.

Extending the use of spaces and equipment already available, taking advantage of free spaces such as parks and science fairs, and replicating the same activity over the years for different classrooms, were identified as small-efforts in the provision of learning resources and support. By re-organizing the project, any investment in equipment or resources is expected to result in higher learning returns. Moreover, previous years' students could become supporters in the next editions.

While this document intends to give some guidance on the template, you can find a more detailed explanation of the participatory scenario development process and rationale at paragraph 4 of this document.



Participatory Scenario Development Template Explained

Who are the stakeholders that should be involved in the SLE to achieve its main goals?		Business-as-Usual Scenario (Current conditions to be improved when implementing SLEs)	Small-Effort Scenario (Small-scale inputs decisive for achieving considerable progress in the short-term)	Best-Case Scenario (Ideal conditions for SLEs to flourish and secure long- term sustainability)
How often and through which channels should	Stakeholder Synthesis	Before embarking on this SLE project, what types of stakeholders have you worked with in the past? Who usually initiates such projects?	Using limited resources, which stakeholder networks could be contacted? Are there local organizations that could be involved in the SLE?	Which stakeholders could have a marked impact? Can the existing network be further leveraged to establish sustainable connections?
stakeholders interact to improve SLE design and implementation?	Stakeholder Interaction	What is the usual level of interaction among stakeholders in such projects? To what extent are activities adequately coordinated among partners?	What simple mechanisms could be established to improve stakeholder communication and collaboration?	How could stakeholder relations within the network be strengthened to promote proactivity and ownership of the project?
What types of learning resources should be provided for the activities, and who should provide them?	Learning resources available	Who offers learning resources among stakeholders in projects like SLEs? Are these resources provided in an organized manner?	What learning resources can stakeholder share? How could these resources be organized to create coherent learning paths?	How can stakeholders tailor learning resources to learners' needs? How can learners be involved in producing new resources?
What type of support should learners receive throughout SLE activities, and who should provide it?	Support provided to learners	Is there any support structure in place for learners during the delivery of such projects? Who is usually responsible for that among stakeholders?	What minimal resources could be dedicated by stakeholders to offer timely support to learners anytime they would need it?	How could stakeholders plan and offer comprehensive support throughout each step of the SLE? Can learners be involved in this mechanism?



This project is funded by the European Union's Horizon programme under grant agreement No 101094648. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Example

	Business as Usual Scenario (Current conditions, that need to be improved implementing SLEs)	Small Effort Scenario (small-scale inputs decisive for achieving considerable progress in the short-term)	Best-Case Scenario (ideal conditions for SLEs to flourish and secure long-term sustainability)
Stakeholder synthesis	A school teacher initiated a project on microplastics in a secondary school in Cyprus which was a member of the South Eastern Mediterranean Sea Project (SEMEP) under the auspices of UNESCO	A Research Excellence Centre joined the SLE and shared with other stakeholders a new research project they are implementing on microplastics with 8 other European partners	The school, supported by the Pedagogical Department of the Research Excellence Centre, applied for joining the Blue Schools network of the EU4Ocean Coalition
Stakeholder interaction	The teacher and students took the initiative to inform about the progress of the project a number of stakeholders in the field of microplastics in their public presentation of the main outcomes of the project	The Research Excellence Centre notified the school anytime new dissemination material was distributed from the project and anytime a new public deliverable was available	Stakeholders in the SLE have the opportunity to interact with numerous other stakeholders all over Europe during the European Maritime Day
Learning resources available	Students worked with samples of sea water taken from coastal areas near Pafos (west-south of Cyprus) and used a methodology based on fluorescent dyes for tracking microplastics.	Students employed the knowledge and expertise developed in the new research project to optimize their methodology and overcome the bias with polystyrene and polyethylene microspheres	Students were able to exchange learning resources with two other secondary schools in Europe who implemented analogous projects on microplastics
Support provided to learners	The teacher has provided support to student groups working in different locations with sampling, analysis and reporting but this added much workload that was not easily manageable at some points in time	The Pedagogical Department of the Research Excellence Centre will support the new launch of the project in the forthcoming school year and help the teacher conduct a curriculum analysis	Additional support is sought by the school and the Research Excellence Centre from EU Young Ocean Advocates of the Youth4Ocean Forum of the EU4Ocean Coalition

