



EYE OF EUROPE

Eye of Europe Foresight Training Manual

D4.1



Document Information

Grant agreement n°101131738	
Project title	Eye of Europe - The Research and Innovation foresight community
Project acronym	Eye of Europe
Project duration	36 months (01/11/2023 – 31/10/2026)
Coordinator	Radu Gheorghiu - UEFISCDI
Related work package(s)	WP 4
Related task(s)	T4.1, T4.2, T4.3, T4.4, T4.5
Lead organisation	UTU
Contributing partner(s)	
Due date	31/08/2024
Submission date	31/08/2024
Type	R – Document, report
Dissemination level	PU

History

Date	Version	Submitted by	Reviewed by
26/08/2024	N°1	Mikkel Knudsen, Juha Kaskinen, Ville Lauttamäki	Aaron Rosa, Simone Weske, Simon Winter
31/8/2024	N°2	Mikkel Knudsen, Juha Kaskinen, Ville Lauttamäki	Team member

1



Funded by
the European Union

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of European Union or the European Research Agency (REA). Neither the European Union nor the granting authority can be held responsible for them.

Table of Content

1	INTRODUCTION	5
2	GENERAL OBJECTIVES	6
2.1	Purpose of training(s)	6
2.2	Target group(s)	6
2.3	Generalised Foresight Training Manual	8
2.3.1	What is foresight and why use it?	8
2.3.2	Short history of foresight and futures studies	9
2.3.3	Theoretical background for foresight and futures studies	9
2.3.4	Foresight methods and methodologies	9
2.3.5	Foresight workshops and/or practical exercises	9
2.3.6	New and emerging topics in foresight	10
3	PILOTING THE FORESIGHT TRAINING FOR FORESIGHT BENEFICIARIES	11
3.1	Pilot event participants	11
3.2	Training schedule	13
3.3	Documentation of event	14
3.3.1	Photos of the event	14
3.3.2	External communication of training session	15
3.4	Training feedback	15
3.5	Reflections and revisions after the event	15
3.5.1	External feedback	15
3.5.2	Internal reflections after the training session	16
4	GOING FORWARD	18
4.1	Upcoming foresight training activities in the Eye of Europe project	18
4.2	Foresight training beyond the original project scope	19
	ANNEX A: ANNOTATED AGENDA FOR PILOT EVENT	20

List of Figures

<i>Figure 1 – Scope of Eye of Europe training events</i>	7
--	----------

List of Tables

<i>Table 1 –Pilot event participants</i>	11
<i>Table 2 –Short list of future training activities</i>	18

Abbreviations and acronyms

Acronym	Description
ERA	European Research Area
FFRC	Finland Futures Research Centre
MLE	Mutual Learning Exercise
MOOC	Massive Open Online Course
PU	Public
R&I	Research and Innovation
UTU	University of Turku
VAIA	Research and Innovation Authority of the Government Office of the Slovak Republic

1 Introduction

The following document outlines the Eye of Europe Foresight Training Manual. The manual is developed by the Finland Futures Research Centre (FFRC), University of Turku, as part of the Work Package 4 (Futures Literacy) of the Eye of Europe project. The deliverable is submitted at month 10 of project (August 2024) after the delivery of prior pilot training for foresight beneficiaries.

The purpose of the manual is to define and establish foresight training target groups, to describe, on a high level, intended training inputs and outcomes, and to document and reflect upon the first practical training activities of the project.

The Foresight Training Manual is devised by FFRC which is one of the largest academic units for foresight and futures studies in the world. Similarly, The Eye of Europe is a project supported by the research programs of the European Research Area (ERA). This manual therefore stresses research and science-based training activities, even for training target groups outside or not related to academia. This functionally differentiates Eye of Europe training activities from some similar training activities offered by, e.g., private foresight consultancy firms.

Chapter 2 of the Foresight Training Manual describes the general objectives of the Eye of Europe foresight training activities. Chapter 3 provides documentation of the pilot training event for foresight beneficiaries organised in Bratislava, Slovakia in May 2024. Chapter 4 describes the next steps of the project related to this task.

All foresight training activities listed in this deliverable should be carried out in compliance with the Data Management Plan (D6.2) and the Exploitation and Sustainability Strategy (D5.2).

2 General objectives

2.1 Purpose of training(s)

The main goal of Eye of Europe is to pave the way towards a European Research and Innovation (R&I) foresight community that brings together practitioners, experts, policymakers, and foresight enthusiasts alike. Different types of training events are developed and piloted throughout the project. The training is important for introducing foresight to groups not yet familiar with the use of foresight as well as for helping to upskill those with some, but limited prior foresight experience.

It is important to note that the Eye of Europe project seeks to broaden the scope of the foresight community rather than to extend the depth of foresight specialists. The primary purpose of the project-related foresight training related is therefore not so much to advance foresight specialist skills amongst current foresight experts, but to plant and nurture a seed of foresight interest among various target groups.

As the project seeks to enlarge the European R&I foresight community, the training interventions should play a part in moving some recipients from *outside* the European R&I foresight community to *inside* the enlarged community. The measure of training intervention outcome success is therefore, mainly, that those engaged in training activities experience a lowered barrier for engaging with foresight and a higher degree of comfortability with foresight and core foresight concepts.

This entails that training activities provide an introduction to the uses of foresight, information (and practical cases) on where foresight may be applied in R&I contexts, an introduction to primary foresight methods and concepts, and a glimpse of how participants may proceed with foresight within their own organisational and professional contexts.

2.2 Target group(s)

Building a European foresight community involves a range of different stakeholder groups. Eye of Europe approaches these different groups in various ways, maximising the impact of resources invested. Communication-friendly multimedia content is developed with the intention of raising the awareness of foresight and futures studies among potentially interested parts of the general public. Domain experts are invited to join foresight pilots and the project platform Futures4Europe. This platform also connects and supports current foresight practitioners and foresight professionals. By showcasing foresight activities ongoing around Europe, foresight professionals can gain increased visibility of their efforts and a higher awareness of the work of their peers. This will help practitioners extend their network, learn from others, and deepen their knowledge. Finally, Eye of Europe's development of foresight starter prompts (Task A.4.1.1) and a toolbox of foresight resources (Task A.4.5), both to be available for public consumption via Futures4Europe, will also support the work of this important group.

The training events, however, are mainly addressing another target group, namely foresight beneficiaries and potential future foresight beneficiaries. This relation is illustrated in Figure 1 below.

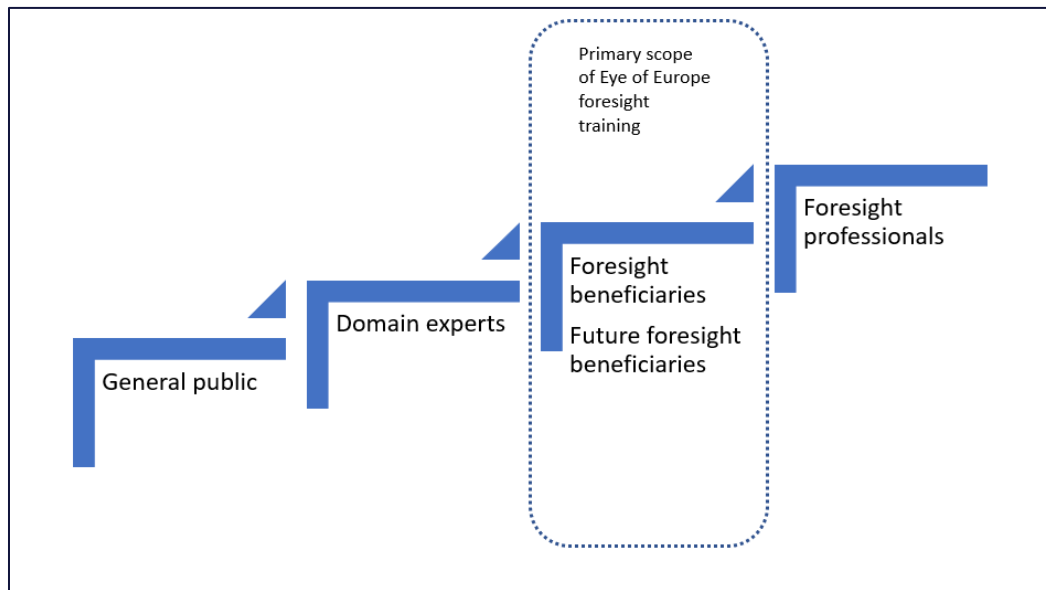


Figure 1 – Scope of Eye of Europe training events

The primary target group for foresight training can be further divided into subgroups:

- **Foresight beneficiaries**

Foresight beneficiaries are considered current research and innovation policy stakeholders in the European Research Area (ERA). The target group can be individuals, for example in national administrations, ministries of science and innovation, and in public research funding agencies. In terms of awareness of foresight, this group is very heterodox across the ERA.

Some of these foresight beneficiaries may be involved themselves in carrying out foresight projects, but in general they are mostly recipients of foresight (i.e. foresight clients). The core element should therefore be that they should have the sufficient level of knowledge about foresight that will allow them to initiate foresight projects, procure them with a sufficient quality of design, and the literacy to decode and utilize the project results. Additionally, it contributes to the beneficiaries' expectation management of what foresight can (and cannot) do whenever the beneficiaries are drafting the project specifications e.g. in tenders. For those not previously involved in foresight projects, the first step is to ensure that the individuals and the organizations are sufficiently comfortable with engaging in foresight.

- **Early-career researchers**

Dedicated training sessions aim to expose early-career researchers in adjacent fields (research policy, innovation, science and technology studies, etc.) to foresight and foresight methods. Strengthening the understanding of the opportunities of foresight may make them more likely to include foresight methods in

their future research projects. It is also considered that some of the current early-career researchers in these fields are likely to be future research and innovation policy stakeholders in the ERA (so potential future foresight beneficiaries).

- **University students interested in R&I foresight**

The Eye of Europe project designs and provides a Massive Open Online Course (MOOC) on R&I foresight (Task 4.3.1.). The MOOC is designed as an academic course, although with a strong use of multimedia content (Task 4.4.). The target group for the course is broadly conceived as university students who might benefit from early exposure to the innovative methods of foresight. Students could come from any field - prior foresight experience is not a prerequisite for initiating the course – but the course will likely appeal the most to students interested in research, innovation, technology, etc. University of Turku is pioneering the use of micro-credentials, and, if feasible, those who complete the MOOC may receive some form of micro-credentials or credits.

As the MOOC is open, participation is not limited to current university students. Other stakeholders from the R&I quadruple helix, e.g. private companies, innovation agencies, regional development institutions, etc., with an interest in an introduction to R&I foresight may also benefit.

2.3 Generalised Foresight Training Manual

As with training in any field, greater depth can be achieved with increased use of resources. The more time that is available for training, the better the opportunity for specialisation. However, each training session – whether organised as a half-day event or a full week/semester of training – should contain at least six basic building blocks that can be covered in more or less depth according the contextual needs and available resources.

2.3.1 What is foresight and why use it?

Participants in foresight training events may have very heterodox experiences with foresight. Indeed, some participants may only have come across the discipline sparingly and, for example, never used it in their own professional capacity. Therefore, it is a fundamental part of any training event to start with the basics of foresight: What it is, how it can be applied, and how beneficiaries may derive value from engaging in it. Since the Eye of Europe targets R&I foresight, emphasis should be put on related foresight elements, e.g., technology foresight.

According to the different levels of available knowledge and expertise, these elements should be tailored to the respective groups. A prior consultation with the prospective course participants can help to assess their motivations to take the course, their priorities, and their prior knowledge. This may help organisers to adapt the course concept accordingly. If there is little advance information on participants, or if participants have very different starting points, there might be a need for on-the-spot adaptation allowing for either more or less emphasis on the basics of foresight.

2.3.2 Short history of foresight and futures studies

As participants in science-based trainings, participants should be made familiar with the historical development and evolution of the disciplines of foresight and futures studies. This also entails understanding the differences between foresight and related future-oriented fields, such as forecasting. The training should also provide a window into different schools and theories of contemporary foresight and futures studies, although the level of detail should match the target group and the time available.

2.3.3 Theoretical background for foresight and futures studies

The amount of theory included in training events should, as said, match the particularities of the training session. However, participants should be made familiar with some of the key theoretical schools underpinning futures studies, for example systems theory. Participants should also be made aware, at least on a high level, of the diversity of the field of futures studies. Since different theoretical and epistemological starting points might be carried into and affect practitioners' and researchers' foresight work, being aware of this fact when encountering or participating in foresight also help participants' foresight literacy.

Highlighting the theoretical base and its diversity is one element likely differentiating the training from courses offered by foresight practitioners utilizing a more case-based approach.

2.3.4 Foresight methods and methodologies

Training events should include sessions on some of the most widely utilized methods in foresight and futures studies. This should include as a minimum information on Horizon Scanning, Delphi methodology, Trend analysis, various Weak Signals methodologies, and different types of Scenario methodology.

Since most participants are likely to encounter foresight via examples of scenarios, it is recommended to devote particular attention to the scenario method. Participants should become familiar with what scenarios are, how they may be produced, and why they are useful. Furthermore, the training should encourage participants' scenario literacy by making them better at understanding the current standards of good scenario work. Learning to decode the quality and potential usability of scenario work conducted by others is seen as one of the training outcomes most likely to benefit training recipients in their own ongoing daily work.

2.3.5 Foresight workshops and/or practical exercises

Another place in which foresight beneficiaries, who are not regularly engaged in foresight activities themselves, are likely to encounter foresight is via foresight workshops. Foresight training should therefore emphasize futures workshops as a method. Futures workshops (cf. the work of Robert Jungk who helped coin the term) was originally an instrument for collaborative problem solving but today's workshops are also often used merely for collecting and refining information about the relevant complex social problems that are being addressed through foresight.

A way of teaching the function of foresight workshops is also to engage participants themselves in foresight workshop experiences. This can also help balance theory-driven presentations and provide a more interactive outlet compared with one-way teaching formats (e.g. lectures, videos).

When preparing practical exercises, facilitators should consider several elements that are also important for real foresight workshops (cf. Lauttamäki, 2014¹):

- Determination of goals
- Choosing and inviting the participants (if different from the general training)
- Duration of the workshop
- Facilities
- Information provided for the participants
- Division of participants into groups (if needed)
- Methods used during the workshops
- Ending of the workshop
- Facilitation of the workshop

For the pilot training for beneficiaries in Bratislava in May 2024, it was decided to preselect four topics related to technology and to preselect four matching groups. The groups were selected randomly by name, with a slight adjustment to promote group gender balance and avoid participants from the same organization. The benefit of group pre-selection was to limit the use of time for group formation and topic selection; however, there can be obvious benefits by allowing participants to choose what they are, e.g., most interested in, comfortable with, and knowledgeable about. It should be stressed to the participants, though, that while generating new insights on the workshop topic, the primary purpose of the ‘test’ workshops is as training exercises. In some cases, moving participants out of their comfort zones might also benefit their learning. Sometimes people with strong topical knowledge may be more concerned with the quality of their answer than with paying attention to the process.

2.3.6 New and emerging topics in foresight

Finally, training should include elements on emerging topics in foresight. Given the timeframe of Eye of Europe, in particular the prospects and pitfalls of using artificial intelligence for foresight might be relevant to training participants. In general, participants interested in R&I foresight are likely interested in how digital technologies may shape future societies (and how societies and policies shape digital technologies) as well as being interested in their possible impact on foresight and futures studies methodologies. Training sessions should nurture this interest.

¹ Lauttamäki, Ville (2014). Practical guide for facilitating a futures workshop.
https://www.utu.fi/sites/default/files/public:/media/file/Ville-Lauttamaki_futures-workshops.pdf

3 Piloting the foresight training for foresight beneficiaries

The foresight training for beneficiaries (Task 4.2) was piloted in Bratislava, Slovakia, from 21-22 May 2024. The pilot event was organised over two days (Tue-Wed), before the first Eye of Europe Mutual Learning Exercise (MLE) (Thu), and the first Eye of Europe face-to-face consortium meeting (Fri) was subsequently held at the same premises.

The event was organised at the premises of the Eye of Europe partner, the Government Office of the Slovak Republic.

3.1 Pilot event participants

The pilot training was designed with three facilitators and a target of 20-25 participants. Eventually, it had 22 participants representing 13 different countries. In addition, the pilot training was attended by a representative of the European Commissions' Foresight Unit within DG Research and Innovation.

Name	Institution	Country
Juha Kaskinen (facilitator)	University of Turku	Finland
Mikkel Stein Knudsen (facilitator)	University of Turku	Finland
Ville Luttamäki (facilitator)	University of Turku	Finland
Miroslav Balog	Government Office of the Slovak Republic	Slovakia
Natalia Bolocan	National Agency of for Research and Development of Moldova	Moldova
Michael Brugger	Federal Ministry for Climate Action, Environment, Energy, Mobility, Innovation and Technology	Austria
Gabriela de Saint-Denis	European Commission	EU

Daniel Carlos Bento Ferreira	FCT-Fundação para a Ciência e a Tecnologia	Portugal
Maja Fojud	Poznan University of Technology	Poland
Adam Gasparovic	VAIA	Slovakia
Giovanna Giuffre	ISINNOVA	Italy
Luba Habodaszova	VAIA	Slovakia
Michal Habrman	Government Office of the Slovak Republic	Slovakia
Anders Høst	Ministry of Higher Education and Science	Denmark
Nina Husarčíková	Institute for the strategies and analysis (GO SR)	Slovakia
Vanja Karadzic	FCT	Portugal
Laura Kirss	Estonian Ministry of Education and Research	Estonia
Kvetoslav Kmec	Office of the Government of the Slovak Republic	Slovakia
Petr Matolín	Technology Agency of the Czech Republic	Czechia
Stefano Palmieri	European Economic and Social Committee – EESC	EU
Peter Spyns	Flemish Public Administration – Department of Economy, Science, and Innovation	Belgium
Peter De Smedt	Chancellery & Foreign Office Flanders	Belgium
Cristina Plescan	UEFISCDI	Romania
Raluca Ciobotaru	UEFISCDI	Romania
Timotej Štefánik	Ministry of Industry and Trade of the Czech Republic	Czechia

Table 1 – Pilot training participants

3.2 Training schedule

The annotated pilot event schedule is available in Annex A.

The schedule reflected a balance of multiple context-dependent considerations:

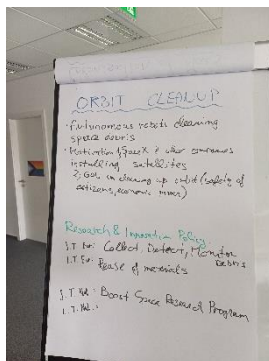
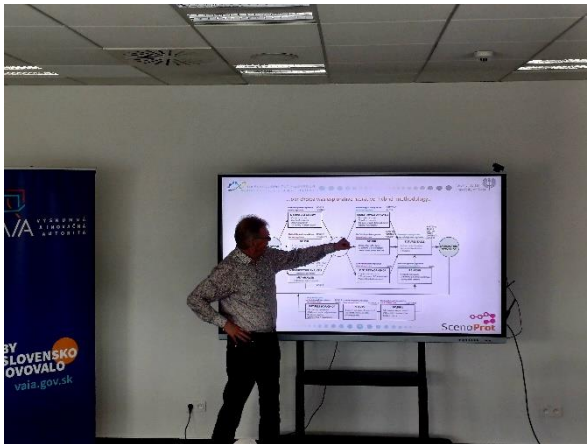
- **Start-and-end times** should consider the interests of participants. Here, for example, the event started relatively late on day 1 (10.00h) in order to allow some participants a chance of same-day travel. In other cases, it might be preferred to end early to allow for participants' departures.
- **Time for introductions** should match session needs. If facilitators are sufficiently knowledgeable about the participants and their backgrounds in advance, and/or participants are familiar with each other, less time may be dedicated to preliminary exercises than in this case, where people met for the first time, and where there were large differences in participants' prior foresight experience. Then, sufficient time for introductions provide a basis for tailoring the training sessions.
- **Targeted sessions and cases:** As with any type of training, facilitators should seek to make it relevant for the participants. This requires both preparation and flexible adaptation. We purposefully chose four technology-related topics as we believed these could fit to an R&I policy audience. One topic proved too difficult ('futures of hydrogen in Europe') – without sufficient topic expertise, the group tasked with it found it difficult to get going. We purposefully avoided social or political topics (e.g., 'futures of democracies') since these might have required additional time for groups to agree on definitions and build shared understandings. In other contexts, and for other audiences, social topics might be easier to approach than technical ones.
- **Balancing theoretical and practical insights:** Interactive exercises can help make training sessions more lively, while also giving participants a chance to apply tools and methods in practice. Similarly, teaching can alter between underlining theory and providing case-based real-life examples. The balance between theory and cases and between presentations and exercises should, as much as possible, match the exact requirements of the training.
- **Rigid, but flexible schedule:** A significant part of organising joint trainings is to build a space in which participants can learn from each other. For this to happen, enough time must be allocated to networking to be possible, e.g. during breaks. Furthermore, training events should leave room for allocating more time to elements that participants show a bigger degree of interest in. Facilitators are therefore advised to stick rather rigidly to the scheduled start and finishing times, while at the same time being ready to alter the training that happens inside the allocated time blocks.
- **Preparation before the event:** In some cases, it might be useful to provide materials and exercises for participants beforehand. Here, we opted for a model with limited – and optional – preliminary participant preparation.
- **Follow-up after the event:** Depending on the context, more resources may be considered for addressing following up the event. A small booklet with the resources used during the course such as slides, pictures of flipcharts or further reading could be sent to the training participants to ensure

sustainability of the knowledge. References to additional possibilities or course providers that offer more advanced courses in foresight could also be included in the booklet.

3.3 Documentation of event

3.3.1 Photos of the event

Below are photos of the event taken by the Master Class facilitators.



3.3.2 External communication of training session

The Research and Innovation Authority (VAIA) of the Government Office of the Slovak Republic published a press release documenting the four days of Eye of Europe-activities in Bratislava (VAIA, 31.05.2024):

- *Eye of Europe: medzinárodné cvičenie na Slovensku spojilo odborníkov na prognózovanie budúcnosti z viac ako 12 krajín* (<https://vaia.gov.sk/sk/2024/05/31/eye-of-europe-medzinarodne-cvicenie-na-slovensku-spojilo-odbornikov-na-prognozovanie-buducnosti-z-viac-ako-17-krajin/>)

VAIA similarly recorded a short video about the activities which was later shared on social media.

- Link to LinkedIn post: https://www.linkedin.com/posts/vaiask_eye-of-europe-intensive-foresight-training-activity-720222897736663040-TIDK?utm_source=share&utm_medium=member_desktop

3.4 Training feedback

A training feedback survey was sent out in August 2024 and elicited responses from 9 out of 22 external participants. Feedback questions related both to considerations about the quality of the venue and catering (cf. The Eye of Europe Quality Assurance Manual), and questions specifically related to the training sessions.

3.5 Reflections and revisions after the event

3.5.1 External feedback

Respondents provided very positive feedback. All answers for all questions were either in the category ‘Very good’ or ‘Good’ (options: ‘Very good’, ‘Good’, ‘Rather poor’, ‘Poor’, ‘Skip / I cannot remember’).

Asked whether the training intended its primary target (*‘Did training make you more comfortable with using foresight’*) 3 answered ‘Yes – to a small degree’, while 6 responded with ‘Yes – now I feel more confident’ (other options not selected by anyone: ‘No – I am still not comfortable’, ‘No – it made me less comfortable’, and ‘It made no difference’).

Respondents were also asked whether they have explored increasing the use of foresight within their organisation after the event. Eight respondents provided feedback for this question, and all eight provided examples of increased engagement with foresight. Examples include the planning of a foresight exercise, the building of a regional foresight network, proactive action on a national megatrends exercise, the writing of a policy review on the implementation of foresight, and engagement of a national Ministry of Foreign Affairs on foreign policy foresight.

Respondents also had ideas about how to improve the training sessions, however. These reflections went in somewhat different directions, as some participants wished for a more theoretical introduction to various methods and less emphasis on practical exercises, while others wanted more emphasis on practical examples of using the methods.

A very relevant reflection was also a wish for more examples of how national EU governments – and governments beyond the Nordic region – use foresight for decision-making in practice. There was a clear interest, visible during the training event and again here in the feedback, to learn from the experience of other foresight beneficiaries in similar positions as themselves.

Unfortunately, the survey response rate was rather low. While waiting two months to send the survey allowed us to inquire about the post-training impact, providing an evaluation form directly at the end of the event would likely have yielded more responses on the training itself. This procedure is also what is envisaged by the Eye of Europe Quality Assurance Plan (D6.1) and should be followed during future events.

3.5.2 Internal reflections after the training session

As facilitators, we were generally satisfied with the outcome of the pilot training session. The session had a good amount of qualified, curious, and active participants, and we left with the feeling that we had, at least partially, succeeded in our initial target of ‘demystifying foresight’. This is also reflected in the eventual participant feedback suggesting a higher degree of comfortability with foresight and (already) increased engagement with the field.

Having a better initial understanding of the participants’ background, motivation, and prior knowledge would likely have made it easier to tailor the training to the particular group. This could have increased the value for participants. However, this process should be balanced between the use of resources – for both facilitators and participants. It was a conscious choice not to require advance preparation from participants; this choice could be re-evaluated in another context.

The training group was very diverse in terms of prior experience with foresight. This is the nature of the very different track records of using foresight for policymaking that countries in the European Research Area have. It is indeed one of the driving ideas of Eye of Europe to bring together R&I administration representatives along this continuum of prior knowledge, allowing those unfamiliar with foresight to network with and learn from those in similar positions and with greater familiarity. While providing training for people with very different starting points can be more difficult than for more homogenous groups, one point of the Eye of Europe training intervention in the first place is indeed to bring such groups together.

The training session would likely have benefited from more hands-on cases of successful application of foresight, preferably in cases in which participants can identify themselves. For the diverse European audience, more cases from around Europe might be useful also. However, it can always be risky as a facilitator to present e.g., national or regional cases for which participants are more familiar with the external context than yourself. Trying to find ways of presenting ranges of examples, with sufficient confidence that they are presented with a fair representation, is an important point for further development.

Given the time and context, preselecting individuals into four groups each with a pre-set topic is something we would recommend for a similar occasion. Finding topics that appeal to a diverse group of people, about whom there is little pre-existing knowledge, is difficult though. Three of the topics did function rather well ('Futures of space and space technologies 2040', 'futures of automotive manufacturing in Europe 2040', and 'futures of personalized medicine 2040'), while the fourth ('Futures of the hydrogen economy 2040') proved to be too difficult. In another instance, participants should be assigned an 'easier' topic, i.e., a topic where participants have an more immediate feeling of confidence that their input is relevant within the given context. However, it is relevant to note that the group, although they found the assignment difficult at times, produced a remarkable final output and that perhaps this group learned the most from the whole exercise.

Finally, it was a conscious choice to apply a hands-off style to group facilitation, e.g., to let the groups work on their own and with their own group dynamic. This may not appeal to all participants (as also reflected by participant feedback), and more active group facilitation might be considered at future events. However, this would require as many facilitators as there are groups; this could either require more resources (if the number of facilitators is increased) or result in less-than-ideal group dynamics (if the number of groups is reduced and the size of groups increased). Ultimately, the preferred method might be a hybrid – leaving groups mostly on their own, but being ready to support the group in most need for this.



4 Going forward

4.1 Upcoming foresight training activities in the Eye of Europe project

Table 2 below lists the foresight training activities foreseen during the course of Eye of Europe in line with the project plan.

Target Group	Activity	Timeline
Foresight-interested general public	Provision of foresight prompts Development and publication of a set of standard Foresight prompts to be published on the Futures4Europe website	Nov. 2024
Foresight-interested general public	Provision of toolbox Development and publication of a Toolbox of foresight resources to be published on the Futures4Europe website	2025
Early-career researchers	One-week training for early-career researchers Development of a one-week foresight curriculum for early-career researchers in adjacent fields. Likely to be piloted in cooperation with EU-SPRI.	2025-2026
University students (and the foresight-interested general public)	MOOC Development of a Massive Open Online Course (MOOC) on R&I Foresight that provides an introduction to foresight within the context of R&I, an introduction to methods, and a selection of cases related to the project and the project partners.	2025-2026

Table 2 – Short list of future training activities

4.2 Foresight training beyond the original project scope

In addition to the originally planned activities, other opportunities for providing foresight training might be pursued.

For example, after the completion of the pilot training for foresight beneficiaries, a relatively similar target group of participants has been identified as members of Taftie (The European Network of Innovation Agencies, <https://taftie.eu/>), and there are currently² ongoing discussions about providing a modified 2-day foresight training event via the TAFTIE Academy 2024/2025.

² At the time of the submission of the deliverable, 31.8.2024.



Annex A: Annotated agenda for pilot event

Eye of Europe

Intensive foresight training: Master Class in R&I Foresight

This Master Class in R&I Foresight consists of two (2) Intensive Learning Days. The two intensive days combine theoretical knowledge via lectures with practical training and expert interaction and exchange.

Participants learn about key futures research and foresight methods. The focus is on foresight within the context of science, technology and innovation (STI). Participants get familiar with critical foresight skills such as acquiring foresight knowledge, boosting imagination and applying co-creation tools.

Throughout both days, the participants will be guided by teachers from Finland Futures Research Centre which is one of the world's leading academic institutions on foresight and futures research.

Participants receive a certification of completion of the intensive foresight training.

Tuesday, May 21st, 2024; 10:00 am to 17:00 pm CET

Wednesday, May 22nd, 2024; 09:00 am to 17:00 pm CET

Venue: Park One, Námestie 1. mája 18, 811 06 Bratislava, Slovakia

Moderators of the event: Juha Kaskinen, Ville Luttamäki, Mikkel Stein Knudsen – Finland Futures Research Centre, University of Turku, Finland.

Day 1: Introduction to foresight and futures thinking

09:30 – 10:00 **Registration and coffee**

10:00 – 11:30 **Introduction**

Welcome and introduction

Tour de table – short introduction of participants

Introduction to futures thinking and some key concepts

11:30 – 11:45 **Coffee break**

11:45 – 13:00 **Introduction to main foresight concepts**

Strategic foresight and key methods

13:00 - 14:00 **Lunch break**

14:00 - 14:45 **Technology foresight**

Introduction to technology foresight and radical technology foresight

Case examples from Finland and EU

Addressing signals of changes to the STI ecosystem

14:45- 15:30 **Scenarios**

Constructing, deconstructing and using scenarios

15:30 - 15:45 **Coffee break**

15:45 - 16:45 **Practical foresight exercise**

Futures wheel

16:45 - 17:00 **Summary of highlights, Wrap-Up and Closing of Day 1**

Day 2: Applying foresight to R&I planning

- 09:00 – 09:30** **Introduction to day 2**
Warm-up exercise
- 09:30 – 10:00** **Introduction to main foresight concepts**
Emergence, surprises, weak signals
- 10:00 – 10:15** **Coffee break**
- 10:15 – 10:45** **Hybrid foresight methods**
Participatory foresight, foresight workshops as method
- 10:45 - 12:00** **Workshop session 1**
Group interactive session
- 12:00 - 13:00** **Lunch break**
- 13:00 – 14:30** **Foresight literacy session: Decoding and using foresight results**
Presentation of various foresight cases
Input data for foresight, foresight data as output
The role and use of generative AI
Etc.
- 14:30 - 15:30** **Workshop session 2**
Group interactive session
- 15:30 – 15:45** **Coffee break**
- 15:45 – 16:15** **Plenary wrap-up of workshop sessions**
- 16:15 – 17:00** **Summary of highlights, Wrap-Up and Closing**
Provision of certificates