



“Designing Effective Visioning Workshops”

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CRISP: Creating Innovative Sustainability Pathways



- 7 Partners, 6 Countries, 3 Years
- Identify potential paths to support the transition to a sustainable, low carbon Europe,
 - Analysing barriers and drivers their interactions and the roles of actors
 - Analysing successful past initiatives
 - Apply participatory Scenario Techniques (esp transition scenarios and Backcasting) to develop end-visions for sustainable low Carbon Europe
 - Evaluate these trajectories
- Provide guidelines to the EU on viable paths
- Start a public debate outside experts

Work Packages

Phase 1	Brief Description
WP1: Policy Review	Review of visions, current policy and the State of Art understanding of barriers, drivers and their synergies (linkages)
WP2: Assessment Methodology	Development of a suitable assessment methodology for the review of the initiatives, production of Selection criteria
WP3: Case analysis	Review of initiatives.
WP4: Synthesis / Building Blocks	Conclusion of Phase 1, highlighting key barriers, drivers, interactions and agents for change
Phase 2:	
WP5: Scenario Development	Development of “end visions” scenarios
WP6: Back-casting	Production of trajectories or pathways by different stakeholders
WP7: Evaluation	Evaluation of back-casting results / by relevant stakeholder groups
WP8: Synthesis / Conclusion	Policy Guidelines / recommendations on how to overcome the gap between awareness and concrete engagement

A tough future ahead

Change



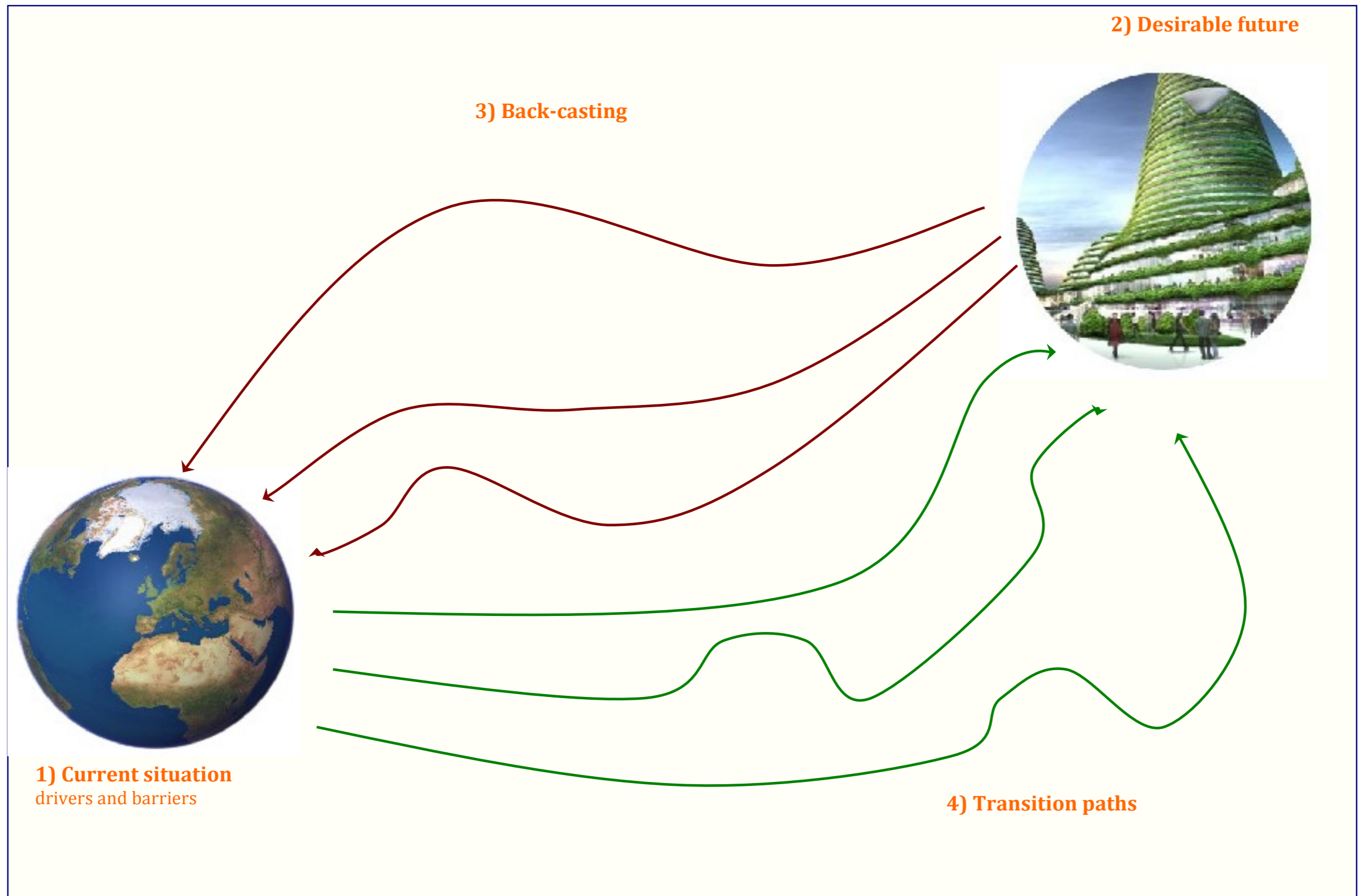
An IBM, 1930

Population

- Ageing

- Etc...

The overall Approach:



Experimenting with different Workshop formats



different formats:

- Workshop trials in Lithuania, Greece, Netherlands & the UK

pre-lecture

participants

- Many

- With / without

- 9-60

- 1-3 facilitators

Some of the issues around the workshops

- The balance between framework features and participants' own initiative
- Pre-information is useful but may well frame the outcome
- The trade off between overestimating and underestimating pupils' abilities to come up with original ideas
- Can they envision alternatives / explore complex ideas?
- How many pupils should be in each workshop?
- What should be the role of the facilitator?
- Should schools be segmented according to socio-economic status?



UK proposed Workshop Structure (3 hours)

- Introduction / Ice-breaking
- Brainstorming / ideas generation
- Clustering / structuring of ideas and concepts into intrinsically somewhat coherent subsets or clusters
- Elaboration & exploration (Carousel)
- Closeout



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Thank you!

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