



# CITIES AS ARENAS OF POLITICAL INNOVATION IN THE STRENGTHENING OF DELIBERATIVE AND PARTICIPATORY DEMOCRACY

## EU ARENAS



### Primo piano

#### Manoni rilancia la giunta regionale a Varese dove è candidato il 5 giugno



## Renzi: Calenda ministro dello Sviluppo

«Entrò giovedì avremo la legge sulle Unioni civili». Dopo gli studi televisivi l'incontro con Sala: «Vinceremo grazie al suo coraggio»

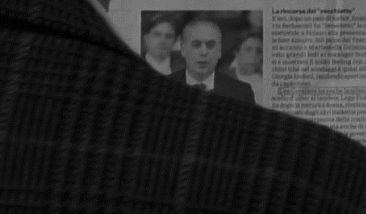


Matteo Renzi. La vittoria di domenica 17 settembre è stata una vittoria di bilancio. Renzi ha vinto la battaglia per la leadership del centro-sinistra. Il suo messaggio è stato chiaro: il centro-sinistra è una forza politica che ha il coraggio di affrontare le sfide del futuro. Renzi ha vinto la battaglia per la leadership del centro-sinistra. Il suo messaggio è stato chiaro: il centro-sinistra è una forza politica che ha il coraggio di affrontare le sfide del futuro.

### Oggi la direzione dei minori per le frasi di Bossi e Giachetti sulle riforme

La direzione dei minori ha deciso di adottare le frasi di Bossi e Giachetti sulle riforme. Le frasi in questione sono state pronunciate durante un'intervista e hanno suscitato un ampio dibattito.

### Visa le toghe: campagne politiche



Le immagini delle campagne politiche sono state analizzate per comprendere i messaggi trasmessi ai elettori. Le campagne sono state caratterizzate da un uso massiccio delle immagini e dei video.

### I rischi che corrono i pm quando si gettano nella mischia politica

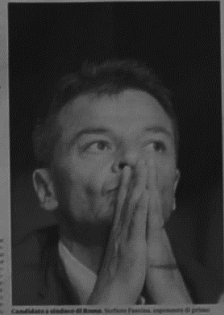
Il Procuratore Generale ha avvertito i pm dei rischi che corrono quando si gettano nella mischia politica. Il rischio è quello di perdere la propria imparzialità e di essere percepiti come parte di una fazione.

### MELZO Il sindaco fruschi ritira le deleghe a tutti gli assessori e resta solo al comando

Il sindaco fruschi ha ritirato le deleghe a tutti gli assessori e è rimasto solo al comando. Questa decisione ha suscitato un ampio dibattito sulla gestione del municipio.

## Vizi di forma Fassina escluso dal voto a Roma Fratelli d'Italia fuori a Milano

Duplice errore nella presentazione delle liste per il candidato di SI. «Subito ricorso». Si decide in settimana



Il candidato di SI è stato escluso dal voto a Roma a causa di vizi di forma. Il Fratelli d'Italia è stato escluso dal voto a Milano per lo stesso motivo. Si decide in settimana se ricorrere o meno.



# MEDIA DISCOURSE FORESIGHT GUIDE

## A guide to using media discourses for understanding and exploring the future of our democracies

OCTOBER 2021

**EUARENAS** investigates the ways in which social movements coupled with local government reform initiatives, manifesting themselves in local-level experiments, create momentum for political change that include more inclusive and participatory forms of governance.



For more information:

[euarenas.eu](http://euarenas.eu)

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## TABLE OF CONTENTS

<b>Table of contents</b>	<b>3</b>
<b>The media and the future</b>	<b>4</b>
<b>About</b>	<b>6</b>
<b>Overarching approach</b>	<b>7</b>
<b>Media discourses and future thinking</b>	<b>8</b>
<b>Using media discourses to support future-thinking</b>	<b>10</b>
<b>Identifying media content guidelines</b>	<b>11</b>
<b>Media discourse analysis guidelines</b>	<b>11</b>
<b>Collective sense-making guidelines</b>	<b>18</b>
<b>Collective sense-making workshop plan</b>	<b>20</b>
<b>Writing an insight briefing</b>	<b>22</b>
<b>List of templates</b>	<b>23</b>
<b>Reference</b>	<b>24</b>



# THE MEDIA AND THE FUTURE

## THE MEDIA AND THE FUTURE

Foresight - or future thinking - provides scope for people to think about the future and use this to model and respond to potential prospective circumstances. In an ever-changing world, it asks us to think about our future, what challenges are on the horizon, and how we can address them to achieve shared outcomes. Foresight provides participatory methods for supporting people and organisations – from citizens to policy makers - to gather intelligence that can enable the building of medium-to-long-term scenarios about the future and develop plans for how these can be created.

It is important to see this future thinking work not as ‘prophecy’ or ‘prediction’, but as a systematic and action-driven way in which we can create and shape the future of our world (see Competence Centre on Foresight, EU Commission and ForLearn Online Foresight Guide). Foresight is not about predicting a singular, correct version of our future, but instead embodies epistemological pluralism in action as it supports the creation of visions for the future (OECD, 2019, Inayatullah, 2010). In a world of increasing uncertainty and complexity, set against the backdrop of the COVID-19 pandemic, foresight and future thinking techniques can act as a key tool in the innovation of policy development, bringing citizens and decision-makers together to define solutions about our shared futures (Fox, 2020).

**EUARENAS** responds to a major European challenge - the need to strengthen legitimacy, identification and engagement within the democratic public sphere. Foresight and approaches to future thinking can support this aim by nurturing active citizenship, and be a part of defining social agendas and the shaping of political life. In this sense, it is both a tool for understanding democratic innovations as they emerge and for engaging citizens and other actors in such innovations within the participatory and deliberative realms. As a starting point for such work, we must look at source material in the present in order to identify insights or signals as to what the future could hold, and could be. This is where the media comes into play.

The media is both a window into, and a shaper of the ideologies and behaviours of society, and through looking at the discourses within it we can identify signals about our future. Discourse analysis asks us to think of language - in written, spoken and visual forms - not just as a description of our world but as an active actor in shaping what society is (Hardy and Philips, 2004). It is both a way of viewing the world (Jørgensen & Phillips, 2002) and a recreation - or re-presentation - of the social, political and cultural sphere (Greckhamer & Cilesiz, 2014). Understanding discourses - like those represented in our media - enables us to understand how such meanings come to be and potentially, how they can be changed (Hardy and Philips, 2004).

This guide supports the combining of media discourse analysis with future-thinking, enabling practitioners from different sectors to use media discourses as source material for signals about our future and to explore the drivers of change in society. Whilst these guidelines focus on the future of our democracies, the techniques can be utilised to explore a range of topic areas.

# ABOUT THIS GUIDE



## ABOUT

This guide aims to support researchers, policy makers and civil society actors to use media discourse as a tool for identifying signals about the future of our societies. Whilst these guidelines are underpinned by theoretical and conceptual framings of foresight and discourse analysis practices, they are presented in a manner that supports them to be practically applied and implemented by researchers, representatives of local and regional government and by actors in civil society.

The guide has been produced as part of **EUARENAS** and therefore focuses specifically on the future of participatory and deliberative democracies and how cities are arenas for innovation within this domain. However, the method, tools and templates presented can be easily adapted to other areas or more specific topics (i.e., the environment, youth marginalisation etc.).

The guide will enable practitioners to:

1. Identify media content and analyse it in order to ascertain signals about possible future scenarios
2. Engage citizens and actors from scientific, policy and civil society communities in conversations about the future

Included within the guide are step-by-step instructions that outline how you can undertake different activities, as well as templates and worked examples for you to use in your own foresight work.

## Overarching approach

There is no singular approach to foresight and techniques for future thinking are varied. Nesta - a UK-based innovation agency - have positioned thinking about the future into phases - understanding, exploring and imagining (Nesta, n.d.). These phases broadly underpin the approach to foresight being taken both within this guide and the wider future thinking work in **EUARENAS**. We define these phases as being:

1. Understanding: Looking at the current environment and identifying insights about society.
2. Exploring: Examining current day insights and recognising the signals about the future in them.
3. Imagining: Creating visions about the future and plans for how they can be achieved.

Given foresight’s usages within policy development and innovation (Shallowe et al, 2020; Makridakis, 2004; OECD, 2019), it is useful to think about the aforementioned phases alongside The Futures Bridge model (UK Government Office for Science, 2017) that outlines four key future thinking actions and their relationship to a policy development cycle as depicted in Figure 1.

Figure 1: The Futures Bridge

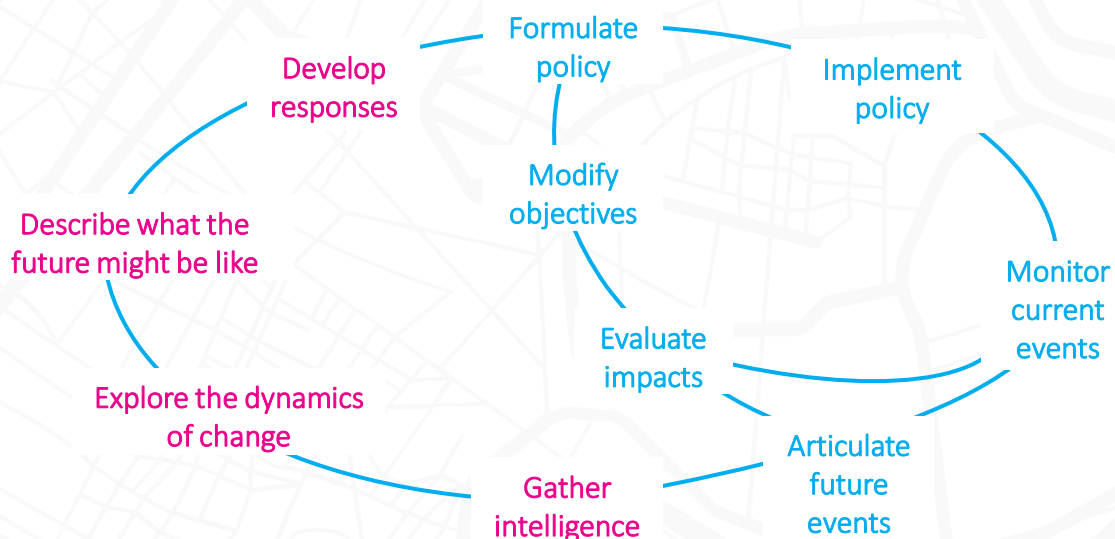
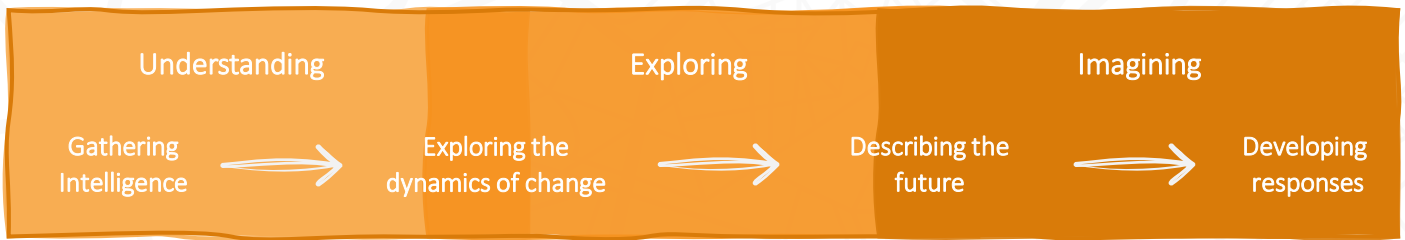


Figure 2 represents the approach that **EUARENAS** has taken to foresight and future thinking.

Figure 2: EUARENAS Foresight Approach

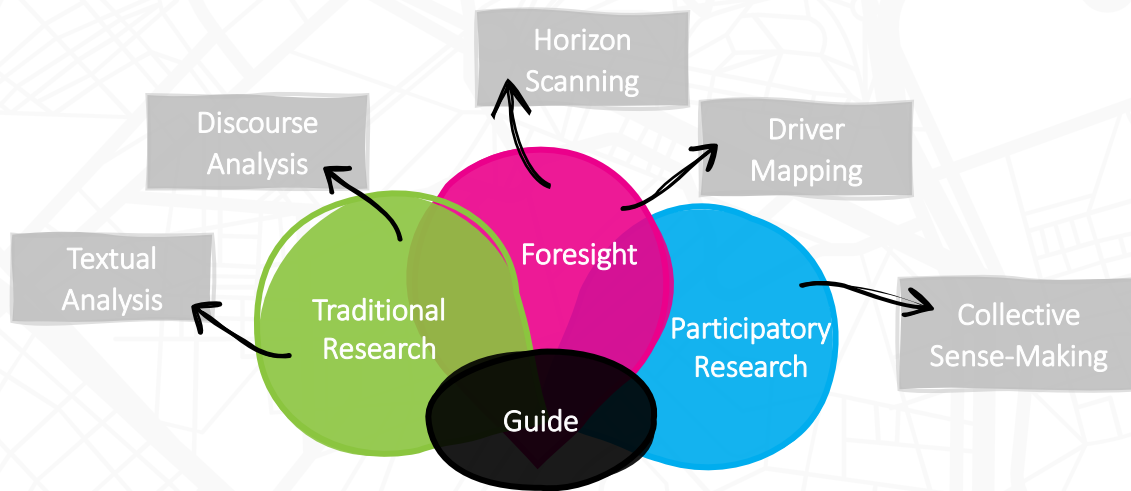


This guide supports work in the 'Understanding' and 'Exploring' phases, presenting how media discourses can support the understanding of the current climate and be used to identify signals for future trends, challenges and scenarios.

### Media discourses and future thinking

The media provides a rich understanding of contemporary issues and debates within society. Analysing the discourses within it can support us to learn about what is happening now, identify emerging future trends and explore the dynamics between the two. This section of the guide, provides step-by-step instructions to support you to gather intelligence from present-day media and use this to start thinking about the future of democratic innovation, particularly within urban contexts. Underpinning these instructions is a blended approach, that combines activities associated with foresight and future thinking, techniques from participatory research, and traditional research methods as indicated in Figure 3.

Figure 3: Blended approach to media discourse foresight guide



Specifically, it incorporates:

- **Horizon Scanning:** This is a process through which signals of change in the present can be identified. Signals can be identified in a range of ways such as desk-based research and a number of approaches to 'surveying'.
- **Driver Mapping:** This is a process through which the key factors that will shape the future can be identified and discussed within their context.
- **Discourse Analysis:** This is a research method for analysing language and is predominantly applied to written and spoken word.
- **Textual Analysis:** This is a research method used for analysing visual, written and audio cues within texts (i.e., media content).
- **Collective Sense-Making:** This is a participatory approach to working with a group of people to ascertain different perspectives on data and topics in order to construct meaning.

The next section of these guidelines contain practical guidance on how to use media discourse analysis to support future-thinking activities based on the approach adopted in the **EUARENAS** project.





**USING MEDIA DISCOURSES TO  
SUPPORT FUTURE-THINKING**



### Step One: Identifying media content

“Traditional” media such as the press (i.e. online/offline magazines and newspapers) and broadcast (i.e. television and radio) tell us a lot about the world we live in. The first step is to select appropriate current affairs and news-based content from traditional forms of media that will provide you with a snapshot of current society.

Use the ‘Identifying media content’ guidelines to help you to identify which current affairs and news-based content you are going to work with.

### Step Two: Collating media content

Once you have identified the media content you would like to work with, the next step is to collate it. You should think about how you can store your source material for future usage in steps three and four.

Remember, the media content only needs to provide a snapshot of society and therefore think carefully about how much content you need from each outlet you collate.



### Step Three: Analysing media content



You are now ready to analyse the media content for insights into current society and for signals about the future. You will do this using a layered approach that looks at what topics are present in the content, how these topics are presented and why they are being presented in the way that they are.

Use the ‘Media discourse analysis’ guidelines to help you to do this. There is also a completed example of the worksheet that may be useful.

### Step Four: Exploring future signals and drivers of change

Foresight is a participatory process and incorporating collective sense-making into it helps us to think about the future from different perspectives. This step takes the insights from the media discourse analysis, and works with a range of actors to help identify signals about the future and what the drivers of change are.

Use the ‘Collective sense-making’ guidelines, workshop plan and supporting materials to help you to do this.



### Step Five: Presenting learning and next steps



By completing steps one to four you will have an understanding of future signals and trends pertinent to deliberative and participatory democracies, and knowledge of what is driving this direction of travel.

Use the guidelines for writing an insight briefing to help you to construct a short report on your learnings. You can use this as a basis for future thinking activities that support people to imagine the future, such as storytelling and visioning, and make plans for how we create these futures through roadmapping and backcasting.

## Identifying media content guidelines

Traditional media forms - such as the press (newspapers, magazines) and broadcast (TV and Radio) - are rich sources for horizon scanning. We are going to analyse the discourses in the media to learn more about society now and identify signals of change relating to deliberative and participatory democracies. These guidelines will help you to identify which media content to use.

**Types of Media:** In these guidelines, we are focusing on traditional forms of media such as newspapers, magazines, TV and radio - whether online, offline or hybrid. You should select content that is based in news, current affairs or social issues. Ideally, this content should represent different parts of the political spectrum (see Identifying media content worksheet), unless your foresight work is specific to one political arc. You can choose whether local, national and/or pan-European media is most relevant for your study.

**Amount of content:** Select 5 pieces of content (e.g., 2 printed newspapers, 1 online magazine, 1 TV news, 1 radio programme). You will need to store this content for your foresight activities, so this needs to be taken into consideration when selecting your media. Select at least 1 from each medium (i.e., print and broadcast). You don't need to analyse the whole publication or programme, instead select a selection of articles from each press content (i.e., 3 - 5 articles per publication) and a section of the broadcast (i.e., 5 - 30 minutes).

**Timeframe:** The media content you choose to analyse should be present day. You should pick a time period through which you are going to collect your content. We recommend that this should be between one week and a month. This ensures the media is up-to-date and from the same timeframe.



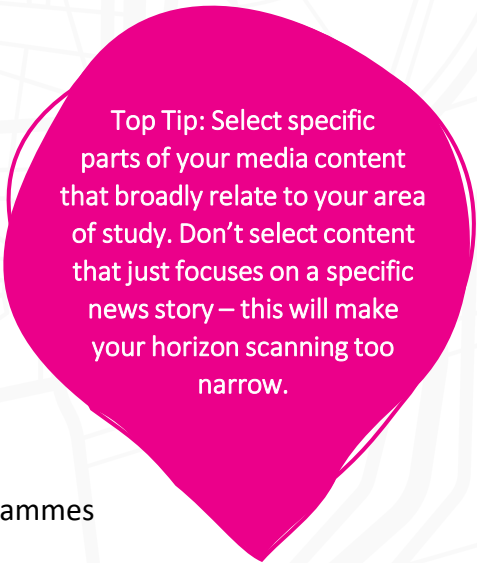
Top Tip: This isn't intended to be a complete review of the media, but rather a snapshot for us to use to identify potential signals about the future.

## Media discourse analysis guidelines

Discourse analysis helps us to understand language and how it is used. We are using an approach rooted in traditional discourse analysis techniques to understand meaning in the written and spoken words in media content and what that tells us about society. This will be combined with elements of textual analysis that will be used to explore how other elements of the content - i.e., visuals, sounds etc.) help to create meaning with the content you are looking at.

**Step One:** Now that you have identified the media content that you are going to use as source material, you are ready to collate it and store it - either digitally, or otherwise. Remember - you don't need to analyse the whole of each media content you have selected, but rather sections of it. We recommend the following as an approximate guide:

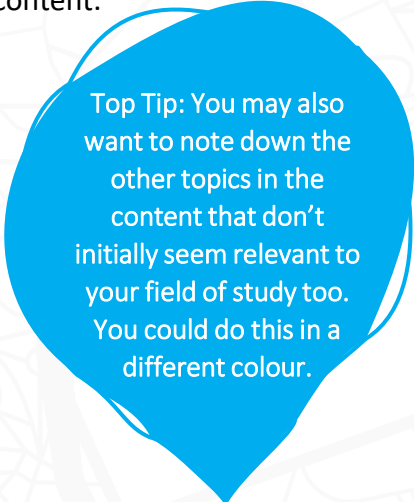
- Newspapers: 3 - 5 articles
- Magazines: 3 - 5 articles
- Television: 5 - 30 minutes section
- Radio: 5 - 30 minutes section
- Short online video journalism pieces and self-contained micro programmes (i.e., 3 - 5 minutes in length): 3 - 5 pieces



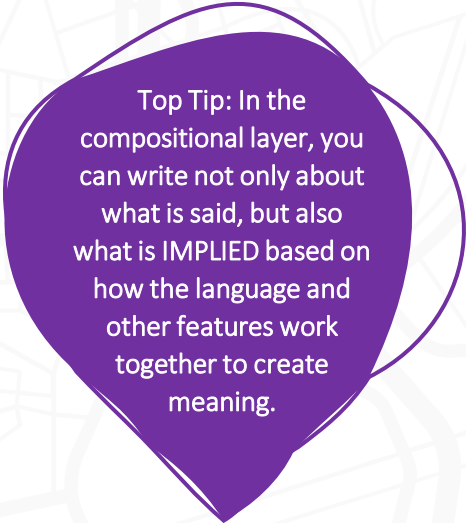
Top Tip: Select specific parts of your media content that broadly relate to your area of study. Don't select content that just focuses on a specific news story - this will make your horizon scanning too narrow.

**Step Two:** You are now ready to start analysing your media content. To do this you need to:

1. Start with one piece of media content and the individual elements you have chosen to study (e.g., a specific 10-minute segment from a TV news broadcast or 4 articles from an online magazine).
2. On the first grid of the Media discourse analysis worksheet write down the following:
  - a. Name of the media content
  - b. Description of the media content - i.e., date of publication, format of publication, the elements of the whole text that you are analysing etc.
  - c. Context of the media content - anything that is relevant to the wider understanding the of the media content you are analysing (i.e., the social, political, cultural, geographical, historical contexts) that you have not detailed in the Identifying media content worksheet.
3. On the grid identify key quotes (i.e., spoken word, piece of text from article etc.) and key features (i.e., size of font, tone of voice, accompanying visuals etc.) from the media content.
4. Textual level - The what: Look at the key quotes and features, and identify from them the topics in the content that are pertinent to your area of study. When thinking about deliberative and participatory democracies. This could include topics such as to:
  - i. society
  - ii. governance structures and institutions
  - iii. citizenship
  - iv. civic participation
  - v. social movements
  - vi. activism
  - vii. politics
  - viii. equalities and inequalities
  - ix. social and political debates and issues
5. Compositional level - The how: Look at the topics and explain how the different elements in the content (i.e., words, sentences, visuals, sounds etc.) are put together to create meaning. You should explain how the media content discusses and positions the topics identified.
6. Contextual level - The why: Reflect on the content and what you have deciphered through looking at key quotes and features, the topics and the ways in which the media content positions the topics. Synthesise this into a set of key insights that explain why the insights in the content are pertinent to your field of study - deliberative and participatory democracies.



Top Tip: You may also want to note down the other topics in the content that don't initially seem relevant to your field of study too. You could do this in a different colour.



Top Tip: In the compositional layer, you can write not only about what is said, but also what is IMPLIED based on how the language and other features work together to create meaning.

You should think about what you have learned from the media content analysis regarding areas such as society, governance structures and institutions, citizenship, civic participation, social movements, activism, politics, inequalities and equalities, social and political issues and debates etc., and why this is useful, relatable and/or influential in our understanding of deliberative and participatory democracies now and in the future.

You may want to reflect on what we learn about the following:

- society and communities - structure, 'rules', norms etc.

- citizens and their role and engagement in society
- governance and democracy, related structures and institutions
- social movements, civil society and civic engagement
- wider issues, debates and challenges in society



**Step three:** Repeat the steps above for the other 4 pieces of media content you have chosen to analyse.

**Media discourse analysis – Worked Example**

<b>Name of Media Content (1)</b>		EURONEWS		
<b>Brief Description of Media Content Analysed</b>		<p>We analysed 4 short media clips from Euronews YouTube channel, which had been excerpted from their 24/7 online news coverage. The media clips/short video segments were:</p> <ul style="list-style-type: none"> <li>• Venice Architecture Biennale explores how will we live in the future</li> <li>• Strasbourg marks Europe Day with conference on Europe's future</li> <li>• LGBT activists urge Italian government to approve anti-homophobia law</li> <li>• Female founders face funding bias</li> </ul>		
<b>Context of Media Content</b>		<p>Euronews is a pan-European pay television news network, headquartered in Lyon, France. The network began broadcasting on 1 January 1993 and aims to cover world news from a pan-European perspective.</p> <p>It is jointly owned by several European and North African public and state-owned broadcasting organizations, and is currently majority-owned (88%) by Media Globe Networks. The channel is available in 430 million households in 166 countries worldwide. It reaches more than 170 million European households by cable, satellite and terrestrial. It also began to secure availability on multimedia platforms such as IPTV and digital media.</p> <p>Euronews provides centrist and liberal news and opinion.</p>		
<b>Key Quotes</b> (i.e., spoken word, piece of text from article etc.)	<b>Key Features</b> (i.e., size of font, tone of voice, visuals etc.)	<b>Textual Level - The What</b> Identify the TOPICS pertinent to deliberative and participatory democracies contained in the 'words' and 'features'	<b>Compositional Level - The How</b> Explain how the content (i.e., words, signals, sentences, visuals etc.) are put together to create MEANING and position the topics identified	<b>Contextual Level - The Why</b> Reflect on the content and synthesise why the key INSIGHTS from the media content are pertinent to deliberative and participatory democracies

Key Quotes	Key Features	Textual Level - The What	Compositional Level - The How	Contextual Level - The Why
Problems presented in the Show - climate change, capitalism, inequality, sexism and racism - are all complex and interconnected.	Visual - stock-market-like LED display with words 'capitalism', 'racism', 'sexism' displayed as rapidly raising.	Inequalities, challenges to the future.	The videoclip presents a series of challenges and problems of the EU (and current World in general), with a special focus on climate change and migration.	The Euronews channel focuses a lot on the EU perspective and actions taken by its organs, rarely peeking towards the more social issues and activities spread around Europe. The most serious social and political problems are presented as those that should be tackled by artists or 'ordinary citizens' (not even intellectuals), but in the end it is the EU leaders who should have the decisive voice on how to tackle current and future challenges.
The project is about people who are in an illegal situation. They're just called illegals! They're not criminals but they're treated as such. (...) Living together has to be for everyone, or no-one.	A speech of a curator of Spanish art installation on illegal migrants and refugees in Europe	Inclusion, equality, migration	The critique of capitalism, inequality etc. is presented as a domain of art and artists, but there is no reflection from the outside (by visitors or politicians). Despite the whole Biennale being mostly pessimistic, in the small selection of installations presented in the clip (5 out of 60) there was a space for an optimistic one.	Activism and struggle are viewed either as peaceful and happy (in terms of identity issues), or having a very liberal flavour of adapting to an unequal system rather than changing it (in terms of economy). In both cases the bottom-up pressure is viewed as complimentary to the actions taken by local or EU politicians, officers and institutions.
There's an unusually optimistic viewpoint from France that architecture might offer some rest from a pandemic. (...) Architecture can offer pleasure, comfort and well-being for the people.	A section on architecture is rich in photos of small permaculture gardens or sunny flats with a lot of plants	Architecture, spatial planning and social places to fight future challenges		
Germany presents us with what seems to be a bleak dystopia - it's 2038 when spaces have emptied out altogether, and only QR codes can offer us any definition.	Empty room with a big QR code on the wall	Totally social future		

Key Quotes	Key Features	Textual Level - The What	Compositional Level - The How	Contextual Level - The Why
<p>27 Erasmus students attended the event which was hosted by Ursula von der Leyen.</p>	<p>Faces of young people displayed behind the EU leaders for a quick camera shot</p>	<p>Inclusion of the youth</p>		
<p>I'm conscious that there's always scepticism and cynicism whenever Europe debates its future or launches a project of this nature, so we must ensure that it is not intellectual policy exercise, or closed political compromise. We should be honest that the conference is not a panacea, or solution to every problem, and we must listen to all voices.</p>	<p>A speech by Ursula von der Leyen</p>	<p>Scepticism about theoretical debates, need for actual inclusion and listening to the people</p>	<p>This very short videoclip - despite calling on the presence of Erasmus students from 27 countries - focuses only on speeches provided by von der Leyen and Macron. The first one is serious, steady and presents the President of the EC as a reasonable leader aware of difficulties and failures of previous endeavours of this kind. Macron, speaking in French, is more dynamic and stresses the need to strengthen the EU. This news segment aims at presenting the new European leadership as motivated, cooperative and effective in shaping the future of the EU as a stronger and more in line with citizens' ideas institution.</p>	
<p>We must also find efficacy and ambition as well to be able to decide more quickly and strongly when faced with crisis and adversity.</p>	<p>A speech (in French) by Macron</p>	<p>Underlining the need to strengthen European Union</p>		
<p>Unlike many of its EU partners, Italy still does not have laws to punish homophobic hate crimes.</p>	<p>An opening claim</p>	<p>Human rights, protection of minorities</p>	<p>The protesters were presented in a peaceful, colourful manner, their comments were respectful and shared personal dramas. The protests are viewed...</p>	

Key Quotes	Key Features	Textual Level - The What	Compositional Level - The How	Contextual Level - The Why
<p>As the debates heat up between the two opposite sides, thousands gathered in one of Rome's biggest squares last Saturday.</p>	<p>Most of the clip presents peaceful LGBT protests that support the introduction of the law against hate crimes</p>	<p>Protection of minorities, street protests, participation</p>	<p>...an important tool for putting pressure on politicians in the Parliament, but also to show support for the case in the public sphere, where it is also actively combated.</p>	
<p>As a disabled person I see the new law as a tool to be recognized and recognizable as acts of violence and discrimination occur.</p>	<p>A comment from a man using a wheelchair who joined the LGBT protests as well</p>	<p>Equivalence between different struggles, common strategies</p>		
<p>"If there had been a law back then I would have reported the incident. I decided not to report it as I thought nobody was going to listen to my story," he said. "In the end, the authorities would not do anything about it."</p>	<p>A comment from a victim of violent attack because of his sexuality</p>	<p>Lack of protection from the state, lack of trust in the state</p>		
<p>Both the church and extreme right politicians have opposed the measure, claiming it will suppress opinion and religious beliefs. The president of the Italian Bishops Conference has urged lawmakers to change the law rather than abolish it, although the group has warned in the past that the new bill could 'stifle' those who hold more traditional views</p>	<p>The president of the Bishops Conference was quoted from a press conference</p>	<p>Conservatives and religious leaders as the opposite ideological spectrum from sexual minorities</p>		



Key Quotes	Key Features	Textual Level - The What	Compositional Level - The How	Contextual Level - The Why
<p>Women create around one third of all companies in Europe, yet research suggests they face some major challenges when building a business, especially in terms of raising capital (...) 'Today, women entrepreneurs only get 2% of total venture capital.</p>	<p>In a short introduction to the main theme of this clip, a striking comparison of data sets out the problem</p>	<p>Gender funding gap in finance and entrepreneurship Networks, cultural differences, patriarchy</p>	<p>The clip presents entrepreneurship as a male-dominated area, especially in terms of getting venture-capital funding. In the talk about reasons for this gender funding gap, cultural behaviour of women is presented as not efficient, therefore 'wrong'. The interviewee claims that women need to copy some of the male behavioural tactics to be more efficient in this world, including self-organization and network support.</p>	
<p>Women have 500 cups of coffee with the wrong people and men have five cups of coffee with the right people and get the funding off the back of an envelope.</p>	<p>A moral determination that funding success is 'right' and creating networks that do not support women in the 'back of the envelope' funding are 'wrong'</p>	<p>Networks, bottom-up organization and help from NGOs and private platforms oriented at business success AND gender equality</p>		
<p>WEgate is a helping hand for women trying to make it in business, but Anne thinks more should be done. "There's a real need for us to better understand what problems women entrepreneurs are trying to solve". According to her, better funding and support for female entrepreneurs are key.</p>	<p>A summary of the clip</p>			

## Collective sense-making guidelines

Foresight is a participatory process and incorporating collective sense-making into it helps us to think about the future from different perspectives. These guidelines support you to take the insights from the media discourse analysis, and work with a range of actors to help identify signals about the future and what the drivers of change are.

The ‘Collective sense-making’ workshop plan, communication materials and consent form that follow, should be used in conjunction with these guidelines.

**Step One:** Think about the participants you would like to take part in a collective sense-making workshop. When selecting the participants, you should think about the following:

- Target demographics:
  - Whose perspective are you interested in hearing about the future of our democracies? Whose perspective is relevant in your context?
  - Are you seeking to deliver to a local, national or pan-European group of people?
  - Do you have any existing relationship with the participants or to organisations and conduits into your target communities and demographics?
  - How can you reach and involve participants who are marginalised or overlooked in discussions about society’s future and decision-making realms, such as young people below the voting age, migrant communities (including refugees and asylum seekers), people with physical and/or learning disabilities, people from black or ethnic minority communities etc.?
- Size of group:
  - What size of group do you want to recruit for the workshop?
  - Does this impact on logistical arrangements and timeframes in any way?
- Length of workshop:
  - How long will the workshop be?
  - Will it be delivered as a single workshop or across multiple workshops?
- Delivery expertise:
  - What facilitation expertise do you have?
  - Do you need any additional support from inside or outside your organisation?
  - What support may the participants need to engage and how can you factor this in?

**Top Tip:** We recommend that you engage with between 5 – 12 participants and that the workshop is delivered as a 3-hour workshop or 2 x 1.5-hour workshops.

**Step Two:** Once you have contemplated these questions, fill in Participant Overview Worksheet.

**Step three:** Read through the Collective sense-making workshop plan (see below) and think about how you can use it to engage with your target participants and how this informs the logistics side of delivering the workshop (i.e., what type of space you need etc.). You can change the activities, the duration of the activities and other elements to make it suitable for your participants and delivery contexts. However, your workshop should still deliver the core aim and objectives stated in the plan and it does need to have these core elements in the workshop:

- An introduction to your study and gaining consent

- An activity in which the group discusses some of the media you have analysed and identifies the messages within it
- An activity in which you explore the signals arising from the media content about the future opportunities and challenges to our democracies
- An activity that provides participants the space to determine what drivers can shape our future.

**Step four:** Arrange the logistics of your workshop - i.e., venue, time, date, catering, expenses process etc.

**Step five:** Recruit your participants. Use the Collective sense-making communication materials for this.

**Step six:** Prepare and deliver your workshop. Here are some essential aspects that you need to consider when delivering the workshop:

- Ensure that people are fully informed about what they are participating in and why
- Ensure that you have found out any learning/access/inclusion needs in advance
- Ensure that participants can fully take part and have their voice heard equitably
- Ensure that participants leave the workshop understanding 'what next?'
- Ensure that you value participants' contributions

### FACILITATION TOP TIPS



**Hierarchy** – Explicitly challenge it and model this in your own behaviour (i.e., don't set yourself up as being the person with the most knowledge).



**Vocal Participants** – Be clear about parameters for speaking and acknowledge and bring other voices into discussions.



**Quiet Participants** – Offer different ways for people to engage such as post-it notes, polls, independent tasks.



**Conflict** – Provide space for differing views to be heard but don't allow interrupting. You should point out genuine points of connection but acknowledge difference too.



**Planning and timings** – Don't be afraid to change things. Be clear on boundaries and times for activities, but be prepared to give more time if it looks like people need it or the activity is of value.



**Pro-active Inclusion** – Adapt delivery and materials to suit learning and access needs and also look at addressing structural barriers to engagement for your participants.



**Technical problems** - They happen, so try not to get too worried or focus too much energy on them. Do preparations thoroughly and test things before the session to boost your confidence!

**Step seven:** Use the Collective sense-making workshop report template to collate the ideas from the session.

## Collective sense-making workshop plan

### Aim

Involve citizens and/or other stakeholders in examining and discussing media discourses and what they indicate about the future of democracy.

### Objectives

1. Identify messages from the media about the society we live in
2. Explore what signals there are about future opportunities and challenges to our democracies
3. Discuss what drivers can shape our future

### Duration

3 hours (online or offline).

### Outline of activities

Time	Activity and Description	Suggested Resources	Outcome(s)
0 min	<b>Welcome</b> <ul style="list-style-type: none"> <li>• Welcome and outline the purpose of the sense-making session</li> <li>• Consent for participation</li> <li>• Icebreaker activity</li> </ul>	Consent forms	-
20 min	<b>Media Discourses (Part 1 - Whole Group)</b> <ul style="list-style-type: none"> <li>• Screen / show participants an extract or excerpt from one of your media content examples.</li> <li>• Ask participants to identify the 'key messages' in it and makes notes on this on flipchart or similar.</li> </ul>	Media example 1  Flipchart, post-it notes and pens (or digital equivalent)  (You may also need projection facilities and speakers depending on how you choose to present the media extracts/excerpts.)	1
40 min	<b>Media discourses (Part 2 - Small Groups or Individual)</b> <ul style="list-style-type: none"> <li>• Provide participants with 2 - 3 more extract/excerpts to analyse either as a group or as individuals.</li> <li>• Ask participants to identify the 'key messages' in them and makes notes on this on flipchart or similar.</li> </ul>	Media examples  Flipchart, post-it notes and pens (or digital equivalent)	1

Top Tip: If you are delivering the workshop online, an online consent form may be more appropriate. Tools like Google Forms and Survey Monkey can help you do this, or include it in the workshop registration process.

Top Tip: An easy-to-use online equivalent to flipchart paper and post-it notes is Flinga. Participants do not need to register in order to use and you can download the results as an Excel file after the session.  
[flinga.fi](http://flinga.fi)

<p><b>1 hour 10 min</b></p>	<p><b>Media discourses (Part 3 - Whole Group)</b></p> <ul style="list-style-type: none"> <li>• Ask participants to individually reflect on what signals there are in the media content and how do they relate to their own perspectives regarding the:             <ul style="list-style-type: none"> <li>○ Future opportunities for our democracy</li> <li>○ Future challenges to our democracy</li> </ul> </li> <li>• Facilitate a short whole group discussion on the above reflections.</li> </ul>	<p>Flipchart, post-it notes and pens (or digital equivalent)</p>	<p>1 and 2</p>
<p><b>1 hour 40 min</b></p>	<p><b>BREAK</b></p>		
<p><b>1 hour 55 min</b></p>	<p><b>Drivers of Change (Part 1 - Small Groups)</b></p> <ul style="list-style-type: none"> <li>• Briefly recap the key points made before the break (i.e., opportunities and challenges).</li> <li>• Put participants into smaller groups and ask them to use the PESTLE framework (Political, Economic, Sociological, Technological, Legal and Environmental) to identify what is driving change in these areas in relation to our democracies.</li> <li>• Make notes on this on flipchart or similar.</li> </ul>	<p>Flipchart, post-it notes and pens (or digital equivalent)</p>	<p>3</p>
<p><b>2 hours 30 min</b></p>	<p><b>Drivers of Change (Part 2 - Whole Group)</b></p> <ul style="list-style-type: none"> <li>• Short feedback of main points from each group</li> <li>• Whole group discussion - i.e., what are the key or most pertinent drivers for change from your perspective?</li> <li>• Ensure that someone in the facilitation team is taking notes based on the discussion.</li> </ul>	<p>Note-taking materials</p>	<p>3</p>
<p><b>2 hours 50 min</b></p>	<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Quick summary of session</li> <li>• Outline what happens next</li> <li>• Final questions</li> </ul>	<p>-</p>	<p>1, 2 or 3</p>
<p><b>3 hours</b></p>	<p><b>End of session</b></p>		

Top Tip: You could use different coloured pens or post-it notes to differentiate between the future opportunities and challenges to our democracy.

Top Tip: You may want to adapt the PESTLE framework to be more specific to your workshop or use a variation of it. You may also want to split the areas up between groups.

Top Tip: If you are using an online platform such as Zoom to run the session, you could make notes in the chat. Don't forget to download this material.

## Post-Workshop Tasks

- Securely store consent forms locally
- Process reimbursements to participants in-line with locally agreed terms and procedure
- Complete Collective sense-making report template

## Other Useful Resources for the Workshop

For the workshops we ran as part of the **EUARENAS** project we used a standardised consent form and adapted generic communications copy to promote the workshop. The templates will be provided, but these are for reference only and should be adapted to suit the context of your workshops and research:

## Writing an insight briefing

Based on your own media discourse analysis and the results of your collective sense-making workshop, you may decide to share your findings with others. One way to do this is by producing a short insight briefing (e.g., 2 – 4 pages). The sections we have used in our briefings for the **EUARENAS** project are:

- **Core Details:** Briefing title, authors and date of publication
- **Executive Summary:** 80 - 200 words (approx.) that cover the key points in the briefing, such as:
  - Topic area of briefing
  - What data was used to produce briefing and how
  - The most important key finding/insight from the briefing
  - Why the findings and insights are pertinent and who they are relevant to
  - Why the findings and insights are pertinent/relevant now
- **About your project/study:** 80 words (approx.) that informs people about your research project.
- **Introduction:** 250 – 500 words (approx.) that contextualised the briefing and covers:
  - What media discourses are/how they are constructed, why they are important to the field of deliberative and participatory democracies/what role they can play in this, importance/usage in foresight.
  - 1 - 2 sentences on method/data sources to set context – more detail to be given in latter sections.
  - 1 - 2 sentences about what this briefing presents – i.e., what is the new knowledge, why is the briefing relevant to current challenges in relation to society and/or deliberative and participatory democracies.
- **What is the media talking about?** 400 - 800 words (approx.) that outline the media discourse(s) identified:
  - Key topic areas and how the media is positioning them
  - Any key trends that have emerged and from which geography/geographies
  - Interesting debates that are happening in the media
  - Key insights and learnings about democracy and society now etc.

- **What does the future hold for <INSERT YOUR TOPIC AREA>?** Identify 3 – 10 key signals about the future of your topic area and list them as bullet points. You may want to write a sentence to each signal as further explanation. You could also frame the signals as key challenges or key opportunities.
- **Recommendations:** Identify 1 – 3 key recommendations based on the learnings from your foresight study and that are synthesised in this briefing. It is recommended that you frame these as recommendations for a specific audience or audiences, communities or sectors (i.e., researchers, policy makers, civil society, local government etc.).
- **Method:** 80 – 100 words outlining the methodology you have used to compile the findings for the briefing.
- **Sources:** Insert a description of the media sources used in the foresight activities and any other material referenced in the briefing.

### List of templates

- 1 Identifying Media Content Worksheet
- 2 Media Discourse Analysis Worksheet
- 3 Participant Overview Worksheet
- 4 Editable Workshop Plan
- 5 Example Consent Form
- 6 Collective Sense-Making Communications Materials
- 7 Collective Sense-Making Report Template



The full list of templates can be downloaded [here](#) or at [euarenas.eu/deliverables](https://euarenas.eu/deliverables).



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