

Methodological Report¹**Future Workshop, Santiago, 20 to 23 January 2013**

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■ Overview of the participants

Twenty-four young people (12 women and 12 men) from six South American countries met in Santiago to take part in this future workshop and discuss what they considered the most striking issues impeding natural-resource equity in the Conosur region, their determinant factors and innovative actions for a change. Seven participants were from Argentina (29%), seven from Brazil (29%), seven from Chile (29%), one from Paraguay, one from Uruguay and one from Peru (approx. 4% each). Most of the participants work in NGOs and research centres, and come from fields ranging from law, economics, history, political science and journalism, to biology, physics, engineering, veterinary and chemistry. Such diversity in terms of fields of knowledge as well as in professional backgrounds allowed for high-level, transdisciplinary discussions. Additional information about the participants is available in annex A.

■ Summary of the workshop's phases**Day 1 (20/01) – Excursion and introduction**

The workshop started on 20 January at 8:30 am under the guidance of Sebastian Ainzua (HBS-Chile) with an excursion to the Maipo Valley where the participants met a local civil society organisation working with mining-related impacts. On top of preparing the participants for the intensive discussions to come, this excursion was the first “ice-breaker” and aimed at facilitating participant interaction and, thus, achieving a collaborative atmosphere of work.

Michael Alvarez-Kalverkamp (HBS Regional Representative for the Conosur) welcomed the participants in the afternoon. After the introduction of the facilitators, Eduardo W. Ferreira (facilitator) introduced the Resource Summit Project and presented the workshop's methodological concept and programme. At the end, the participants shortly introduced themselves based on several images, which had been distributed around the room. Each participant received a white moderation card and a marker. They were asked to present themselves taking into account the following leading questions: *a) what is your personal background? b) Why did you choose your picture? c) What is the topic you are personally most concerned with? Please write the topic down on your card.*

After the first day, the participants' work was divided in three phases as from the Future Workshop methodology, namely: a) the critique phase, b) the vision phase, and c) the construction phase.

¹ This report aims at describing the methodological execution of the workshop, as well as at presenting the results of the daily evaluations by the participants.

Day 2 (21/01) – Critique or problem phase

After a short energiser and an introduction about the day's schedule and objectives, the facilitators presented a clustering suggestion for the topics indicated by the participants during their self-introduction as those they were most concerned with (Photo: 2013-01-21 16.46.03.jpg, available at the link above).

Since the participants did not add any additional topic to those presented on the pin board, the plenary discussion continued with the adjustment of the clustering proposal and the joint definition of four main problem areas for further work. The guiding question for the definition of the main areas was: *If you take a closer look at your country and the Conosur region: What are the four most striking concrete natural resource problem fields in your opinion?* The selected areas were as follows:

1. Territorial management, including water resources, conservation and restoration.
2. Participation and democracy, including environmental education, justice and ethics.
3. Energy and climate change
4. Development models, involving economic, social and environmental aspects.

The participants then worked in four groups (one group per problem area) of their choice, while ensuring a balanced distribution in terms of gender and countries of origin. Each group was requested to start working by reaching an agreement on a concrete problem formulation based on their problem area. Following that, they should continue to work using the following guiding question and making reference to the guideline sheet² for the critique phase (Annex B.1):

What are the main consequences, and underlying causes of your chosen problem? Please develop a joint mind-map to represent your debates concerning actors, interrelations, etc. Among the root or underlying causes, please indicate with an exclamation mark the most crucial ones.

After the small-group discussions, each group presented its results to the plenary in 10 minutes using pin-boards, followed by 10 additional minutes for clarification questions, comments and suggestions. Yellow and red cards were used by the facilitator to indicate time-usage by the groups during their presentations. Most presentations finished within 10 minutes. In addition, the audience used red moderation cards to present their questions, comments and suggestions, which were fixated to the pin-board of the presenting group. This seems to have helped participants to efficiently intervene after each of the four presentations, while allowing a better documentation of the inputs coming from the plenary. All group outputs including plenary inputs and video presentations are available at the link above.

After the plenary presentations, the participants divided themselves again in different small groups (two people remained in the group to clarify any questions from the new group members). The new groups then tried to improve the previously presented results based on the plenary inputs. This last step should help participants to share their views and get a chance to rotate groups during the critique phase.

² Each group received two copies of the phase guideline sheet in the critique phase. In order to ensure clarity about the guidelines, every participant received one copy of the guideline sheets in each of the subsequent phases.

Day 3 – Phase of visions

Following the suggestion of the local HBS office, the utopian phase was renamed “phase of visions” to ensure a clearer understanding of its purpose. This phase aims at stimulating innovative thinking through creative techniques (e.g., drawings and role playing).

The phase started with a problem-solving energiser (*tying a knot with one hand*³), which should stimulate divergent and creative thinking and so help participants in the transition from the phase of critics to that of visions. After that, the facilitators distributed the phase's guideline sheet (Annex B.2) and explained the schedule, task and objectives.

In this phase, the participants worked in four small groups according to the topics selected in the critique phase (day 2). The following statement guided the work:

“A fairy will visit us today and will fulfil your wishes for a better future. As she is neither able to read and write nor in the position to change everything against natural laws and at once, please provide her with a drawn story. What should the situation be like in a) 2020, b) 2035 and c) 2050, regarding the topic chosen by your group?”

Photos of the resulting drawings of each group are available at the link above as well as video recordings of their plenary presentations.

After the plenary presentation and discussions, the drawings were displayed throughout the room for a short brain-writing exercise. The participants had 30 minutes to look at the drawings / plenary inputs and to add, using red moderation cards, all potential associations, contradictions and conflicts they could see concerning each of the four visions. This marked the end of the phase of visions. Photos of the drawings and the additional red cards are available at the link above (folder: “Día 3 – 2013-01-22”).

Day 3 – Construction phase

The realisation or construction phase started in the afternoon of the third day with a cooperative game⁴ aimed at facilitating the transition from the largely intuitive phase of visions to the more rationally-based, construction phase. The future workshop methodology underlines the importance of a clear cut between its phases (e.g.: by starting the phase only the next day, undertaking a group walk or some other group activity before starting the next phase). Such an activity / break in-between phases can support the cognitive changes necessary for the coming phase, while allowing some time for the participants to adequately process the experience they have just gone through.

Following the cooperative game, the facilitation provided a brief introduction about the construction phase, its purposes and the planned schedule for the day. The participants were free to choose which of the four problem areas they would like to work with. Each

³ In this 10-minute game, each participant receives a 60 to 70 cm piece of some relatively thick twine (e.g.: sisal, hemp or cotton). The objective is that all participants simultaneously try to find ways of tying a knot using only one hand. The second hand should only be used in the final step, that is, to straighten the twine piece. This game was suggested by Hector Hevia (reporting facilitator) and generated very good results.

⁴ The game is focused on organisational processes, their simultaneous execution by different actors, possibilities for optimisation, and the importance of clarity and co-ordination. First, the participants form a circle. Then, the first process is put in place: One of them receives an object and has to throw it to another colleague of his/her choice. Each involved participant must remember to whom he / she threw the object so as to always throw it to the same person whenever he / she gets it back from someone else. The participants involved in that process should try to execute it as fast and efficiently as possible, without dropping the object. Once the process starts flowing, the facilitator introduces a new and different process using another object, if possible, with a different format and weight. The second process can be one in that each participant has to pass the new object to the person on his/her right or left, who should continue to do so simultaneously to the process (or processes) already in place. The facilitator then introduces two to four other processes and stimulates the participants to come up with their own measures to speed up the execution while improving the team's efficiency and minimising stress.

participant received the guideline sheet for the first step of the construction phase (Annex B.3), which was guided by the following question:

"Taking into account your visions (and the respective comments / questions) for your thematic area: Which of the given main elements / ideas you think are feasible, new, and motivating at the same time? Please choose one of such elements / ideas (or part of it) and briefly indicate how the selected idea could be put into practice. Which crucial steps should be taken by 2020, 2035 and 2050?"

After the group work, the participants met again in the plenary room for a brief outlook concerning the fourth and last workshop day, as well as for filling out the daily anonymous evaluation of the third working day.

Day 4 – Construction phase (continuation)

After a short energiser and the presentation of the evaluation of the previous working day, the facilitator presented the schedule for the day and the guidelines for the continuation of the construction phase.

Working in the same groups as in the first step of the construction phase (day 3), in this second step, the participants refined the results achieved on the previous day based on the following guiding question:

With a closer look at the near future: What would be necessary from the relevant actors such as civil society, decision makers, international institutions, economic players etc. to achieve the first step by 2020? Please provide a working plan for the coming years until 2020 based on the provided guideline sheet.

After having received the guideline sheet for this second step of the construction phase (Annex B.4), the participants prepared their matrix-based working plans, which should also be presented in 10 minutes (plus 10 minutes for clarifications and plenary discussion) right after the lunch break. All presentations were also recorded in video and are available at the link above, together with photos of each group's matrix as well as plenary inputs.

For this last phase, there was a stronger demand from participants for additional discussion after each presentation. Differently from the previous phases, the participants did not have the chance for adjusting their work based on the plenary inputs nor to consolidate the four different matrixes in a collective result. Although this had not been foreseen in the workshop planning due to time restriction, it might have added value to the workshop's final outputs and improved the groups' sense of accomplishment in the end.

After the last presentation and respective discussion, which started right after the afternoon coffee break, the facilitator introduced the role of delegates and some of their expected inputs before, during and after the Alternative Resource Summit in Berlin (11 to 16 September 2013). Following that, Michael Alvarez-Kalverkamp and Dawid Bartelt (Director – HBS Brazil) announced they would be able to provide support for four to six delegates, presented their own expectations and some essential criteria for the selection of delegates by the participants. These criteria were: a) English proficiency, b) balanced gender representation, c) balanced country representation, c) sufficient knowledge of governance, mining, water, agriculture and energy. They also suggested that, should six delegates fulfil these ideal characteristics, a maximum of two should come from Brazil in order to ensure an adequate representation of other countries in the Conosur. These as-

The aspects most frequently mentioned as positive by the participants were related to a) the people present in the workshop, both in terms of sympathy and level of knowledge, as well as b) to the atmosphere achieved. Nine people emphasised the importance of the workshop for the exchange of experience and knowledge, while five people expressed their satisfaction with the methodology. Some selected statements are presented below, in Spanish:

- *“Instancia para compartir experiencias y realidades de distintos países. Muy enriquecedor para conocer otras realidades. Ojalá se repita. Es una buena instancia para saber lo que está sucediendo en el resto de la región.”*
- *“Trabajar, discutir e intercambiar con jóvenes de la región de un muy buen nivel de conocimientos y con experiencias que trajeron al taller muy ricas.”*
- *“El ambiente de trabajo y debate con mucho respeto.”*
- *“Los buenos amigos, ambiente y temas trabajados.”*

- That I would point out (¿Qué me gustaría destacar?)



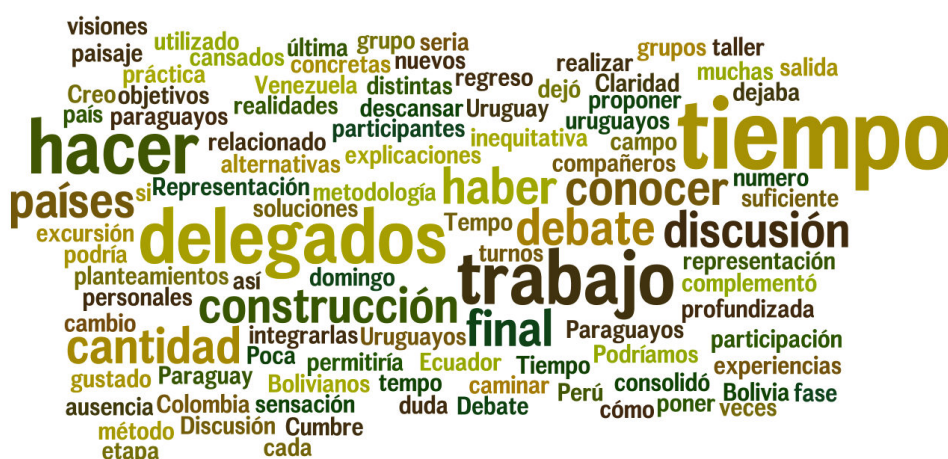
The positive workshop atmosphere was the most-mentioned aspect (11 mentions), followed by the applied methodology (8 mentions) and the high level of the debates (6 mentions). All but three participants pointed out positive aspects only. Some selected statements are presented below:

- *“Lo valioso del grupo de trabajo. La simpatía, tolerancia y visión del grupo.”*
- *“Me gustaría destacar lo difícil que resulta discutir sobre estos temas, pero sobretudo lo difícil que resulta llevar a concreto las propuestas. Nos la pasamos criticando la gestión y proponiendo ideas que pensamos son superadoras, pero la realidad es que es muy difícil poner los pies en la tierra y planificar ‘el cómo?’ llegar a eso.”*
- *“La metodología de usar tarjetas que complementaran los trabajos de los grupos.”*
- *“Destaco la necesidad de una diversidad mayor, no sólo en términos de países, pero de jóvenes indígenas, líderes comunitarios, jóvenes campesinos, etc.”*
- *“La excelente forma en que nos ha atendido la Fundación.”*
- *“Todo lo que aprendí en estos días, particularmente las problemáticas son similares en todos los países.”*

Most participants (15 people) underlined here the learning process, new experiences and ideas, while 13 participants stated the personal exchange, new friends and contacts as what they will take with them from the workshop. In addition, eight people emphasised their resulting increased motivation. Some selected statements are presented below:

- *"Mucho aprendizaje! Mucho! Sobre la realidad de países hermanos; sobre los procesos de discusión y sobre mi misma. Gracias!"*
- *"Las energías, fuerzas y esperanzas para seguir trabajando por una sociedad más justa, un mundo mejor y equitativo."*
- *"Ganas de seguir trabajando en red con el grupo."*
- *"Un enorme crecimiento tanto intelectual, de contenido como personal. Relaciones humanas para muchos años."*
- *"Mucho aprendizaje, muchas discusiones e intercambios sumamente ricos."*
- *"Una experiencia cívica muy significativa."*
- *"La posibilidad de ampliar las articulaciones regionales."*

■ **That was too short (¿Qué no ha sido suficiente?)**



Time was the most frequent aspect pointed out by the participants, especially for the construction phase, further debate related to this phase and a more careful consolidation of the workshop final results. Some participants wished more time for leisure/recovery and personal exchange during the workshop. Four participants suggested a larger number of participants from Peru, Uruguay and Paraguay, while others wished that participants from other countries in the region could participate as well. Another mentioned aspect refers to the number of delegates, which was seen by four people as insufficient. Some selected statements are as follows:

- *"La representación de los países ha sido inequitativa para Perú, Uruguay y Paraguay. Eso permitiría conocer distintas realidades para así integrarlas al que hacer (o no hacer) en cada país."*
- *"Podríamos haber utilizado uno de los turnos para descansar o hacer una excursión, ya que el debate y la discusión nos dejaba muy cansados."*
- *"El tiempo de debate relacionado a la última etapa. Creo que es poco tiempo el que tuvimos para proponer soluciones concretas."*
- *"La ausencia de compañeros de Bolivia, Venezuela, Ecuador y Colombia."*
- *"La metodología muchas veces dejó una sensación de duda... Al final, todo se complementó, pero la fase de construcción podría haber sido profundizada si hubiera más tiempo para el trabajo en grupos y discusión."*
- *"El numero de delegados."*