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Roadmap for participatory foresight assessments at regional level in contrasting regional contexts across Europe and Africa

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## List of Acronyms

BAU	Business as usual
CC	Climate Change
CSA	Community-Supported Agriculture
FNS	Food and Nutrition Security
NGO	Non-Governmental Organisations
RDP	Rural Development Program (EU)
RR	Reference Region
SALSA	Small Farms, Small Food Businesses and Sustainable Food Security Project
SF	Small Farms
SFB	Small Food Businesses
WP	Work Package



## **Executive summary**

This final Deliverable of SALSA's WP4 'Participatory foresight analysis' aims to make a reflection precisely about the participatory character of the activities undertaken and the outcomes obtained in this WP. Namely, the objective of this deliverable is twofold: (i) to assess the engagement of stakeholders in these participatory scenario planning activities, and (ii) to discuss the legitimacy of the scenario planning method adopted in this research. In total, the regional foresight workshops held as part of this WP involved 243 participants, with women representing 42%. These workshops were facilitated by 67 researchers linked to SALSA, of which 35 were women. Overall, more than 300 persons have been directly involved in these science-policy-society foresight activities.

The analysis is based on the 13 regional reports elaborated by the research teams and the close follow-up carried out by the coordinating team in the process of refinement and adaptation of the common protocol to the regional circumstances. The analysis of stakeholder interaction draws upon the practical framework proposed by Schonover et al. (2019) who identify three key elements of stakeholder interaction: creating space, aligning motivations and building trust. We also draw upon the approach of Duckett et al. (2017) to consider the legitimacy of our participatory scenario planning analysis.

Participatory scenario planning has proved to be an interesting framework for stakeholder engagement in this research activity. Its novelty for the majority of participants facilitated to keep the interest of participants both during the exercises and in the time after. More importantly, the mental exercises of scenario thinking and visioning require to get out of the constraints of the present, so it allows –despite the difficulties it implies, for more creative discussions. Furthermore, the multi-scale approach adopted in this research and the comparative analysis have proved to be of particular relevance. First, stakeholders hinted that their contribution could be more powerful in terms of potential impact on policy-makers or other actors' behaviour, given the wide geographical coverage of the research. Secondly, participants broadly expressed their interest on the mutual exchange of knowledge about the different views and settings in relation to a common issue, which workshops encouraged. Furthermore, the convergence of research results and stakeholders' claims that this comparative analysis permits, underpin the legitimacy of the participatory scenario planning outcomes.

Finally, participatory foresight, in particular in settings where it is not commonly used, has two implications regarding stakeholders' anticipatory capacity. On the one hand, it is somehow constrained by the dominant anticipatory systems and processes that impede the identification and invention of discontinuity, i.e. to anticipate what does not yet exist (Miller, 2015), so that stakeholders future view –in particular in activities like visioning or development of action plan, is too tied to past and current trends. Nevertheless, on the other hand, the spread of these approaches, and in particular of scenario thinking, contributes as well to stakeholders' "future literacy", i.e. the capacity of social and economic actors to be able to undertake anticipatory activities beyond the more conventional approaches of 'preparation' or 'planning'.



## **1. Introduction**

This document focuses on the stakeholder engagement in the frame of the participatory scenario planning activities implemented as part of the EU H2020 research project SALSA (“Small farms, small food business and sustainable food security”). The aim of these foresight exercises were (i) to produce a foresight assessment in selected reference regions of what the significance and potential role of small farms might be in terms of future regional food production and supply, and the linkages to food consumption, (ii) to identify the preconditions for an increased role of small farms and small food businesses in regional food security and (iii) to analyse the potential resilience capacity of small farms and small food businesses in different types of regions in Europe and Africa, and in the face of shocks and foreseen climate changes. For this to be done, 13 regional participatory workshops were conducted in 13 different countries. A more detailed explanation of the steps followed to implement and report the scenario planning workshops is included in the next section of the deliverable.

The aim of this document is not to show or discuss the outcomes obtained from the analysis carried out in WP4. These results are available in Deliverables 4.1 and 4.2. The objective of this deliverable is twofold: (i) to assess the engagement of stakeholders in these participatory scenario planning activities, and (ii) to discuss the legitimacy of the scenario planning method adopted in this research.

The structure of the document is as follows. Next section briefly introduces the link between participatory research and scenario planning. Section 3 synthesises the steps followed to implement SALSA’s foresight work, which has been more extensively described in Deliverables 4.1 and 4.2. The two following sections present the analytical framework used for this analysis (Section 4) and the empirical information this is drawn upon (Section 5). The results are presented in Section 6 –on the assessment of the participatory process- and Section 7 –which discusses the legitimacy of the outcomes. The final section includes an overall discussion about the link between SALSA’s foresight and stakeholders’ involvement.

## **2. Participatory scenario planning. An overview**

The last years have witnessed the growth of scientific analysis in two domains. One is that of stakeholder interaction in participatory policy processes and research activities. In the later sense, Slunge et al. (2017: 4) define stakeholder interaction “as the activity of involving and communicating with actors who are potentially interested in, or affected by, scientific studies and their results during the research process and the communication of results”. The engagement of stakeholders in research activities has grown notably in the frame of the new guidelines inviting effective targeting of research activities towards the resolution of real problems or opportunities. This is for instance the case of the so-called multi-actor approach that has been prominent in the domain of Agri-Food calls within the EU H2020 framework. This is also very much in line with transdisciplinary approaches, as a “reflexive, integrative, method-driven scientific principle aiming at the solution or transition of societal problems and concurrently of related scientific problems by differentiating and integrating knowledge from various scientific and societal bodies of knowledge” (Lang et al., 2012: 26-27). This is important for our analysis, as transdisciplinarity can contribute to capacity building and underpinning legitimization (Scholz 2011).



A second, growing stream of studies focuses on participatory scenario planning, defined by Otero-Rozas et al. (2015) as “a process in which stakeholders, frequently guided by researchers, are engaged in a highly collaborative process and develop a leadership role within some or all stages of a scenario development process to investigate alternative futures”. Soste et al. (2015) subdivide scenario planning into an exploratory multi-stage process comprising (i) scenario formulation –i.e. development of a small number of contextual scenarios of how the future might be, (ii) scenario analysis – exploration of likely systemic consequences produced within the area of interest by the unfolding of the contextual scenarios themselves and by the transactional responses of stakeholders, and (iii) strategy development –formulation of robust response strategies and action plans stemming from the insights gained during scenario analysis.

There are several domains where foresight has developed, notably one addressing the magnitude and complexity of future food challenges, that has explored issues around food and nutrition security, the future of rural areas and implications arising from new agricultural technologies (see for instance a compilation in McEldowney, 2017). Stakeholder participation has also been analysed in the frame of scenario planning exercises. For instance, Bourgeois and Sette (2017) compile a number of concepts the recent literature has developed to link foresight and participation: adaptive foresight, inclusive foresight, integrative foresight and participatory scenario-building. Soste et al. (2015) explore stakeholder ownership of both the scenario-based planning process and its results; from a different perspective, Duckett et al. (2017) discuss the legitimacy of scenario planning method in the public sphere.

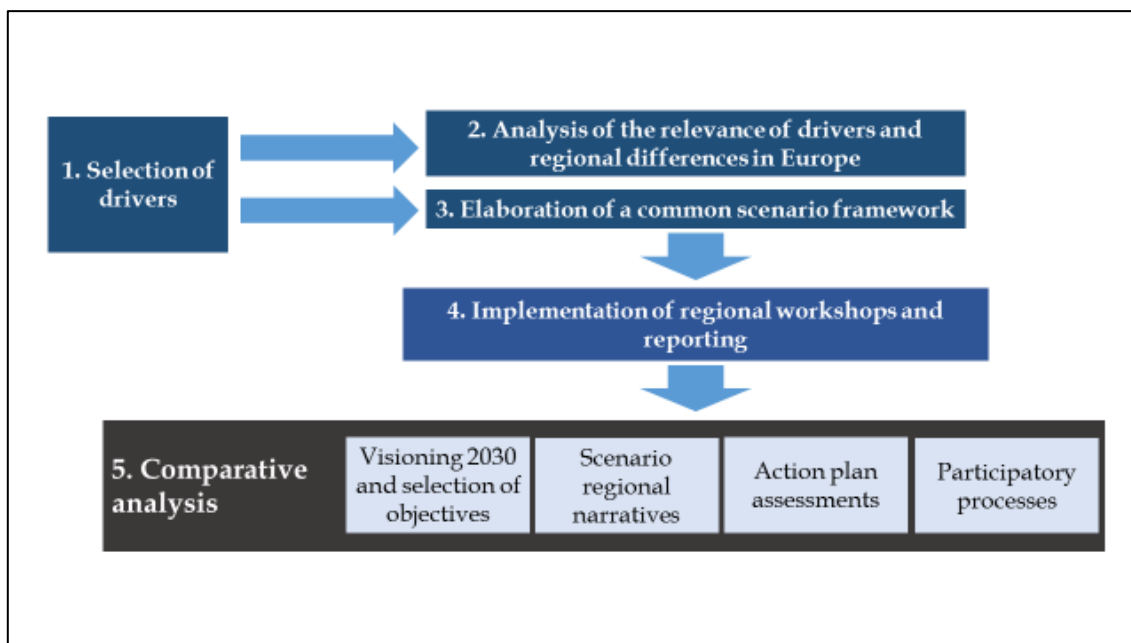
Although we draw on both these works (see Section 4 on the analytical framework below), they differ from this current research in that they consider scenario planning exercises within specific policy processes or commissions, and aspire to more pragmatic, interventions, whereas our object of analysis is geographically extensive comprising a number of participatory planning exercises that engaged stakeholders across Europe, with a wide ranging scientific remit. SALSA WP4’s foresight was also an action oriented research, as we aspired both to obtain results to feed into the policy recommendations to be made within WP6, and to provide the own participant stakeholders with insights about strategic planning for their own agendas. Nevertheless, when activities are initiated or commissioned by policy-makers their policy impact is much clearer and immediate (Bourgeois and Sette, 2017). Therefore, our more expansive focus introduces some nuances in comparison to the aforementioned analyses.

### **3. The SALSA foresight roadmap**

This section synthesises the steps followed to conduct SALSA’s comparative foresight analysis (consult Deliverables 4.1 and 4.2 for further details). Figure 1 shows these steps.

Figure 1. Scheme of WP4 steps





1. The first step consisted on the identification of the drivers that, according to 107 regional experts from 22 RR (20 in Europe, 2 in Africa), would condition the contribution of SF and SFB to regional food security. In total, experts provided more than 730 answers that were categorized (steps 2 and 3).
2. Due to the richness of the information from European regions (628 answers from 20 regions), a specific analysis was conducted to explore the relationships between these drivers, the characteristics of the regions, the profiles of the experts consulted and the comparison with the existing literature on European food system foresight. This analysis was not planned in the Grant Agreement of SALSA project, and it is not included the Deliverables 4.1 and 4.2. Instead, analysis has been sent for publication in a scientific journal<sup>1</sup>.
3. The drivers (for both European and African regions) were categorised differently than the step 2 to shape the common scenario framework to be used in the regional participatory foresight workshops (see Deliverable 4.1). This common scenario framework was used to trigger deeper discussions about how the scenarios would unfold in the several regions. In other words, in SALSA's two-scale approach, the more aggregated level –set by the common scenario framework- acts as a set of boundary conditions for regional developments.
4. This common scenario framework, together with a common implementation protocol (see Annex I), were the base for the implementation of the regional participatory foresight workshops conducted in 13 different countries. This guide was proved and refined along a two-day-training event (Valencia, March 2018) that gathered the research teams responsible to implement these foresight workshops on their respective regions. National research teams also organised internal training activities to prepare their respective workshops. In parallel, several bilateral meetings were organised by Skype to refine and adapt the protocols to the regional settings without losing the comparative potential. These participatory scenario planning workshops combined (i) the development of regional adapted scenario narratives from a common scenario framework (scenario analysis), (ii) the

<sup>1</sup> The paper is currently in the second round of review in the journal Global Food Security.





identification of concrete objectives from visioning exercises and (iii) the creation of action plans to achieve those objectives (strategy development) from a backcasting approach.

The development and outcomes from these workshops were reported according to a common template (see Annex II). These regional reports are included in the Deliverable 4.1. The nature of foresight exercises required a detailed preparation of the workshops, in particular regarding the necessity to clearly set up the outputs to be achieved and the facilitation process of these participatory activities.

5. Finally, the regional reports produced in Step 4 served as the ground for the comparative analysis included in Deliverable 4.2. This comparative analysis derives from the main results of the regional foresight workshops, i.e. the visioning on the future of SF and SFB, the regional scenario narratives stemming from the common scenario framework and the assessment of actions plans to achieve the objectives identified by the participants in the visioning exercise.

It is precisely the comparative analysis of the participatory process of this foresight work which is the object of this deliverable.

## 4. Methodology

### 4.1. The empirical basis

In total, the regional foresight workshops held as part of this WP involved 243 participants, with women representing 42%. These workshops were facilitated by 67 researchers linked to SALSA, of which 35 were women. Overall, more than 300 persons have been directly involved in these science-policy-society foresight activities. These numbers contrast with most of the existing foresight in food and agriculture, as shown by the inventory of foresight studies in food and agriculture made by Bourgeois and Sette (2017). These authors report much lower scales of inclusion (measured as the number of participants) in most of the cases, with only 14% of the studies involving more than 200 participants. Next table shows the regions where the SALSA foresight workshops were conducted. Further detail about the number and profiles of participants can be found in Deliverable 4.1.

Table 2. Regions for the participatory scenario planning

Country	Country code	Region
Cape Verde	CV	R2 Santiago Island
Ghana	GH	R7 Gushegu District
Greece	GR	R9 Larisa
Italy	IT	R11 Pisa
Kenya	KN	R13 Ugunja Sub County
Latvia	LV	R14 Latgale
Malawi	MW	R17 Balaka District
Norway	NO	R18 Hedmark
Poland	PL	R19 Rzeszowski
Portugal	PT	R23 Oeste
Spain	ES	R26 Castellón
Romania	RO	R25 Giurgiu
UK	UK	R29 Perth and Kinross, and Stirling



The empirical basis for this analysis stems from two main sources. Firstly, as explained in Section 3, the coordinating team monitored the design of the regional workshops in order to refine and adapt the protocols to the regional settings without losing the comparative potential. These activities allowed the coordinating team to gather information about both the design challenges that regional workshops presented and participatory engagement issues regarding key stakeholders. Secondly, the regional reports included a final section that captured precisely how the stakeholders had assessed the workshops and an assessment made by the own researchers in charge of their implementation.

Box 1. Section 6 of regional reports: *Workshop assessment*

*Regarding **participants' assessments**: What new issues have they learned? To what extent and how this workshop could feed into their respective activities? What would be needed to effectively turn the workshop's outcomes into actions? Which would be the next steps? To whom they would like this outcomes arrive to? Any other issues?*

*Regarding **researchers' assessments** after the implementation of the workshop: Which have been the main limitations/problems arising from the need to follow a common protocol and scenario framework for all the SALSA regions? What changes would you introduce in future similar activities? What have you learned, as researcher, from the workshop? In which cases (regional/local policy processes, stakeholders) do you think the workshop and its outcomes could be useful?*

#### 4.2. A framework for the assessment of stakeholder interaction and the legitimacy of outcomes

According to Soste et al. (2015) and Newton and Elliot (2016), stakeholders can be defined as actors (persons, organisation or groups) who have a clear interest in the issue at stake, who are involved in, affected by, knowledgeable of, or have relevant expertise or experience in the issue at stake.

For a detailed analysis of stakeholder interaction in the context of the scenario workshops, we follow the practical framework proposed by Schonover et al. (2019) who identify three key elements of stakeholder interaction: creating space, aligning motivations and building trust. Each can be also subdivided in a number of components. Creating space is about (1) convening stakeholders who would not otherwise interact with each other, (2) convening and facilitating the collective dynamics and (3) having a space for critical discussions. Aligning motivation between stakeholders and researchers would include: (4) understanding stakeholders' values and concerns, so that (5) researchers can frame and present their work; (6) the goals of both researchers and stakeholders and (7) what benefits do stakeholders expect from their engagement in these participatory processes. Finally, building trust between stakeholders and researchers encompasses (8) pre-existing relationships, (9) the time needed to build that trust and (10) the approach or method used for the engagement, (11) the role of the reputation of certain participants in the interaction between stakeholders and (12) the importance of being perceived as belonging to the local community.

We also draw upon the approach of Duckett et al. (2017) to consider the legitimacy of our participatory scenario planning analysis. Legitimacy is particularly important when foresight exercises aim to feed into policy thereby promoting the avoidance of a democratic deficit. In this sense we followed their approach incorporating process, procedure and product (drawing originally on Habermas (1991,



1984a, 1984b) initially to guide and subsequently to reflect on the legitimacy of our foresight exercises. Legitimacy, in the current context, requires that a research exercise is respectful of stakeholders' divergent values and beliefs, unbiased in its conduct, and fair in its treatment of opposing views and interests (Cash et al., 2003). Moreover, due to the research-oriented nature of this foresight exercise, legitimacy also underpins credibility, in terms of the scientific adequacy of evidence and arguments (Cash et al., 2003). It must be noted that the Habermasian framework, emanating from his Theory of Communicative Action, presents us with the notion of 'ideal speech' fully cognisant of the impossibility of achieving flawless participatory engagement in the real world. We can only aspire to mitigate the challenges that arise from scenario planning or any other participatory communicative fora armed with a theoretical lens by which to better characterise those challenges.

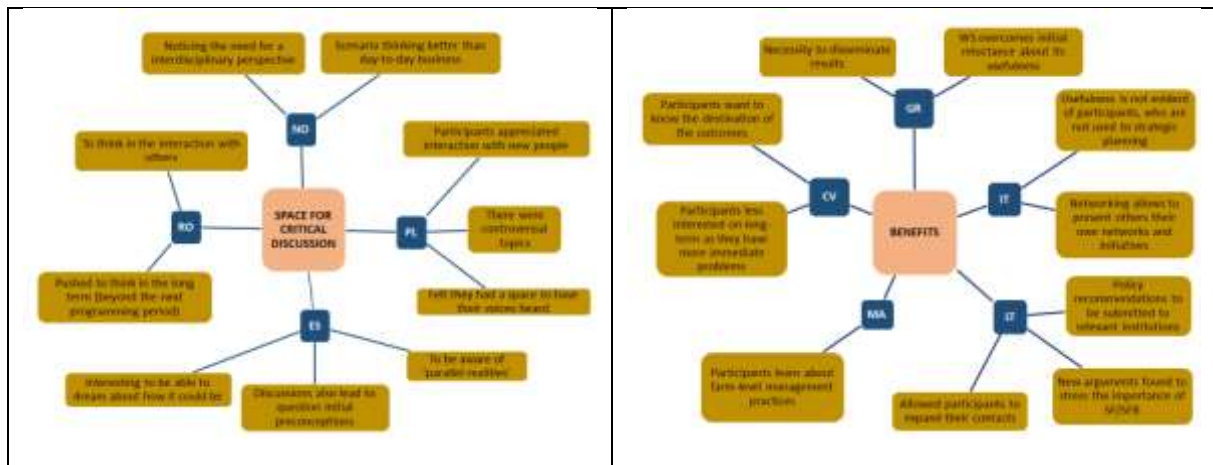
### 4.3. The comparative analysis by 'inductive mind maps'

The comparative analysis of the contents of the 13 regional reports was carried by means of the elaboration of a 'mind map', that visually organised the information at three hierarchical levels:

- (1) the aforementioned components proposed by Schonover et al. (2019).
- (2) the regions (coded by the country) where those topics were addressed
- (3) the concrete contents on that topic from that region.

Figure 1 illustrates with a couple of examples how this was organised to give rise to the mind maps.

Figure 1. Example of mind maps



## 5. Assessing stakeholder engagement

The analysis of how the stakeholder engagement has taken place in the course of these participatory scenario workshops can be split according to Schonover's et al. (2019) practical framework.

### 5.1. Creating space

The regional workshop reports detail the manner in which these activities contributed to the creation of a space for stakeholder engagement, at times convening people unfamiliar with one another (ES,



PL, PT, CV), recruiting ‘harder to reach’ decision-makers (KN, RO), and enabling networking opportunities (LV).

Research teams played a crucial role in creating that space as **conduits of interaction**. This benefited from the neutrality with which stakeholders perceive the university (IT). In another case, the workshop was organised with the support of a farmer NGO that has a good reputation in the agricultural community, which eased the activity (LV). However, due to the nature of the foresight exercise and the need to obtain comparable outcomes, the facilitation of the exercises required an important previous preparation and training of researchers (ES, PT, LV, PL) to be able to anticipate the difficulties that participants could have due to the nature of foresight thinking (visioning, backcasting, scenario narratives) (ES, PT).

Nevertheless, despite its demanding preparation, what the reports show is the potential of participatory foresight for **critical discussion**. Some stakeholders argued that it allowed for learning about other perspectives and ‘parallel realities’ (ES, PL). It also challenged stakeholders’ preconceived views (ES). The discussion was facilitated by the adoption of foresight thinking, as participants were “able to dream about how [the future of small farms] could be” (ES) and “followed a targeted thinking, on different time horizons, under different assumptions” (GR), that pushed participants to think to the long term (not only one year or programming period) (RO) and to think about the interaction with others (RO). In general, the activities were considered a “space for profound reflection” (CV) that created a new awareness about strategic thinking, in contrast with day by day business (NO).

## 5.2. Aligning motivations

Schonover et al. (2019) focus on the alignment of motivations between researchers and stakeholders, but also on the different motivations amongst stakeholders themselves, enabling assessment of the nature of any alignment identified during the course of the participatory workshops. Both participants and researchers shared, given the nature of the objectives of the exercise, common **values** regarding the concern about the future of small farms and small agrifood companies, as well a common interest in discussing proposals for action aimed at future improvement. In some cases, the discussion increased participants’ awareness about the role and challenges of SF and SFB (PT).

**Framing** the workshops was, without doubt, one of the main challenges for the researchers. Framing is not only about using appropriate and understandable terminology for the stakeholders, but also maintaining the discussions within the boundaries of the research questions and –with regards to foresight- ensuring the consistency of each scenario in terms of future events –overcoming the tendency of stakeholders to discuss their current situation. This is a challenge as foresight scenario planning is seldom used in most of the regional settings we have worked in SALSA.

The above-mentioned considerations placed extra responsibilities on facilitators, on top of their roles as conduits. This is the case of all material used to carry out the workshops, which had to be translated into the national languages. Each research team made an effort to look for the most appropriate terminology, keeping in mind the need to maintain the comparative potential. For instance, some teams did not use the term ‘food security’ or ‘food and nutrition security’ (ES, IT, PT) because, in these countries, these concepts are mostly associated with ‘food safety’. In order to overcome any possible misconception, thus, some teams resorted to alternative expressions, like ‘adequate diets’, ‘healthy,



balanced, diverse and environmentally friendly’, whereas other teams opted for making clear the broad scope of food and nutrition security as understood within the SALSA project (PT).

Despite this provision, some teams reported difficulties of some participants to fully grasp some terms (RO). It was also necessary to adapt the terminology of the invitation letters not to ‘intimidate’ participants with complicated terminology (PL).

In some cases, participants had difficulties envisaging themselves in a long-term future that was sometimes considered too far distant in time (UK). Moreover, for some participants, the presence of policy-makers in the workshops proved an irresistible opportunity to talk about their current needs (RO).

The constraints of a common scenario framework, required for comparative analysis, also provoked some tensions. For some, the common scenario framework was too detailed or complex (NO), which prevented creativity (UK), or included some scenarios with assumptions not ‘realistic’ for certain regions (PL). Nevertheless, the regional reports also show how participants did not simultaneously use all the drivers to shape the scenarios. They concentrated on the ones they perceived to be the most relevant and meaningful for their respective regions in any of the scenarios discussed.

In any case, the framing of these participatory foresight activities is tremendously demanding and requires an intense amount of preparation. Moreover, due to the nature of this multi-scale analysis, it has required multilateral coordination, bilateral follow-up between the leading team and the regional teams, and internal preparation by each regional team.

Regarding the **goals**, these workshops were a part of the research project, and the SALSA researchers wanted these activities to be useful and relevant to obtain knowledge about small farms and small food business, in a way (and format) allowing for ex-post comparative analysis. Nevertheless, workshops were purposely designed as participatory strategic planning, aiming (and not as a by-product of the research) to give stakeholders insights about what actions are needed to achieve their own objectives regarding the future of small farms and small food business and their contribution to regional food security, and to produce relevant policy messages to be upgraded to the pertinent decision levels. In other words, the action-oriented nature of these participatory foresight activities contributes to the convergence of researcher and stakeholder goals.

Convergence of the different stakeholders’ goals was also noted in the regional reports. For example, the workshop was perceived as a space to create “unity in trying to find a final solution” for small farms (MW), through the clustering of multiple individual contributions to explore the similarities and complementarities of stakeholders’ aspirations. Yet, sometimes conflicting ideas encountered during the visioning exercise complicated the development of action plans (LV).

One of the main components of stakeholder interaction is the assessment of the **benefits** that both researchers and stakeholders derive. In the case of researchers, the most direct benefit was related to their responsibility in responding to the project requirements.

This is totally different from the stakeholders’ perspective, as they ponder their time and energy to engage in these processes against the benefits they get. Moreover, stakeholders’ assessment is done both ex-ante –which would determine their willingness to participate- and ex-post –which would condition their future engagement. For instance, as most of the stakeholders were not familiar with



strategic scenario planning, the ex-ante assessment of its potential benefits were uncertain (IT, ES), but it succeeded in overcoming initial reluctances (GR) and increased awareness about the usefulness of strategic thinking (NO). Yet, the magnitude of current needs can leave stakeholders less interested in discussing long-term horizon times (CV).

Some of the benefits reported were related to the opportunity to meet other relevant actors, as it allowed for creating new contacts (IT, LV) and presenting and exploring connections to their own networks and initiatives (IT). In addition, new knowledge exchange was also appreciated, for example, the finding of new arguments to defend small farms (LV) or more concrete insights about farming practices and management (MW, GH). All these benefits can be considered impacts of foresight as a process (networking, learning, awareness) (Bourgeois and Sette, 2015).

That notwithstanding, in this action-oriented activity the ex-post assessment is not immediate and will depend on the future feed-back stakeholders will get. Stakeholders expect their engagement to have an impact in two main aspects. First, they want a dissemination and devolution of the outcomes of the workshops (GR). There is, in particular, an interest in knowing the outcomes of a comparative analysis of the several workshops, to know to what extent there are differences and communalities across regions (ES). Second, stakeholders aspire to having their vision and recommendations making an impact at higher policy levels (CV, LV, ES), which is very common in other research-led foresight studies (Bourgeois and Sette, 2015). These are examples of what Bourgeois and Sette (2015) refer as 'soft' impact.

### 5.3. Building trust

All the research teams have a long trajectory of interaction with relevant regional stakeholders in their respective domains (agriculture, rural development, policies). These **pre-existing relationships** were essential in the recruitment of relevant and diverse stakeholders. Moreover, the project has contributed to developing regional Communities of Practices (CoP) that will become the frame of a continuous interaction between the researchers and the stakeholders, who participated in previous activities carried out (personal interviews, focus groups, workshops). This means that many of the participants who took part in the foresight workshops were already aware of the SALSA project and were already acquainted with the research teams. These existing relationships can be positive to ease the participation of stakeholders, but they also risk to bias the selection towards those with more time and/or more willingness to participate. In any case, due to the demanding nature of the foresight activity and the complexity of scenario thinking, prior knowledge of the persons' skills and personalities is useful for the selection of participants. The need to avoid or mitigate the selection bias required an effort by research teams to search outside of their 'area of comfort', resorting only to the 'usual suspects'.

Interestingly, one of the analysis conducted in this WP4 (that of the analysis of the drivers of change in European regions, see Step 2 from section 3 above) reflected that there was not a significant relation between the drivers pointed out by the experts and their profile. In other words, those experts closer to the production side (farmers, farmers unions, cooperatives) did not pay necessarily more attention to the access to assets to produce or market, or to more tailored public support. Similarly, downstream actors (retailers, consumer representatives) did not seem to emphasize consumer side drivers (food habits, poverty) above the importance given to them by other actors. Although this does not necessarily demonstrate the lack of bias in the selection of the participants to the foresight workshops



(not all the participants had intervened in that previous study and it was only for Europe), this do reflect the effort made by the SALSA research teams to include in the foresight process representative and knowledgeable stakeholders with diverse viewpoints and having an integral focus about the issue at stake.

The **time** spent in constructing and exchanging in these CoP has contributed, without any doubt, to ease stakeholders' engagement in this foresight activity. However, this is also a risk, as it can end up provoking some fatigue among some actors (IT). In any case, as explained above, the time after the workshops is quite relevant, as stakeholders have expectations regarding follow-up actions (GR). This also leads to a concern regarding the time gap between the activity and the moment when results are available and made public (ES).

The **approach** adopted for this concrete interaction is quite relevant, as it is about a relatively complex format (participatory foresight workshops) that were designed around a common structure to be replicated in 13 different regions from 13 different countries by 13 different research teams. The approach of the design of the workshop gave rise to two types of comments by attendees. One of the elements that was raised in the assessment made by some participants was that it had allowed for the real engagement of all the stakeholders, as they all had the chance to contribute and express their views (KN, LV, PL), in particular small farmers (MW). This is important in order to maintain the interest of the stakeholders after the event and their willingness to keep their engagement for future actions. The second element was related to the innovative character of the foresight approach. Despite some constraints already mentioned, the format of the activity received generally positive comments (PL, NO, PT, CV, "worthwhile and enjoyable" UK, "pleasant" IT), to the extent that some even asked for scenarios to be organized more often (LV). Many of the stakeholders had already participated in several activities (some even within the framework of this project), but were more used to 'classical' approaches focused on current situation diagnoses. A more innovative and creative approach is useful for stakeholder engagement.

There are no explicit mentions in the regional reports about the role of the **reputation** of certain stakeholders and their effect on helping or breaking the participatory activities. Nevertheless, due to the demanding nature of foresight thinking it is very positive to have some participants that are able to 'break the ice' and to start suggesting some initial ideas that can guide others' contributions.

Finally, the **sense of belonging to the closest community** was very much facilitated by the territorial scale adopted in the overall project. This was made evident in some cases, as some participants positively reviewed the opportunity to discuss their "closest reality" (ES, PL).

## **6. Discussing the legitimacy of scenario planning outcomes**

As explained above, we follow Duckett et al. (2017) to discuss in depth the challenges of participatory scenario planning exercises to yield legitimate outcomes. Namely, we focus on the process, procedure and product to guide and subsequently to reflect on the legitimacy of our foresight exercises.

For process to be legitimate, the circumstances under which reaching a rational understanding are organised ought to exclude all force, both internal and external, apart from the force of better arguments. A legitimate process presupposes the wider emancipatory project of rationality and



democracy (Habermas, 1991). Ulterior motives are ideally excluded and participants are facilitated towards 'reflexive continuation', cooperating in good faith, free from constraints, and cooperatively seeking truth (Habermas, 1984a). Experienced researchers assisted by comprehensive training sessions and coordinated by the leading team, were able to promote legitimacy in the dimension of process and were sensitive to the power dynamics and imbalances that might inevitably surface, as with the issue of the relationship between participants with practical, current problems when presented with the opportunity to confront policy makers. Moreover, the integration of the outcomes from the 13 workshops –where 243 stakeholders from many different backgrounds and profiles intervened, contributed as well to minimise these limitations. In other words, this two-step cumulative planning has allowed for counting with a high number of participants, so that this could, in part at least, neutralise the impact of unbalanced participation in the regional workshops.

Further drawing on Habermas, Duckett et al. (2017) characterise the type of facilitation of argumentation practised in our exercises as a procedure, a dimension subject to special normative regulation designed to allow disputants to adopt hypothetical attitudes. Success depends on relieving participants of practical pressures, freeing them from relying on their experiences and allowing the space to use tests of reason only, to consider the claims of their opponents. In our view, the scenario workshops, as were devised, did provide a unique space where there was a level of freedom from normal constraints for stakeholders and where hypothesis testing could flourish.

Finally, when successful, as we propose that our exercises were, the process and procedure result in cogent arguments (or products). Legitimate products comprise of convincing arguments, dependent on inherent validity claims that can be theoretically refuted (or upheld). The building blocks of validity claims are intrinsic components which Habermas (1984a) further subdivides into: rules or warrants through which grounds (or reasons) are obtained; grounds establishing claims; and backing from heterogenous evidence which, in turn, validates the grounds. We present products (in the form of objectives and actions) and scenario narratives. It is difficult to assess our products in the short term but the legitimacy of our results will be open to scrutiny as we disseminate more findings in the public domain.

Overall, the SALSA scenario planning exercises make some claims to be legitimate while recognising that real world engagements are necessarily imperfect in this regard. First, the way the workshops and their steps were conducted (following explicit guidelines) aimed to minimise power unbalances and have all the voices represented in the structured outcomes (vision, action plans, and scenario narratives). As stated above, participant feedback generally acknowledges this. Second, as Duckett et al. (2017) indicate, the risk of strategising is mitigated thanks to the abstraction needed to tackle scenario thinking. Moreover, relatively unbiased abstraction was promoted by the research nature of SALSA. Stakeholders were made aware that–despite the action oriented approach of the exercise- they were participating in a research activity, not a policy process in which they could influence directly to further vested interests.

## **7. Conclusion**

Participatory scenario planning has proved to be, as designed and implemented in the SALSA project, an interesting framework for stakeholder engagement in this research activity. In our assessment of





the stakeholder participation, there are some issues that are not linked to the foresight logic of the workshops. Indeed, the facilitating role of universities or collaborating NGOs in conducting the activities, the benefits in terms of networking between stakeholders, and the way these workshops benefited from pre-existing relationships between researchers and stakeholders, can be easily found in other forms of stakeholder engagement in research activities. Nevertheless, there are other elements of the assessment that do seem to stem from the conceptual and methodological specific traits of participatory scenario planning. The characteristics and mental exercises of scenario thinking and visioning require to get out of the constraints of the present. As it has been explained above, though this could become itself a constraint –as it requires a mental effort, this allows for more creative discussions. Moreover, we have found how several stakeholders very positively assessed (“pleasant”, “enjoyable”) the foresight approach – with which they were not previously familiar, and this is relevant to keep the interest of participants both during the exercises and in the time after.

A second key issue revolves around the approach for a comparative analysis of the outcomes from 13 foresight workshops. Many stakeholders perceived a comparative analysis aggregating results from 13 different regions and countries as a benefit itself. Firstly, stakeholders hinted that their contribution could be more powerful in terms of potential impact on policy-makers or other actors’ behaviour, given the wide geographical coverage of the research. Secondly, participants broadly expressed their interest on the mutual exchange of knowledge about the different views and settings in relation to a common issue, which workshops encouraged. Furthermore, the convergence of research results and stakeholders’ claims that this comparative analysis permits, underpin the legitimacy of the participatory scenario planning outcomes.

Finally, it is noteworthy to highlight the potential impact of these participatory foresight activities on the participants’ anticipatory capacities. Miller (2015) alerts about the dominance of what he refers as a ‘push’ approach to learning, i.e. the idea that we can know the future or which forms could the future adopt. This is the approach of two of the three anticipatory consciousness: preparation for what is knowable and planning based on fixing goals, means and rules to construct the plan. This has been in part the approach followed in SALSA’s foresight, particularly in the activities of visioning and development of action plans. Miller’s warning about this approach is that it may “*bias human decision making towards choices that generate excessive path dependency and undermine a more robust resilience strategy – diversification*” (p. 520).

Nevertheless, the use of the scenarios in one of the central activities of the foresight workshops, leads to a different approach. Indeed, scenario thinking has the potential to break this path dependency, presenting stakeholders a set of basic scenarios not necessarily shaped on what they think it could happen in the future. Instead, it encourages them to imagine what the future could mean beyond the present constraints (at least in part). This is what Miller (2015) refers as ‘pull’ learning. We consider it is necessary to explore how to better integrate the activities of planning, which are necessary to guide decision-making and that are more ‘recognisable’ by stakeholders as a useful outcome, with the challenge of discovering and inventing the unknowable.

The participatory foresight has had, as part of a research project, evident research targets, that have been object of analysis in the previous Deliverables of this WP4. However, it has pursued as well to have impacts on participants’ skills and capabilities. As stated above, one of the desired targets was to provide stakeholders with a structured vision of a number of objectives and the actions to be



undertaken. The real impact of this would require a follow-up of the stakeholders' future actions that goes beyond the scope of this project. Beyond the usefulness of the thematic outcomes of their involvement in this activity, the participatory scenario foresight has the potential to contribute to what Miller (2015) names "futures literacy", i.e. the capacity of social and economic actors to be able to undertake anticipatory activities beyond the more conventional approaches of 'preparation' or 'planning'. This could, potentially, reinforce the 'emancipatory dimension' of foresight (Ahlqvist and Rhisiart, 2015), or the empowerment of participants, understood as "a process aiming at developing the capacity to use the future and by its usage to self-determine it" (Bourgeois et al., 2017).

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## ANNEX I. Workshop implementation guide



25.10.2018

# WP4 workshop implementation guide

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WP4 – Participatory foresight analysis

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Report title

WP4 training guide

Work package

4

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## **1. Structure of the participatory foresight workshop**

### **1.1. Introduction**

This guide is an improved and simplified version of the preliminary one that was used during the training in Valencia. It is important to follow this structure in order to secure the comparability of outcomes. In any case, UPV will initiate bilateral contacts with all the partners that will implement the foresight workshops to discuss the adaptation of this protocol and the scenario framework in each case.

The main change in comparison to the previous one is that the former Step 5 (Crossing actions plans through scenarios) has been removed as activity in the workshop. This crossing allows to assess the feasibility of actions under alternative future scenarios, and is relevant to identify potential robust actions (i.e. actions that would be feasible under several or all scenarios). Therefore, our proposal is that this assessment can be made ex-post by the research team and included in the report (there is a dedicated section in the template).



## 1.2. Overview of the workshop

Next table summarises the planning for the full-day foresight workshop<sup>2</sup>.

Time	Activity	Correspondence with objectives of WP4 (DoW)
Introduction 9:00 – 9:45	Welcome Roundtable presentations Introduction to SALSA Explanation of the foresight workshop Addressing doubts	
STEP 1 9:45 – 10:45	Assessing the potential/desired role of SF and SFB in FNS in 2030.	To produce a foresight assessment in selected RR, and to <u>assess what the significance of SF might be</u> in terms of food production and supply, and the linkages to food consumption,... To assess the potential role that small farms and small food businesses can play in the future in FNS.
10:45 – 11:00	Coffee break	
STEP 2 11:00 – 12:30	Developing Action Plans through <i>backcasting</i>	... as well as the <u>preconditions for an increased role of SF and SFB in FNS</u>
12:30 – 13:30	Lunch	
STEP 3 13:30 – 15:00	Developing 4 adapted regional scenario narratives for 2050, including storylines for 2030 (scenario groups)	To assess the potential role of the resilience of small farms and small food businesses in different types of regions in Europe and Africa, and in the face of shocks and foreseen climate changes
STEP 4 15:00 – 15:45	Assessing SF and SFB vulnerability and resilience	
STEP 5 Plenary 15:45 – 16:15	Participants' workshop assessment Lessons learned How to turn outcomes into actions? Next steps	
16:15	End	

<sup>2</sup> Alternatively, the structure could be adapted to a two-half-day option, though this increases the risk of having different participants each day (which is not desirable).





## 2. The workshop step-by-step

The following pages detail every step to conduct the workshop<sup>3</sup>. We will also use this protocol in the training sessions to simulate these steps and clarify doubts. There are, yet, some pending questions to be addressed to implement it. These questions are identified below and will be discussed along the training and the project meeting.

### Introduction (9:00 – 9:45)

1. Participants are presented the preliminary findings of WP2 and WP3, namely:
  - Agricultural land occupied by SF (in contrast with official statistics)
  - Estimation of production as obtained in WP2
  - Estimation of production and consumption covered by SF and SFB (WP3)
  - The main characteristics of the regional food system as obtained from WP3 (FS maps)
  - IMPORTANT: The aim is to present SF and SFB in general, not exclusively about the selected food staples.

This would become the baseline of foresight questions.

2. The speaker presents the overall picture of the workshop, which are the steps, what the expected outcomes of each step are, and how the steps are connected at the end to shape a consistent activity. Together with these guidelines, UPV is sending the PPT presentation that was used in the Valencia meeting so that you can use (adapted and translated) the slides to provide this overall picture. Nevertheless, it is not aimed to provide a detailed explanation of each step (this will be done gradually later), but to allow the participants to understand the global logic of the activity.
3. In some cases it would be needed to refresh the concept of food security.

### STEP 1: Assessing the potential/desired role of SF and SFB in FNS in 2030 (9:45 – 10:45)

The aim of this activity is twofold. On the one hand, it aims to assess the potential of SF and SFB to contribute to regional food production and regional FNS in 2030. This assessment is a mix of what is **realistic** (taking into consideration the characteristics of the region and the current situation) and what participants **desire** (what they want this contribution to be). In other words, this is a visioning exercise that has a normative bias.

On the other hand, it aims to allow for the identification of a set of concrete objectives in the next step, that will be later used to construct Actions Plans through backcasting.

1. Participants are split in three working groups with the following profiles (the composition of groups should be previously decided by the organisers):
  - Group A: SF and production
  - Group B: SF and FNS in the region
  - Group C: SBF and FNS in the region
  - Each group should have a facilitator and a note taker (both members of the research team)

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<sup>3</sup> This is a preliminary scheme that would be refined and improved along the training and the project meeting. A definite version will be prepared with the feedback of the partners.



- Discussions could be recorded
2. Participants are asked: *Taking into account the point of departure and the characteristics of the regional food system..*
    - Group A: ... *what role would you like SF to play in 2030 in terms of contribution to regional food total production?* (This questions refers to either the amount of food production or the production of certain products that are not produced by larger farms).
    - Group B: ... *what role would you like SF to play in 2030 in terms of providing an adequate diet to both consumers and farm households **in the region?***
    - Group C: ... *what role would you like SFB to play in 2030 in terms of providing an adequate diet to both consumers and farm households **in the region?***

These questions could be written at the top of the chart with which the participants will work, to remind them what are they being asked.

3. Participants spend 10 minutes to individually write down in post-it's as many answers as they have to these questions:
  - One idea per posit
  - They can be proposed even to quantify the responses
4. Participants are asked to put their post-its on a chart and explain what they mean.
  - The group facilitator clusters the post-its in the chart
  - After this first round, participants are asked to react to the others' ideas
  - Along the discussion, post-its can be reorganised, added, removed.
  - Consensuses and conflicts are identified
  - The final outcome would become the potential contribution of SF and SFB to FNS

## STEP 2: Developing Action Plans through *backcasting* (11.00 – 12:30)

The aim of this activity is to develop Action Plans that would allow to achieve the objectives that can be derived from the visioning exercise.

1. We maintain the same distribution of groups (A, B and C)
2. The facilitator asks the participants how to translate the clusters of 'aspirations' into concrete objectives and to select the two they believe are the most important.
  - For the prioritisation, a vote system can be used (e.g. distribute a number of points among the clusters). In any case, we can be flexible about this prioritisation, so that each partner can decide how to better make this selection, taking into consideration the power relations or the expertise among the participants.
  - This step can be moved, depending on the availability of time, to the previous activity.
3. Participants are asked what would be needed to reach that potential -what events, actions, milestones... would be needed to achieve the desired objectives.  
BACKCASTING: The logic is: "if we want to achieve that objective, what would be needed to be done/happen before 2030 for that to be possible?". This question is addressed step by step from the future (2030) to the present (backcasting)<sup>4</sup>.

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<sup>4</sup> This example shows this kind of logic: "If I want to take my fly at 12h00, I need to be in the gate at 11h30. For that, and considering the security controls, I should arrive to the terminal at 11h00. This means that,



4. Participants spend 10 minutes to individually write down in post-its as many answers as they have to this question:
  - One idea per post-it
  - Ideas should be written in present tense, like ‘news headlines’.
    - i. E.g. NOT “small farmers should be granted CAP payments”, RATHER “small farmers are included as beneficiaries for CAP payments”
    - ii. E.g. NOT “consumers should acknowledge the relevance of SF”, RATHER “consumers are aware of the relevance of SF in preserving rural landscapes”
5. Participants are asked to put their post-its in a chart and explain what they mean.
  - When putting the post-its, the group facilitator asks the participants to arrange them ‘chronologically’ from the future to the present. Participants should also indicate WHO should be the responsible to carry out that action.
  - After this first round, participants are asked to react to the others’ ideas.
  - Along the discussion, post-its can be reorganised, added, removed.
  - Along the discussion, emphasis should be given on the identification of actions (post-its that have been stated as actions; or in the case of milestones participants can be asked if there are previous actions that could lead to achieve them).
  - Consensuses and conflicts are identified.

OUTCOME: Each group will have 2 Action Plans, one per objective.

### STEP 3: Developing 4 Regional Scenario narratives (scenario groups) (13:30 – 15:00)

Task 4.1 will provide a set of scenarios for 2050 to give rise to the construction of regional narratives.

It is very important, at this moment, to take into consideration that we are working with two different time spans, 2030 and 2050, and two different approaches, one for 2030 with goal definition and action plans, and one for 2050 with contrasting scenarios and their impact on SF and SFB. For the regional narratives to be developed we focus on 2050, but we also ask (point 6 of this step) about the previous to 2050 events that would had led to the 2050 situation. This ‘storyline’ would be assimilated to 2030 situation to cross (Step 5) action plans and scenarios.

1. Participants are split in N groups (N=number of scenarios)
  - The composition of groups is different than that of the previous activity, mixing the participants differently.
2. The group facilitator explains what the exercise is about and presents the (“what if”) scenario
3. Participants are asked to think what such a combination of drivers/states in 2050 would mean for SF and SFB and their contribution to food production and FNS.
4. Participants spend 10 minutes to individually write down in post-its as many answers as they have to this question:

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*I would need to take the taxi at home at 10h15, so I should call the taxi 20 minutes earlier”. In terms of backsting, the concrete time is not so important (do not ask necessarily the participants to date all the actions), what is relevant is the order of the actions.*



- One idea per post-it
5. Participants are asked to put their post-its in a chart and explain what they mean.
    - The group facilitator clusters the post-its in the chart
    - After this first round, participants are asked to react to the others' ideas.
    - Along the discussion, post-its can be reorganised, added, removed. Post-its are clustered around common topics.
    - In the course of the discussion, attention should be paid to identify to what extent the impacts of the scenarios are different for different types of SF (e.g. regarding the SF typologies used in the project).
    - Consensuses and conflicts are identified.
  6. For each cluster, the facilitator asks the participants what would have happened before 2050 to reach that situation. This 'dynamic' question would allow to shape a 'storyline' that has led to such a situation. This previous storyline is relevant in understanding later the regional narratives.
  7. Finally, participants should agree on a name for that scenario, different from the one given to them in the initial short narrative.

OUTCOME: From the notes taken along the discussion, the chart and the loaded audio, the research team will be asked to elaborate a detailed regional narrative for each scenario to be included in the report.

#### STEP 4: Addressing resilience and vulnerability (15:00 – 15:45)

1. Participants are asked to identify, among the ideas written down in the post-its and shown in the scenario chart, which ones would be (in 2050) the most potentially negative for SF and SFB as well as to their contribution to FNS. The 3-4 main threats will be identified.
2. Once identified, participants are asked:
  - Why they are so potentially negative for SF and SFB (this could allow us later on to analyse/classify the source of that vulnerability: more exposed, more sensitive or with less adaptive capacity).
  - To what extent SF and SFB are equipped to resist/respond to them (in the later analysis, we can try to classify this resilience in terms of capacity to buffer the disturbances, capacity to adapt to the challenges or capacity to transform).

#### Crossing Actions Plans with Scenarios

In order to simplify the implementation of the workshop, we suggest **not to carry out this step in the course of the workshop**. Instead of assessing the feasibility of the actions under different scenarios with the participants, this analysis can be carried out ex-post by the research team. In this ex-post analysis to be included in the report (see template) the research team has to discuss the feasibility of the actions included in the Plans they developed earlier under the situation depicted in each the scenario, which will allow for the identification of 'robust actions' (those that would be feasible and useful in several scenarios).

#### Step 5: Global workshop assessment

Finally, in a plenary activity, participants are asked to give their opinion/assessment about the workshop. In particular, they will be asked:

- What new issues have they learned?



*D.4.2. Roadmap for participatory foresight assessments a regional level in contrasting regional contexts across Europe and Africa*

- To what extent and how this workshop could feed into their respective activities?
- What would be needed to effectively turn the workshop's outcomes into actions? Which would be the next steps? To whom they would like this outcomes arrive to?

It is important to record/collect participants' assessments to be included in the final section of the report.



## **ANNEX II. Regional report template**



# Deliverable 4.1

## WP4 Regional report (Region...)

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WP4 – Participatory foresight analysis

	<p><b>Prepared under contract from the European Commission</b> Project number: 677363 Collaborative project Horizon2020</p>
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Project coordinator	Teresa Pinto-Correia
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Report title	WP4 Regional report template
Work package	4
Authors	Ortiz-Miranda, D.; Arnalte-Mur, L.; Moreno-Pérez, O.; Martinez-Gomez, V.; Cerrada-Serra, P. and Arnalte-Alegre, E.



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## 1. Assessment of the potential role of SF and SFB in FNS in 2030 and identification of objectives<sup>5</sup>

- (i) Which is the role that participants would like **SF** to play in 2030 in terms of **contribution to regional food total production**? Which are the concrete objectives that this vision translates into?
- (ii) Which is the role that participants would like **SF** to play in 2030 in terms of **providing an adequate diet to both consumers and farm households in the region**? Which are the concrete objectives that this vision translates into?
- (iii) Which is the role that participants would like **SFB** to play in 2030 in terms of **providing an adequate diet to both consumers and farm households in the region**? Which are the concrete objectives this this vision translates into?

Note the aspects of SF / SFB's role where there is general agreement amongst participants, and those aspects where different participants / stakeholder groups represented in the workshop disagree on.

## 2. Development of Action Plans

- (i) Which actions would be necessary to achieve these objectives –starting in 2030 and finishing at present? Who should do these actions? To synthesize Action Plans, you can follow a table like the one below. The description of the actions needs to be simple but understandable. Take also into consideration that this information will feed into WP6 on policy recommendations.

	<b><u>Contribution of SF to regional food total production</u></b>			
<b>Timing</b>	<b>Objective 1</b>		<b>Objective 2</b>	
<b>2030</b>	<b>Sub-objective<sup>6</sup> 1.1</b>	<b>Sub-objective 1.2</b>		
	<b>Action</b>	<b>Action</b>		
	<b>...</b>	<b>Action</b>		
	<b>Action</b>	<b>...</b>		
	<b>...</b>	<b>Action</b>		
<b>Present</b>	<b>Action</b>	<b>...</b>		

<sup>5</sup> See STEPS 1 & 2 in the Training Guide to address the two questions included in each point.

<sup>6</sup> In case participants decide to split an objective into 2 or more sub-objectives.



	<b><u>Contribution of SF to regional FNS</u></b>			
<i>Timing</i>	<i>Objective 1</i>		<i>Objective 2</i>	
<i>2030</i>	<i>Sub-objective 1.1</i>	<i>Sub-objective 1.2</i>		
	<i>Action</i>	<i>Action</i>		
	<i>...</i>	<i>Action</i>		
	<i>Action</i>	<i>...</i>		
	<i>...</i>	<i>Action</i>		
<i>Present</i>	<i>Action</i>	<i>...</i>		

	<b><u>Contribution of SFB to regional FNS</u></b>			
<i>Timing</i>	<i>Objective 1</i>		<i>Objective 2</i>	
<i>2030</i>	<i>Sub-objective 1.1</i>	<i>Sub-objective 1.2</i>		
	<i>Action</i>	<i>Action</i>		
	<i>...</i>	<i>Action</i>		
	<i>Action</i>	<i>...</i>		
	<i>...</i>	<i>Action</i>		
<i>Present</i>	<i>Action</i>	<i>...</i>		

### 3. Regional scenario narratives

*Please provide a coherent and detailed narrative of what would happen (in 2050 and in all of the four scenarios used) with SF and SFB and their contribution to regional food production and regional FNS. Pay attention to address the storylines behind the narratives, i.e. what should have happened before 2050 to reach that situation.*

*When developing this narrative, attention should be paid to how the impacts of the scenarios would be different for different types of SF, to take into consideration the diversity of SF of the region.*

*Do not forget to add the title that the groups have given to each regional adaptation of the scenarios.*



3.1. Scenario A: Name...

3.2. Scenario B: Name...

3.3. Scenario C: Name...

3.4. Scenario D: Name...

## 4. Resilience and vulnerability

*Which are, according to the regional narratives, the main future threats for SF and SFB as well as to their contribution to FNS? Why are SF and SFB particularly vulnerable to those threats? Along this analysis to be made by the research team, it would be useful to discuss to what extent can these vulnerabilities be classified as due to more exposure, more sensitiveness or less adaptive capacity (see Conceptual Framework for clarification)? For simplicity sake, this can be addressed scenario per scenario.*

## 5. Action Plans under different scenarios<sup>7</sup>

*Finally, what actions of the above displayed Plans are feasible or, on the contrary, too difficult to accomplish under the different scenarios? You can copy and paste four times (one per scenario) the tables of section 1 to highlight the actions affected by each scenario. Add any explanation that you consider relevant to understand the reasons behind, as well as additional recommendations to overcome those difficulties.*

*Which ones, of the drivers used, has been pointed out as particularly enabling or constraining regarding in this scenario-assessment of the Action Plans.*

## 6. Workshop assessment

*Finally, and in order to collect information to elaborate Deliverable 4.3, this section compiles both the participants' assessment of the workshop and ex-post assessment of research teams.*

*Regarding **participants' assessments**: What new issues have they learned? To what extent and how this workshop could feed into their respective activities? What would be needed to*

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<sup>7</sup> As explained in the Implementation Guide, this assessment is not undertaken in the workshop with participants. This is an assessment to be made *ex-post* by the research team.



effectively turn the workshop's outcomes into actions? Which would be the next steps? To whom they would like this outcomes arrive to? Any other issues?

Regarding **researchers' assessments** after the implementation of the workshop: Which have been the main limitations/problems arising from the need to follow a common protocol and scenario framework for all the SALSA WP4 regions? What changes would you introduce in future similar activities? What have you learned, as researcher, from the workshop? In which cases (regional/local policy processes, stakeholders) do you think the workshop and its outcomes could be useful?

## 7. List of participants

NAME	Filiation/Profile
1.	
2.	
3.	
4.	
5.	
...	
N.	

