Welcome and introduction (15 mins)

Introduction to Scenario Planning (15 mins)

- Why? (Because we are bad at predicting the future. So, we identified four different futures instead of predicting one, using the mega-trends as building blocks).

Tips and alternatives for Facilitator:

- Run an ongoing PowerPoint presentation of the mega trends or the scenarios to give participants a second chance to understand trends or scenarios.

Living through the generic scenarios (1 - 1½ hours)

- Presentation including blocks (10-20 mins):
  - Introducing the building blocks of mega trends.
  - Building up the one slide skeleton.

- Introducing Scenario 1 (10-15 mins) by asking some questions:
  - Imaginable?
  - Plausible?
  - Popular food, means of transportation, etc?
  - 3 recent events (news items, indicating that we are heading in the direction of this scenario).

- Repeat the procedure for the other scenarios (30-45 mins).

- Walk to the scenario lines (10 mins):
  - In which scenario would you feel at home, suits you best? Invite people to walk to the scenario that suits them best. This is not answering the question of the most likely or realistic scenario. Invite some people to react (up to two for each scenario): what do you like about this scenario?

Reflection. Equal division of participants means a very diverse group and so a good chance of a rich and diverse set of results. A very big preference for one scenario may result in a too narrow set of solutions to be selected.

Tips and alternatives for Facilitator:

- The questions ‘Imaginable?’ and ‘Plausible?’ are asked just to make sure most of the group is with you. You don’t want to have discussion. It is only to give people who don’t agree on the essential the opportunity to give their opinion - of course if they do you have to spend time on their comment, their reaction is essential. You don’t want to lose people before you really start, but don’t discuss details: ‘We had to make choices; your point of view is incorporated in Scenario X’.

- If you think the group is not flexible enough to see and believe in trend shifts and counter-trends then introduce the certainty exercise. It takes you only ten minutes but this is less than the time you have to spend on discussions later on. (See the
‘Timeline’ section in the toolkit).

If the group worked with the scenarios in an earlier stage, then this part can be reduced to 30 minutes (short introduction and walking the wall).

**Form breakout groups and move to other rooms (15 mins)**
<table>
<thead>
<tr>
<th>Introduction to specific scenario in breakout groups (45 mins)</th>
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<tbody>
<tr>
<td><strong>Introduction</strong> (10-15 mins)</td>
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<td>- Participants get a few minutes to define answers on post-its. One (different colour) post-it for each question. Add at least one future-oriented or scenario-oriented question. Useful possibilities are:</td>
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<td>- What do you like about this scenario?</td>
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<td>- Oracle questions. What do you need to know of this world (not directly education-related) to be able to build or understand the sector?</td>
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<td>- What are the dilemmas for a person living in this scenario?</td>
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<td>- Facilitator puts post-its on flip chart.</td>
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<td>- Facilitator gives short summary of the characteristics of the generic scenario (2 mins).</td>
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<td>- Facilitator invites participants to identify main characteristics and changes (3 per aspect) between this scenario and our current situation. (5-10 mins).</td>
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<td>- Do not get lost in details, but try to be as specific (avoid 'container concepts') as possible. Pay special attention to:</td>
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<td>- Demand: strong parties/content/process.</td>
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<td>- Suppliers.</td>
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<td>- Role of government.</td>
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<td>- Use of technology.</td>
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<td>Collect ideas (10 mins).</td>
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<tr>
<td>Invite people to read the specific scenario (10-20 mins).</td>
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<tr>
<td>Imaginable? Plausible? (5 mins).</td>
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**Tips and alternatives for Facilitator:**
- Alternatives for guiding questions:
  - No guiding question. Just see this as a short interactive warm up.
  - Use a process orientation (developing content, intake, teaching, assessment, quality control, etc).
  - Invite participants to come up with their own guiding questions.

Short plenary mind mapping process using the following categories: (Changes in Staff?, Students, Content, Learning Processes, Content Development, Quality Control, Organisation).

**Generate specific ideas (Round 1) (1 hour)**
- Short brainstorm on the following three questions (3 x 10 mins):
  - What existing products/services are not popular in this scenario? |
  - Which existing services are very popular in this scenario? |
  - What are potential new courses/services etc (potential stars and cash cows)? |
- Idea spotting in groups. (15 mins):
  - One person stays to host own group’s results. Others divide and visit the other groups looking for new ideas (dimensions). Write down promising ideas and thoughts and bring them back to their own group. |

Elaborate on the list of ideas. (15 mins).

**Lunch (45 mins – 1 hour)**

**Generate specific ideas (Round 2). (30 mins – 1 hour)**
Facilitator’s preparation

- Select a suitable metaphor. For example:
  - A company that characterises a specific scenario such as McDonald’s for Transatlantic. Preferably a well-known company with a good reputation.
  - A specific consumer profile (SUV driver).
  - A famous public figure.
  - A leading character from a cartoon, fairy tale.
  - An animal.
- Short creativity exercise to get people in the right mood. (10 mins).
- Short brainstorm: characteristics, metaphor (direct relation with the subject is not yet undertaken) (15 mins).
- In breakout groups: Brainstorm: (15-30 mins). How would this organisation/character solve this problem? Or what service would it buy?

Tips and alternatives for Facilitator:
For creative groups, skip the creativity exercise. Speed up and get the unthinkable out of the group – use brainwriting instead of breakout groups.

Select ideas (15 mins)
Select best ideas
- Blue ideas: normal ideas, you don’t need a separate workshop to come up with these.
- Yellow ideas: original, innovative and realistic
- Red ideas: very creative but not feasible.

Start sticking the post-its (5 mins)
Facilitator prepares COCD box (top 3 or 5 for all three categories). Way of working:
- Equal score: blue over red over yellow.
- All equal: red wins.

Elaborate on ideas (30 mins – 1 hour)
For the top 3 ideas hold a short brainstorm on the following questions (3 x 10 mins) (record answers on a flip chart):
- Definition and characteristics.
- 3 Advantages, added value.
- 3 Flaws, weak points.
Optional: slogan, motto or metaphor.

Plenary presentation of ideas (elevator pitch) (30 mins)
4 x breakout groups present (in 5 minutes) three to five ideas: 2-3 original, red ideas, 1 or 2 innovative, wild (yellow) ideas.

Tips and alternatives for facilitator:
- Look for ideas that are more or less the same and should be integrated.
- In larger groups the plenary presentation is too time consuming and the attention of participants will fall quickly. Invite the participants to visit the other scenarios – this also offers them the opportunity to gain more insight into the ideas of the other groups. Give all participants some post-its to identify the most valuable ideas of the other groups.
Round-Up and Close

Aims

To identify new products, services, markets, technologies or new ways to use existing technologies. Scenarios are used to stimulate creativity by providing different contexts.

Outputs

A long list of ideas (15 to 30) for each scenario. Sometimes divided into categories. You can use the ‘COCD matrix’ outlined in the toolkit with:

- Blue ideas: normal ideas, you don't need a separate workshop to come with these.
- Red ideas: original, innovative and realistic.
- Yellow ideas: very creative but not feasible.

A description of the most valuable ideas (top 3 to 7 for each scenario) or a total top 7-12.

Design Considerations

- Do we give participants the generic scenarios to prepare themselves? Do we only give them the generic or also the specific scenarios? Depends on scope of issue they’re addressing.
- How are we going to introduce the scenarios? A straightforward PowerPoint presentation, a multimedia presentation, a collage of pictures and paper headlines? Follow your own preferences but make sure that the scenarios are also visible on the wall.
- Do we introduce the specific scenarios in a plenary or in the breakout sessions?
- How much time do we want to invest in helping participants to understand scenarios? Are we going to work with paper headlines (real and or imaginary) or metaphors to create a better understanding of the generic (or even the specific scenarios)? If they are also involved in the testing and strategy development process an extra investment can be justified.

Pre-requisites

- Spacious room with lots of wall space to hang the flip charts on.
- Small roundtable arrangements.
- Subgroups with 4 to 8 people.
- A facilitator, who is familiar with all four scenarios, for each group.

Preparation

Facilitator:

- Check the news to identify two or three issues for each scenario that indicate this scenario is already here (do this the week before the
Allocate participants to scenarios.

**Participants:**
- Read the scenario set or one of the scenarios.
- For one scenario collect news headlines that indicate that this scenario is indeed emerging and bring these to the workshop.

**Facilitator requirements**
- (Option) Presentations on mega-trends, generic scenarios.
- Presentation generic scenarios.
- Mood board (A1 collage, A3 PowerPoint printouts).
- Flip charts per group.
- Different coloured post-its.
- Digital camera to record activity outputs.

**Tips**

*You can find details of all the exercises referred to in the online resources.*

- Sometimes a very clear scope is wanted or needed. A brainstorm on the future of education can be very valuable but sometimes specific clients are looking for concrete solutions for one or two specific structural problems. Try to get a clear picture of the expectation of the client and the participants.
- Use the Certainty exercise (see ‘Timeline’ in the toolkit) to let participants understand that the trends are not certain.
- Incorporate the Think the Unthinkable exercise if participants are too focused on certainties:
  - Use the ‘oracle’ approach to reinforce – *‘Tonight during my sleep an all-knowing oracle visited me and told me a few things about 20XX. What were they?’*
- Consider the use of solution categories to get a broader perspective on the subject. For example considering improving the quality of the learning process, could use the following solution categories: staff, teaching process, assessment, quality control, finance, technology, use of educational networks, etc.
- Use long list of guiding questions to select questions if you are going to work with consumer profiles. Adjust the list to your need.
- Use the Profiling (*‘Personal Lives’*) exercise.