Future Governance Scenarios

A Methodological Road Map for the Construction of Prospective Scenarios

COLABORA.Lat
Hacia un nuevo modelo de gobernanza post Covid-19

About Asuntos del Sur

We are an independent non-profit research and action center. We design and implement political innovations, seeking to strengthen democracies by striving for effective participation, inclusion and the guarantee of rights. Our work revolves around three types of strategies:

KNOWLEDGE-GENERATION: We generate knowledge and develop tools to strengthen political innovation processes and actions.

SHARING: We provide specialized training to social and political actors seeking to strengthen democracies.

DEVELOPMENT: We develop and strengthen communities of knowledge and practice in the territories.

Our efforts have been deployed in 19 countries in Latin America and the Global South, where we work together with civil society organizations, universities, grassroots movements, activists, Governments and multilateral agencies.

About Colabora.Lat

Colabora.Lat: Towards a New Model of Governance after Covid-19 aimed at studying and making recommendations on the governance models that guided public policy and social efforts introduced to respond to the SARS-Cov-2 pandemic.

The project was born to generate diagnostic and prospective information about the impact of collaboration on the feasibility, effectiveness, and legitimacy of the responses developed to address the numerous problems that emerged, especially in vulnerable communities. It is grounded in the conviction that defining a framework of good practices in governance, inclusion and gender parity will lay the foundations for a new long-term democratic agreement in Latin America.

The Colabora.Lat Implementation Council is comprised of Asuntos del Sur (Argentina), the School of Politics and Government of the Universidad Nacional de San Martín (Argentina), the Faculty of Humanities of the Universidad de Santiago de Chile (Chile), the Fundación Friedrich Ebert (Bolivia), Diálogos (Guatemala), Nosotrxs (Mexico), and the Universidad Icesi (Colombia). We are sponsored by the Canadian Government's International Development Research Centre (IDRC).

About the authors

Coda Florencia

Florencia holds a degree in Political Science by the Universidad de Buenos Aires (Argentina), and is pursuing her master's degree in Political Science at Universidad Torcuato Di Tella (Argentina). She is the current Coordinator of Asuntos del Sur's research and impact project "Colabora.Lat," and teaches undergraduate and graduate courses at the Universidad Torcuato Di Tella (Argentina). Her work focuses on women's reproductive rights and citizen participation.

Pérez Macías Giovanni

Giovanni holds a degree in Law with a major in Architecture and Cities by the Universidad de los Andes (Colombia). Certified Scrum Master (CSM), Agile Team Facilitator (ATF), Certified Facilitator in LEGO® SERIOUS PLAY®methods and materials. He has experience as a designer and facilitator of innovation and participation environments in public, private and third sector processes.

Santamarina Sofia

Sofia holds a degree in Political Science by the Universidad de Buenos Aires (Argentina), a master's degree in Human Rights and Democratization in Latin America and the Caribbean by the Universidad Nacional de San Martín (Argentina), and is pursuing her master's degree in Political Science at Universidad Torcuato Di Tella (Argentina). She currently works as an assistant in Asuntos del Sur's research and impact project "Colabora.Lat." She is a university professor and an independent consultant. Member of the #NoSinMujeres (#NotWithoutWomen) Women Political Scientist Network. She conducts research on political participation, electoral governance, and new technologies for political participation.

Future Governance Scenarios
A Methodological Road Map for the Construction of Prospective Scenarios

TABLE OF CONTENTS

1 INTRODUCTION

Undeniably after Covid-19, the post-pandemic period has been characterized by wicked problems, i.e. challenges marked by complexity and uncertainty. Complex problems are those multidimensional challenges with varied and profound impacts on several spheres of society, which cannot be tackled unilaterally, from the one-sided perspective of a single government or specific community.

In recent years, Latin American democracies and their political institutions have been showing a glaring and growing distance between politics and society, as well as low levels of social legitimacy. After the onset of Covid-19, we saw the rise of new concerns, due to the deepening of social and political discontent and the consolidation of authoritarian practices through the expansion of the Executive Branch's powers and the restrictions of civil rights.

In a context of heightening asymmetries and wicked problems, a fundamental tool is collaborative governance and its power to offer multidimensional responses designed through intersectional approaches.

Grounded in this thesis, **Future Governance Scenarios** was born to explore how some complex issues will evolve in the Latin America region. These publications will address three different issues which, as revealed by the Colabora.Lat research project, evidenced both the emergence of and the need for collaborative governance: political participation of youth, access to and distribution of vaccines, and regional cooperation for sustainable development. The diversity in themes is explained by the methodological proposal to explore possible futures and actions to reach scenarios which are considered desirable as well as avoid the most harmful ones.

More than 140 Latin American citizens participated in this process, including academics, public officials, private sector actors, civil society organizations and multilateral agencies. Fourteen prospective imagination exercises were carried out to analyze the future possibilities of these issues in six countries: Argentina, Bolivia, Chile, Colombia, Guatemala, and Mexico.

The goal is to use the prospective scenarios methodological tool to establish a reference framework for the promotion of democratic governance models in the face of current and future wicked problems in Latin America.

Accordingly, this document offers practical resources, recommendations and general guidelines on how to implement the prospective scenarios methodology. The strategies and tools presented below result from adapting the methodological parameters for Future Governance Scenarios. We recommend that they be revised and adapted to each project's specific needs.

There are different methodological approaches and processes for building these hypotheses, depending on the needs of prospection and planning. The Lincoln Institute of Land Policy (2022) highlights the following:

NORMATIVE SCENARIO PLANNING

is more traditional and focuses on how to achieve a desired end state, weighing community values alongside policy objectives to gain consensus on a direction for a community's future.

PREDICTIVE SCENARIO PLANNING

analyzes past patterns to forecast the future and develops a plan to organize and invest resources to achieve that agreed-upon vision.

In our adaptation of the methodology, however, we work on a process that focuses on the implications of distinct (unintended or unexpected) futures. It aims at putting forward different actions to offer a more general overview and assess what is the best way to prepare or plan for a context of uncertainty. This third option focuses on answering the question "What might happen?" (Goodspeed, 2022) and is known as **exploratory scenario planning.**

2

THE PROSPECTIVE APPROACH: WHAT IS IT AND HOW TO IMPLEMENT IT

Scenario planning is a method that is part of the line of study on prospective thinking (Berger, 1964) specifically developed by Peter Schwartz (1991) and other authors such as Michel Godet (2007) and Eleonora Masini (2006).

The scenario building method originated and is commonly used in military analysis, as it is intended for **strategic planning** and analysis of **political change situations or crises**, where multiple variables come into play, socio-cultural contexts matter, and the spheres of uncertainty are many and varied. The American or "intuitive logics" school of scenario construction focuses on possible futures, and therefore places an emphasis on the "realism" of the scenarios, which have to be plausible, so as to avoid falling into the trap of "futurology" studies that lack methodological substance.
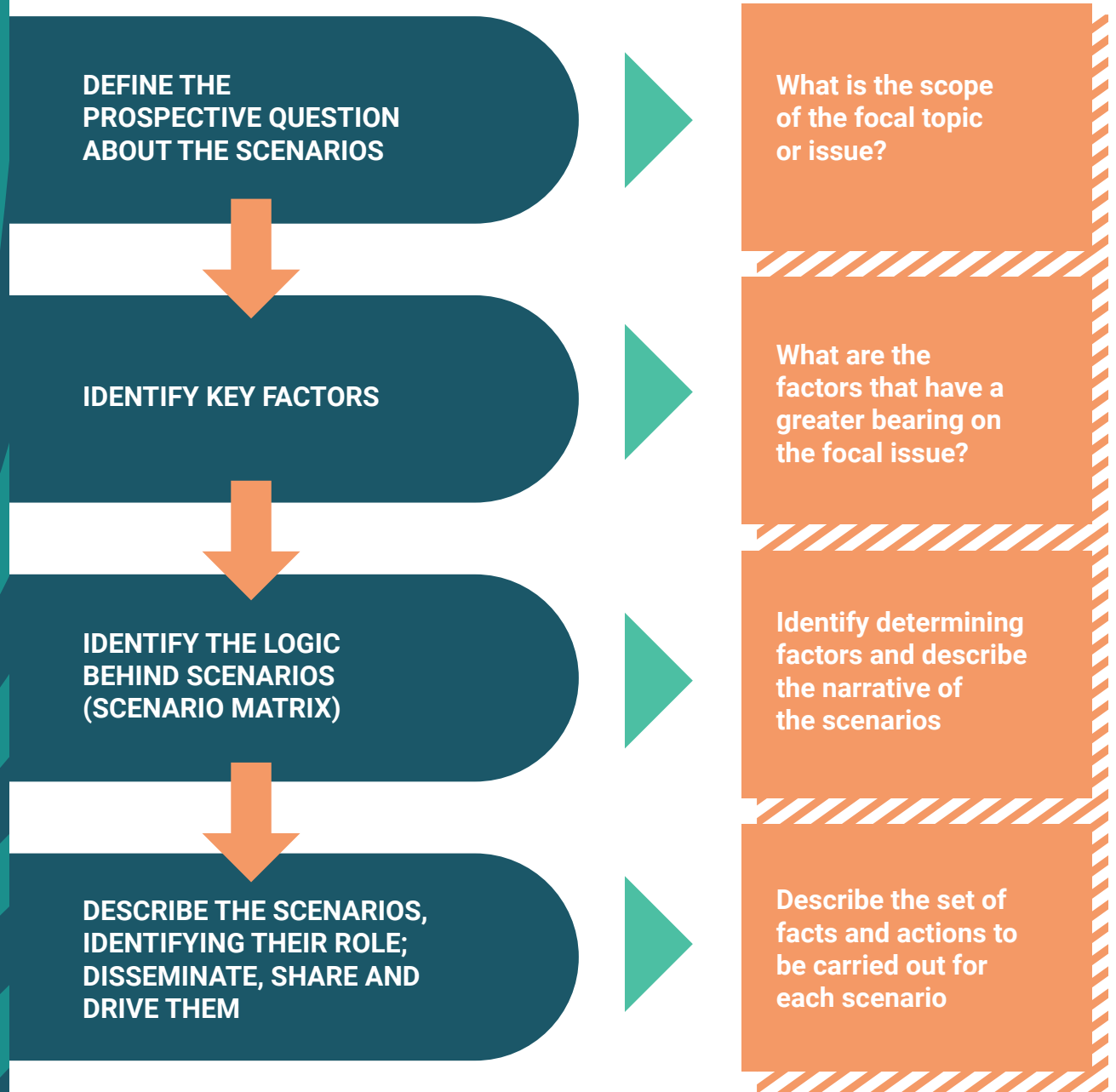
Prospection is a "collective process of constructing the future" (Vitale and Ragno, 2008) that allows organizing and assessing strategies of action in contexts of uncertainty. Through the construction of hypothetical scenarios, possible alternative futures are assessed in order to plan decision-making, and design decision frameworks and plan for possible contingencies. Thus, **each scenario combines a specific interaction of events or critical variables and their trajectories over time to visualize future options and define actions in the face of hypothetical futures.**

In this sense, prospective scenario construction is a methodology that encourages **reflection on the future based on the information available in the present** and thus suggest courses of action to achieve desirable scenarios and anticipate undesirable paths. The ultimate goal of prospection is to identify trends and generate proposals in the face of uncertainties.

The task involves the participation of experts and the employment of **quantitative and qualitative methods** of data collection. The information and data are assembled by analysis teams in interactive processes of hypothesis evaluation and discussion.

Below are outlined the rules, stages and procedures which, not being inflexible, allow adjusting the exploratory scenario planning methodology to this project's context and specific goals.

DEFINE THE PROSPECTIVE QUESTION ABOUT THE SCENARIOS	**What is the scope of the focal topic or issue?**
IDENTIFY KEY FACTORS	**What are the factors that have a greater bearing on the focal issue?**
IDENTIFY THE LOGIC BEHIND SCENARIOS (SCENARIO MATRIX)	**Identify determining factors and describe the narrative of the scenarios**
DESCRIBE THE SCENARIOS, IDENTIFYING THEIR ROLE; DISSEMINATE, SHARE AND DRIVE THEM	**Describe the set of facts and actions to be carried out for each scenario**

3 HOW TO IMPLEMENT IT

STAGES

The prospective construction of scenarios consists of four stages:

1
DEFINITION OF THE OBJECT OF STUDY

2
PRELIMINARY RESEARCH AND ANALYSIS

3
CONSTRUCTION OF SCENARIOS

4
DISSEMINATION, DISCUSSION AND IMPACT
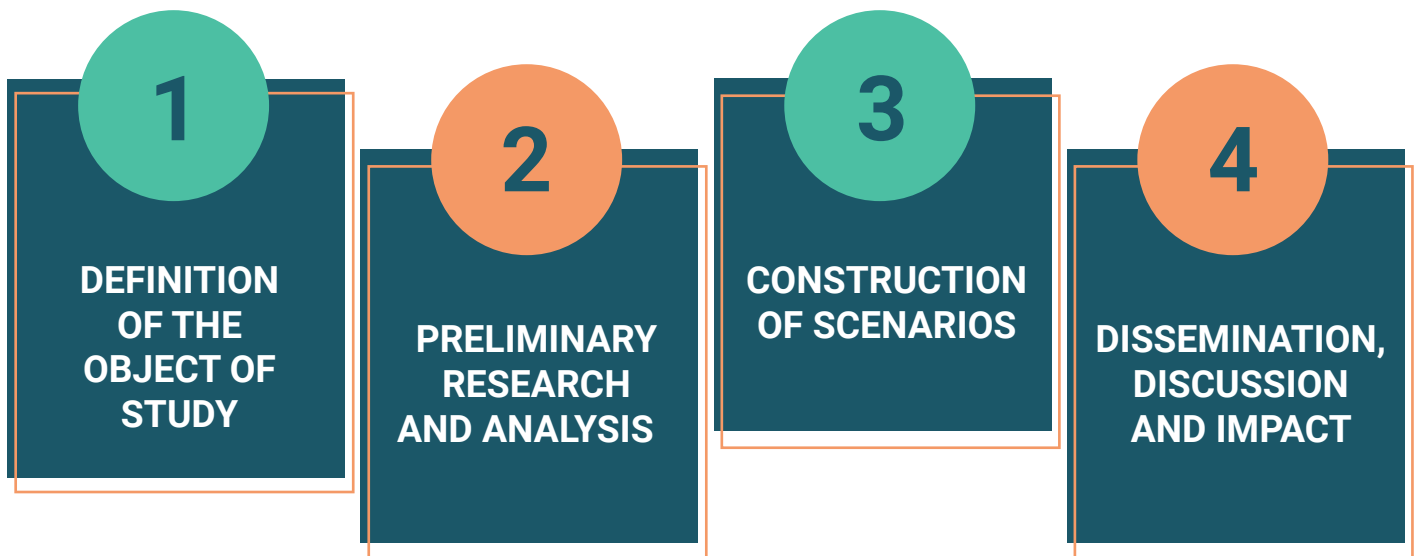
Recommendation:

For the effective implementation and methodological adaptation of the approach, a coordination role should be assigned to one of the members of the research team for record-keeping and overall supervision of the project.

DEFINITION OF THE OBJECT OF STUDY

The goal of this first stage is to build the prospective point of departure, where the topic/object of study is introduced and defined, and the prospective research question and hypotheses are outlined.

The prospective point of departure should include:

- A brief political and institutional context of the project.

- A prospective political pre-diagnosis of the object of study, supporting the methodological approach - *Why is it a problem?*

- A governance and viability analysis.

- An analysis of the resources needed to implement the project.

The research question should be prospectively oriented and take the following into consideration: These are scenarios... of what? Are they short-, medium- or long-term? What is the unit of analysis? What is the geographical dimension of analysis?

EXAMPLES OF PROSPECTIVE QUESTIONS:

Latin American youth are questioning effective governance and the ways in which power is used where they feel neither recognized nor represented, and they are advocating for alternative forms of political, social and cultural participation. In a public space that is becoming increasingly restricted, violent and whose institutional actors are strongly delegitimized... *Where is youth participation headed?*

Faced with the uncertain and unpredictable reality of the emergence of new strains of Covid-19 or even new diseases, we ask ourselves: *How can we implement regional and global governance mechanisms to enable the acquisition and distribution of vaccines in the face of (potential) future pandemics?*

Considering the need for sustainable economic growth in Latin America... *How can we achieve Latin American regional cooperation for sustainable development in the medium term?*

Recommendations:

To carry out the pre-diagnosis, we suggest conducting a round of exploratory interviews with relevant actors in order to analyze the prospective question and obtain recommendations on how it is posed.

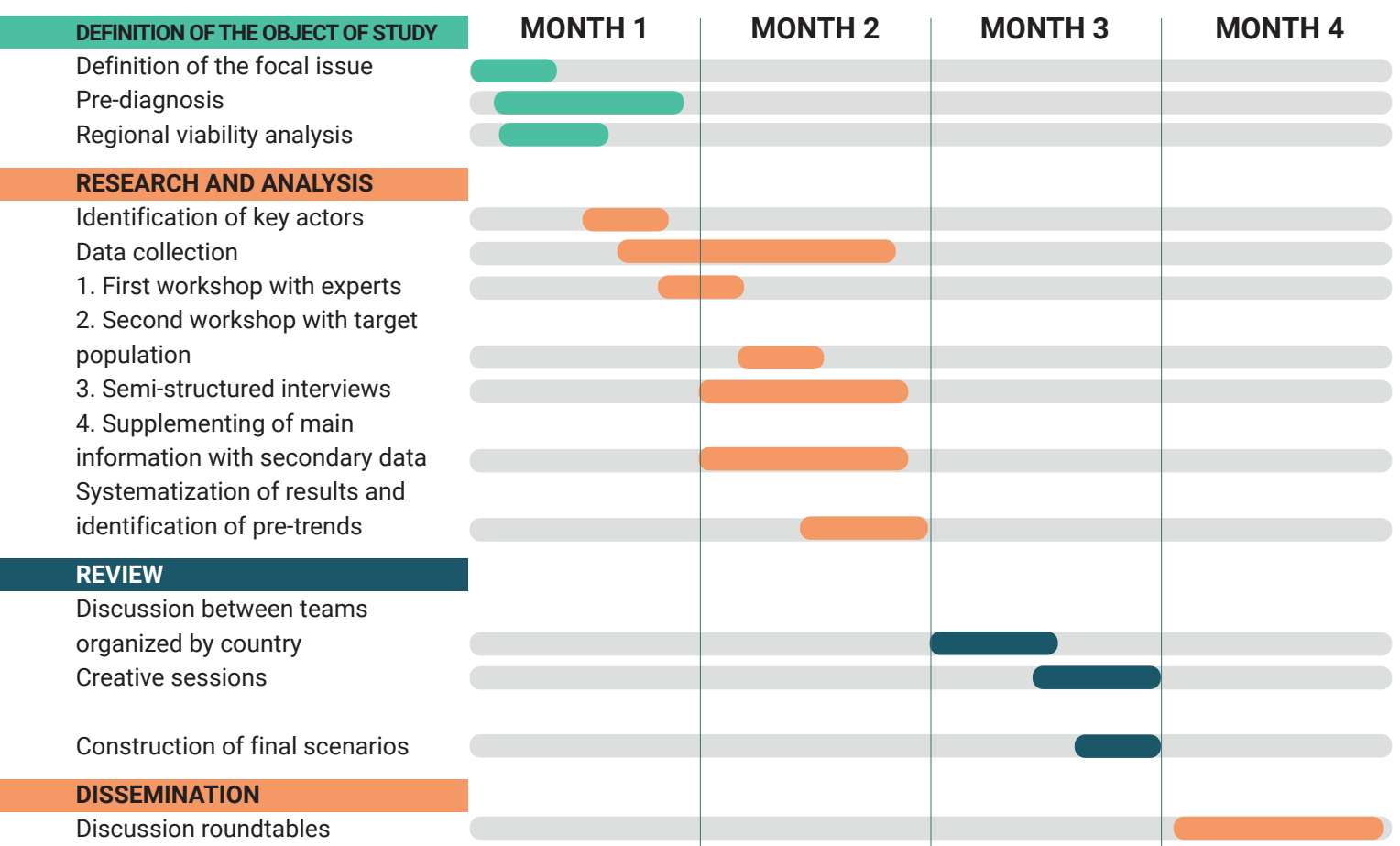To analyze viability, at least a SWOT analysis is recommended.

The work plan should contain well-defined deadlines, follow-up and review procedures, work teams with assigned roles, and clear and scheduled activities that include suggested data collection techniques.

[1] For more information on the origin of the SWOT methodology, see Benzaghta et al. (2021); for more information on its application, see Talancon (2007).

Regarding the deadlines for the development of prospective scenarios, in this methodological adaptation we recommend the following schedule.

Table 1: Suggested schedule

	MONTH 1	MONTH 2	MONTH 3	MONTH 4
DEFINITION OF THE OBJECT OF STUDY				
Definition of the focal issue	▬			
Pre-diagnosis	▬▬			
Regional viability analysis	▬			
RESEARCH AND ANALYSIS				
Identification of key actors		▬		
Data collection		▬▬		
1. First workshop with experts		▬		
2. Second workshop with target population		▬		
3. Semi-structured interviews		▬		
4. Supplementing of main information with secondary data		▬		
Systematization of results and identification of pre-trends		▬		
REVIEW				
Discussion between teams organized by country			▬	
Creative sessions			▬	
Construction of final scenarios			▬	
DISSEMINATION				
Discussion roundtables				▬

Summary of products of the 1st stage:
- GANTT diagram of prospective scenarios development.
- Prospective point of departure with a pre-diagnosis and the prospective question.

PRELIMINARY RESEARCH AND ANALYSIS

The main source of information will be the **workshops to identify the determining factors**, later supplemented with secondary data, surveys and/or interviews.

At least two workshops should be held. If possible, one with experts on the focal issue and another with the study population or main stakeholders (e.g., youth, decision makers, or public officials, among others).

What are the workshops to identify determining factors?

Workshops to identify determining factors are intensive work sessions made up of a diverse group of participants and moderated by an expert (Schwartz, 1998). They are opportunities for **collective discussion and analysis.** Their purpose is to promote a space for reflection that allows the integration of political, social, economic and cultural actors in the process of exploratory prospective political analysis. These workshops are used for **data collection and the subsequent construction of scenarios**, and represent one of the tools widely used in prospective analysis for intuitive anticipation (Alemany, 2009b).

The implementation of prospective workshops in political analysis aims to **favor the visualization of the future** by sharing the perceptions of various actors in order to glimpse the implications of the decisions they make in the present.

Participation of different sectors in the prospective political analysis is essential, since the workshops are the meeting point between the key actors and the research team carrying out the prospective project. Therefore, it is extremely important that the workshops provide a space for participants to express themselves freely and openly.

The final product of this stage will be an <mark>outline of the scenarios</mark>, where trends, certainties, uncertainties, impacting forces, obstacles, restrictions, interests, conflicts and power relations among the actors that influence these variables are pre-identified. This provides an overview of the current state of affairs and its context — essential variables, interests, conflicts, and power relations between the actors — which serves as a basis for the prospective analysis.

The "outline of the scenarios" is intended to:

Review and conceptualize determining factors
Determining factors are the present drivers of change, i.e. those dimensions that have an impact on the focal issue. These drivers of change must be external to the issue and be able to adopt extreme values (towards the negative and the positive ends), i.e. they must be susceptible of change. To identify them, it is necessary to 1) analyze them in context; 2) define their main impacts, mechanisms of action and duration; and 3) measure their impact and degree of uncertainty in relation to the prospective issue.

Identify the key words that define the current state of affairs or configuration of each of these factors.
Key words are a source of synthesized information about the determining factors. They provide clarity on what the identified determining factors imply and what conceptions or definitions about them have resulted from the workshop.

Identify and describe structural trends and potential sources of disruption for each factor.
Structural trends are the possible paths that determining factors may take in a given period. Identifying them implies proposing a possible future and defining the contingencies that this future may involve. It should be noted that this prospective proposal does not entail the prediction of events, but rather suggestions of how situations may develop based on current information.

Recommendations:

Have the coordinator participate in workshops for regular validation of the information collected.

Prepare a roster of key actors for participation in the workshops to identify determining factors.

Draw up the outline of the scenarios in a short document no longer than 20 pages, as it will later be used to build the narrative of the scenarios.

Summary of products of the 2nd stage:

- Roster of key actors to participate in the workshops on determining factors.
- Report on results and systematization of the workshops on determining factors.
- Outline of the scenarios drawn from pouring the outcomes into a systematization report. It should address general trends and propose the critical variables that will shape the scenarios.

EXAMPLE OF SYSTEMATIZATION OF THE WORKSHOP ON DETERMINING FACTORS

Workshop technical sheet

Fill in this technical sheet

Date	
Place	
Type of workshop (with experts or target population)	
Mode of delivery (onsite, virtual, hybrid)	
Number of participants (if hybrid, specify the number of participants in each medium).	
Profile of the participants (if possible, list the participating institutions)	Politically active youth and youth from political parties
Had critical variables or driving forces been previously identified by the research team? If so, had they been informed to participants in advance of the workshop?	Yes, they had been identified but have not yet been sent to the participants.
Were there conceptual discussions around the focal issue, research question and/or hypothesis? (If yes, fill in the agreed-upon definition or discussions regarded as important)	No

Critical variable identification

Fill in the chart, assigning a number to each factor.

Determining factors on youth political participation identified in each group.	Three working groups were formed:
	Group 1:
	    a. Impact
	    b. Institutions
	Group 2:
	    a. Lack of trust in the State
	    b. Impossibility to enter party politics
	    c. Unresponsive economy
	Group 3:
	    a. Socio-temporal material conditions for participation
	    b. Fragmentation of demands and identities

Justification (Why was this selected as a determining factor?)	Group 1:
	    a. **Impact (high/low):** This refers to youth being invited to discuss issues on the public agenda that affect everyone, and not only a "youth agenda" imposed by others and limited only to matters of supposed interest to young people. Youth are affected by the same structural problems (unemployment, poor access to housing, inflation, violence) as adults. In addition to agendas being limited, invitations to participate are few, superficial and sporadic, and generally constitute mere window-dressing rather than a real commitment to inclusion in public discussions.
	+/- degree of direct participation in decision-making
	
	    b. **Institutions (attract/repel - inclusive/exclusive):** This refers to the fact that institutions should convene youth, include and represent them, otherwise the demands are dispersed throughout movements or individual perspectives around limited issues or ideas (issue-oriented), which on the other hand, in recent times, are the ones that have driven and achieved real and visible changes (e.g. changes in women's rights and diversity issues driven by feminist movements).

Critical variable identification

Fill in the chart, assigning a number to each factor.

Justification (Why was this selected as a determining factor?)	
	Group 2: a. **Lack of trust in the State (high/low):** The State does not represent youth or pique their interests because young people have no say in decision-making processes due to the legal impossibility of being representatives (there is a minimum age requirement to be a candidate). The situation is similar at subnational levels of government. b. **Impossibility to enter party politics (easy/difficult):** A career in party politics does not offer incentives for promotion, the chance to occupy internal decision-making positions, or bring young people into the "inner circle." Traditional political parties have organizational structures that make it difficult for young voices to participate in decision-making. c. **Unresponsive economy (yes/no):** In spite of different national administrations in the hands of different political parties, the economy does not solve or provide answers to the needs of the youth: employment, access to housing and other essential public services. **Group 3:** a. **Socio-temporal material conditions for participation (favorable/adverse):** Given that the economy fails to provide answers, youth are forced to take on multiple jobs (many of them in precarious or informal working conditions) or to work while studying, they cannot afford to move out of their parents' home, and/or must contribute to the household economy. This increased workload to meet basic needs leads to a loss of leisure time for recreation, creativity, activism, or involvement in social, political and cultural issues, thus limiting youth's possibilities of participating in public discussions and decision-making.

Critical variable identification

Fill in the chart, assigning a number to each factor.

Justification (Why was this selected as a determining factor?)	b. **Fragmentation of demands and identities (convergence/fragmentation):** Linked to the "institutions" variable. Given the complexity of life in the current era of globalization and telecommunications, the demands, needs, interests and values of the youth (and of society in general) have multiplied and diversified across class, partisan identities, and ideologies. In relation to this, youth identified a need for greater coordination and harmony between the different thematic agendas and between the different political partisan spaces, so as to avoid isolated and/or individual agendas. Feminist and environmental movements are seen as offering the most innovative calls for youth participation. However, this is interpreted as a fragmentation of demands, communities of interests, and specific fights that are not coordinated in a more comprehensive national project. This fragmentation is considered to arise from the "problem of individualism" and from the fact that political parties, which used to put forward collective projects, "no longer represent the youth." The ability to bring together demands that are not mutually exclusive was identified as a determining factor for youth participation.
The two determining factors selected	1. **Impact** 2. **Socio-temporal material conditions for participation**
Key words for each factor (write first the most representative word for each factor).	1. **Impact**: single public agenda - discussion - structural problems - decision-making - inclusion - constant, real, genuine, substantial call to participate - having a say - present - spaces for youth - participation in decision-making - having a voice in the inner circle. 2. **Socio-temporal material conditions:** free time - opportunities - participation - workload - access to rights - basic needs met - activism - federalism.

Critical variable identification

Fill in the chart, assigning a number to each factor.

Causal relation between each of the factors and the focal issue	**Without free time there is no participation: If material and social conditions are favorable,** i.e. if there are job opportunities, fulfillment of basic rights such as housing, public services, education, food, cultural options nearby, etc., people have a solid standing (survival is guaranteed) that allows them to pursue other activities in their free time, such as those related to recreation, non-academic training, social and cultural activities, tourism, activism for a cause/ideology/party, community engagement, among others. When this political-social-cultural participation exists, the youth demand **impact**. That is, they can draw on their experience, activism and knowledge as assets to participate in public agenda discussions, and not only in a "youth agenda" (associated with feminism, veganism, environmentalism), as well as to make decisions, issue public policy recommendations, and take on responsibilities to bring about changes in the agenda of structural problems that affect everyone.
Disruptive and/or threatening factors. Note: These were not openly identified by the participants, but are inferred from the discussions.	1. The **lack of real federalism** hinders equal opportunities and material conditions (labor-cultural-social-university offerings mostly concentrated in large urban areas, poverty gaps, difference in access to rights and services across the different regions of the country, etc.). 2. **Institutional, gender and political violence** pushes youth out of political participation. 3. **Glass ceilings and walls. Feminization of poverty and care work.** 4. Society's prevailing **adult-centric and discriminatory** conceptions about youth. 5. Shift toward **exclusionary and anti-rights governments.**
Allies identified; justification.	Not analyzed.

3

CONSTRUCTION OF SCENARIOS

The goal of this phase is to systematize the data collected in stage 2 for the construction of the scenarios. For this purpose, we suggest holding at least one scenario and **strategy description workshop[2]**, i.e. creative sessions of prospective strategic reflection in which, based on the outlines, narratives are constructed for each scenario and courses of action are proposed.
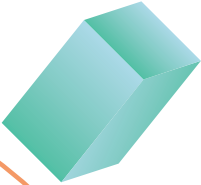
It is crucial that the group in charge of constructing the scenarios be a diverse, interactive and dynamic team. Therefore, participants should include the research team, but also other external guests such as experts, public officials, and international organizations involved in the focal issue.

[2] In this project, each research question was addressed by two teams from two different countries that conducted their "workshops to identify determining factors" separately. Therefore, an additional alignment workshop was necessary, in which each team shared its results, and discussed and agreed on the "determining factors" of the issue, i.e. each scenario represents the two factors that the two teams had previously agreed upon.

The analysis of the data collected should encompass:

- A description of the prevailing perceptions among political, economic and social actors (regarding their own goals and constraints, matters under discussion, ongoing decision-making processes, and other actors).

- An analysis of trends and mechanisms that may be affecting these processes.

- The likelihood of impediments or obstacles.

- An assessment of the degree of uncertainty and impact potential of the determining factors.

- An exploration of potential courses of action to avoid impediments or conflicts

By the end of the prospective session, you should have:

- The main final structural trends.

- Critical change variables (determining factors).

- Potential disruptive factors.

The construction of scenarios should include:

- An identification of the determining factors in the scenario matrix.

- A map of actors with an assessment of power relations and their potential evolution in each of the scenarios.

- Narratives describing and explaining the evolution of each of the potential futures.

- Actions to be taken for each of the scenarios constructed.

This last item is the final goal of the prospective methodology: to identify the obstacles and opportunities that each constructed scenario brings with it and then offer solutions to the problems. Come up with at least two actions to be taken in each of the proposed scenarios.

The importance of this exercise lies in envisioning potential actions that can be carried out to address the problems and/or opportunities of all the scenarios. Despite its difficulty, the scenario methodology makes it possible to imagine actions or decision-making that encompass the imagined hypothetical futures.

EXAMPLE OF THE SCENARIO MATRIX:

Download
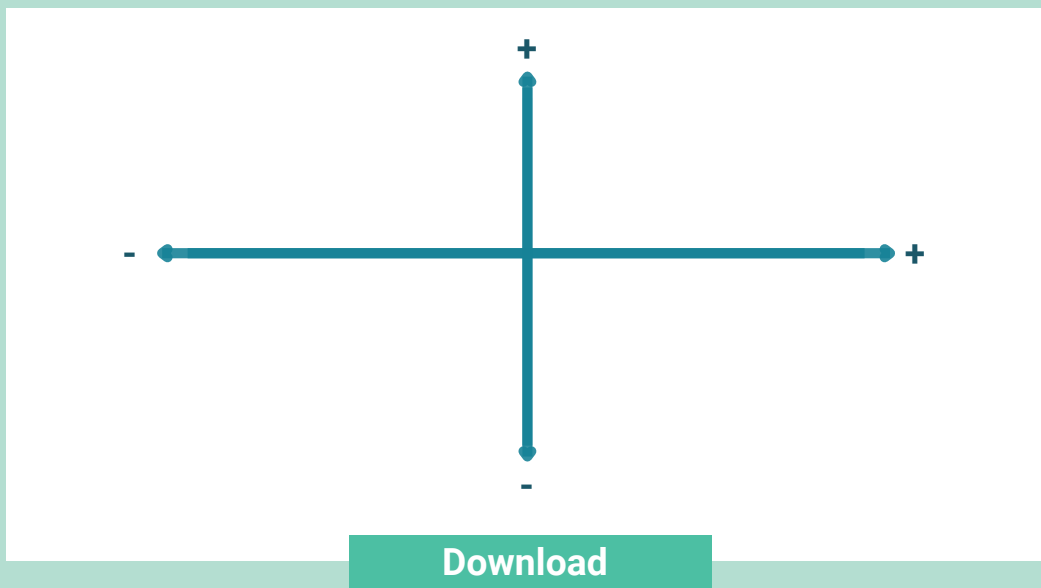
Summary of products of the 3rd stage:
- Final report with scenarios (long and short version) for dissemination, disclosure and public impact.

Guiding questions for the narrative description of scenarios and strategy development

1. Name of the scenario (be creative and innovative)

2. What do the scenario and hypothetical future look like?

3. What happens with the focal issue in the hypothetical future?

4. What is the narrative of that future? How is it told?

5. What are the disruptive factors?

6. What are the opportunities and threats of the scenario?

7. Propose actions to consolidate the scenario (in case it is considered positive) or overturn the scenario (in case it is undesirable).
    a. Actions can be creative and innovative. Don't be afraid to come up with challenging ideas.

8. Who are possible allies to accomplish these actions?

EXAMPLE OF A SCENARIO NARRATIVE

Explored scenarios

SCENARIO 1: AN IDEAL WORLD

+ Impact

+ Socio-temporal material conditions for participation

Material and social conditions are favorable, so basic needs are met and there is the possibility of free time to engage in political participation and activism.
Further, this participation influences public discussions and translates into decision-making and substantial changes. The reasons behind this are that institutions constantly invite youth to participate, the agenda of issues under discussion is open to all structural and situational problems affecting society and not limited to an imposed "youth agenda," and there is room for young people to hold public office and to take on formal responsibilities in decision-making.

SCENARIO 2: ROOM OF SILENCE

+ Impact

- Socio-temporal material conditions for participation

Institutions and leaders constantly and genuinely invite youth to participate in the discussions of the current public agenda, listen to them and include them by providing spaces where they can intervene and translate these discussions, ideas and experiences into public policy decisions that have an impact not only on youth, but also on society as a whole.
However, material and social conditions prevent youth from attending these meetings and participating politically and directly in decision-making. This is due to the fact that the challenges of addressing basic rights and needs force youth into excessive workload, often in precarious conditions; to the lack of personal independence to develop a self-sufficient life project; and to the resulting little free time for political participation. An improvement in the conditions would have a strong bearing on the impact of youth on decision-making, given that there are substantial calls to participate.

SCENARIO 3: ATOMIZED YOUTH

- Impact

+ Socio-temporal material conditions for participation

Material and social conditions are favorable, so basic needs are met and there is the possibility of free or leisure time to engage in political participation and activism.
However, there are no institutional incentives for participation because there is no real call from the institutions to youth for their engagement in the structural problems of the public agenda, nor is there availability of spaces and/or positions for youth to occupy or for them to take on responsibilities so that their experiences, knowledge and ideas are valued. Therefore, without participation there is no public impact and youth spend their free time on social, cultural or issue-oriented activities that lack dialog, connection or interplay.

SCENARIO 4: VOLDEMORT

- Impact

- Socio-temporal material conditions for participation

Material and social conditions hinder the fulfillment of certain rights and basic needs, leading youth to excessive workload, often in precarious conditions; to the lack of personal independence to develop a self-sufficient life project; and to the resulting little free time for political participation.
There are no incentives for participation because there is no real call from the institutions to youth for their engagement in the structural problems of the public agenda, nor is there availability of spaces and/or positions for youth to occupy or for them to take on responsibilities so that their experiences, knowledge and ideas are valued. Therefore, without participation there is no public impact.

4

DISSEMINATION AND DISCUSSIONS

The final report on the potential scenarios has a dual purpose: on the one hand, to **disseminate and share the scenarios** with the relevant actors; on the other, to **promote** a political dialog and strategic discussions with these actors on priorities, desirable scenarios and possible courses of action.

To achieve a strategic and assertive impact, two versions of the final report should be prepared: both a long one and a short one, the latter highlighting the recommended courses of action.

One of the most powerful contributions to a good scenario is for decision makers to become directly involved in the process, owning it.

To achieve this, plural (internal and open) discussion roundtables are held with researchers, the key actors who participated in the previous stages, citizens in general, social communicators, journalists, partner organizations, etc.

These discussion roundtables or meetings have three main goals:

- To address different interpretations of the scenarios.
- To challenge the actors to discover new perspectives on the conflicts involving them, as well as undetected opportunities for cooperation and common ground.
- To discuss strategic goals, incentive structures and constraints, and possibilities for collaborative governance.

In order to maximize the outcomes and success of discussion roundtables, make a previous assessment of the actors and their areas of expertise regarding:

- Their willingness and openness to dialog
- Their positions in the political space

Based on the assessment of the positioning of the actors and available resources, determine whether the feedback session should be carried out in a single event for the entire political spectrum or in several differentiated sessions (discussion roundtables) according to the type of actors involved.

Summary of products of the 4th stage:

- ○ Dissemination materials.
- ○ Input material for the discussion roundtables.
- ○ Report on the outcomes of the discussion roundtables.

4   RESOURCE BANK
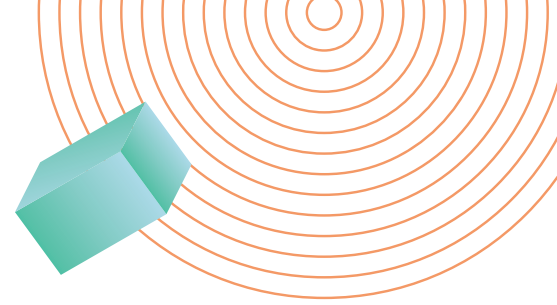
The following are practical and specific tools for conducting the workshops to identify the determining factors and the application of in-depth interviews.

a.   Workshops to identify determining factors

This type of workshop aims at making three kinds of contributions:

1 Promote the participation of stakeholders in the prospective exercise in order to form a varied and interactive working group with a high creative capacity.

To this end, it is necessary to avoid the generation of spaces that favor power imbalances among the participants:
Avoid spaces or activities that inhibit the free expression of the participants.
Conduct the workshop in a venue other than the organization's headquarters
or daily workplace.
Promote tasks that enable the participation and listening of all the people involved.

2 Encourage brainstorming on the relevant elements that are the focus of the prospective analysis in order to define the most critical challenges to be faced in the future.

Do not discard any idea. Rather, register all ideas (on posters or paper and/or digital post-its) so that participants have a reference to consult the progress of the workshop, or in case of doubts or questions, go back to what has already been discussed.

3 Propose an interactive and thorough task to define the main elements of the prospective analysis, i.e. the determining factors of the scenarios.

The number of participants should be between 20 to 25 and include the members of the methodological team, representatives of the different sectors or areas of relevant expertise, and the actors identified as key.

1. The first step in planning a workshop to identify the determining factors is to **identify the key attendees or guests**, since their opinions will be the main input for the construction of the scenarios.

The key actors (academia, activists, think tanks, CSOs, private sector, public officials, party leaders, etc.) can be national or regional, and must be relevant participants involved in the agendas being addressed.

Human rights-based question guide to identify key actors according to the sector to which they belong:

1. Are all voices represented? Are the groups below included?
- Gender-diverse people.
- People of diverse ideologies.
- Indigenous and Afro-descendant communities.
- Persons with disabilities.
- Migrants.
- Youth.

2. Are local, national, regional, international views present?

It is essential to **explore, register and preliminarily identify** a few elements that will be explored later in the workshops:

- Concerns and interests of local, national and regional actors.
- Position of each actor/sector regarding the issue at hand.
- Ongoing discussion and policy decision processes.
- Possible grounds for conflict between these actors, both in general terms and particularly in relation to the issue.
- Potentially destabilizing situations that could occur.

This information will be used to draw up a **map of actors,** locating them according to affinities, relationships and alliances, and their relative weight in the national or regional scenario-construction landscape.

2. The second important step is to define the <mark>**facilitating team:**</mark>

- It should be a **team of 2 to 4 people** with knowledge of the prospective methodologies being applied and with skills and experience in group moderation.

- It must generate a **comfortable and trusting environment** for participants to feel able to make proposals that diverge from the usual, dare to risk opinions about possible futures, and break away from the "official future" (Alemany, 2009a) which is the most paralyzing and counterproductive in a prospective exercise.

- It must **ensure that all voices are heard**, and that time is used efficiently.

  The achievement of the workshop goals depends on the commitment and engagement of the participants, as well as on the quality of the facilitation work.

- **Active listening is as important as prospection skills**, since the vision of the scenarios must take into account the opinions of all the participating sectors in order to ensure the smooth running of the workshop.

- It must document the discussions.

  The systematization or rapporteur role should not be underestimated, since deficient or incomplete tracking of discussions and definitions will weaken the quality of the product and progress of each workshop.
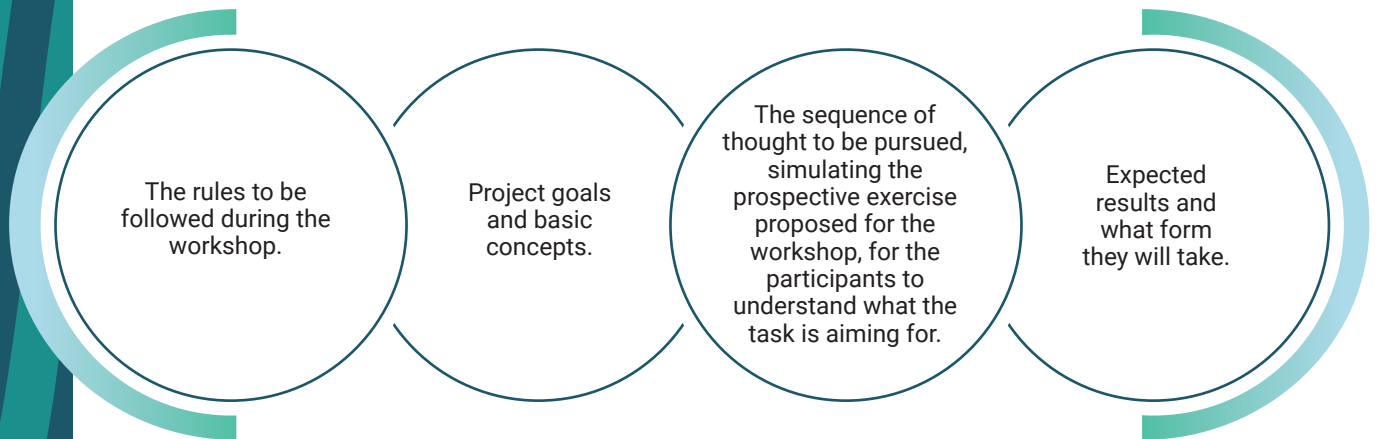
---

[3] The official future is the future that decision makers actually believe will occur, both explicitly and implicitly. This is a normally plausible and relatively non-threatening scenario, with no unexpected changes to the current environment, and continued sustainable growth.

In terms of how tasks are to be carried out and the facilitation role, it is important to clearly state at the beginning of each workshop:

1.

The rules to be followed during the workshop.	Project goals and basic concepts.	The sequence of thought to be pursued, simulating the prospective exercise proposed for the workshop, for the participants to understand what the task is aiming for.	Expected results and what form they will take.

2.
Then, the research team presents the diagnosis, research question and hypothesis of the issue at hand.

> **The prospective workshops aim at constructing an outline of the scenarios.**
> **The main assets to that end are:**
>
> • A **"shared" diagnosis** of the present situation in the region and the object of study for which scenarios are to be constructed.
>
> • A series of medium-term **scenarios** constructed by the participants and presented in matrix format.
>
> • A graphical **map of actors.**

It is essential that at the end of each workshop there are **clear and visible results** and that participants can identify and evaluate the time, resources and energy they contributed to the workshop. **A workshop without idea generation, clear results, concepts and emotions will discourage participants from joining future workshops.**

At the end of each workshop, there needs to be an explanation on **how progress will be systematized,** and on the next steps of the project. Participants must also be kept informed about the news and final products.

Recommendations:

Reduce the more technical aspects of the prospective methodology to the essentials, adapting them to simpler and more understandable tasks.

Avoid lengthy workshops, as people lose concentration and interest due to the fatigue from intensive work sessions.

If possible, circulate in advance among the guests the diagnosis of the problem and whether some determining factors have been pre-identified, so that they are aware of them and can think about other undetected factors prior to the workshop.

PROSPECTIVE WORKSHOPS STEP BY STEP

Download

RESULTS SYSTEMATIZATION

Download

b. Suggestions for conducting in-depth interviews

In-depth interviews are proposed as a data collection tool based on face-to-face meetings between the researcher and the informants, with the goal of entering into that other person's heart and mind in order to thoroughly understand and map their experiences, knowledge, opinions, values, fears, expectations, and position regarding the focal issue (Leech, 2002; Schaeffer & Presser, 2003).

1.

The definition of the final list of **actors to be interviewed** should:

- Minimize the potential for inappropriate invitations or serious omissions.
- Include diverse representatives to minimize bias and maximize the project's image and reputation.

> ### Human rights-based question guide to identify key actors according to the sector to which they belong:
>
> **1.** Are all voices represented? Are the groups below included?
> - Gender-diverse people.
> - People of diverse ideologies.
> - Indigenous and Afro-descendant communities.
> - Persons with disabilities.
> - Migrants.
> - Youth.
>
> **2.** Are local, national, regional, international views present?

2.

Prioritize **interviewers with experience** in direct personal interaction with popular sectors and/or with leading figures such as members of the Establishment with good intellectual or professional credentials in the field.

3.

Confidentiality and anonymity are essential and should inform the entire interview process. Interviewees must fully trust that the information they provide in the interview will be quoted anonymously and that it will be used in a neutral manner in the project, allowing for appropriate feedback.

4.

Schedule and plan the interview in advance, which includes sending a formal request that appropriately explains the project and the purpose of the interview.

5.

Guiding questions require preparation!

- Questions can be divided into two parts: a semi-structured part with a predominance of open-ended questions, and a structured part with close-ended questions that allow for an analysis of the interviewees' expectations.
- In general, it is advisable to use questionnaires comprising 10 to 20 questions, and the average time should not exceed the 40-45 minute time frame per interview (or a maximum of 60 minutes, if the interview is extended at the request of the respondent).

6.

Presentation of results: Due to the sampling characteristics of in-depth interviews, results are not expected to be "statistically representative." Thus, we recommend systematizing results making a note on the singularities of the respondents.

Alemany, C. (2009a) "Agenda 2022 – Propuesta Metodológica", PAPEP- PNUD.

--------, (2009b), "Las Escuelas Prospectivas: Semejanzas, Diferencias y Complementariedades", Curso de Gobernabilidad Democrática y Construcción de Escenarios Prospectivos, PAPEP-FLACSO.

Berger, G. (1964). L'attitude prospective. Management International, 4(3), 43-46.

Benzaghta, M. A., Elwalda, A., Mousa, M. M., Erkan, I., & Rahman, M. (2021). SWOT analysis applications: An integrative literature review. Journal of Global Business Insights, 6(1), 55-73.

Godet, M., & Durance, P. (2007). Prospectiva Estratégica: problemas y métodos. Cuadernos de LIPSOR, 104(20), 169-187.

Goodspeed. (2022). Scenario Planning for Cities and Regions. Lincoln Institute of Land Policy.

Leech, B (2002). Asking Questions Techniques for Semistructured Interviews.pdf PS: Political Science and Politics, Vol. 35, No. 4 (Dec., 2002), pp. 665-668.

Lincoln Institute of Land Policy, Sonoran Institute, & Stapleton. (2022). Planificación Exploratoria de Escenarios (XSP). En https://www.lincolninst.edu/es/publications/policy-focus-reports/instrucciones-uso-planificacion-exploratoria-escenarios-xsp-0. Lincoln Institute of Land Policy.

Masini, E. (2006). Rethinking futures studies. Futures, 38(10), 1158-1168.

Schwartz, P ,(1991), The Art of the Long View, Londres, Doubleday Currency.

Schwartz, P. y Ogilvy, J. (1998), Plotting Your Scenarios, California, Global Business Network.

Talancón, H. P. (2007). La matriz foda: alternativa de diagnóstico y determinación de estrategias de intervención en diversas organizaciones. Enseñanza e investigación en psicología, 12(1), 113-130.

Vitale, J., & Ragno, L., (2008). Clase 4: MÉTODO CONSTRUCCIÓN DE ESCENARIOS DE FUTURO [Archivo pdf]. En https://cepcuyo.com/wp-content/uploads/2018/10/04.-metodo-construccion-de-escenarios-de-futuro.pdf

Schaeffer, N. y Stanley P. (2003) "The Science of Asking Questions." Annual Review of Sociology 29, 65-88

COLABORA.Lat
Hacia un nuevo modelo de
gobernanza post Covid-19

Asuntos del Sur

DIÁLOGOS

FACULTAD DE
HUMANIDADES
UNIVERSIDAD DE SANTIAGO DE CHILE

FRIEDRICH EBERT STIFTUNG

UNIVERSIDAD
ICESI

NOSOTRXS

Escuela de
Política y Gobierno
EPyG_UNSAM

With the support of:

IDRC · CRDI
International Development Research Centre
Centre de recherches pour le développement international