

### "Building Public Engagement in Horizon 2020"

European Commission, Brussels (6-7 Nov 2013)

#### 1. Purpose of the workshop and flow

This two-day participatory workshop on "Building Public Engagement in Horizon 2020" brought together 50 external experts and European Commission staff with a view to:

- ~ Share good practice and knowledge in relation to multi-actor and public engagement (PE) in research and innovation (R&I) policy development and implementation;
- ~ Collectively improve and strengthen the *Mobilisation & Mutual Learning (MML)* instrument and other forms of multi-actor and public engagement in EU R&I projects to ensure real impact;
- ~ Provide ideas in support of developing training and guidance material on PE for future evaluators, reviewers, existing and future project participants, as well as EC staff;
- ~ Inspire future Horizon2020 calls for proposals promoting innovation in Public Engagement research and policy.



The workshop was organised and hosted by the *Ethics and Gender Unit* of DG Research and Innovation (European Commission). Dionysia Laggiou and Karen Fabbri opened the workshop by welcoming the participants and setting the frame and objectives of the two days to follow.

## 2. Icebreaker



Antonio Scarafino led an icebreaker as a means to get to know each other and to uncover the motivations that brought us together. We worked in small groups of six and participants replied to the question "*Who am I and why is it important for me to be here today?*"



### Outcome:

- ✓ Exploring innovative MML
- ✓ Mainstreaming public engagement
- ✓ Using each other's networks
- ✓ Learning how H2020 will be cut up
- ✓ Kids become societal actors / empowerment!
- ✓ Definition of public engagement wide ranging + different levels
- ✓ Deeper than dissemination
- ✓ Bringing in different perspectives



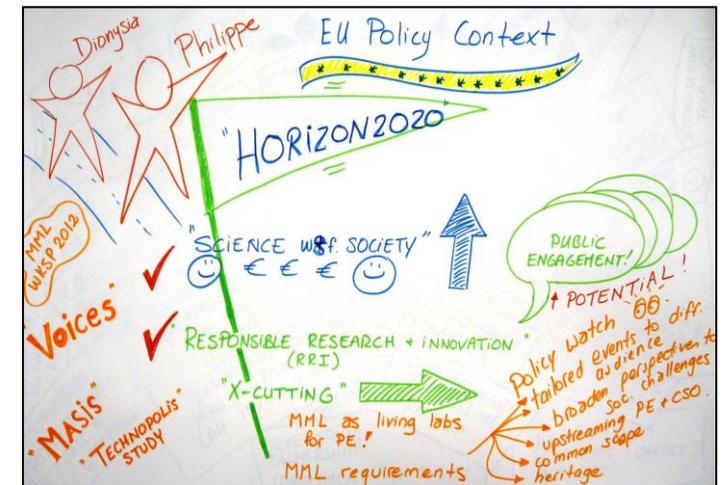
- ✓ Public engagement = work in progress!
- ✓ Keep it alive!
- ✓ To learn
- ✓ To be inspired
- ✓ Desire to change things
- ✓ Learn about the MML
- ✓ Connecting groups and elements
- ✓ Learning about on-going work
- ✓ Finding new ideas and contacts

## 3. Policy Context



Dionysia and Philippe Galiay took the floor to provide the current policy context, while Karen quietly scribbled some visuals. They highlighted the excellent progress made until now, and the prospects for multi-actor and public engagement (PE) in the next framework programme for research and innovation: *Horizon 2020*.

Horizon 2020 will provide many opportunities for PE to be implemented and further developed within the context of the new cross-cutting issue entitled *Responsible Research and Innovation* (RRI), and also via the funding line *Science with and for Society*.





Interesting insights and learnings from PE stories
- Public engagement upstream and throughout research life cycle
- The aim is the co-creation of the research agenda
- Take into account the diversity of stakeholders and the different national contexts
- Learn across projects, share methodologies & best practices.
- Focus on quality assurance
- Use evaluation as a learning tool (also: ex durante). Build trust within evaluation-sharing/learning
-Practitioner & praxis based (PP) research
-Capacity building on all levels of SM System
-Integrity, Openness, Transparency. Learn from failure. Alibi? Consultation. Fatigue? Accept time investment as necessary condition.
-Global thinking and local learning: not just euro-centric. Consider the cultural differences
-Language and culture are crucial. Take time to understanding each other
-Bring stakeholders together, challenge barriers
-Establish Higher Education Institutes – CSO Contact Points. A mechanism for 3rd mission of Universities
-Face to Face Exchange, Complementarity of online participation
-Safe spaces: use spaces where citizens/stakeholders already go to
-Provide permanent feedback to citizens (stakeholders)
- Avoid the "ritualising trap!"
- Real effects /impact of P.E. actions: trust, having a real "client" willing to listen/take action, policy outcome, inform citizens of their role, provide solutions and not only evidence
-Recognise (and use) emotional part of decision making
-Empowerment of public(s) and legitimacy recognition
- Ownership: people and institutional
- Benefit or motivation by influence
- Focus on mutual benefits,
-Continuity being key to setting commitment to participation
-Recognising and trusting knowledge of "Activists" - mutual respect required



## 5. World Café 1 – Challenges & Opportunities

Following Karen's explanation of the World Café etiquette, Dionysia invited participants to debate in two successive rounds of small group conversations. The aim was to address two questions:



*a) What are the main challenges (and opportunities) of implementing Public Engagement in research and innovation PROJECTS?*



*b) What are the main challenges of implementing public engagement in research and innovation AGENDA SETTING for calls for proposals?*

a) Main challenges (and opportunities) of implementing PE in research and innovation PROJECTS	b) Main challenges of implementing PE in research and innovation AGENDA SETTING for calls for proposals
<b>Expertise and stakeholder selection:</b>	<b>Work Programmes/Calls for Proposals:</b>
- Expertise in P.E.? Who has it? What = Expertise	- 2 step proposal with funding to facilitate "better" partnerships + P.E.
-How select stakeholders? SMART method and attitude depending on fields and disciplines	-Let more bottom-up in agenda setting (not to close to limited topics)
<b>Motivations and rewards:</b>	-Clear expectations in call text with examples of expected P.E. intensity
-Motivation and support of people and institutions -finding shared common language and interest	- Appropriate weight to P.E. in evaluation criteria consistent with call
-Confidence in impacts (both stakeholders/researchers)	- Make guidelines/deliverables flexible throughout the process
- Need for whips & carrots for researchers - re public engagement	<b>CSO participation:</b>
-How reward for P.E.?	- Moving away from tokenism head-body- tail
<b>Language and culture differences:</b>	- Reserve project money for CSO led proposals to promote the co-creation research agenda by CSO
-Differences/barriers in culture, language, professions	-(10%) funding participation of stakeholders in all H2020 calls
-Mutual fear, no trust – sharing, respect, (early) exposure, taking time to know each other	- Assessment jointly between EC jargon → personal expertise two people – one role. CSO/AC could also be coordinator or evaluator.
<b>(Research) policy agenda setting:</b>	<b>Research, knowledge sharing, training and capacity building:</b>
-Should P.E. lead to co-option of objective SCIENTIFIC R. I. ?	- Develop research on success and failure factors in (RRI) calls
-New understanding of policy timing needed. Collinridge dilemma (new agenda and policy reaction)	- P.E. as a way of knowing
<b>Project structure, funding and participation rules:</b>	-Need for training / knowledge sharing within DG RTD
- Fixed structure does not necessarily fit-calls for funding dictating structure of projects lack of flexibility.	-Making new bidders (H2020 Big Player) welcomed (through) supported capacity mentoring
-Funding – who gets it & when? P.E. is expensive (€ & time: P.E. plan & budget in proposal; highlight benefits for project (success, impact) and talk to agree on benefits	- Facilitating more knowledge sharing between projects
-Rules inhibit effective practice	- Organising a repository of information on public/stakeholder perception to build new P.E. initiatives using what's already known
	-Training – Mentors learning)
	-Capacity building for effective engagement /practice
	-Events (ephemeral) VS labs (permanence)

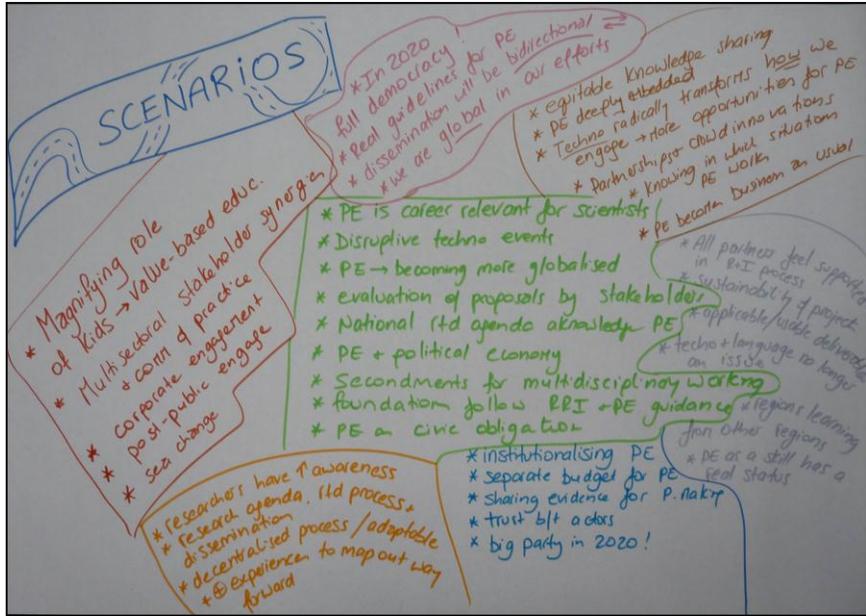
**6. World Café 2 – Envisaging Scenarios**



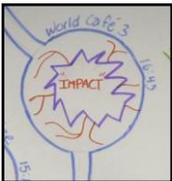
Dionysia and Lino facilitated the second World Café which aimed at stimulating “out of the box” thinking via the formulation of desirable future scenarios. The starting point was *"Imagine the future: it is 2020 - describe the situation for public engagement in research and innovation."*

We worked in two rounds of small group conversations, with different persons each round. The scenario elements were subsequently voted on the following day (3 votes per person). Below are the scenario elements that received the most votes.

List of most voted scenario elements:
- Magnifying role of children → value based education
- PE is career relevant for scientists
- Real guidelines for PE
- Develop research strategies through regular meetings = *process – "Communities of Practice"
- Empowering the powerless – process and ownership. Possibilities for individuals and communities
- Bridge the gap between policy and evidence through innovation platforms
- Mutual trust between citizens, industry, policy makers and research
- PE as mandatory and integral elements of policy processes at all levels
- More than 10% of Universities have contact points for CSOs
- Participation in PE processes should be acknowledged as a civic obligation (like jury, elections etc.)
- In-built mechanisms in the research process of the different research fields
- Decentralised process
- Crowd innovation – society led co-creation
- Selection of projects by multidisciplinary teams including scientists, experts and civil society (extended peer review)
- Keep in mind "grand" H2020 challenges in global context



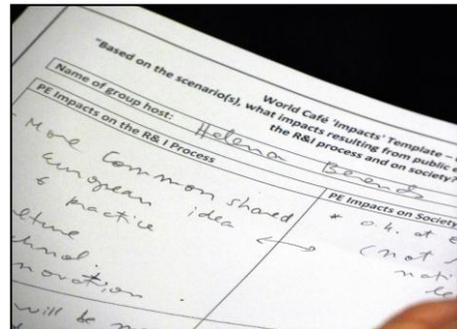
### 7. World Café 3 – Impacts



Dionysia and Karen hosted the 3<sup>rd</sup> World Café by inviting participants to answer two focus questions:

- Based on the scenario(s), what kind of impacts do you expect on both the research and innovation (R&I) process and on society?
- Of the impacts you have prioritized, how would you practically measure these?

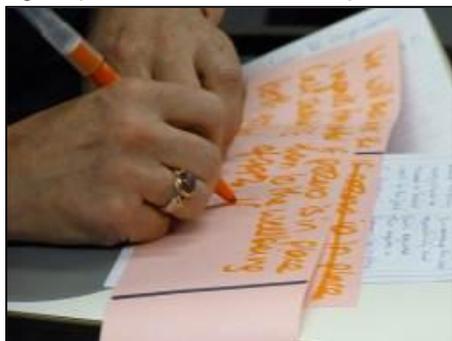
Again we worked in small groups, each group filling in an A4 template to capture the points raised during the conversation. Impacts were either recorded as being relevant to the "R&I process" or on "society".



PE Impacts on the R&I Process	PE Impacts on Society
<p>-Know how to do it better, know the process better – incl. descriptive and anticipatory. Ability to predict the outcomes and measure it better.</p> <p>-1% of population who currently own 99% of "ownership"</p> <p>-Danger of "measuring" becoming the priority. Energy should be focused on societal impact for the "good".</p> <p>-The happiness / wellbeing priority leading the R&amp;I Agenda.</p> <p>-All stakeholders are included because they know how to do it better.</p> <p>-Variety of impacts: good / better.</p> <p>-More responsible R.</p> <p>-Articulation of options and pathways of R: Process A leads to outcome A Process B leads to outcome B Different routes, different outcomes</p> <p>- Multi-disciplines</p> <p>- Value sensitive R+I, shaped by public values – articulates relationship of values in the innovation → greater accountability</p> <p>Higher chance of policies to be complied with</p> <p>-Policy framing sensitive to societal needs → policy compliance.</p> <p>-Definition of measurable impacts → always include measurement on the impact of PE (indicators)</p> <p>-Lasting benefits as a way of measuring the impact</p> <p>-Dialogues between Research Funders &amp; CSOs</p> <p>-"Bottom up" / "upstream" developed</p> <p>-Research Agendas: better research and shared research questions; new research areas</p> <p>-More networking of CSOs and Researchers internationally</p> <p>More common shared ideas and practices</p> <p>-culture</p> <p>-technology</p> <p>-innovation</p> <p>-Science will be more debated.</p> <p>-More responsibility: for scientists</p> <p>Day to day "real" issues become research themes</p> <p>Real world problems</p>	<p>-Potentially emancipatory for 99% but this is dependent on the genuine ownership of PE process.</p> <p>-Need for public(s) to understand the "rules", "responsibility" and "skills" required.</p> <p>This requires a mechanism to be in place.</p> <p>-Democratization of R+I so interests of society better represented (Process has to work for our actors not just "usual suspects")</p> <ul style="list-style-type: none"> <li>- Transparency of decisions</li> <li>- Actors motivations better understood (eg: Drs + big pharma)</li> <li>- If systems include most of society, loose "outsider observer"</li> <li>- Perspective – confrontation has value</li> <li>- Anticipate increased scientific literacy in society</li> <li>- Higher chance of policies to be complied with</li> <li>- Policy framing sensitive to societal needs → policy compliance.</li> <li>- Definition of measurable impacts → always include measurement on the impact of PE (indicators)"EMBEDDING"</li> <li>- Accept that at least part of the research is not done directly for the public</li> <li>-More debates, all open issues debated, more able to debate different topics</li> <li>- Better policy making</li> <li>- Better regulation of scientists engagement in PE (career and publication)</li> <li>- One more step towards knowledge society (incl. children)</li> <li>- PE becomes more a duty (engaged citizenship)</li> <li>- Vanishing borders between Public &amp; Researcher</li> <li>- More common shared ideas and practices o.k. at European level (not so at national level yet!)</li> <li>- More real problems can be solved</li> <li>- But also (-): costs, who has "power"?</li> <li>- Day to day "real" issues become research themes</li> <li>- More resilient societies</li> <li>- More "tools" to demand political change → more empowered</li> </ul>



Each group was then asked to prioritize two impacts (one of each type) and propose how they could effectively be measured.



Prioritized expected Impacts on “society”	How to measure these impacts?
- Efficiency and societal relevance	- Eurobarometer: happier, healthier, wealthier and less conflictual
-Increased democratisation of R+I so interests of society better represented + this works for all actors (not just “usual suspects”)	-Increased awareness of scientific “topics” as measured by quant. + qual. market research methodologies (survey, focus groups etc.) (at regular intervals)
-Increasing demand for participation in project by civil society actors (which is reflected in the programme expectation for participation)	-Trends in calls proposals
-Society + RI Process expanding PE to beyond “usual suspects” and infrequently heard voices	- ID existing groups in society discussing topic X, often beyond those you would think of (eg nano being discussed RE cars, games) –systematise this democratization - Regular meetings (feedback from town /village associations. (meetings between H2020 projects + work streams ) measure participation at these
- If “process” is in place then it will be to the wellbeing of 99% - If “process” not in place it will be 99% “Process” = engagement of all societal actors include children	- RRI criteria: <i>Engagement</i> – by how many & who etc.! <i>Science education</i> – value based, empowering, happiness/wellbeing factor, public version of peer review (Public Review) <i>Gender</i> – locally defined minorities - who – where they come from. <i>Ethics</i> – why would you want to do this? What do the public value (public review, awareness) purpose of process
- More& better debates on RRI issues	- PE written in Curricula - Recognition in broader Media (incl. social media, scientific publications) - Debate based Policy Decisions
-Smaller NGO’s / organisations get / learn “tools”/ “things” to be able to make policy / political demands for improvement of their lives.	Interviews to: - look at specific projects - ask about best practices - has the pilot had an effect in another country? - is there a response to the evidence?

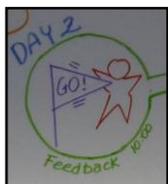
- Greater awareness about why we should be doing PE	- Factors of well-being Identify reasons people have for doing it - The process of change, involves recognising and addressing "fear" of change.
- Researchers+ civil society become more responsible for the results	- Is there a response to the evidence?
<b>Prioritized expected impacts on "R &amp; I Process"</b>	<b>How to measure these impacts?</b>
- We will know better the impacts from undertaking (all stakeholders) PE both good/bad.	- Danger of "Measuring" becoming the priority. Energy should be focussed on societal impact for the "good". Can be measured by quantity "bear" counting / hits' etc. or by qualitative genuine feedback from inclusive process.
- Make Research Process more inclusive and open to other voices (agenda, design, implementation etc.)	- How balanced the project is designed: disciplines, countries, actors (range and number) as well as their roles, real action and responsibilities
-Efficiency & Societal Relevance	-Time to completion, market, implementation and decision-making
- Alternative R+I pathways routinely influenced by P.E. (eg energy sources have different benefits + costs →informed of decisions.) (R+I) -Alternative research/pathways will be innovation - Routinely influenced by PE (energy supply sources have different benefits + costs – informed about routes + benefits)	- Log presence of alternative paths in projects – methodology of value correlation  - Adoption of newly developed paths (eg political parties using concepts)
-Diversity and number of actors involved in research projects	- Diversity and number of actors involved in research projects
- Bottom up developed Research Agendas	- New research areas - Shared research questions - New partnerships around Research Q.
- Greater awareness about why we should be doing PE	- Factors of well-being - Identify reasons people have for doing it - The process of change, involves recognising and addressing "fear" of change.
- Researchers+ civil society become more responsible for the results	- Is there a response to the evidence?



## 8. Closing the first day

The EC colleagues closed the day by inviting Lars Klüver, coordinator of the FP7 ENGAGE2020 project, to say a few words. They subsequently launched the "pillow question": *"In view of the desirable scenarios you have constructed, let these ideas settle and allow yourself to dream how we can get there!"*

## 9. Opening of day two



Dionysia and Karen opened the day by welcoming back the participants and inviting Richard Watermeyer, evaluator of the FP7 VOICES initiative, to share some early reflections.

### 10. World Café 4 – looking backwards and thinking strategically



Philippe and Lino launched a world café addressing the impact of public engagement in R&I via the focus question "According to the outcome of yesterday's conversations on scenarios, which strategy should we develop to get there?". In multiple rounds of brainstorming in small groups, we compiled flip-chart templates and each group host presented them in plenary.

SCENARIO ELEMENTS	WHAT?	WHO?	WHEN?
1) EVALUATION OF PROJECTS SUBMITTED UNDER H2 2020 2) EVALUATION OF PROJECTS IMPLEMENTED	<ul style="list-style-type: none"> <li>EXTENDED PEER REVIEW</li> <li>EXPAND SELECTION CRITERIA TO INCLUDE WIDER INTERESTS, CONCERNS, ETC.</li> <li>2 STEP EVALUATION (ALREADY WITH PE SHOULD BE CONTINUED)</li> <li>SYSTEMATIC CONTINUING EVALUATION BY A 'SOCIE TABLEAU' THROUGHOUT PROJECT IMPLEMENTATION</li> </ul>	<ul style="list-style-type: none"> <li>EXTENDED PEER COMMUNITY INCLUSIVE OF:                             <ul style="list-style-type: none"> <li>PEER</li> <li>BUSINESS</li> <li>SOCIETY</li> <li>...etc</li> </ul> </li> <li>DG RTD SHOULD IMPLEMENT W/ SUPPORT FROM ABOVE</li> </ul>	ASAP 2014 onwards
1) NON-INVITED FORMS OF PE IN R&I (H2) 2) DEALING W/ SURPRISES	<ul style="list-style-type: none"> <li>FLEXIBILITY OF PRO PROCEDURES</li> <li>ROOM FOR EXPERIMENTATION</li> <li>ROOM FOR ACCOMMODATION OF NON-INVITED PE</li> </ul>	CONSORTIUM	2014 - - -
SELECTION Proj. Corporate Resp. Open Spaces Labs PE initiation. School Res. & Innov. Projects developed in situ. RE Embedded in Behaviour	<ul style="list-style-type: none"> <li>PE Operational Learning, educational funding conditional to PE conditions for PE.</li> <li>Eventing Recognition</li> </ul>	EC + MS Practitioners, public, EU → regulation, guidelines Nat. educ. Agencies, researchers, EC, DG ECA...	A.S.A.P. A.S.A.P. A.S.A.P.
INVOLVEMENT OF PUBLIC(S) IN ALL STAGES OF R+I FINDING AND PROJECT CYCLE. H2020	<ul style="list-style-type: none"> <li>Identify Key Public(s) include Key Players (B2B) (children, activists)</li> <li>crowd sourcing mechanisms for involvement in whole process</li> <li>Monitoring &amp; evaluating a support for key public(s) to participate in review and selection process</li> <li>open access to information</li> <li>Places to meet</li> <li>CSO led + subgroups</li> <li>networks + committee</li> </ul>	INTERMEDIARIES CSO local based organisations, virtual platforms Committee of Practice Activists Children Key Public(s) Key Players Enablers / Facilitators / Blockers Hands On Networks CSOs.	NOW
Project selection by multi-stakeholder review panels	<ul style="list-style-type: none"> <li>Multi-disciplinary teams + representatives from civil society</li> <li>for resources + those invited + those not invited</li> <li>appropriate training</li> <li>Create guidelines</li> <li>Provide training + support</li> <li>Training support for EC people re PE</li> <li>Responsible R+I tools to include PE</li> </ul>	European Committee - invite experts - train them support / mentorship we need to invest in activity + multi-dis / multi-stakeholder teams	Needs to be involved from beginning Evaluation - 'wrong' experts need team who understands program aims
GUIDELINES FOR "PE SIGNALS" IN CALLS AND TOPICS STIMULATING THE COMMUNITY - BUILDING AROUND TOPICS (SOCIAL MEDIA AND OTHER MEANS) FOR CERTAIN TOPICS (CAN BE GIVEN PROMINENT) THE BUILDING OF COMMUNITY IS SUPPORTED, E.G. BY SOCIAL MEDIA PUBLIC EMBEDDING IN POLICY-MAKING STRATEGIES IN EC AND NATIONAL STATES NETWORKING DATABASE: REGULAR WORKSHOPS TO EXCHANGE (SUCCESS / FAILURE) STORIES / PE NETWORK → MATCHING (NON-PROJECTS)	<ul style="list-style-type: none"> <li>INTERNATIONAL COMMISSION GUIDELINES ON HOW PE SHOULD BE ASSESSED FOR OR SUGGESTED IN CALL TREAT. ELEMENTS COULD BE INTENSITY OF PE, FORM OF PE, CONSULTATION COMMITMENT...</li> <li>FOR CERTAIN TOPICS (CAN BE GIVEN PROMINENT) THE BUILDING OF COMMUNITY IS SUPPORTED, E.G. BY SOCIAL MEDIA</li> <li>CAN BE "PE KNOWLEDGE BROKER" - HISTORICAL / ETHICAL COMMITMENT → CAN BE COMMISSION / GOVERNMENT / PRIVATE / ACADEMIC, OR ...?</li> <li>DATABASE: REGULAR WORKSHOPS TO EXCHANGE (SUCCESS / FAILURE) STORIES / PE NETWORK → MATCHING (NON-PROJECTS)</li> </ul>	<ul style="list-style-type: none"> <li>SC. FRENCH UNIT TOGETHER WITH A JOB-GROUP FROM THIS WORKSHOP</li> <li>PROJECTS AND EC DIRECTLY</li> <li>PE SHOULD BE NAVIGATED TO CREATE LINKS TO EC TOPIC, PROJECTS WHICH STRIVE TO ESTABLISH "BROKER" ...</li> <li>SC. IT'S SHIT</li> <li>OPEN TO PUBLIC</li> <li>PROJECT MANAGERS</li> </ul>	<ul style="list-style-type: none"> <li>NOW → 2ND CALL IN H2020 IMPLEMENTED</li> <li>NOW (MATERIAL AND ...)</li> <li>LONG TERM EFFECT STRONG / CONTINUING HIGH</li> <li>ALONG THE LIFETIME OF THE CALL / PROGRAM / PROJECT</li> </ul>
INNOVATION PLATFORM (RESEARCH VACATION OFFER) "MUTUAL TRUST"	<ul style="list-style-type: none"> <li>KNOWLEDGE EXCHANGE, TRANSLATION, POSITION, CHANGING (SUPPORT) PROJECTS</li> <li>RESEARCH → HAVING DECISION MAKING → ROLE OF PE - SATISFACTION WITH ALL STAKEHOLDERS + ALL LEVELS EU-WIDE</li> </ul>	RESEARCHERS "STAKEHOLDERS" (PUBLIC, POLICY, ...) RESEARCHERS + OTHER STAKEHOLDERS	NEXT CALL NEXT CALL

## 11. Open Space “co-creating the way forward”



Karen and Dionysia launched an “Open Space” with the aim of co-creating the way forward. Karen took this opportunity to brief the participants on the take-up of recommendations proposed during the last *Mobilisation and Mutual Learning Workshop*, held in spring 2012. She highlighted which recommendations were taken up for the drafting of the 2013 Science and Society Call for proposals, also so that the participants (many of which were also present at that workshop) could better appreciate just how valuable their contributions could be in bringing about effective and positive change.

Moreover, she stressed that the outcome of the open space conversations could possibly lead to further improvements of the MML instrument, as well as other means of implementing public engagement in Horizon2020.

**MML's EVOLUTION.....**

- ✓ H2020
- ✓ FP7
- \* call design: open to citizen science
- \* internal evaluation
- \* policy watch wkptg.
- \* policy briefs
- \* guidance for evaluators
- \* involve thematic policy officers @ nego. phase
- \* flexibility to expand partnerships, € reserves
- \* make exploratory work 'legal'
- \* pre-proposal hearings
- \* multi-stage proposal
- \* CSO leadership in evaluation
- \* ERA-NET FOR CSO
- \* EU Dimension of MML ✓
- \* training + guidance for P.O. + proposers ✓
- \* MML's in ALL Pillars ✓
- \* Make more € available ✓
- \* open + non-specific calls ✓
- \* co-develop R+I agenda (VOICES) ✓
- \* promote synergies b/t MML ✓
- \* communication + dialogue ✓
- \* heritage wkpage ✓
- \* build capacity @ regional scale ✓
- \* Wkpackages ✓



The first step of the Open Space was to invite participants to set their own “agenda” for conversations they wished to host by addressing the question *“what do I want to explore now on how to make public engagement in Research & Innovation evolve to be “fit to purpose” in H2020?”*

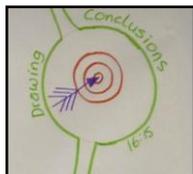


The following parallel group conversations took place in two separate rounds of 50 minutes each. Each host filled in a harvest template (see annex 1) and reported back the main findings in plenary. The conversations were the following:

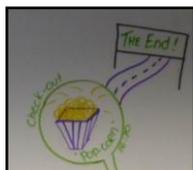
- ✓ Knowledge of life into the research process
- ✓ Non-invited forms of Public Engagement
- ✓ Impacts of PE
- ✓ Links/impacts on policy
- ✓ How can we use MMLs to foster cross-challenge approaches?
- ✓ Develop effective structures to support PE in institutions (“Contact Points”)
- ✓ From Public engagement as a requirement to Public engagement in order to reach a goal or change a practice
- ✓ Children as societal actors
- ✓ Public Engagement – Science Education – Gender: Which way now?
- ✓ Virtual and Physical spaces for permanent Public Engagement
- ✓ PE for taking due and proportional precautions in research and innovation activities by anticipating and assessing potential environmental, health and safety impacts



## 12. Closing and “pop-corn” check-out



The EC colleagues wrapped up the day by thanking the participants for their active participation and valuable contributions thought the two days. They invited Lars Kulver (ENGAGE2020), Steve Mackinson (GAP2) and Leonie van Drooge (SIAMPI) to share some reflections and ideas of good practice.



Karen then closed the workshop with a “pop-corn check-out” giving a last chance to all participants to have their voices heard; in particular if they wished to highlight an issue raised during the workshop, or rather, put forth a new bright idea that had emerged.

Outcome of “pop-corn”:



- ~ You should be proud of the tradition in the European Commission in relation to Public Engagement and integrate this in the current narrative:
  - Jacqueline McGlade, Executive Director of European Environment Agency (2003-2013)
  - Funtowicz, S. & Ravets, J since 1990: Extended Peer Review and Post Normal Science
  - European Environment Agency: Two reports (2002 and 2012) Late Lessons from Early Warnings (failure to apply precautionary principle)
- ~ Take the initiative to organize events/conferences on a yearly basis for each of the societal challenges. This is currently an opportunity that should not be wasted.
- ~ ‘When I have visions, I go to the doctor...’ = Hence, “Be Our Doctor!”
- ~ Let’s have a museums of European Projects!
- ~ Build up sustainable connections/direct links between Researchers and the Lay Public!
- ~ Children – our future – to be recognised as full societal actors
- ~ Do not confuse dissemination with public engagement!
- ~ Keep it simple (and participatory), coffee and talk!
- ~ Let us defend Europe! We can!
- ~ Help us understand the transition from the DG to the Executive Agencies in the implementation of H2020. What role can we play?

- ~ *Make a real network when re-organisation shall take place so as for us to be able to follow-up and build further on Public Engagement and relevant actions*
- ~ *Help us to improve!*
- ~ *Further encourage and try to ensure collaboration with other countries outside the EU and Europe! Open up our horizons and do not forget we are global!*
- ~ *...but also local!*
- ~ *Think Global – Act Local! = “GLOCAL”*
- ~ *Simplify Actions! Try to keep things clear-cut, precise and as much more understandable as possible!*
- ~ *Strongly encourage research integration on all disciplines!*

*That's all folks!*

## Annex 1 Outcome of Parallel Open Space Conversations

### Group no.: 1 - *Cross fertilisation within and between DG's (and units) on the role of PE in R&I*

Host: Steven Mackinson

#### What should we be doing?

- Recognising that there are differences in openness to listen to the outcomes of research
- Being persuasive about why it is important to listen: because it will help you to do your job well, the outcomes and impacts of policy will be better
- Aiming to get a 'commitment' to listen, by specifying in the call which DGs (and associated competence in Societal challenges) the work is intended to support
- Try to alleviate the fear that might exist around what the outcomes of public engagement activities might mean for the 'receivers'.
- Understand that such fears might be prevalent in civil servants where it is perceived as a threat to their power or influence. In contrast, experience is that politicians are less fearful since engagement with the public is their lifeblood.
- Look for opportunities to reinforce the positive messages where public engagement can help to legitimise policy
- Whatever comes out of R&I and PE in H2020 must influence the societal challenges because this is the 'design' of H2020. Thus, the argument as to why other DGs must engage with PE approaches is that they put society at the heart of societal challenges.
- Experience shows that even within and among the DGs, the connections can be difficult to establish and maintain. Responsibilities seem unclear and willingness to take ownership of the R&I outcomes (and their transfer) seems weak. To help this, projects need to map out key players, identifying the DGs for whom the products are essential to help them tackle the societal challenges and making sure that effective ways are used to get these key messages across (and check that they are getting across)
- With DG Research aspiration to become a policy only DG, a possible implication is that when agencies manage projects, the connection of the R&I outcomes become increasingly disconnected from policy. This must be protected against. Will farming out project management to agencies free up the time of policy officers to engage more deeply with the issues and outcomes (and hence better shape future policy?)
- Ownership is important, but at the very least the utility of the outcomes of PE in R&I project outcomes should be made clear to those that need to know.
- Think about joint initiatives among projects to bring the messages to DGs and other Institutions, the European Parliament, etc. when there is a critical mass. E.g. 3 marine PE projects combined for one policy day.
- DG Research to organise a 2-day seminar on R&I impacts on the grand challenges

- Perhaps a platform for coordination among projects – and bringing it to policy – needs to be established.
- Thinking about the balance between taking a lobbying versus outreach approach for R&I projects. Is there a line that should not be crossed?

**Why is it important?**

[see above]

**Who should be doing it? / Who is committed to do it?**

[see above]

**Group no.: 2 - Children as societal actors**

Host: Tricia Jenkins

**What should we be doing?**

- If children are recognised as societal experts then the scope for their involvement with any discussion/decision must be clearly recognised from the beginning. I.e. what will be done with their perceptions/views. Listening should not be a one way process – it should lead to change (within sphere of influence of listener.)
- Children should be empowered through the public engagement process.
- Recognising that children are societal actors.
- They are not one community and are all individual children on their own learning journey.
- Public engagement requires ‘understanding the audience’ this is just as true for children.
- Some ‘publics’ require Intermediaries for engagement – this is also true for children.
- Children have rights but this is not understood by them – rights also involves responsibilities, entitlements and expectations. This is not understood by the ‘grown ups’. The school system currently ‘obliges’ children to attend school – without giving them the responsibility for their own learning. Few children actually know the purpose of school.
- If we want children to be reflective students – then how is this incorporated into teaching within schools?
- SiS activities can bring together children and researchers to work together in a way that both empowers children and contributes a unique element to research e.g. Bees research – children via schools can investigate their local bee environment, produce data, be involved in interpretation of data etc.
- Children are on their own unique learning journey – what should they be learning? Who chooses this?
- Technology is a tool and children are using it differently – their access makes them experts in the use – but it can also take away choices for other

aspects of learning eg making relationships.

### **Why is it important?**

- Because children are the future
- They constitute 30% of world population
- Least likely to be included of any societal group.

### **Who should be doing it? / Who is committed to do it?**

- All should be doing it

## **Group no.: 3 - Success Factors of P.E.**

Host: Philip Brey

### **What should we be doing?**

- Local citizen groups could get data from on rationale and cost of CCTV for project that otherwise could not be gotten and they were very engaged. Do not approach them. Lesson: you can have important organizations on board that end up giving you little data that could be found more easily with the public. It's often because of the hierarchy of large organizations.
- Data on environmental conflicts: environmental justice organizations often were very busy, even if paid, with contributing data. Other priorities and lack of resources. But the activist knowledge is very useful. You have to befriend them for that. There is much political activist knowledge that is useful. But their work is too disorganized for science. Maybe interns. Have pool of master and PhD students. Also explain the benefits to them and fine-tune them together. Help them with policy briefs.
- Maybe regional workshops are better. People have had success with this: inform some groups and they create snowball effect: they activate their network. No meetings in Brussels. Also, stakeholders want to be visible in the project. Portal on website where profiles of stakeholders can be posted. Makes people part of the project. Stakeholders also like to present their opinions but this is not so useful in conferences - only in small group; you can have dialogue.
- How to engage stakeholders and the general public using social media. Social media is time-consuming. So think about the reasons and benefits of using it, and if your goals are best met with social media. Twitter chats can be good but can also be diffuse when taking place over weeks of time. Or do 1 hour per month to discuss a particular topic and generate summary with hash tags of all tweets. Think about what topics will draw people;

it's public relations. Better to avoid very broad topics because discussion becomes diffuse - as well as participant base. You can also use Twitter to enhance face-to-face interactions. Spreading messages indiscriminately does not work. Target to audiences. Is your goal just awareness or engagement? If the latter, you need time and resources for it because it is hard work. (Maybe start online debates with local workshop. Sometimes only people in the field that you know participate. You maybe get 50 people (not a broad public debate). Of course many people join online fora to read, not to contribute. You need enough good people to make the discussion worth watching.

- You need to change the research culture to make PE more successful. Motivate researchers to use PE by changing reward structure in academia.

#### **Why is it important?**

- It would be great to have a website, e.g., on Cordis, that collects best and worst practices (stories) on P.E. Plus lessons learned (with room for discussion). A best and worst practices project would also be interesting, if properly disseminated.

#### **Who should be doing it? / Who is committed to do it?**

- EC / project consortium

### **Group no.: 4 - *From Public engagement as a requirement to Public engagement in order to reach a goal or change a practice***

Host: Leonie van Drooge

#### **What should we be doing?**

- In order to make PE a real part of the programme as well as the projects:
- Accept as EC, or stimulate, dual roles or job sharing in project coordination and WP leading
- Create business cases for universities, create tools, helping universities assess where they are (This is being done by The UK national coordinating centre for PE – HEFCE, RCUK, Wellcome)
- Size and scope of consortium might be too big to really engage across the project
- Opportunity to critically reflect on what has been learned, or what can be learned from the project

#### **Why is it important?**

- In order to make PE a real connected part of the programme and project

**Who should be doing it? / Who is committed to do it?**

- EC / project consortium

**Group no.: 5 - Knowledge of life into the research process**

Host: Samuela Vercelli

**What should we be doing?**

- Creating situations where different kinds of knowledge can meet and finds ways to collaborate – balance expertise. A possible bridge could be using poetry, art, drama which are areas nobody would be expert of, to connect on topics of interest or work together on them.

**Why is it important?**

- Because if different kinds of knowledge collaborate (expert, lay, indigenous, hands on) we reduce the risks of missing something really crucial for our future.

**Who should be doing it? / Who is committed to do it?**

- Researchers together with people who want to be engaged in the process because they think they have knowledge which needs to be taken into account.

**Group no.: 6 - Non-invited forms of Public Engagement**

Host: Zoya Damianova

**What should we be doing?**

- Two directions have been considered:
- Disruptive events in situations when public engagement has broken down. Crisis management.
- People are forming communities of knowledge production. Empowering people.
- There is merit in these forms of self-organised research and this has to be incentivized. For research projects – partners to take stock of what is going on and invite these people to participate, to contribute in their projects. The public researchers should be responsive to such new forms of knowledge generation. Public research programmes should encourage this.

### Why is it important?

- These self-organised forms of PE are just happening in society, and should be taken into account – data collection and knowledge generation.

### Who should be doing it? / Who is committed to do it?

- Future calls for proposals – more flexible rules which will allow the project partners to ‘adapt’ the PE approach and include / take stock of self-organised forms of PE (when identified) in their projects.
- Project consortia – to include, to collaborate with such self-organised forms of knowledge generation in their projects.

## **Group no.: 7 - Public engagement for taking due and proportional precautions in research and innovation activities by anticipating and assessing potential environmental, health and safety impacts**

Host: Dionysia Lagiou

### Name of table host:

#### What should we be doing?

- Start upstream PE so that what is on the agenda undergoes public debate, discussion in the public space.
  - Promote well organised consultation processes at all levels with the appropriate formats
  - Give responsibility and feedback
  - What is really currently happening, also thanks to the ICT technologies, is that publics and citizens are indeed engaged in STI.
  - Create general PE concepts and instruments that can apply to all STI areas
  - But also allow for different types of PE that are appropriate for the different stages of R.I
  - What is missing and necessary is to put the right information at the disposal of the publics and vice versa the input of the publics at the disposal of the decision makers and technology developers.
- Create permanent physical places for organised public debate on impacts where an unimpeded flow of information on what research is going on in different STI areas.

#### Why is it important?

- Scientific evidence cannot alone assess impacts, neither can it define social and legal regulation of STI
- Political institutions have their role AND SOCIETIES should have their say on assessing their FUTURES
- PE can be useful in **identifying issues** within the RESEARCH AND INNOVATION agendas that need precautionary approach

### **Who should be doing it? / Who is committed to do it?**

- There is an issue of who takes the responsibility and when and how the questions are framed
- One discussant found that in taking due and proportionate precautions, the opinions, emotions and values of people should also be taken seriously on board
- Scientific museums can serve as such permanent physical places for public debates on impacts. Scientific museums are already comfortable for such a new mission of theirs that goes beyond their habitual educational role. The politicians and their visitors should also embrace this new role
- Communicators currently aim at individuals. A shift tends to appear towards targeting groups or communities of people for a communication approach reaching out to citizens wearing different hats.
- PE carried out at local and regional levels can link usefully with academia, local universities (third mission of universities)

### **Group no.: 8 - Public Engagement – Science Education – Gender: Which way now?**

Host: Maria Korda

### **What should we be doing?**

- More active way of participation on the part of civil society in asking for vocational training and re-training not only of teachers, but also of other actors, as well as their familiarisation with emerging trends in the labour market and society.
- More work on the provision of scientific education for child-care so as to prepare scientific education – for example in day care.
- Motivating students from an early age towards up-taking not only scientific, but also other careers by giving them practical knowledge, skills and qualifications. It is vital to link practical experience with theory building and learning.
- Assure the establishment of vocational training for different actors
- Bring together teachers and practitioners coming from different field of expertise and experience.
- Convince meetings and discussion multilateral fora – local, regional and national level – on new didactics.
- Gather and spread out successful examples applied at a national level where CSOs and other actors are getting actively involved in discussion on the formulation of the educational curricula.
- Local players to be active in curricula development/Change-improve current curricula. Rigid curricula lead to constraints with respect to learning and knowledge-transfer and sharing – and by extension to career development and desire to become creative and innovative. To the contrary,

making schools 'flexible' we allow both for creativity and innovation.

- Start moving away from rigid educational curricula and through the engagement of different societal actors – parents, teachers, researchers/academia, policy makers, industry, private associations, civil society organisations, and so on – try to frame practices and allow diversity to emerge which shall take into account different needs.
- Draw the attention and influence not only 'known' stakeholders, but also other actors as driving forces for change to emerge and connect science education with the needs of society through avoiding the re-production/duplication of stereotyping.

#### **Why is it important?**

- The attempt of bringing together Public Engagement (PE), Science Education (SE) and Gender – all three consisting of main keys for Responsible Research and Innovation (RRI) – in Horizon 2020, is a challenge as such.
- As characteristically stated – from the Group No. 14 participants – it is: "a complex multi-layer and multi-facet issue".
- It is clear that still lots of work needs to be done to this end, in order to establish sustainable links, which shall provide a solid and fertile ground for future developments and creation of situations and settings that will produce good results or ideas.
- This is important in view of having in future a "place-based learning system" for our children, youth and young people, as well as for other societal actors, which shall enable the evolvement of a further productive dialogue between science and society.

#### **Who should be doing it? / Who is committed to do it?**

- Children: engage our children – listen to them – they have a VOICE!
- Teachers: via their national, regional and local associations/if they do not exist, go for it!
- Social partners: make them aware and 'press' for their involvement!
- Teachers' Trade Unions: remind them of all their rights and obligations as well as the 'power' they hold!
- Industry and Companies: knowledge transfer, lesson-drawing, adaptation

#### **Group no.: 9 - Impacts of PE**

Hosts: Angela Pereira and Leonie van Drooghe

#### **What should we be doing?**

We should be incorporating in our practice ideas of evaluation, through the objectives and implementation and reflection of PE in our projects and

research activities.

The first thing to understand that impacts are very different according to objectives of the activities. There is a lot going on evaluation of methods, less on what happens in the terrain. The very first thing to do is to map out through for example relational matrices what kinds of general areas PE could be impacting.

In our brainstorming we came up with many:

- **Knowledge production:** research questions – influencing the process of research itself contributing with the issues that need to be researched (avoid type 3 error) and also pragmatically with relevant knowledge.
- **Societal change** – what kinds of phenomena does the PE started in a contained context have to broader sectors of society
- Concrete indications: **reaching out audiences beyond the usual suspects** (in outreach activities) or involving people beyond the usual suspects; influence in behaviour change; PE transcends the contained setting where it was initiated and continues in the communities where it started – **community formation**, new projects, new initiatives. **Co-creation** of for example governance practices in areas that are traditionally in the hand of experts where those engaged bring different types of knowledge; co-creation of **(shared)** “solutions”; policy impact, what comes out from PE influences policy; impacts through what the (BROAD) **media** says; adding **voices** usually not heard.

We can come up with a **framework of issues** that need to be looked at as a sort of *leidraad* that needs to be tailored into context since impacts are context dependent.

### Why is it important?

- The first thing that we should be doing is why we need to evaluate impacts of public engagement. We have been used to the idea that PE has a good in itself because it serves purposes of democracy, etc. so, we could argue that if we were to investigate what the impacts are we could reflect on “benefits” rather than on “costs” mainly because benefits are often incommensurable. (therefore assume costs)
- Still, the reasons that this group came up with as good reasons to engage in such kind of exercise, are for example how meaningful the exercise was (e.g. resonance with actual real impacts; meanings for people involved; tangible results for people, etc.); evaluating is important with regards to objectives of Rand I and how PE has contributed to the **QUALITY OF THE VARIOUS OBJECTIVES AND ALSO TO THEIR IMPLEMENTATION**. also because it is important for others practitioners, policy, researchers, etc. to learn from what works and what doesn't: so best practice, shared learnings, status, value added, etc. or maybe PE evaluation is just a requirement “rubber stamp” or in order to justify further funding. More pragmatically even we need to do it because we also need to understand what the effects of PE are in the terrain.

**Who should be doing it? / Who is committed to do it?**

- It should be done by an extended peer community. The evaluations have to be done by not only the researchers but all societal actors that can be impacted by the specific PE activity. It also should be contextual; meaning that this EPC is not the same everywhere and it is context dependent.

**Group no.: 10 - How can we use MMLs to foster cross-challenge approaches?**

Host: Peter Gray

**What should we be doing?**

- Using a wider range of possible stakeholders and analysing the stakeholder possibilities very widely.
- Reformulating the 'question' (as posed in the call) depending on the individual interests and characteristics of stakeholders, but without compromising the original purpose.
- Constantly thinking about the global context
- Bringing in new groups (e.g. corporate, legal, financial) as well as more obvious NGO stakeholders
- Recruiting observers or consultants (including retired persons) as a new source of knowledge in projects.
- Using incubators or other spaces/events to promote a wide range of discussions between possible stakeholders, key actors and change agents

**Why is it important?**

- Maximising learning across the sum total of societal challenges should be the overall aim of H2020, rather than producing 'excellent' results in narrow areas of activity

**Who should be doing it? / Who is committed to do it?**

- These tasks are primarily for projects to take on, but there would be a role for stakeholders outside the normal 'circle' of organisations involved in R & I to contribute to the process of broadening cross-challenge learning.
- The EC has an important role in maximising information flow (e.g. about emerging projects as they are funded) and in pro-actively encouraging inter-project synergy and collaboration. This could also be incorporated in project dissemination strategies, but basic information needs to be available.
- Financial arrangements for diverse stakeholders need to be in place, beyond the complex arrangements applicable to main beneficiaries.

**Group no.: 11 - Links/impacts on policy**

Host: Lino Paula

**What should we be doing?**

- Offer clear value to policy makers
  - 'Adapt' project to policy needs
- Offer flexibility to projects regarding the implementation / sequencing of their project
  - Adapt project time table according to policy agenda.
  - "Don't ask for policy briefs in month 18 "
  - Give more budget /recognition to policy outreach /networking
- Be aware of the different timing of local, national, EU policy agendas
  - MS politicians may not support MEPs from a different 'cycle', may not have the same 'urgency'; need to build relationships with individual politicians.
- Support the establishment of institutions / structures in the MS that can act as 'professional influencers' of policy (T.A; Ethics Committees)
  - Such a layer is not well developed in the South and East of Europe
- Mechanisms / help to feed project results further within the EC
  - Help from PO to identify relevant EC Units and staff;
  - Create a structure for a more permanent presence in Brussels for projects

**Why is it important?**

- Increase the overall impact of projects. Better link to EU policy agendas

**Who should be doing it? / Who is committed to do it?**

- EC / project consortium
- Other national institution

**Group no.: 12 - Develop effective structures to support PE in institutions ("Contact Points")**

Host: Norbert Steinhaus

### **What should we be doing?**

- Establish Civil Society Contact Points at research bodies to give CSOs access to research
- A matter of visibility
- PE can't be established without (society) partners knowing each other
- Maintaining a long-time relationship, knowledge and experience within the institutions
- Pass existing knowledge, contacts and established procedures to new actors (institutional support and skilled persons)
- Ethical guidelines for interaction must be established
- Make a scoping (inventory) of already existing PE activities (children's university, public lectures, knowledge transfer units, social learning activities etc...)
- Give a choice of models and methodologies
- Organise events for exchange of experience
- Make a business plan /action plan for implementing (incl. training, staff plan ...)
- Make sure that some percentage of institutional funding will be dedicated to PE (after the setup or funding period)
- Outline different models of 'external' funding
- Have a look at the catalyst funding scheme (follow on from beacons) in UK. Includes contact points, specialized staff, evaluation, how to link with other actors

### **Why is it important?**

- Show that universities don't have to start from scratch when setting up a contact point. It's an add on
- Demonstrate and explain different models for University Community Engagement. There's not just one model. The model chosen must fit into the policies and understanding of the institute
- To get input for further development of curricula
- Show that there is low cost of investment but huge benefit in return
- Having a structure creates demand in the academic world to engage
- It's a matter of social justice: giving more and less biased access to university (not just based on personal contacts)
- Generates networks of public engagement experts to share learning

### Who should be doing it? / Who is committed to do it?

- Senior leader in university should be behind it
- Experience in NCCPE, Science Shops (TRAMS, PERARES) for consultancy and mentoring the process
- Look at overseas experiences and models (Canada)

### Group no.: 13 - *Virtual and Physical spaces for permanent Public Engagement*

Host: Antonio Gomes da Costa

### What should we be doing?

Three components are essential: virtual spaces, human resources and physical spaces.

#### A. Virtual

- After the end of projects, it should be ensured that their main outcomes and resources are permanently accessible for a multitude of actors and are able to have a continued impact. They should impact the public and possibly other future projects. In this sense, virtual spaces are useful, for example for monitoring controversies. Also as spaces where questions can be raised.
- Action should be taken to gather the dispersed information of past projects in a centralized source of information.
- Use virtual spaces to promote tools (example: “play decide”)
- Virtual spaces are good to overcome language barriers

BUT: Virtual is not enough and the inefficiencies are not soluble only by technological development.

- Namely, virtual spaces are inefficient to promote bottom-up engagement (FROM the public), and are inefficient to address the “organized society” – they can reach individual citizens, but hardly can promote the discussion between associations, organizations, etc.

B. Human resources: There is a need not only of physical spaces, but also to finance people to work on this. Funding is essential for paying these people, and new ways of funding (like micro-financing) need to be explored.

C. Physical spaces, that citizens and citizens’ groups identify as reliable, trustworthy and accessible are essential to promote the potential of virtual environments and to guarantee a permanent visible and pragmatic centre or forum for PE. Science centres and museums are good examples of such

places.

### **Why is it important?**

There is a need for constant Public Engagement, and it cannot consist only of “on and off” actions during projects. Also, projects and networks created by the projects should be able to leave a very visible and useful “heritage”, and not “die out” after the funding ceases.

### **Who should be doing it? / Who is committed to do it?**

- Commission is doing already developments in Open Access, these should include repositories of past projects websites and results.
- A “heritage package” should be always included as good practice for projects. (it is not impact, is selected outcomes that are envisioned as the long-term Heritage of the project)
- Who are the people to be financed? PhD students and post-docs could be financed and trained for this. Programs should be envisaged to address this topic.
- The role of science centres and museums (and possibly other similar existing public spaces connected with science and technology) should be trained in terms of addressing an adult public and provide concrete services in terms of disseminating PE projects and guarantee a concrete use of the heritage mentioned above; promoting the existing virtual assets, websites, databases...
- Science centres and museums can and should play a bigger role as forums that connect research, policymakers, citizens and private sector on a permanent basis.

**Annex 2**  
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