

Airbus UK
Asteroid Mining Corporation
British American Security Information Council (BASIC)
The British Academy
Centre for Science and Policy (CSAP)
Chatham House
Defence Science and Technology Laboratory (DSTL)
Development, Concepts and Doctrine Centre (DCDC)
European Space Agency (ESA)
Government Office for Science (GOS)
London Institute for Space Policy and Law (ISPL)
Ministry of Defence (MoD)
Royal College of Art
Royal Aeronautical Society
Satellite Applications Catapult
The Royal Society
Science Museum London
UK Space Agency (UKSA)
UKSpace

Anglia Ruskin University
Birkbeck College
Cardiff University
University College London (UCL)
University of Bristol
University of Cambridge
University of Edinburgh
University of Exeter
University of Glasgow
Lancaster University
University of Leicester
London School of Economics (LSE)
Manchester Metropolitan University
Nottingham Trent University
The Open University
University of Oxford
University of St Andrews
University of Strathclyde
University of Warwick

Welcome!

Please help yourself to refreshments (and introduce yourself to someone you don't know!) The first session will start 1000.

Space Policy Storylistening Workshop

18th July
RAF Club, London



Why are we here?

How can the government better use narrative evidence to manage uncertainties in policy areas to advance the UK's Science and Technology Strategic Advantage?

House Rules

House Rules

1. **Approach the activities with curiosity and be respectful of those who may have differing opinions.**
2. The event is held under **Chatham House Rule**: *‘when a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed’.*
3. The workshop **will not include sensitive or classified materials.**
4. Please **do not take photographs or other forms of record.**
5. Where possible, try and work **acronym-free.**

Team



Concepts



Storylistening is.....

...a form of sense-making in the face of complexity and uncertainty

- The theory and practice of gathering **narrative evidence** to inform decision-making
- Especially in relation to public reasoning
- Always as part of a pluralistic evidence base

Listening, not telling
Cognitive, not affective
Collective, not individual

The Four Functions

Provide new **points of view** (framing)



Enable new and rigorous **anticipations**



Inform and act as **models**



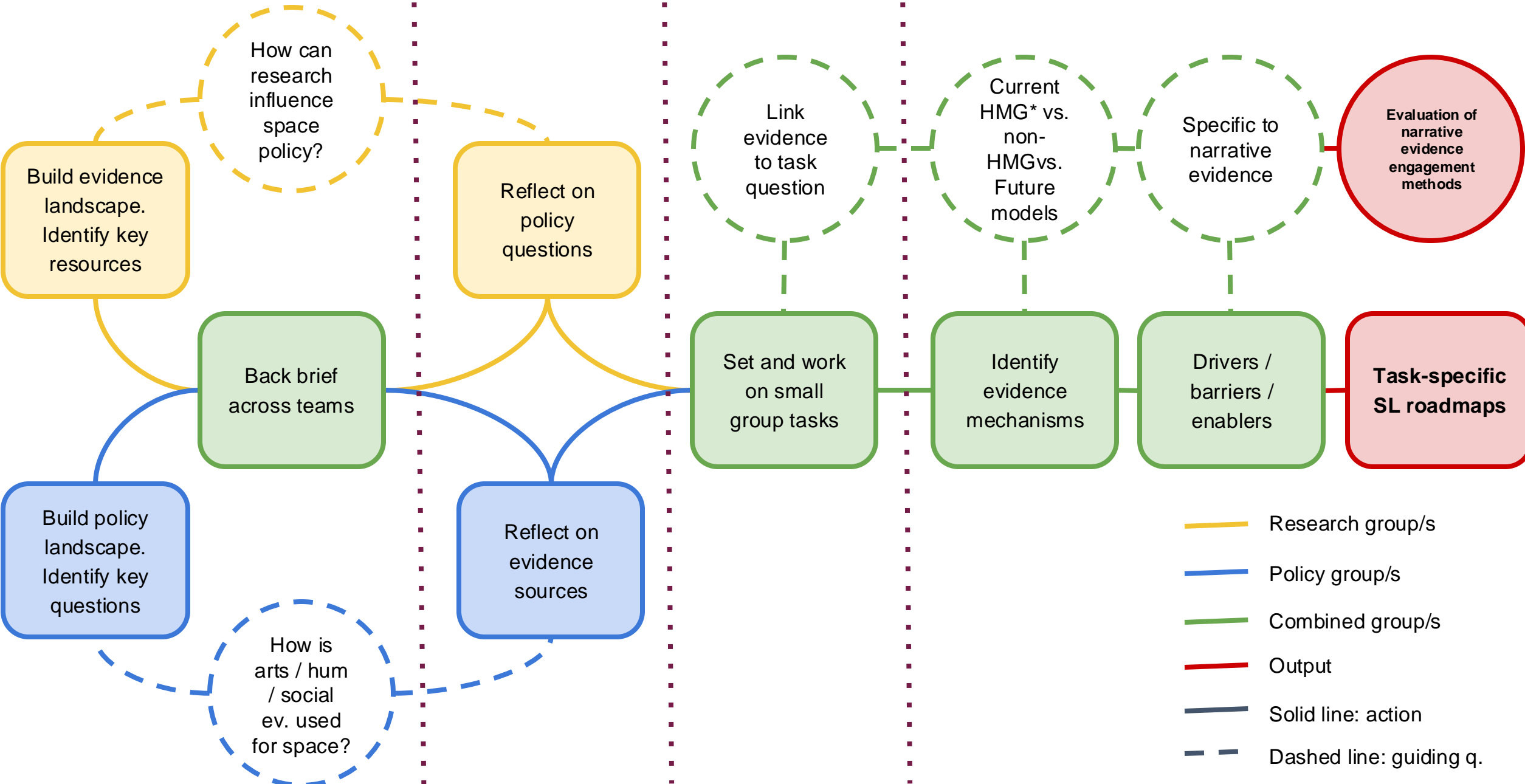
Create and expose **collective identities**





Structure of the day

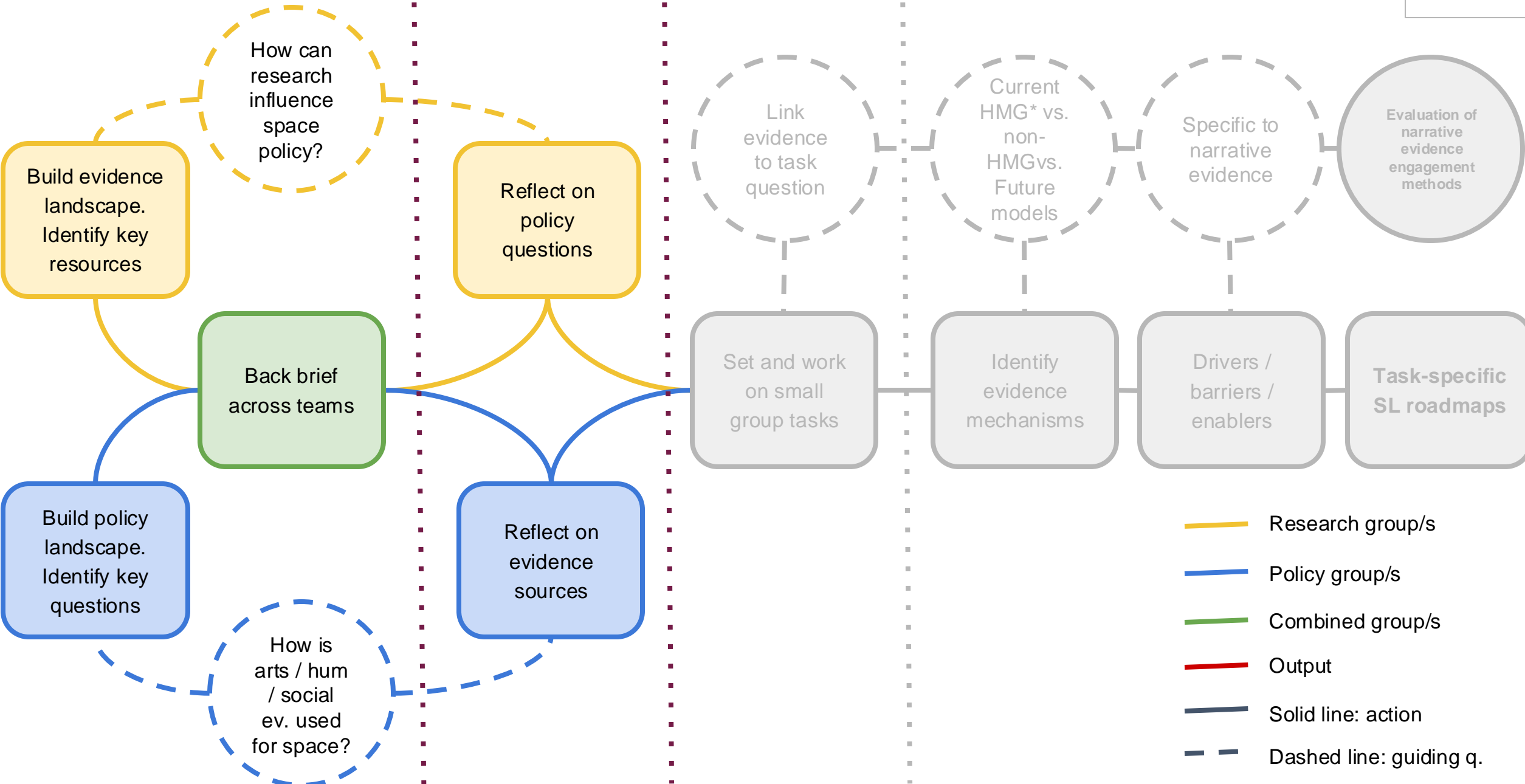
Start Finish



*HMG: His Majesty's Government, shorthand for UK policy in this case

Session 2: Landscapes

Start Finish



Build evidence landscape. Identify key resources

How can research influence space policy?

Back brief across teams

Reflect on policy questions

Link evidence to task question

Set and work on small group tasks

Current HMG* vs. non-HMGvs. Future models

Identify evidence mechanisms

Specific to narrative evidence

Drivers / barriers / enablers

Evaluation of narrative evidence engagement methods

Task-specific SL roadmaps

Build policy landscape. Identify key questions

How is arts / hum / social ev. used for space?

Reflect on evidence sources

*HMG: His Majesty's Government, shorthand for UK policy in this case

Landscapes Groups

Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8
Jessica Bland	John Carney	Duncan Bell	Emily Finer	Pippa Goldschmidt	P.J. Blount	Rachel Hill	Nelly Bekus
Ann Fielding	Mochament El-Saer	James Cemmell	Phil Leonard	Adam Kaasa	Thomas Cheney	Suzie Imber	Paola Castaño
Carrie Heitmeyer	Jason Field	Mitch Hunter-Scullion	Simon Malpas	Oliver Langmead	Rossana Deplano	Alessandra Marino	Eleanor Drage
Molly Morgan	David Livingstone	Stuart Martin	Farah Mendlesohn	Simon J. Morden	Allan McKenna	Jean-Christophe Mauduit	Craig Jones
Isabella Sewell	Mike O'Callaghan	Leyton Wells	Janet de Vigne	Glyn Morgan	Sa'id Mosteshar	Michael Obersteiner	Aaron Parkhurst
Chris Spedding	Shaarad Sharma	Mike Wilkie	<i>David Jeevendrampilla</i>	Emma Puranen	Jill Stuart	<i>Elizabeth Stanway</i>	Kate Robson-Brown
Graham Turnock					Saskia Vermeaylen		Natalie Trevino

Policy, Strategy, and Operations and **Research, Evidence, and Evaluation** groups

Steering Committee members in **bold**

Synthesis Authors in *italics*

A large icebreaker ship, primarily white with a dark hull, is shown sailing through a field of sea ice. The ship's superstructure is complex, featuring a prominent yellow tower with a radar scanner. The sky is overcast with soft, grey clouds. The overall scene is a wide-angle shot of the vessel in its operational environment.

Icebreaker

In 30 seconds or less describe to your group:

- **Your career trajectory**
- **What you'd be doing if you had let your primary school self make those decisions for you**



BBC NEWS

Landscape activity 01: Initial mapping

Policy, Strategy, and Operations and **Research, Evidence, and Evaluation** groups

Consider in your groups:

1. What are the priority areas for space, in your field?
2. What relevant work is underway, and by whom?
3. What exists, but is currently unconnected or seen as out of scope?
4. What are **your** questions, challenges and opportunities?

Back Brief



Landscape activity 02: Reflections

- Considering in your groups what you have just heard:
 - What was new from this?
 - What connections can you see?
 - What resources and power would be required to use these new connections?

Small Group Questions

Topic A Debris: How could the increased use of space lead to contamination, and what effect would this have? What tools, relationships, or approaches could be used to address this?

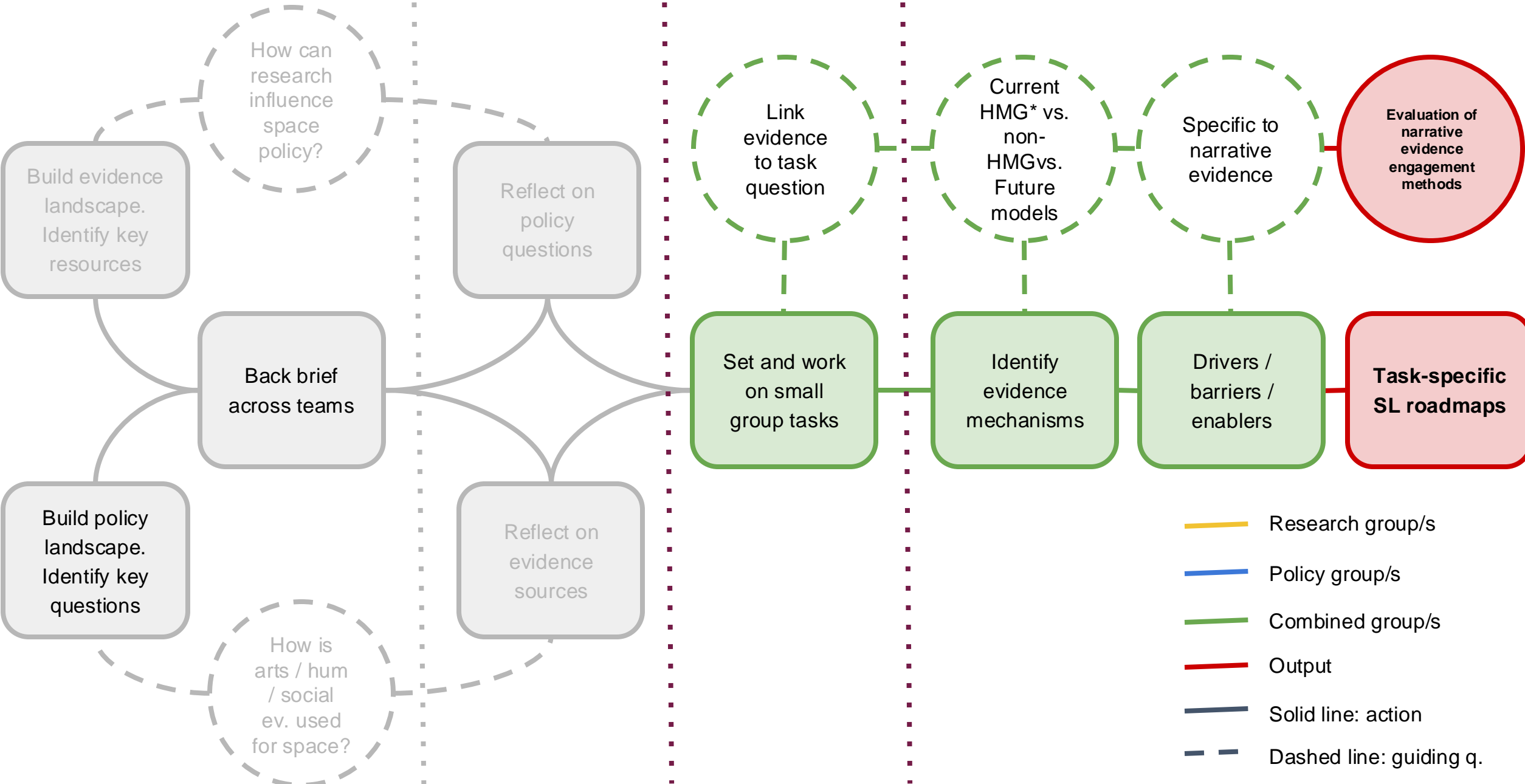
Topic B Sovereignty: What should Britain's relationship to space be over short-term, medium-term and long-term horizons? How do these visions relate to other centres and systems of power?

Topic C Climate: How is space understood as part of, or separate to other terrestrial environments? Given accelerating climatic changes, how might our uses and relationships to space alter?



Session 3: Small Group Tasks

Start Finish



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Small Group Questions

Topic A Debris: How could the increased use of space lead to contamination, and what effect would this have? What tools, relationships, or approaches could be used to address this?

Topic B Sovereignty: What should Britain's relationship to space be over short-term, medium-term and long-term horizons? How do these visions relate to other centres and systems of power?

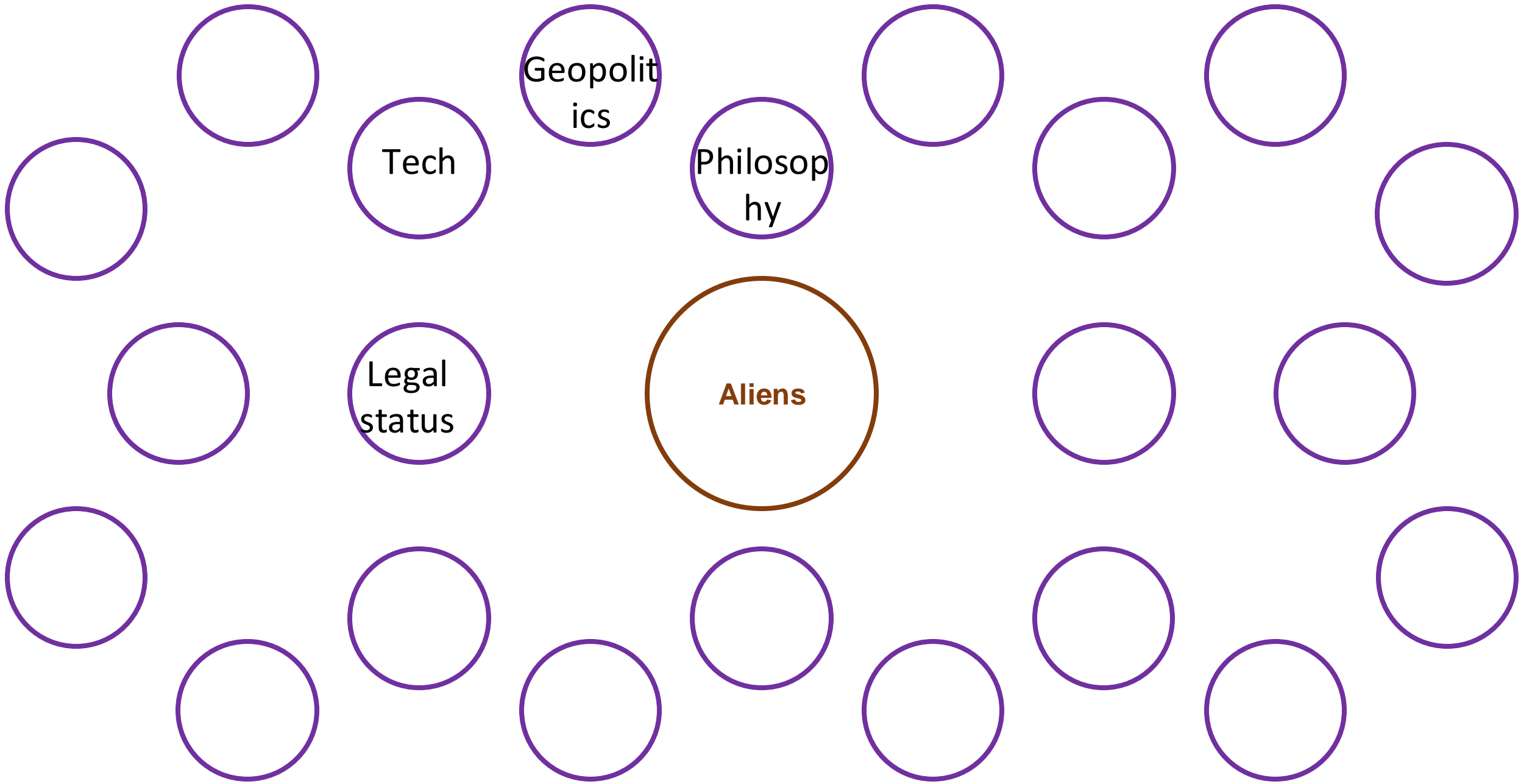
Topic C Climate: How is space understood as part of, or separate to other terrestrial environments? Given accelerating climatic changes, how might our uses and relationships to space alter?

Small Group activity 01: Unpacking the problem

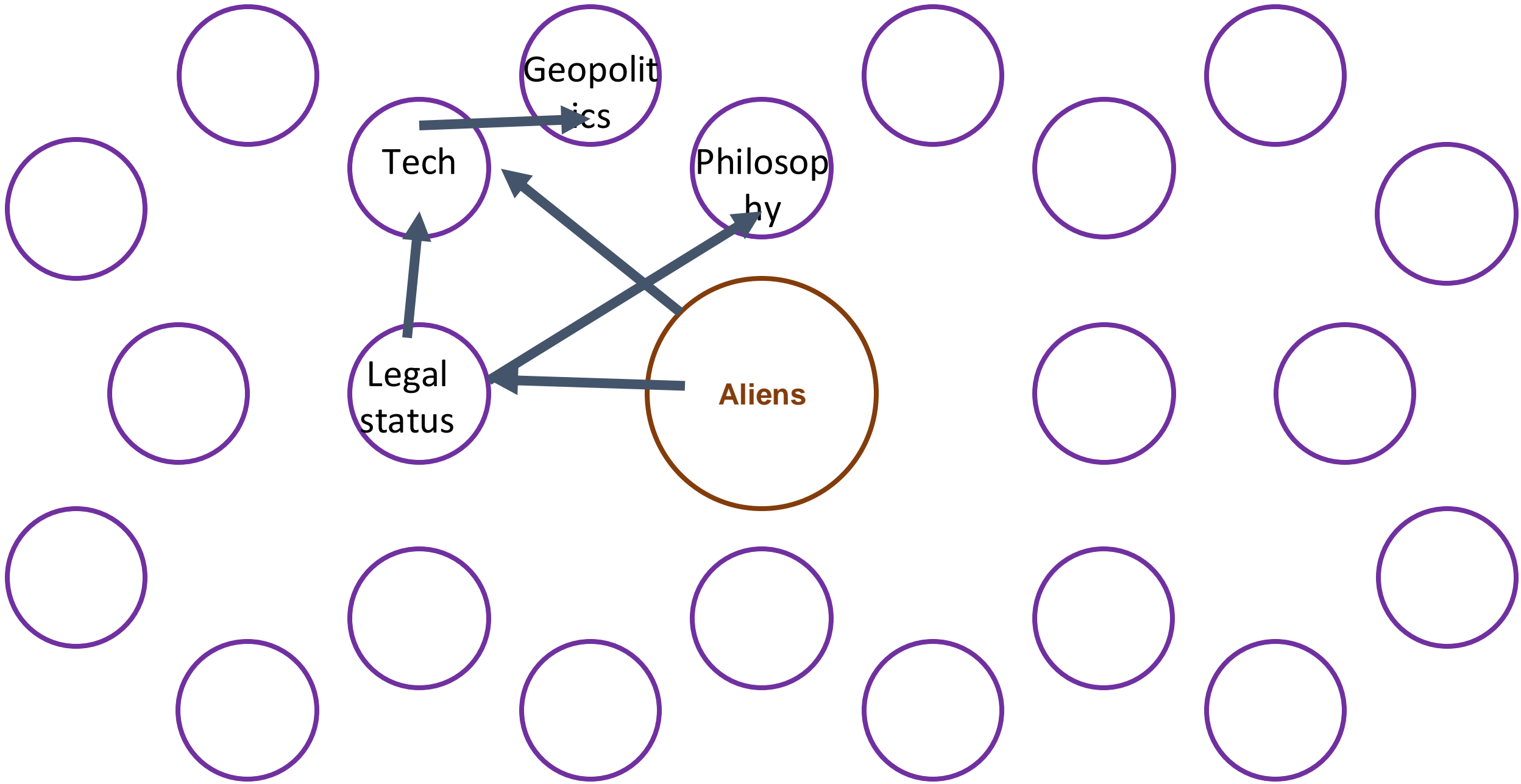
Consider your case study:

1. What are key areas of interest, influences, and themes within your case?
2. How are they connected?

Feel free to provide as much detail as you wish



Key concerns



Key concerns

Small group activity 02: Problem refinement

You have been given large, multidimensional problems to consider. Reflecting on your recent exchanges, please **identify and define one aspect of the case** you would like to consider as a **focus question** going forwards.

On the same sheet, please map:

1. The primary effects, on whom, and how?
2. Factors which drive, inhibit, or potentiate these effects?
3. Which second order effects are possible?



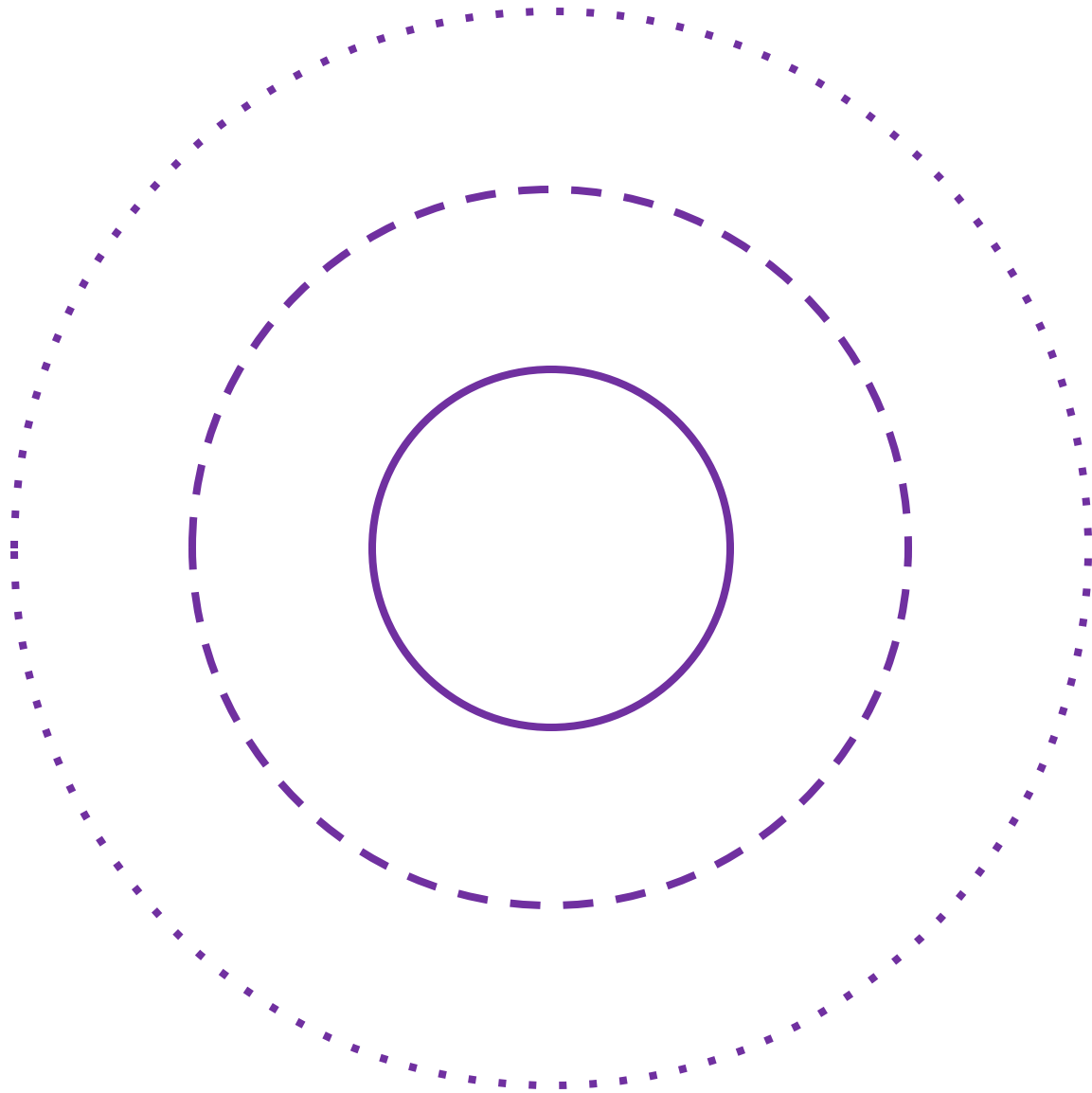
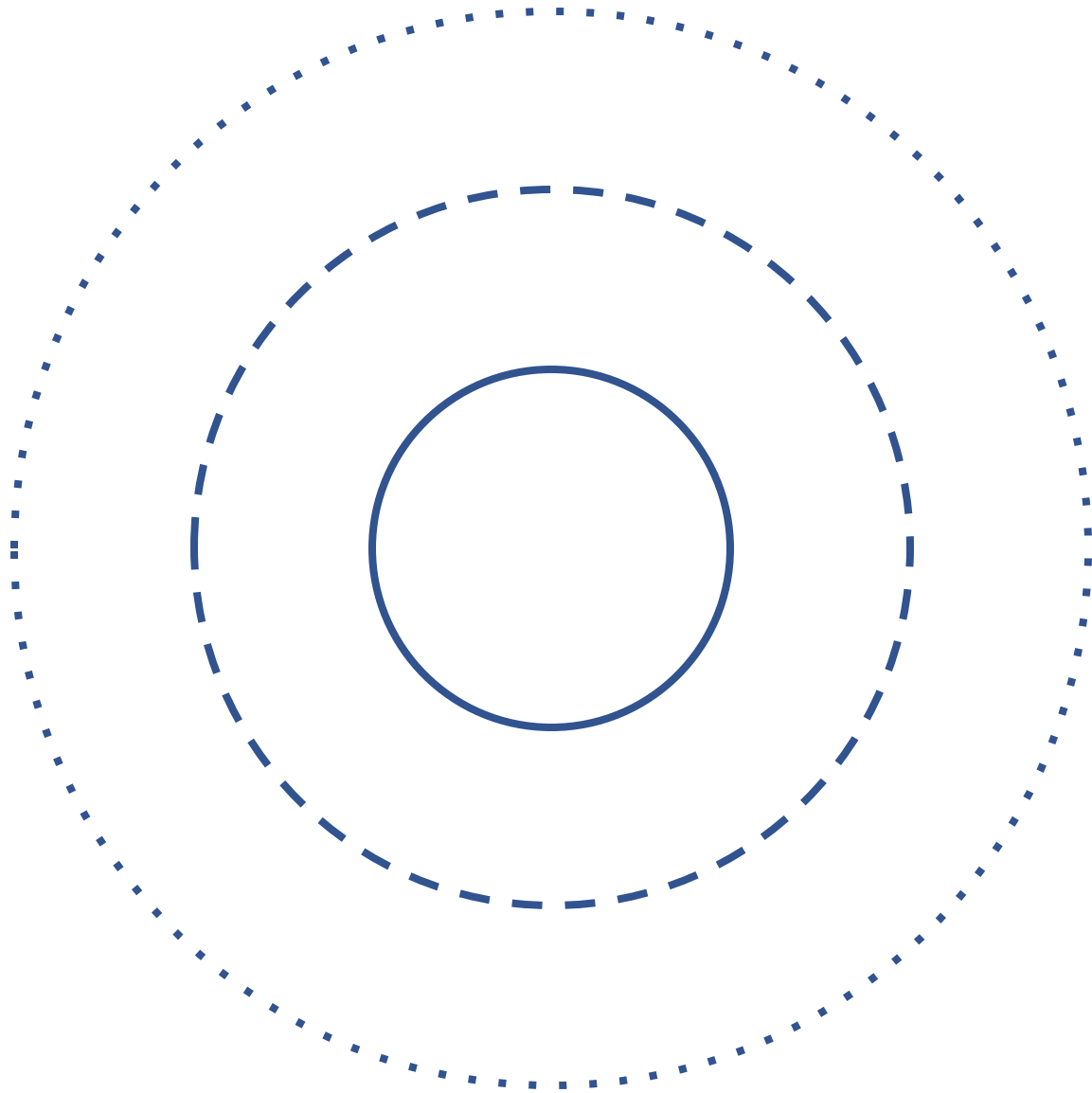
Share and reflect

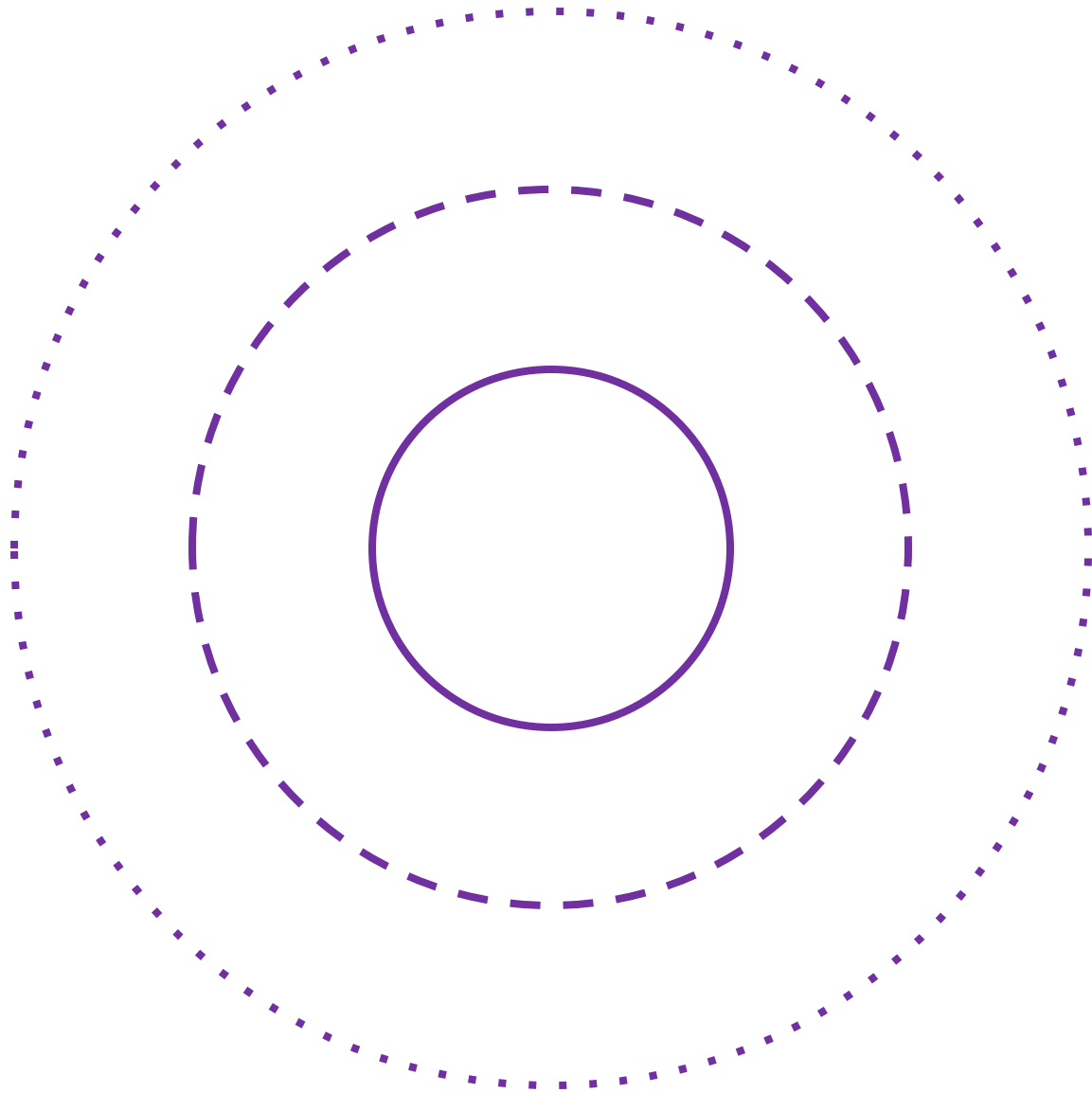
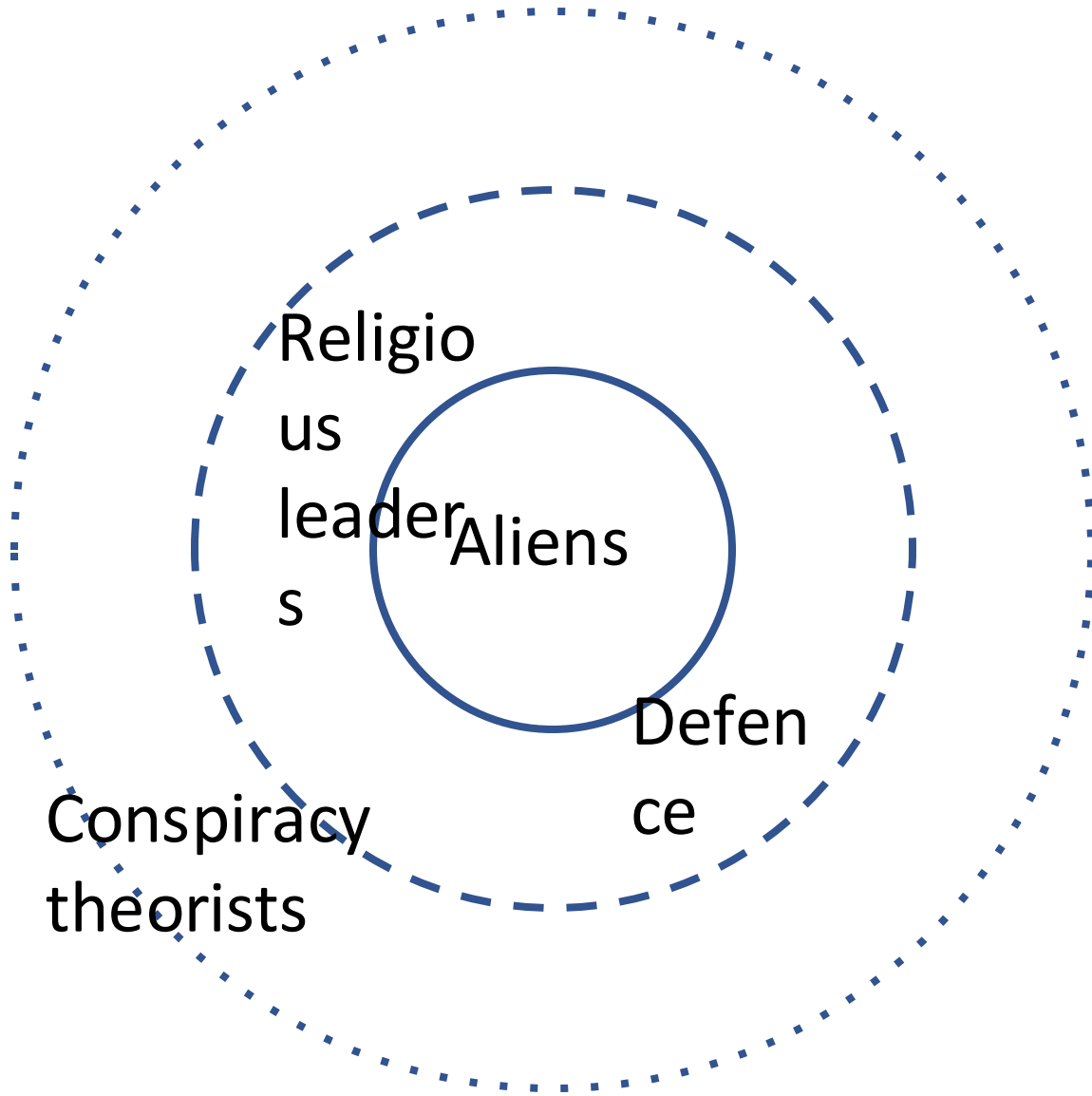
Small group activity 03: Actors

For your group's focus question, we'd like you to now consider the actors and institutions involved:

- a. On the following sheet, please map actors by your assessment of their relevance to your focus question
- b. Can you identify collectives of actors?
- c. Which collectives have you identified, and how are they defined?

Please position the most relevant centrally





Small group activity 04: Current evidence landscape

For the actors on your map, please add:

1. The main types and sources of evidence used by each.
2. Add any evidence generators, holders, and users not already included in the map.

Small group activity 05: Moving forwards

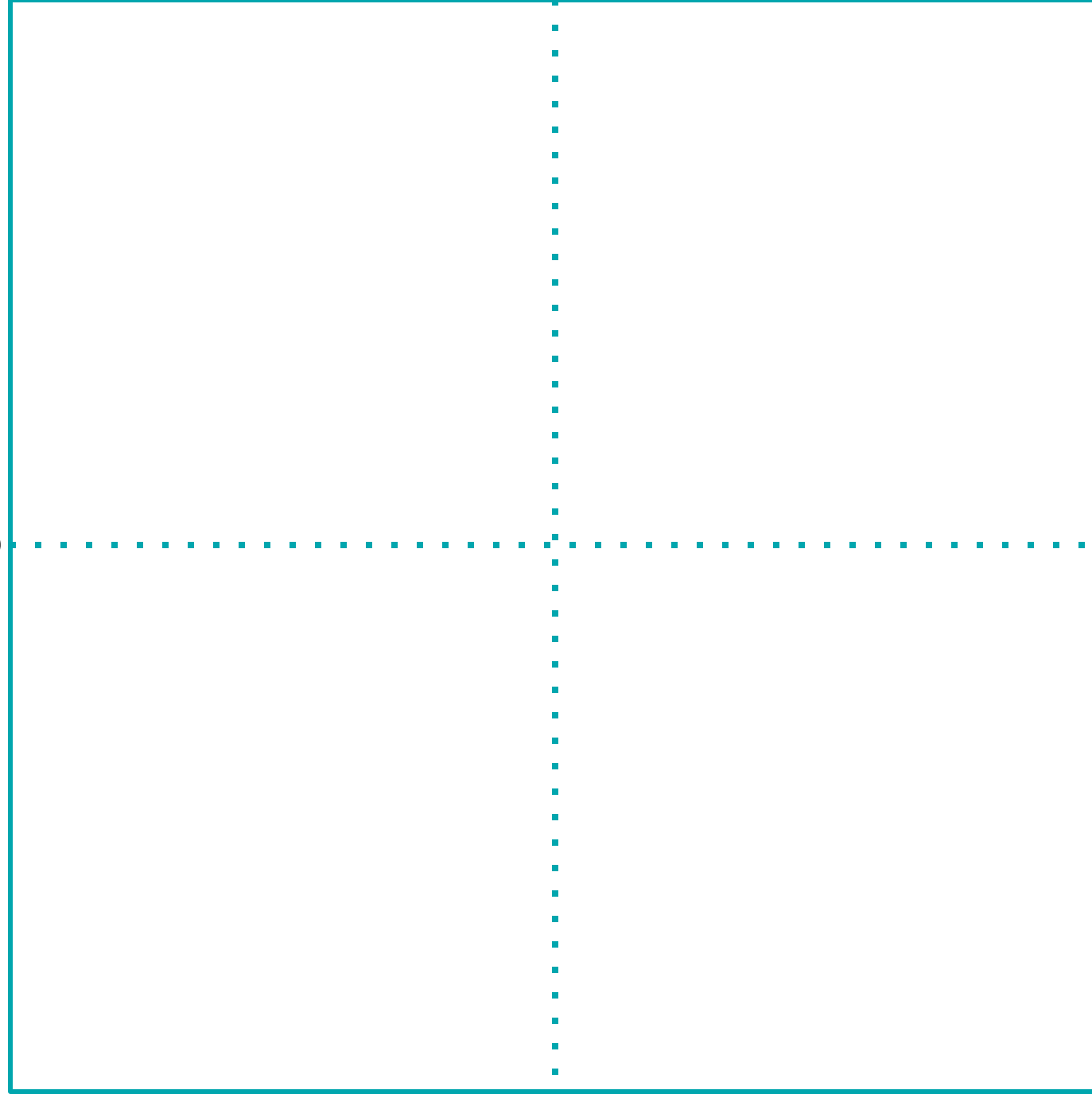
Evidence may be more or less accessible and impactful. To develop our understanding of the role of evidence in your focus question:

1. Please map your evidence from the previous exercise onto the following grid.
2. Please indicate mechanisms through which this evidence is accessed, noting any significant barriers or enablers.

Impactful

Accessibl

e



A misty landscape with a lone tree on the left and a mountain peak on the right. The scene is hazy and atmospheric, with soft light filtering through the clouds. The word "Pause" is overlaid in a bold, purple font on the left side of the image.

Pause

Small group activity 06: Contextual futures

As a group, please consider your focus question and outline a trajectory

Please summarise this on a separate sheet.

You may indicate a timeline that works for your individual case

Small group activity 07: Exploring trajectories

1. Where are points or themes of particular uncertainty?
2. What narrative evidence is required to more accurately model these areas?
3. As the scenarios evolve, will new groups of collectives form?
4. Are new perspectives or narrative evidence required to understand these models, groups, or trajectories?
5. What narrative evidence could be required to deepen understanding or extend these trajectories further into the future?

Small group activity 08: Pathways

Drawing on all the exercises we have conducted today, please pay particular attention to:

1. How different actors and institutions may draw on different narrative evidence
2. If actors or evidence types are particularly dominant
3. Where needs or opportunities exist to challenge these forms

Small group activity 09: Reflecting

Drawing on your trajectory and reflecting on the accessible/impactful evidence landscape mapping, please suggest:

1. Areas of asymmetry between the value and accessibility of evidence. How could these be addressed?
2. Are current mechanisms suitable for accessing new forms of evidence?
3. What next steps are required?

A decorative globe with zodiac signs and a string, set against a bokeh background. The globe is white with various zodiac signs and constellations drawn on it. It is suspended by a metal ring at the top and a string at the bottom. The background is a soft, out-of-focus bokeh of light colors.

End of Activities

Next Steps

Many thanks for your participation

- The core team and Steering Group need to take stock of the rich findings from today
- These will be complemented by work on narrative evidence in nuclear warfare and on AI
- We are also running small workshops with participants in space policy outside the Anglophone world
- The Steering Group will oversee the development of material and engagement to promote more widespread use of narrative evidence
- Please let us know at any time of people or organisations that you think might be interested in the work, or have value to add
- **Please let any of the team know if you would like to be kept aware of next steps, and we will alert you when the final report is available**



Many thanks

Safe onwards travel