Grant Agreement no. 665948
Activity acronym: CIMULACT

Activity full name:
Citizen and Multi-Actor Consultation on Horizon 2020

Deliverable 5.1

Inspiration Catalogue for consulting different groups

Due date of deliverable: 30.11.2017
Actual submission date: 28.03.2018

Start date of Activity: 1st of June 2015 Duration: 34 months

Authors: Erwan Dagorne, Niklas Gudowsky
Contributors: The CIMULACT partners
Organisation name of lead beneficiary for this deliverable: Missions Publiques
Layout: Strategic Design Scenarios

Funded by the Horizon 2020 Framework Programme of the European Union

CIMULACT PARTNERS

TEKNOLOGIRÅDET – DANISH BOARD OF TECHNOLOGY (DBT)
Arnold Nielsens Boulevard 68E, 2650 Hvidovre – Denmark,
Contact: Lars Klüver
lk@tekno.dk
www.tekno.dk

FRAUNHOFER GESELLSCHAFT ZUR FORDERUNG DER ANGEWANDTEN FORSCHUNG EV (ISI)
Breslauer Strasse 48, 76139 Karlsruhe – Germany
Contact: Philine Warnke
Philine.Warnke@isi.frauenhofer.de
https://www.isi.fraunhofer.de/

OESTERREICHISCHE AKADEMIE DER WISSENSCHAFTEN (ITA)
Apostelgasse 23, 1030 Vienna - Austria
Contact: Niklas Gudowsky
niklas.gudowsky@oeaw.ac.at
http://www.oeaw.ac.at/

MISSIONS PUBLIQUES (MP)
35 Rue du Sentier, 75002 Paris – France
Contact: Yves Mathieu
Yves.Mathieu@missionspubliques.com
http://missionspubliques.fr/

STRATEGIC DESIGN SCENARIOS SPRL (SDS)
Rue Dautzenberg, 36-38, BE-1050 Brussels - Belgium
Contact: François Jégou
f.jegou@gmail.com
http://www.strategicdesignscenarios.net/

TECHNOLOGICKE CENTRUM AKADEMIE VED CESKE REPUBLIKY (TC ASCR)
Ve Struhách 1076/27, 160 00 Praha 6-Bubeneč -Czech Republic
Contact: Lenka Hebakova
hebakova@tc.cz
http://www.tc.cz/cs

ASOCIATIA INSTITUTUL DE PROSPECTIVA (Prospectiva)
Bucharest, Sector 5, Aleea Sălaj no. 6, România, postal code 051907
Contact: Radu Gheorghiu
Gheorghiu.Radu.Christian@gmail.com
http://www.prospectiva.ro/

APPLIED RESEARCH AND COMMUNICATIONS FUND (ARC Fund)
1113, Sofia 5, Alexander Zhendov St.
Bulgaria
Contact: Zoya Damianova
Zoya.Damianova@online.bg
http://www.arcfund.net/

GREENDEPENDENT INTEZET NONPROFIT KOZHASZNU KORLATOLT FELELOSSEGU TARSASAG (GDI)
2100 Gödöllő, Éva u. 4. , Hungary
Contact: Edina Vadovic
Edina@greendependent.org
http://www.intezet.greendependent.org/

POLITECNICO DI MILANO (POLIMI)
Via Durando, 38a, 20158 Milano, Italy
Contact: Anna Meroni
Anna.Meroni@polimi.it
http://www.polimi.it/

THE ASSOCIATION FOR SCIENCE AND DISCOVERY CENTRES (SCIENCE)
Suite 101, QC30, 30 Queen Charlotte Street; Bristol BS1 4HJ, United Kingdom
Contact: Penny Fidler
Penny.Fidler@sciencecentres.org.uk
http://sciencecentres.org.uk/

FUNDACIO CATALANA PER A LA RECERCA I LA INNOVACIO (FCRi)
Paseo Lluís Companys, 23m Barcelona 08010 Spain
Contact: Belén Lopez
Belen.Lopez@fundaciorecerca.cat
http://www.fundaciorecerca.cat

AKADEMIEN DER WISSENSCHAFTEN SCHWEIZ VEREIN (TA Swiss)
Brunngasse 36, CH-3001 Bern – Switzerland
Contact: Elise Gortchacow
elise.gortchacow@ta-swiss.ch
www.akademien-schweiz.ch

HELSINGIN YLIOPISTO (UH)
Fabianinkatu 33, 00014 Helsinki – Finland
Contact: Petteri Repo
Petteri.Repo@helsinki.fi
https://www.helsinki.fi/fi

TEKNOLOGIRADET – THE NORWEGIAN BOARD OF TECHNOLOGY (NBT)
Kongens Gate 14, N-0153 Oslo, Norway
Contact: Åke Refsdal Moe
Ake.refsdal.moe@teknologiraadet.no
http://teknologiradet.no/

INSTYTUT TECHNOLOGII EKSPLOATACJI-PANSTWOWY INSTYTUT BADAWCZY (ITeE-PIB)
ul. K. Pułaskiego 6/10, Radom 26-600, Poland
Contact: Beata Poteralska
Beata.Poteralska@itea.radom.pl
http://www.itee.radom.pl/

ASOCIACIJA ZINIU EKONOMIXOS FORUMAS (KEF)
J. Galvydžio g. 5, LT-08236, Vilnius Lithuania
Contact: Edgaras Leichteris
Edgaras@zef.lt
http://www.zef.lt/

SIA BALTIJAS KONSULTACIJAS (BC)
Vīlandes 6-1, Riga, LV-1010, Latvia
Contact: Sandra Smalina
Sandra@granti.eu
http://www.balticconsulting.com/

UNIVERSITY COLLEGE CORK, NATIONAL UNIVERSITY OF IRELAND, CORK (UCC)
Western Road, Cork – Ireland
Contact: Stephen McCarthy
Stephen.mccarthy@ucc.ie
http://www.ucc.ie/

WAGENINGEN ECONOMIC RESEARCH
Alexanderveld 5, 2585 DB Den Haag – Netherlands
Contact: Volkert Beekman
Volkert.Beekman@wur.nl
www.lei.wur.nl

MEDIATEDOMAIN LDA (Mediatedomain)
Rua Nery Delgado 9-1, P-2775-253 Parede – Portugal
Contact: Ursula Caser
ursicaser@gmail.com
http://uc-mediation.eu/

UNIVERSITA TA MALTA (UoM)
Msida MSD 2080 – Malta
Contact: Sandra M. Dingli
sandra.m.dingli@um.edu.mt
http://www.um.edu.mt/

SLOVENSKA AKADEMIA VIED (SAS)
Štefánikova 49, 814 38 Bratislava 1 - Slovakia
Contact: Tomas Michalek
Michalek@up.upsav.sk
https://www.sav.sk/

SLOVENIAN BUSINESS & RESEARCH ASSOCIATION (SBRA)
Av. Lloyd George 6, 1000 Brussels, Belgium
Contact: Draško Veselinovič
drasko.veselinovic@sbra.be
http://www.sbra.be/

RTD TALOS LIMITED (RTD Talos)
P.O. BOX 21722, 1512 Lefkosia, Cyprus
Contact: Melinda Kuthy
mk@talos-rtd.com
http://www.talos-rtd.com/

4MOTION ASBL (4motion)
10, rue du Commerce, L-4067 Esch/Alzett – Luxembourg
Contact: Gary Diderich
Gary@4motion.lu
http://www.4motion.lu/

ODRAZ - ODRZIVI RAZVOJ ZAJEDNICE (ODRAZ)
Ul. kneza Ljudevita Posavskog 2, 10000, Zagreb - Croatia
Contact: Lidija Pavic-Rogosic
lidija@odraz.hr
http://www.odraz.hr/

STATENS GEOTEKNISKA INSTITUT (SGI)
Månstorpsvägen 14, 263 32 Höganäs – Sweden
Contact: Lisa Van Well
Lisa.VanWell@swedgeo.se
http://www.swedgeo.se/

ATLANTIS SYMVOULEFTIKI ANONYMI ETAIREIA ATLANTIS CONSULTING (SA ATL)
9th klm of Thessaloniki - Thermi, GR-570 01 – Greece
Contact: Magda Chatzi
chatzi@atlantisresearch.gr
http://www.atlantisresea

TABLE OF CONTENTS

PRACTICAL INFORMATION ABOUT THIS GUIDE

The reader will be guided through the catalogue. You do not need to read it from the first to the last page. We have built the catalogue to help different kinds of readers to find the specific information that they are looking for. Information is provided for science, technology and innovation experts as well as for participation experts and practitioners looking for detailed methods to support them in organising similar processes. We also wrote it so a person with no knowledge about participation will have sufficient information to understand what is at stake.

WARNING

We have detailed the methods in an operational way. These descriptions and the overall guide provides the reader with all the key elements needed in order to organise your own process. Nevertheless, if you are not familiar with organising such participatory processes, we advise you to work with persons with experience in undertaking similar processes to help organise your own consultation.

1

INTRODUCTION TO THE GUIDE, PARTICIPATION AND CIMULACT

1. INTRODUCTION TO THE GUIDE, PARTICIPATION AND CIMULACT

The objective of CIMULACT is to add to the relevance and accountability of European research and innovation by engaging citizens and stakeholders in the co-creation of research agendas.

Citizens are often invited to contribute to data collection and analysis with the aim of bringing science closer to society, extracting traditional local knowledge and compensating for missing computing power or the lack of scientific staff. Here, their local knowledge is often used, for instance as lay-ornithologists contribute data by reporting bird sightings or mapping the distribution of bird species.

But what if non-expert citizens were invited to contribute towards the design of research agendas and the design of research programmes? Research experts could be challenged by day-to-day citizens. They could be supported in the design stage of the research programme. Lay citizens are better placed than anyone else to identify the way the research results can become meaningful for them. Research needs to inform society, but it also needs to be informed about society in order to respond adequately.

This guide "The Inspiration Catalogue" presents methods for conducting such work with citizens and stakeholders. These methods have been created or adapted during the CIMULACT project. It should be noted that there are several ways of engaging citizens into science and innovation. In this document, we showcase methods we experimented with for one aspect of public participation in science: the design of research programmes. However, the methods presented in this catalogue can also be used in completely different contexts, such as for public participation in general.

Citizens' desirable futures as a basis for recommendations and potential research programmes

CIMULACT's objective is based on the conviction – once again justified by the project's experience – that anyone can contribute to science, and no subject matter is too complex to be addressed through a participatory process. Nevertheless, simply asking someone direct questions such as "What are your ideas for future research programmes?" or "What are the challenges research should overcome?" may be unproductive. Public participation requires methods and experience. Another objective of this process was to identify challenges that need to be addressed and identify potential research scenari-scenarios. The essence of the overall process is based on "desirable and sustainable futures" expressed by citizens. For this, we invited panels of citizens as diverse as possible to a one-day citizens' visioning workshop across 30 European countries, and asked them to imagine visions of how they would like the world to be in 30-40 years' time. These visions were a starting point and the basis of a complex process concerting several other engagement activities with different actor groups, leading to research topics that would inform decision makers involved in building the European research agenda for Horizon 2020 and beyond, as well as national research agendas.

Participatory methods to engage a wide range of actors

Methods used during the CIMULACT process can also be used by researchers, experts, stakeholders and/or decision makers.
For example, a researcher hoping to explore potential research ideas with a diverse group of people, will find some helpful methods in this guide. These methods can take between 3 hours to a full day to implement, depending on the researcher's needs. This work will enable the group to look further into a research topic, its different aspects, and to argue on different issues before deciding to start the research project. It also aims to connect a researcher or a research team to other fields of research or stakeholders, build a common understanding, facilitate collective work, and promote accountability in research by making it more responsive to societal needs.

In short, CIMULACT demonstrated that:

- Citizens' visions, needs and concerns can be collected in a format that allows for them to be transformed into genuine research topics and tangible policy recommendations.
- It is feasible to open up science and enhance mutual understanding and collaboration between policy makers, researchers, stakeholders and citizens.
- Citizens are capable of producing concrete and unique input for research and innovation agendas.
- Up-stream engagement of citizens in research and policy agenda setting contributes to capacity building and responsiveness, thereby showing a way of implementing responsible research and innovation (RRI).

1.1 Common arguments and questions about participation

As you are reading this document, you might be eager to design research projects with citizens, stakeholders and/or decision makers. Nevertheless, you might face some obstacles or even opposition when trying to organise it.

In the table below, we present a list of arguments and obstacles you might face, but also some recommendations to answer most of them. These arguments will also help you better understand what is at stake. Of course, many people will also be enthusiastic about participation!

Common statements	**Answers**
Participation is not taken into account in the evaluation of research	It is generally the case but research programmes, for instance European ones, intend to integrate citizens throughout the participation processes more and more
How could citizens be interested and contribute to basic research?	There might be some aspects of research for which it is hard to associate citizens. Nevertheless, there is not necessarily a contradiction between the two. Our experience and citizen consultations showed many citizens called for both applied, and basic research to investigate matters in their interest.
Research labs and teams do not have the experience or the resources	Many funding calls from the Commission include participation as a requirement. Moreover, regardless of whether they are regional, national or European, most of the calls include dissemination. In most cases, you will be free to choose the kind of dissemination you find appropriate. Participation builds an interaction between research and society, increasing the quality of the dialogue, and producing useful information for the persons in charge of the programme.
It can already be hard to work with other researchers and stakeholders, it might even be harder with the citizens	It can actually be quite easy and productive to work with citizens, other researchers or stakeholders if you use proper techniques, such as the ones described in the present guide. Studies have shown that several people working together are more intelligent than one individual alone, but only when the group interact through an organised process.
Research teams are not familiar with	This guide will give you a lot of information to understand what is at stake and what can be done.

participation	Nevertheless if you don't have any experience in participation, we advise you to work with somebody experienced in organising and leading a participatory process.
When it comes to talking about science, researchers and "lay" citizens are like if they were from two different worlds. It may be impossible or at least difficult for them to discuss research	This is actually an argument justifying the organisation of participation processes. Participation processes are an effective solution to connect research and society, and also to teach researchers techniques for dialogue with citizens. Moreover, these processes create a frame for enabling researchers to start the discussion and to contribute to citizens' empowerment. In the methods described here, we start by visioning a desirable future rather than starting with the discussion addressing potential research programmes.
It is a loss of money: lay-citizens cannot produce any meaningful content for experienced researchers that have an extensive education and have investigated their fields for many years or even decades	As mentioned above, many fields already use local knowledge as valuable source of information. In agenda-setting for research and innovation, the knowledge of laypeople serves to elicit target knowledge to bring science closer to society. Researchers can use such target knowledge as an additional argument for why their research needs funding. Compared to many research projects, especially in the natural sciences, participatory processes are not expensive. You do need any experience of facilitation in order to organise a valuable process. Many citizens are eager to contribute and you do not need expensive equipment.

Why should we involve **citizens**, **stakeholders** and/or **policy makers** to elaborate the next research programmes? Here are a list of arguments:

- It strengthens both their relevance and coherence
- It gets new inputs from the user's expertise & ensures that decisions and policies incorporate knowledge and expertise that otherwise might be overlooked
- It empowers citizens – especially for future participative processes
- It builds public confidence and trust in decisions and builds broader support for programs and initiatives

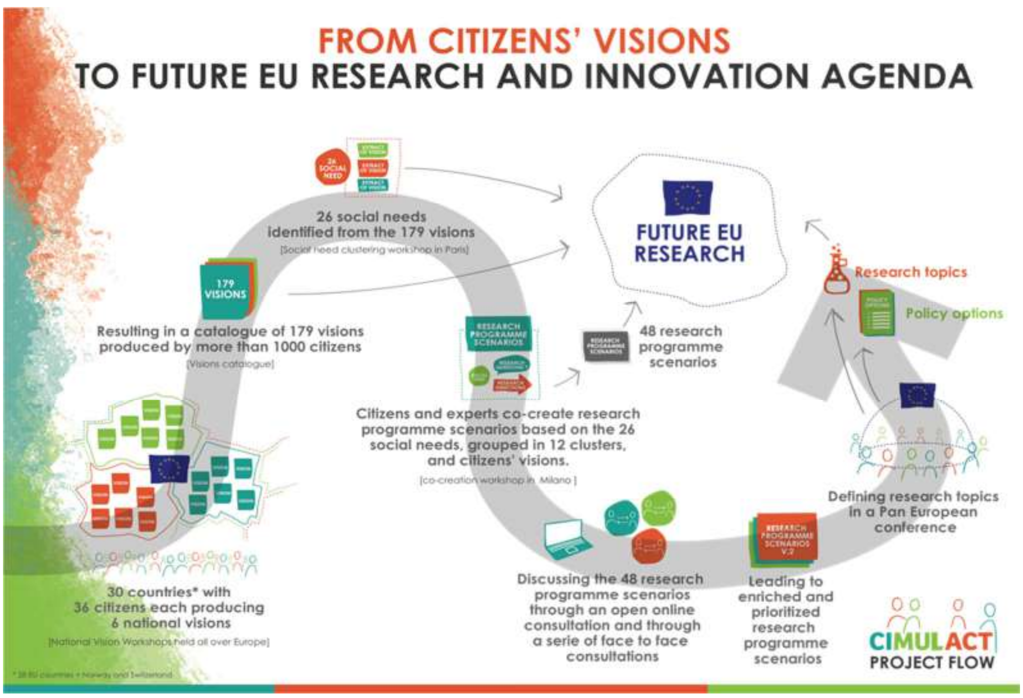
- It generates a greater understanding of public issues, concerns, priorities and solutions
- It increases mutual learning through the sharing of information, data and experiences
- It reflects a wider range of public concerns and values in decision-making
- It rapidly identifies possible controversial aspects of an issue and help bring together different points of view to achieve consensus in a collaborative manner
- It legitimises decisions taken on the basis of such processes.
- It helps avoid costly investments in products, services, etc., that may not be accepted by citizens

1.2 Open agenda setting for research and innovation

CIMULACT – Citizen and Multi-Actor Consultation on Horizon 2020 – is an EU project run between 2015-2018 that developed, and implemented an open, and hence participatory, agenda setting process for broadening the European Commission's science, technology and innovation (STI) policy. In an extensive participatory process, CIMULACT produced 23 research topics by engaging more than 4500 citizens, experts, policy makers and other stakeholders in order to make the EU's framework programme for research and innovation (Horizon 2020) as well as national research agendas more responsive to societal needs. Thereby, the project contributed to implementing responsible research and innovation (RRI), by facilitating shared understanding between the different actor groups around which way STI should develop to benefit the entire society, and interlinked their different types of knowledge.

What is the CIMULACT process in short?

1. **Citizens build visions** of desirable and sustainable futures
2. **Identify crosscutting and overarching societal needs** within visions, extract societal needs and demands
3. **Building research programme scenarios** to address citizens' visions and extracted societal needs
4. **Prioritize & enrich research scenarios**: choose one or several target audiences to lead this work with; for instance, it can be done with citizens, stakeholders and/or policy makers. Based on the target audience, and availability of resources and time, choose a method to use.
5. **Engage decision makers** that are involved in building research agendas



to help develop topics that are applicable

1.3 CIMULACT within the context of public engagement in research and innovation

Research and innovation processes have a number of different stages, and at each of these stages, public engagement activities may be useful. This raises the question of when, how and whom to engage; the answer depends on the aim and expected outcomes. The stages of research and innovation processes are: policy formation, programme development, project definition and the final research activities (Engage 2020, 2015).

Policy formation refers to the process of framing and setting the basic conditions for research and innovation, for instance the development and implementation of rules for research and innovation activities, formulating funding policies or developing financial instruments for research programmes. At this stage public engagement activities are often consultation processes that result in recommendations for research policies.

Programme development describes the process of defining the content of the research programme – the research agenda. Besides setting the thematic structure of the programme, calls are formulated which set the directions that research and innovation activities need to take. On EU-level for example, these calls are overarching issues and they are comprised of several research topics. These research topics spell out in detail the challenges that need to be addressed, the problems that need solutions, and what impact is expected. At this stage, engagement activities can be aimed at setting concrete targets. While activities at this stage are rare, CIMULACT is one of them, and shows not only that it is possible, but also beneficial to involve a wide range of societal actors in programme definition.

At the following stage of project definition, researchers looking for funding need to create detailed proposals to the defined research topics, showing how and what they want to achieve. Defining a research project includes formulating a research question, and answering questions of implementation and budgeting. Here, public engagement can be beneficial in terms of ensuring for instance that a research question is tailored to a local communities' needs or societal values.

Finally, the stage of conducting the actual research and innovation activity involves implementing the plan set out in the proposal, collecting, analysing and discussing data and drawing conclusions. Here, public engagement can range from classical awareness-raising campaigns for increasing public outreach to co-creation, for instance where citizen engage in collecting data or coproducing prototypes. Late stages in the research and innovation process also allow for engagement activities such as the post evaluation of research projects, or market research looking at acceptance issues.

Participatory processes on STI issues have a long tradition, especially in technology assessment (TA) and foresight, spanning over at least the last five decades (Carrol 1971, Hennen 1999, Joss and Bellucci 2002). In the last 30 years, foresight on TA has increasingly contributed to priority setting and strategic decision making in Europe (Cagnin et al. 2015, Grunwald 2011), and recently an opening towards more complex issues such as how the grand societal challenges can be observed (Gudowsky and Peissl 2016, Könnöla 2012). Numerous participatory approaches have been developed and implemented (List 2006) and stakeholder and expert engagement with future oriented approaches have shown their ability to effectively support priority setting in international research programme cooperation (Könnölla Haegeman 2012, Haegemann 2015). A vast catalogue of methods is available for consulting the public on STI Issues (e.g. Engage 2020 Consortium, 2015), yet, forward looking citizen engagement in this type of action has been overlooked for a long time. However, it is increasingly recognized as viable way of enriching outcomes (Jacobi 2010, Gudowsky et al. 2012, Heidingsfelder et al. 2015, Gudowsky et al. 2017).

In the 1990's the participatory turn took place in science as public engagement in STI issues became widely accepted (Jasanoff 2003). Along with widespread enthusiasm for public participation, various critical arguments evolved in scholarly and political debates, identifying shortcomings of public participation such as failing to deliver gains in rationality, stimulating debate or actual impact on strategy and policy-making (Irwin 2001, Wynne 2004, Bora and Hausendorf 2006, Godin and Dryzek 2006, Grunwald 2007, Abels 2007, Lengwiler 2008, Saurugger 2010, Bogner 2012, Rask 2013, Irwin et al. 2013, Bagg 2015, Boussaguet 2016). Especially the move from theory to practice seems to offer many pitfalls (Chilvers 2008, Delgado et al. 2010). Nevertheless, many successful cases of and theoretical arguments on public participation are accounted for (e.g. Hennen 2002, Decker and Ladikas 2004, Goodin 2008, Stilgoe and Wilsdon 2014, Burgess 2014, in: Gudowsky and Sotoudeh 2017).

Laypersons as experts of everyday-life

For many years, practitioners as well as scholars have demanded that participatory processes should take place very early on in the innovation process so that there are still opportunities for integrating the results of such processes. If too late, so the argument goes, technical development will already be consolidated. Recent concepts such as upstream engagement or RRI have taken up on this demand (Hagendijk and Irwin 2006, Wilsdon and Willis 2004, Pidgeon and Rogers-Hayden 2007, Escobar 2014). Yet, such early engagement faces the challenge that most often there is no reliable knowledge and infor-information available e.g. about an innovation in the making (Collingridge 1980), thereby hindering informed dialogue about desirable or undesirable consequences of its implementation. Against this background, participatory foresight studies offer resolve when applied in a setting for early upstream engagement in strategy and policy programme development (Gudowsky and Peissl 2016).

The deficit model of participation considers lay people as unfit to participate in the definition of e.g. research topics, especially when not being informed prior to the consultation. Participation processes - as the ones led during CIMULACT – demonstrate that it is possible to engage laypeople in a meaningful way without the need for 'educating' them beforehand. Laypeople are very well equipped to create target knowledge on which way research and innovation should be directed and what societal challenges it should help solving. Within the CIMULACT method, citizens are regarded as experts of everyday-life.

Connecting citizens, experts, stakeholders and policy makers

The use of participatory processes – such as the ones described in the present catalogue – break off with a descending relation between science and the rest of the society. As much as they empower citizens, these methods also change the involved scientific community, contributing to reshape the relationship with citizens and open-up to society in general. It reconnects science and society in the long term by creating shared common goals.

We also need to consider the impact of these processes on science as it is built today, with different fields, too often compartmented and hermetic to each other. Participatory agenda setting processes —which take a starting point at defining desirable futures — can lead actors in research and innovation to consider real world problems and solutions with all their complexity and uncertainties. This complexity cannot be handled by a single discipline alone, but needs interdisciplinary settings that bring together the respective relevant fields of science to face an issue.

By connecting citizens and stakeholders with research and innovation, and different fields of science with each other, participatory settings can enhance the usefulness of STI for society, therefore making it more responsible.

2

ADVICES TO READ THE GUIDE

2. ADVICES TO READ THE GUIDE

This grid will help you navigate in the guide "The Inspiration Catalogue".
For example, if you want to start from a "blank page" – which is one of the strong points of the CIMULACT process – you will start from step 1 "Build a citizen vision".

2.1 Grid to read the guide

<table>
<tr><td colspan="8">1. Build a citizen vision – page 29 to 45</td></tr>
<tr><td colspan="8">This method enables the researcher to base their work on citizens' visions for the future. This method will create visions describing a desired future, but no research subject or policy recommendation will be written.
If your final objective is to produce research topics, you will need to go through the next step "Build research scenarios and challenges from citizen visions".</td></tr>
<tr><td colspan="8">A one day workshop</td></tr>
<tr><td colspan="8">2. Build research scenarios and challenges from citizen visions – page 46 to 72</td></tr>
<tr><td colspan="8">In order to analyse the research scenarios, two workshops have been developed during the CIMULACT process. These workshops enable the researcher to go from the citizens' visions to challenges and short research scenarios</td></tr>
<tr><td colspan="5">Vision clustering workshop (or cluster workshop) : extract commonalities/underlying needs from the visions (p. 46 to 54)</td><td colspan="3">Research agenda camp (or co-creation workshop) : based on the needs or commonalities extracted from the visions, imagine potential research programme scenarios (p. 56 to 72)</td></tr>
<tr><td colspan="5">One day workshop</td><td colspan="3">A two day workshop</td></tr>
<tr><td colspan="5">Participants include your team/partners and a variety of "challengers", bringing together a diversity of expertise</td><td colspan="3">Participants are some of the citizens (10 to 15) who participated to the visioning workshop, as well as experts and stakeholders (10 to 15). It is possible to recruit more participants.</td></tr>
<tr><td colspan="8">3. Enrich and detail research scenarios – page 73 to 168</td></tr>
<tr><td colspan="8">If you have ideas of research scenarios you wish to investigate and develop, or you have extracted potential research scenarios from citizens' visions, you may use one or several of the following methods.</td></tr>
<tr><td colspan="8">The choice of the method will be influenced by the audience you want, or have to, work with:</td></tr>
<tr><td colspan="5">Methods experimented with in national contexts</td><td colspan="3">CIMULACT standard methods</td></tr>
<tr><td>Students</td><td>Citizens And experts to answer questions</td><td>Multi-actors</td><td>Multi-actors</td><td>Stakeholders/ policy makers</td><td>Citizens</td><td>Stakeholders</td><td>Citizens, stakeholders and policy-makers</td></tr>
<tr><td>Who, what & why method

Page 160 to 168</td><td>Consensus workshop

Page 111 to 121</td><td>Enrich by co-designing

Page 145 to 159</td><td>Prototyping research programme scenarios

Page 133 to 144</td><td>The caravan

Page 122 to 132</td><td>Group interview with a co-design session

Page 73 to 83</td><td>Facilitated stakeholder working group

Page 84 to 95</td><td>World Café Tour

Page 96 to 110</td></tr>
<tr><td colspan="8">The workshop will last…</td></tr>
<tr><td>1 day</td><td>2 days</td><td>1.5 days</td><td>1 day</td><td>3 hours (several time in different places)</td><td>1 day</td><td>1 day</td><td>1 day</td></tr>
<tr><td colspan="8">Note that all of these methods, except the Caravan, are organised at one time in one place.</td></tr>
<tr><td colspan="8">Online consultation about research scenarios
Page 169 to 173</td></tr>
<tr><td colspan="8">It is possible to add an online step. This is only a complementary step to enrich results and give complementary perspectives. Here are some considerations to take into account.</td></tr>
<tr><td colspan="8">Recruitment guidelines for citizens, page 174 to 181</td></tr>
<tr><td colspan="8">Recruitment guidelines for stakeholders, page 182 to 186</td></tr>
<tr><td colspan="8">Facilitation techniques, page 187 to 190</td></tr>
<tr><td colspan="8">Ice breaking techniques, page 191</td></tr>
<tr><td colspan="8">Information for logistics, page 193 to 198</td></tr>
</table>

If you already have ideas of research projects and need to bring new perspectives to develop it, you can start straight away from 3 "Enrich and detail research scenarios" and select the most adequate method to fit both your objectives and means.

2.2 Glossary to read before going through the methods

"Societal needs" and aspirations

The analysis of the citizens' visions identifies commonalities, overarching and cross-cutting as well as underlying issues. These express common needs and aspirations that serve as a target for the future of STI. The CIMULACT consortium chose the terms "needs" and "aspirations" to talk about these communalities.

Research topic

The CIMULACT project aimed at producing potential topics for research programmes, following the same format used to write topics in the ones produced by the European Commission[1], which are structured in specific challenge, scope and expected impact.

Research programme

On an EU-level many research topics are structured under a more general call for proposals. Research programmes consist of several calls for proposals and general directions for research for a certain timespan.

Desirable future and citizens' visions

As it may be unproductive to start the work by asking citizens to write potential research topics directly, the CIMULACT process has been initiated by projection work. During a one-day workshop in a standardised setting, citizens were invited to imagine visions of a desired future in small groups (5 to 8 persons). These visions are the foundation, the bedrock, to all the CIMULACT material.

Participatory process/method

Experience shows we are more productive in groups than alone. Nevertheless, collective work has to be organised in order to be productive. There are a number of methods available which have proven their effectiveness in facilitating collective production. The methods described in this guide are some of them.

---

[1] e.g.http://ec.europa.eu/research/participants/portal/desktop/en/opportunities/h2020/topics/swafs-23-2017.html

Citizens, "day-to-day citizens" or "lay citizens"

One of the main added value of participatory processes such as the ones described in this guide is to integrate the diverse reflections and expertise of citizens. "Day-to-day citizens" are distinguished from other different categories of actors concerned by the issues addressed. In the CIMULACT process we distinguish "citizens" from private and public stakeholders, experts, researchers and decision makers. As it is described in the guide, participatory processes bring specific attention to the recruitment of the citizens in order to ensure diversity within the group.

Policy recommendation

General recommendation summing-up the knowledge on a given subject to support a decision on a specific field.

Prototyping

Building prototypes means making ideas tangible, concrete and generating learnings while building them and sharing them with others. Prototypes enable people to share an idea with others and discuss how to further develop and refine them. There are no limits for prototyping, everything is possible.

Co-creation, co-production

In business, the terms originally mean participation of end-users in product/service development. However, definitions are extending and blurring in recent years, as do to use of the concepts in the public-sector and political context, where citizens are engaged as end-users in the production of policies for instance, or as in CIMULACT, in agenda setting for research and innovation. A broad definition of co-creation is "any act of collective creativity, i.e. creativity that is shared by two or more people". [2]

Co-design

It is "the act of collective creativity as it is applied across the whole span of a design process"[3]. The notion of co-design[4] is narrower than co-creation: it is conceived as a specific formulation of co-creation applied within the design area, a creative cooperation of people and designers working together in the same process, in which 'people' may be considered as users/citizens.

---

[2] Sanders, E.B.N. and Stappers, P. J. (2008). *Co-creation and the new landscapes of design*. http://ec.europa.eu/research/participants/portal/desktop/en/opportunities/h2020/topics/swafs-23-2017.html

[3] *Sanders, E.B.N. and Stappers, P. J. (2008). Co-creation and the new landscapes of design*

[4] *CoDesign: International Journal of CoCreation in Design and the Arts, 4(1), 5-18, p. 2*

2.3 The methods in short

In the next 3 pages, you will read a brief presentation of the methods listed in the previous grid. In the rest of the document, these methods are presented in detail.

Citizens' visions workshop

This is a qualitative method based on citizens' visions. Visions are imaginations of desirable futures in a standardized written form, answering to the overall question of 'what should the future be like?'. Implicit knowledge is creatively expressed as a narrative with a time horizon of 30 to 40 years. Around 30 to 40 citizens spend a day together, working individually in the beginning and later in small groups of 5 or 7 people, led by a facilitator. All groups follow the same process and each one produces a description of a desired future during the day. Their purpose is to serve as a basis for co-creating research topics based on real and validated societal needs and demands.

Vision clustering workshop: extract commonalities/underlying needs from the visions

The objective is to extract underlying common aspirations from the citizens' visions that emerged from (a) previous workshop-s,. Looking through the visions you will see common information in the different visions you will analyse. They can emerge from one or several visions. This is done in order to provide a basis for a programme with strong legitimacy and powered by the visions produced by citizens.

The core methodology is to extract commonalities. Compared to pure analytical desk research such interactive development increases reflexivity and thereby the level of validity as the bias introduced by individual researchers and their organisational and cultural perspective is systematically counteracted through the influence of the other participants. For this group of participants, we strongly advise you to associate persons concerned/involved in leading your project as well as persons we will call "challengers" (with very different expertise and backgrounds).

Research agenda camp (co-creation workshop): from the needs or commonalities extracted from the visions, imagine potential research programme scenarios

The process will lead the group from a need or aspiration expressed by citizens to the description of a research programme answering what the citizens originally expressed.

Based on the previous work, each need or aspiration is presented with a description and related extracts of citizen visions to illustrate the needs. Then participants formulate research programme scenarios or suggestions for

research programmes addressing the underlying societal needs, aspirations and commonalities developed in a previous phase (vision clustering workshop).
Note this is not a method on its own, it has to be integrated in a larger process. This workshop (2 days) engages citizens involved in building the vision, experts and also stakeholders.

Who, what & why method

The concept is to guide the target group (students) in a playful way in directions where they can answer or provide ideas in order to enrich research programmes. The work is organized in many small exercises and highly moderated discussions. Each group has a flipchart paper, pens, scissors, glue and the pictures illustrating very widely the topic and connected issues.

Consensus workshop

The consensus workshop refers to a group of citizens working to reach consensus on how to address one or more challenges faced by society. It builds on the same principles as the Consensus Conference where consensus is reached through a mixture of informed discussions between citizens and dialogue with an expert panel. However, where the traditional Consensus Conference runs for several weekends and goes in real depth, the Consensus Workshop is a two-day event where citizens interact with experts in a more informal setting and together brainstorm on what is the challenge and how it could be addressed.

Enrich by co-designing

This method will allow a project team to enrich research programme through a design thinking and hands on approach based on co-design. Among the more common participatory processes, this method includes a phase of prototyping, where the participants will try to envision, represent and visually create solutions.
Initially created to be used with a group of designers, it can be used also with those familiar with prototyping.

Prototyping research programme scenarios

This workshop aims at stimulating the participants' creativity while keeping a clear focus. The concept is to mix group discussions and prototyping.
The groups of 3-5 people involve a mix that brings together citizens, experts/ stakeholders and political decision makers. During these group discussions, participants are asked to discuss different questions and fill out prepared templates with five mandatory questions. Another session is dedicated to prototyping.

The caravan

A "caravan" travelling for a certain period of time stops between 2 to 4 hours in different places to meet various stakeholders and policy makers, in order to progressively enrich and deepen content already developed, for example, during a previous step of a participatory process. In each stop you will allow participants (it can be a few persons at each step – best 7 to 10) to enrich the ideas created in the previous stops of the caravan. The so-called 'caravan' is a mobile cumulative mapping of ideas, arguments, knowledge and/or opinions.

Group interview with a co-design session

The group interview with a co-design session will provide feedback about the research scenarios presented. The proposed group interview can be one single event or several smaller successive events. Overall, we recommend to engage at least 35 people in such a consultation. 5-8 citizens are the minimum number of participants for one event to fit around a table. Participants can be participants who would have been involved at a previous step - if any - as well as new ones.

Facilitated stakeholder working group

The method is designed as a 6-hour workshop that enables focused discussions between different groups of stakeholders. The method is very simple and consists of five steps (information, selecting topic, discussion, deliberation, and vote) of which some can be repeated if more than one research scenario is to be enriched by each group. It leads to the definition of potential research programmes.

World Café Tour

This method can be used by anyone who wants to organize a one-day consultation with mixed target groups: citizens, stakeholders, and policy-makers together. You can also decide to use this method with a specific target group: only citizens, only stakeholders…
The concept is that the discussion is initiated at each table (6-8 persons). After 60 minutes, led by the table facilitator, the participants select a "host", one person staying at the table to summarize the results of the discussion for the next group, and then to the rest of them (i.e. 6 people) move to a new table to work on and discuss a different research scenario.

Please note, method descriptions are built on the basis of the template used in the Engage2020 Action Catalogue - the most innovative methods (not already included in the Action catalogue) will be added to the Action Catalogue (www.actioncatalogue.eu).

2.4 When your process is almost ready, ask the following questions in order to control its quality

This guide contains descriptions and recommendations of several methods, but at each step of the work, we recommend to come back to this list and evaluate the quality of you work.

Inclusion

- How many participants will attend the workshop? You do not need to have a large number of participants as it would be the case for a survey, but consider the importance of the group dynamic. As described in the guide it is generally recommended to have 5 to 8 participants per table and several tables.
- What kind of participants should I invite to the workshop? Do they represent a wide range of interests? Your participants should represent as many points of view as possible.

Relevance

- **What will participants discuss?** It is crucial for the participants to have a clear understanding of what is expected and what the workshop is about.
- **Will they discuss and debate on important points?** (e.g. the desirability of the research scenarios, the challenges, scope and expected impacts it represents, etc.) The understanding of what is at stake is very motivating for the participants.

Equity

- **Do facilitators treat all participants equally?** The facilitators' role is to create the frame of a balanced and equal discussion between the participants.
- **Are they all aware of the previous and next steps?** Participation processes shall be transparent. For quality contributions, participants must understand how their work is articulated within the overall process. Moreover, lack of transparency intends to create mistrust.
- **Will their ideas be taken into account once the workshop is over?** It should be clear for everyone what will be done with the work. You should present the feedbacks agenda to the participants.

Deliberation

- **Do all participants have the same information?** Participants must start the work with a common understanding of the process.
- **Are all points of view shared to all participants? Are they well explained?** In participation everyone must be able to share and explain his or her point of view. Nevertheless, with the number of participants it is generally not possible to hear everyone. This is why work is generally organised in

small groups and with a facilitator.

- **Do participants have a chance to debate on the various arguments at stake?** Participants shall have reasonable time to discuss everything, but also the organiser or/and the facilitator, must organise the time, and limit the time for each argument in order to go through all of them.
- **What is expected from the participants at the end of the process/workshop?** It has to be clear to everyone what is expected at the end of the process. Also, always keep some time for the participants to finalise what is required at the end of the process and/or come to an agreement for a collective answer.
- **Does my method lead to the expected outputs of the consultation?** Sometimes, while building a process we forget what we were looking for in the first place. It is often useful to come back to it.

Thinking about the outputs

- **How do you ensure the participants can develop new inputs without losing the citizens' visions?** When you develop work – to produce research scenarios for example - based on citizens' visions, it is crucial to connect the original work to it. Every production should refer to the citizens' visions (invite participants to name and quote them on each document).
- **When dealing with research: do the outputs provide information on challenges, scopes and expected impacts of the research scenarios?** The research scenarios produced with the methods described in the guide shall be related to challenges, scopes and/or impacts. It will guarantee a better understanding.

3

THE CIMULACT METHODS FOLLOWED BY RECOMMENDATIONS FOR RECRUITMENT, FACILITATION AND LOGISTICS (LONG DESCRIPTIONS)

CITIZENS' VISIONS WORKSHOP

CITIZENS' VISIONS WORKSHOP

SHORT DESCRIPTION

Aim of the method: the method is a qualitative method based on citizens' visions. Visions are imaginations of desirable futures in written form – implicit knowledge is expressed as a narrative taking on the form of visions about the future with a time horizon of 30 to 40 years. Their purpose is to serve a co-creation of research agendas based on real and validated societal visions, needs and demands.

LONG DESCRIPTION

AIMS

The visions are built in a step-by-step process: they are the result of a reflective process starting with individual wishes, hopes and fears leading to a creative discussion process. To foster dialogue, debate and creativity, the panel's heterogeneity is of utmost importance.

PARTICIPANT SELECTION

It is important to invite ordinary citizen and not citizens with specific knowledge on science, technology and innovation (or anything relying to your specific subject - see also recruitment process).

The selection of citizens is based on participants' heterogeneity with regard to their sex, age and education. Other socio-demographic criteria (e.g. urban or rural residence, occupation, minorities, etc.) may also be relevant in some national contexts and can also be used to allow for a heterogeneous group.
For a visioning workshop it is recommended to have at least 40 registered citizens. This number will be large enough to allow for a certain drop-out rate, guaranteeing that about 36 participants are present at the event (this objective of 36 is arbitrary but experience showed it is a good balance for group dynamic – not too small - and group management – not too many). In order to achieve a mixed panel and to ensure diversity we recommend to adhere to the following socio-demographic parameters and the outlined timeframe:

SOCIO-DEMOGRAPHIC CRITERIA FOR THE SELECTION OF PANEL MEMBERS

- **Age** (18–25, 25–35, 35–50, 50–60, 60–75; **3–4 from each group**)
- **Gender** (50% women and 50% men, or as balanced as possible)
- **Educational level**
  (4 levels according to simplified ISCED scheme, see below)

- **Occupation** (from a variety of occupations in the public and private sector: approx. 90%, including retired persons and students; approx. 10% unemployed persons)
- **Geographical zone** (both city and country dwellers – depending on national contexts)

IMPORTANT: the idea is not to aiming for a statistically representative panel – but we want to achieve maximum diversity.

EDUCATIONAL LEVELS
We propose the following criteria for educational selection:

1. **Pre-primary or primary education:** e.g. elementary school for basic capabilities: reading, writing and mathematics along with an elementary understanding of other subjects.
2. **Lower secondary education:** completed basic education, usually with a more subject-oriented pattern. It builds upon the learning outcomes from primary education.
3. **Completed upper secondary education:** more specialised education typically beginning at the age of 15 or 16, and/or completed secondary education in preparation for tertiary education, or provision of skills relevant to employment, or both (e.g. high school graduation). This category also includes apprenticeships.
4. **Higher education:** any kind of completed tertiary education (e.g. university degree).

Hopefully, you can **adjust** these categories to something meaningful in relation to your national education system. The above criteria will ensure that you obtain a diverse panel reflecting the above-mentioned socio-demographic criteria.

For more information, go to the recruitment section of this guide.

PROCESS

This process is designed for 36 to 40 participants, distributed around 6 tables. Below you can find a sample agenda for the workshop.

Time	Aim
9:00 – 9:20	Setting the scene, introduction, overview of programme.
9:20 – 9:40	Introducing each other at table (name), getting used to thinking in large time spans/uncertainties (the past).
9:40 – 10:10	Inspiration through a set of pictures, thinking about desirable futures: opening up the topic, collecting as many thoughts/ideas as possible (prompting questions).
10:10 – 10:30	Presentation and clustering of ideas (on cards) is facilitated by table moderators (cards will be mixed up and presented).
10:30 – 11:00	Presentation of results of looking into the future (plenary session).
11:00 – 11:20	Break and looking at other tables' thoughts/selected ideas.
11:20 – 11:30	Setting the scene for visions (introduction of the storyline templates). Imaginary journey.
	VISION CREATION BY CITIZENS
11:30 – 11:50	Creation of mini storylines (narratives, letters from the future) by each participant.
11:50 – 12:15	Creation of 12 narratives (letters) from desirable futures/visions (2 per table) part 1: combine mini stories.
12:15 – 13:00	Lunch and talking to other participants.
13:00 – 13:45	Creation of 12 narratives (letters from) desirable futures/visions (2 per table) part 2: elaborating visions.
14:30 – 16:00	Elaborating the 6 chosen visions (at tables).
16:00 – 16:30	Semi-plenary presentation (each table presents its work to another table and receives suggestions for improvement – enrichment).
16:30 – 17:15	Final elaboration of the chosen 6 visions (at tables).
17:15 – 17:45	Plenary presentation of all visions & feedback and final farewell.

1. **Pre-primary or primary education:** e.g. elementary school for basic capabilities: reading, writing and mathematics along with an elementary understanding of other subjects.
2. **Lower secondary education:** completed basic education, usually with a more subject-oriented pattern. It builds upon the learning outcomes from primary education.
3. **Completed upper secondary education:** more specialised education typically beginning at the age of 15 or 16, and/or completed secondary education in preparation for tertiary education, or provision of skills relevant to employment, or both (e.g. high school graduation). This category also includes apprenticeships.

4. **Higher education:** any kind of completed tertiary education (e.g. university degree).

Hopefully, you can **adjust** these categories to something meaningful in relation to your national education system. The above criteria will ensure that you obtain a diverse panel reflecting the above-mentioned socio-demographic criteria.
For more information, go to the recruitment section of this guide.

PROCESS

This process is designed for 36 to 40 participants, distributed around 6 tables.

STEP 0 – ARRIVAL (30 MINUTES)

Objectives: being welcomed and feel well at ease
Description: citizens arrive; get their package (including their table number) and some light breakfast and coffee
Logistics: participants get introductory package including: Agenda, table number, pen and notepad, name badges (with name and assigned table group)

STEP 1 - WELCOME PARTICIPANTS (20 MINUTES)

Objective: introduce participants to the overall process and the consultation purpose/agenda/ground rules

Description:

welcome from national organiser (5-10 min):

- Thank you for coming
- Introduce the national organiser
- What the consultation process will accomplish
- Importance of your project (what is at stake, global view)
- Importance of citizen involvement in Research and Innovation.
- How we will be using the results
- Hopes for consultation

Welcome from main facilitator (title and name) (5-10 min.):

- Goals/agenda for consultation
- Working process: key roles (citizens, lead facilitators, table moderators, support)
- Ground rules for discussion (dialogue)
- How we have organised working groups

Logistics: citizens are seated in their assigned group.

Equipment: ground rules for dialogue printed and on the tables.

STEP 2: WARM UP AT THE TABLES (20 MINUTES)

Objective: Introduction at tables and thinking of the past

Description: Introduction of citizens and table moderators at tables/ talking about the past (2 minutes for each citizen)
Citizens will be asked to think about the past 30-40 years. Younger people may think of their parents or of what they know about the past.
Ask them to reflect on the following questions, and give them a minute to think about their answer, before asking them one by one.
In the first round (when thinking about the first question) you ask them to tell the others their name. If you have time repeat the process with all the questions.

- **What were the challenges people faced in their daily life?**
- **What hopes and dreams did they have for their future day-to-day life?**
- **What societal developments did people dream of?**

(5 minutes at the end for reflection)

Logistics: the table facilitator introduces him/herself at the beginning, without telling a story. Then each participant will be asked to introduce him/herself and share thoughts about the past.

Once all citizens have introduced themselves and their examples and if there is still time, there is a possibility for reflection and discussion.

STEP 3: LOOKING INTO FUTURE 1 (15 MINUTES)

Objective: inspiration and thinking about desirable futures

Description: thinking about desirable futures and inspiration by pictures on tables
Display all pictures on the tables (in any possible way – pictures of every possible aspect of life, world, society… It can be pictures of forest, plane, sea, buildings, bees, books, computer, tourists…).
Then citizens will be asked to select one or two pictures from the whole set (see set in annex) and start to talk about them. They can change their first choices and take a new picture. In this way, we integrate a step for a better overview and citizens help to arrange the pictures on the table.

Questions citizens answer:

- **Why did you pick that picture?**
- **What does it show about your hopes, dreams, fears, worries or what challenges you see for the future?**

One to two minutes for each person.

STEP 4: LOOKING INTO FUTURE 2 (5 MINUTES)

Objective: explanation of brainstorming at tables.

Description: citizens will be asked by table moderators to write down their wishes, hopes and fears for the future in 30 to 40 years on cards.

It will be explained that there will be two rounds:

- In the first round they will be asked to consider an **individual point of view** for themselves and their family and friends.
- In the second round they will be asked to think about **hopes, fears and wishes that concern society and not themselves individually**.

If the distinction is unclear, examples may be given: the first round concerns the person her/himself and her/his family, whereas the second round concerns the community (e.g. village, city they live in), county or nation – the wider society.
Two different colours of cards are used for the two levels of question (e.g. white for individual and yellow for societal).

Some of the prepared prompting questions may help the table moderator to ensure that the participants find their way into a mode of future thinking.

Logistics: the main facilitator will show a slide with the picture of coloured cards and start explaining (if tables are not in the same room the table moderators take over the explanation):

Citizens should write a part of a sentence or a sentence (please avoid single words). They should be aware that also other citizens might select these ideas of hopes, wishes and fears. So, if they write the idea readable and understandable, the idea has more chance to be chosen by other participants, too.
Citizens will use the ideas later to write their storylines.

Equipment: cards of two colours
Option: Post-its

STEP 5: LOOKING INTO FUTURE 3 – 5 MINUTES

Objective: Brainstorming / individual work: wishes, hopes and fears for future

Description: Citizens work individually.

Option: the table moderators make use of selected prompting questions – just inspire citizens if necessary. They are asked to answer these for themselves and their friends and family; the questions are written on cards of different colours for the two levels, individual and societal.

Daily life/the personal (individual) perspective:

- Imagine yourself in the future, 30-40 years ahead: How do you think your daily life will be?
- What would your favourite food be in the future?
- What would your city or village look like in 2050?
- How would social security look like for you and your family?
- How would you communicate with your friends?
- What would be the meaning of nature for you and your friends?

Logistics: see previous step

STEP 6: LOOKING INTO FUTURE 4 – 5 MINUTES

Objective: Brainstorming / individual work: wishes, hopes and fears for future

Description: Option: the table moderators make use of selected prompting questions – just inspire citizens if necessary. They are asked to answer these for the societal level.

The societal level:

- Imagine society in 2050: What would people talk about?
- What hopes do you have for kids in 2050?
- How would people travel?
- What would freedom and security look like for citizens in Europe?
- How would society deal with natural disasters?
- What would be the meaning of equality?
- What would be the best medical development?
- What would be the coolest new jobs?
- How would people of different ages interact?
- What would work mean for people?

Logistics: see previous step

STEP 7: LOOKING INTO FUTURE 5 – 20 MINUTES

Objective: speed clustering

Description: after step 6 the table moderator asks any citizen for the first idea and asks the other citizen to hand in similar ideas regardless of the level (individual/societal). The table moderator stands beside the pin board (or similar device) with a pin board paper on it and groups the cards. If there are no similar cards anymore, she/he asks another citizen for new idea. The next card will be read, and if it seems to be a similar topic the group will be asked if the card can be added to the first card or if it is different a new cluster is made. Clusters can be regrouped if necessary also single cards can be moved. Some cards may stand alone. Finally the group starts to give headlines to the clusters.

Option: If necessary, also the table moderator can collect all cards and take over the clustering but if the idea on a card is not clear, he or she will ask about the message. The table moderator continues reading and putting similar cards close to each other, until all cards are on the board and are clustered by topic.

Logistics: Remember to take photos of the results.

Watch the time!

STEP 8: PLENUM – WORKING COFFEE BREAK – 30 MINUTES

Objective: to combine a break and work. Exhibition of clustering results: inspiration by wishes, hopes and fears of everyone.

Description: The pin boards (or similar device) and flipcharts will be put together. The number of the table should be written on pin boards and flipcharts.
This is a working coffee break. Citizens can have something to eat or drink and start looking at the exhibition.
Table moderators remain at the pin boards (at least the first 15 minutes) and they summarise the results of their table to those who visit and answer questions.
Citizens will be asked to select one idea for a desirable future from the exhibition of ideas, choosing the one they like best.
Citizens walk around and take notes whenever they find an idea they like. They must not remove the cards. Citizens can choose their own favourite idea.
Each citizen is asked to pick two cards or topics from any table from pin boards which they would like to work on with. They keep these cards/ideas.

Logistics: The results of all tables are visible for all citizens

Table moderators stay beside the pin-boards and answer questions.

The organisers have to take photos of the results from all results

STEP 9: SETTING THE SCENE FOR VISIONS: AN IMAGINARY JOURNEY – 10 MINUTES

Objective: introduction to the concept of visions and the idea and purpose of citizens' vision-making in your global project.

Description: head facilitator presents the idea of a vision (10 minutes) and next steps. He/she (or someone else) reads the text of an imaginary journey in order to prepare citizens for writing stories.
The presentation of the head facilitator will include:

- **What is a vision?**
- **What can visions be used for?**
- **How do we make visions?**

E.g. A vision is a picture or an imagination of a desirable future. A vision can be based upon hopes and dreams - but also upon concerns and fears in relation to problems or imagined threats, which we want not to become our future reality.

If the latter is the case: be sure to help citizens to frame their fear or the threats in a positive way: e.g. too many older people in Europe make for …
"The aging man/woman is a resource "

Short description:
Europe's share of elderly people has increased. The elderly people have become a resource rather than a "burden", which was a concept generally used in years around 2000. Whether this resource benefits family, society or the individual elderly person, society stands to gain from it economically. This benefits the reduced younger generation and improves the quality of life for the aging human being.

Logistics: Head facilitator introduces concept of vision, reads imaginary journey, and introduces the next step

STEP 10: CREATING MINI-STORYLINES – 20 MINUTES

Objective: The objective is to transform the ideas from the brainstorming into mini storylines, which lay the foundation for the following sessions.

Description: Individual work of citizens
Two templates "MINI STORY-LINE" are handed to each participant and each participant is asked to develop two narratives, relating to a desirable future of 2030-2040.
As an inspiration, make use of the cards you picked and you might be inspired of what you have seen on the journey. The table moderator reminds that fears or threats have to be framed in a positive way.

Options: The table moderator can suggest to write the mini story-line in form of a letter from the future or the description of a day in future.

Writing a short description of max 5 lines with a title

- **What is the story about?**
- **Why is it important and to whom?**
- **Use pictures**

Remark for table moderators: Ideal is 2 per person! Yet, if one person makes only one it is not a problem. However, try to encourage and support your participants to make 2 (if they run out of time - even only a title for the second one is a sufficient basis for the next step).

Logistics: Head facilitator explains the steps, acts as a coordinator for any questions, and reminds people of the time e.g. "ten minutes remaining"

Table moderators introduce, explain and take care of the process at the table
Head facilitator sees that the time slots are not exceeded.
Use the mini story-line templates (A4 see annexes)

STEP 11: CREATING RAW-VISION-GROUP WORK (PART 1) 30 MINUTES

Objective: Building two raw-visions from all mini-stories from your table

Description: From all mini story-lines created in the previous step, citizens build 2 raw visions of desirable futures at each table.

Deliberation, selection and/or integration of ideas:
Option for the table moderator to help:

- The first participant at the table starts to read his or her story for the group.
- The table moderator asks for similar stories that can be combined.
- Then he/she asks for a different story, and the next person reads his or her story.
- All ideas in the mini story-lines can be combined in whatever way it seems useful to build two different raw-visions to the citizens.
- Templates for the raw-vision are available at tables – citizens shall start fill them in when they have agreed on the scope of the two raw visons)
- *They will continue this part after lunch.*

Logistics: Table moderators introduce, explain and take care of the process at the table.

Provide raw vision template templates (A3)

LUNCH BREAK – ABOUT 45 MINUTES (DEPENDING ON THE LOGISTIC)

STEP 12: CREATING RAW-VISIONS - GROUP WORK (PART 2) – 45 MINUTES

Objective: Continuing STEP-10

Description: Fill in and finalise the two raw vision templates (A3)
Be aware to find a good title – it makes it easier to present your ideas (there will be a voting)

Logistics: Table moderators accompany their citizens (they can work all together or split in two groups) at the table – they don´t actively take part in the discussion and work process.

Make sure there is enough time to fill in and finalise the templates!

STEP 13: MARKET OF RAW VISIONS – 45 MINUTES

Objective: selection of six raw visions for further elaboration

Description: All raw visions are numbered and they are hung up next to each other. It must be clearly visible which two raw visions belong to one table:

Then each raw vision is shortly presented by one citizen table by table. The main aspects are summarised in a few sentences. The plenary listens.

Choice and voting:

- Each participant has 6 glue dots (as there are 6 tables, if there are less/more tables, please adjust number of glue dots)
- Time for the citizens to walk around, look at all raw visions again and make their inner choice: **which of the two raw visions at each table do you like better?**
- The one you like better gets your glue dot. In the end you chose and dot your favourite vision at each table.
- The final number of glue dots per vision serves as an advice from the plenary but in the end each table chooses for themselves if they follow this advice.
- Moderators and citizens will generally remain at their tables. However, single citizens, who are not satisfied with the group decision, are allowed to join another table.
- But each group has to consist of 5-7 citizens.

Logistics: Main facilitator introduces the goals of the raw vision market and explains the procedure.

Remember:

- "Think of clearness, of uniqueness and creativity when you make your choice"
- Head facilitators watches the table organisation:
- If this doesn´t work well (10 at one table, 3 at another) – try to find a solution. If nothing works everyone goes back to their original table

STEP 14: ELABORATING THE 6 RAW VISIONS TO MAKE VISIONS _ 90 MINUTES

Objective: elaborating the chosen six raw visions and make visions

Description: use the two A2 templates (A1, if glued next to each other on a flip chart paper) at tables, use the set of pictures, or add new drawings.

The raw vision that has not been selected can still be used as background source.

The table moderator starts and introduces the template for elaborated visions (5 minutes).

Table moderator asks citizens to make suggestions for different questions of the template. Citizens select pictures which are relevant for their story, and are invited to draw and use pictures in whatever ways they want, sketches, etc.

Table moderators help citizens to specify what is written in the template by asking specifying questions. Some examples here:

- What does that exactly mean for people?
- How exactly does that look like?
- Describe in detail…
- How does it work?
- What is difficult?

Please give examples …

Logistics: Use the template for elaborated visions

Set of pictures

Possibility to draw and add (parts of) pictures to the elaborated visions

STEP 15: HALF PLENARY PRESENTATION _ 30 MINUTES

Objective: the goal is improving visions, reflection and gathering suggestions

Description: each table presents its vision to two other tables. Citizens at other tables asks questions like:

"What exactly do you mean by this and that?"

"Is it restricted to your community or also relevant to other communities?"

They also give feedback on similarities or differences between the visions. This information can be used for further elaboration of the visions. Table facilitators document suggestions for facilitating the next step.

Logistics: the head moderator explains the new setting: half plenary and what happens.

A separate place for one group of the half plenary may help (depends on the setting, e.g. considering acoustics, space etc.)

STEP 16: FINAL ELABORATION OF VISIONS – 45 MINUTES

Objective: Final elaboration of the visions (at each tables)
Description: the final version of the vision will be generated and the feedback of half plenary is discussed and included. More pictures can be added.

Logistics: see step 14

STEP 17: PLENARY PRESENTATION OF ALL VISIONS – 30 MINUTES

Objective: plenary presentation of all visions

Description: Incentives may be provided
Questionnaire is filled (additional feed-back is possible)
Outlook and final farewell
Don´t forget to select citizens, when you need them, for a next workshop (example workshop to go from visions to social needs)

Logistics: Head facilitator hosts the final presentation and ensures short presentation of main highlights of the visions.
She/he introduces feed-back questionnaire and gives an outlook at what happens in your consultation.

OBJECTIVE OF APPLICATIONS OF THE METHOD

☐Policy formulation

☐Programme development

☐Project definition (basic idea for a project)

☐Research activity

X Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- Citizens' visions written by the participants

INDIRECT RESULTS

- Get persons not generally concerned by such innovation & research to take part

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☐Consulting

X Involving

☐Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	Direct Participant	Beneficiaries
Civil Society Organization’s	☐	☐	X
Policy-makers	☐	☐	X
Researchers	☐	☐	X
Citizens	☐	X	X
Affected	☐	☐	X
Consumers	☐	☐	X
Employees	☐	☐	X
Users	☐	☐	X
Industry	☐	☐	X

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

❑International

☐EUx

X National

X Regional

X Local

SOCIETAL CHALLENGES THE METHOD HAS BEEN USED TO ADDRESS

Potentially any societal challenge

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

It enables to address the future as it is desired by citizens.

WEAKNESSES

The outputs are not yet potential research topics. Workshop production is a material to use to define research topics.

TIMEFRAME FOR THE APPLICATION OF THE METHOD

Time	Task
Month 1	Prepare citizen recruitment strategy
Month 2	Start the recruitment
Months 1 & 2	Find a venue for the workshop that meets the technical and practical requirements described in this manual (approx. 180–200 square meters for round tables, 6 round tables in total, enough space for pinboards, flip charts, a table for the projector, etc., enough space for breaks). 
Month 3	Send information booklets to citizens (deadline: two weeks before the NCV workshop).
Month 3 or 4	Carry out the citizen consultation. Write a report the meeting results (1 week after).
Months 4 to 6	Dissemination of results to policymakers, stakeholders, media and other relevant actors.

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: Intermediate

If used IT skills: Basic

Facilitation skills: Advanced

Event organisation skills: Intermediate

Project management skills: Intermediate

WHAT ARE THE ISSUES OF CONCERN THAT ORGANISERS NEED TO TAKE INTO ACCOUNT WHEN APPLYING THE METHOD?

Clear definitions (needs etc.)

Do justice to the visions. The coordinator of the project has to guarantee the visions are respected during the different phases of the process. It is important if the first step was building citizens' visions that during each workshop later organised, participants use these visions for inspiration and can refer to the visions in each of their productions.

Establishment of commitment (Challengers) create responsibility to be respectful of the visions. Make sure you "lock the door"

Back up for each vision so nothing gets lost (plan time for a table to go through the visions with no identified needs and aspirations or go through it with a few experimented persons after the workshop)

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

CIMULACT national visioning workshops

This method was applied as part of the CIMULACT project which aimed to engage citizens and other stakeholders in the development of European research and innovation agendas. More information on the website http://www.cimulact.eu/
The method described above is the first one in a sequence of methods to be applied in order to develop R&I agendas, based on citizens' visions for the future. The other methods are also described in the Action Catalogue and include Vision Clustering Workshop, Research Agenda Camp and others.

VISION CLUSTERING WORKSHOP

VISION CLUSTERING WORKSHOP

SHORT DESCRIPTION

Aim of the method: Extracting shared needs, aspirations, or recurrent commonalities from visions

The objective is to extract from the citizens' visions that emerged from (a) previous workshop-s, underlying common aspirations. Looking through the visions you will see common information in the different visions you will analyse. They can emerge from one or several visions. This is done in order to provide a basis for a programme with the strong legitimacy and power provided by the visions produced by citizens.

The core methodology to extract commonalities is mobilising collective intelligence of a group of people with diverse perspectives through an interactive synthesis workshop.

To work on this, we strongly advise to associate all the persons concerned/involved in the lead of your project and persons we will call "challengers".

Advice: if available, use automated analysis as support then work with manual processing, machine can also point to relations then recode the visions with the material from the workshop.

LONG DESCRIPTION

AIMS

Extracting shared needs, aspirations, or recurrent commonalities from visions. Within a vision there can be one or several expectation or need for the future expressed. The workshop intends to list them and to look for common expectations in the different visions.

PARTICIPANT SELECTION

To mobilise collective intelligence with diverse perspectives present at the workshop, we strongly advise to involve not only persons concerned/involved in the lead of your project but also persons we will call "challengers".
The "challengers" are selected to introduce external generalist perspectives with the highest possible diversity and least possible bias towards specific research domains. We recommend to look for people with a background in design, journalism, future thinking, art, social science, and education or innovation management. Compared to pure analytical desk research such interactive development increases reflexivity and thereby validity as the bias introduced by individual researchers and their organisational and cultural perspective is systematically counteracted through the influence of the other participants.

The challengers represent about a third of the participants. The rest may be persons from your team or closely concerned by the project.

Describe very clearly the role of the challengers and communicate this role in advance to the workshop and in the beginning. It is important to manage expectations and to be transparent about the process.

PROJECT MANAGEMENT

As a background information each participant is sent a set of the visions at least a few days before the workshop so they have sufficient time to go through it. It is important to encourage them to read it. If you consider there are too many visions for one person to go through, you can split them so the amount of work stays reasonable for each person.

If you have many visions to work on we recommend the following workshop programme with about 20 participants (or adapt it when less). If you only have a few visions, we recommend to organise a meeting with 5 to 8 persons per group and 2 to 3 "challengers" in each of these groups.

Better preparation of participants, urge them to take responsibility for the visions

Tip: if you can take more time, do not hesitate as it will enhance the quality of your work. Especially if you have more than 15 visions, you may feel you need more time. Optimum is a two-day workshop, at least from lunch to lunch with a night in between, participants will experience it better (less rush).

FACILITATION

Train facilitators beforehand (see facilitation chapter)

PROCESS

The **agenda** of the workshop is presented in the table below. It is designed to enable a gradual synthesis of the visions involving as many participants as possible while at the same time keeping the amount of information to be processed manageable.

STEP 0 – DAY'S INTRODUCTION (30 MINUTES)

Objectives: getting started & to know each other.
Description: ice breaker followed by a joint review of the workshop's objectives and agenda.
Logistics: the head facilitator leads the presentation and the ice-breaking sequence. The table facilitator invites everyone to present briefly at his/her table.

STEP 1 – INDIVIDUAL VISION REVIEW (30 MINUTES)

Objective: get to know a set of vision

Description: individual work on a set or all the visions to identify underlying needs.
Logistics: each table has the visions if there are only a few. If you have too many visions for the participants to go through in the time given, split them between the groups.

STEP 2 – JOINT VISION REVIEW (40 MINUTES)

Objective: list the underlying needs for each vision

Description: several groups, each with 5 or 6 participants studying the same visions. They discuss their suggestions of underlying needs and aspirations expressed in the visions and agree on them (they may expect about 5 of them).

Logistics: the facilitator makes sure participants go through the set of visions in the given time.
Many walls & boards are needed, we advise to use post its in order to be able to rearrange them several times.
If you choose to use post its, ask each participant to individually write one need or expectation. Going through a vision they may write what they consider relevant as needs or expectations expressed in the visions. After going through a vision, participants may share what they wrote and paste the post its on a wall. Other participants may paste similar things they wrote next to the similar post its and share what has not been mentioned yet.

STEP 3: JOINT CLUSTERING OF UNDERLYING NEEDS (60 MINUTES)

Objective: discover the work of the other groups and identify the needs and aspirations in the visions, and then collectively look for what is in common (also called the commonalities)

Description: groups present their underlying needs & aspirations in plenary. Similar needs are clustered.

Logistics: the lead facilitator lists the needs on a paperboard as they are presented. When similar needs are presented he proposes to join them, sometimes a rephrasing can be necessary.
Rephrasing and choice of the commonalities may be discussed between the facilitator and the participants.

STEP 4: ASSIGNING ALL VISIONS TO THE UNDERLYING NEEDS (90 MINUTES)

Objective: needs listed may be related to several visions, participants connect each needs to as many visions as pertinent.

Description: groups from the morning split up into new groups with as many persons per group. It is important for the dynamic. Each group now covers all the visions and is asked to discuss 5 to 7 needs by attaching all relevant visions.
All visions that are not assigned to at least one underlying need are collected. You can give each vision to a new group to make sure nothing has been missed. It is also possible to have a dedicated group to examine the visions not assigned.

STEP 5: FLESHING OUT THE UNDERLYING NEEDS

Objective: describing in details the needs

Description: groups split up into teams of 2-3 people who then describe the needs in more detail.
For the fleshing out of the social needs, participants are asked to fill in **a template** with the following aspects:

- Social need title & short description
- What is needed?
- Why is it needed?
- Subneeds (if any): What is needed? How does it contribute to the overall need?
- Related Citizen Vision (keep track of the link with the visions). Quote the visions.
- Additional hints (to make sure you don't lose good ideas that do not fit to go in the other boxes)
- You can also add a list of H2020 challenges or similar list from one of your national programmes. Participants will list the challenges the described need is related to.

Logistics: the table facilitator uses a template or a document on a computer to sum up and write down all the exchanges. The points above do not need to be filled in the indicated order. The facilitator will make sure all the points are completed, but discussions can eventually follow another track.

See in annex an example of the template used.

Make sure groups stick to the visions they worked on. Insist to relate all needs detailed in the templates to the visions using quotes of what is written in the visions.

Needs exhibition (30 minutes): participants visit the needs and prepare their toasts for the closing celebration.

CONCLUSION AND FEEDBACK ON THE PROCESS

Objective: thanks, reminding of the objective of the process and planned feedback

Description:

Table 1: example of Workshop Agenda Time

9.00 – 9.30	**Getting started**	Getting to know each other, joint review of the workshop objectives and agenda.
9.30 – 10.00	**Step 1: Individual vision review**	Individual work on a set or all the visions to identify underlying needs.
10.00 – 10.20	**Coffee break**	
10.20 – 12.00	**Step 2: Joint vision review**	Several groups, each with 5 or 6 participants studying the same visions. They discuss their suggestions of underlying needs and agree on them (they may expect about 5 of them).
12.00 – 13.00	**Step 3: Joint clustering of underlying needs**	Groups present their underlying needs in plenary. Similar needs are clustered.
13.00 – 14.00	**Lunch break**	
14.00 – 15.30	**Step 4: Assigning all visions to the underlying needs**	Groups from the morning split up into new groups with as many persons per group. It is important for the dynamic. Each group now covers all the visions and is asked to discuss 5 to 7 needs by attaching all relevant visions. All Visions that are not assigned to at least one underlying need are put into a “paper-bin”. A fifth group revisits it.
15.30 – 16.30	**Step 5: Fleshing out the underlying needs**	Groups split up into teams of 2-3 people who then describe the needs in more detail. For the fleshing out of the social needs, participants are asked to fill in a template with the following aspects: • What is needed? • Why is it needed? • Subneeds (if any) • Related Citizen Visions You can also add a list of H2020 challenges or similar list from one of your national programmes
16.30 – 17.00	**Needs exhibition**	Participants visit the needs and prepare their toasts for the closing celebration.
17.00 – 17.30	**Closing & thanks**	Toasts from everybody in particular from the challengers ... what to keep in mind for the next steps? Feedback on the process

*Note: you are free to adapt it if you have specific issues or a different number of participants.

OBJECTIVE OF APPLICATIONS OF THE METHOD

☐Policy formulation

X Programme development

☐Project definition (basic idea for a project)

X Research activity

☐Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- Social needs

INDIRECT RESULTS

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☐Consulting

☐Involving

X Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	**Direct Participant**	**Beneficiaries**
Civil Society Organization's	☐	X	x
Policy-makers	☐	☐	x
Researchers	X	X	x
Citizens	☐	☐	x
Affected	☐	☐	x
Consumers	☐	☐	x

Employees	☐	☐	x
Users	☐	☐	x
Industry	☐	☐	x

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

X EU

X National

X Regional

☐Local

SOCIETAL CHALLENGES THE METHOD HAS BEEN USED TO ADDRESS

All seven

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

The involvement of your team and of the challengers

WEAKNESSES

It takes time and attention to see all the commonalities. Moreover, some needs may be not be explicit and not recurrent but of interest. It also takes time and attention to outline "weak signals" (subjects or issues rare in the work but of great interest as they may point new topics or surprises).

TIMEFRAME FOR THE APPLICATION OF THE METHOD

- 4 month in advance recruit participants (challengers)
- 2 weeks in advance send the visions
- 0,5 day briefing of facilitators
- 1 to 2 days for the workshop
- At least a week to process the results

Take time for the leftovers. If you have visions that have not been related to needs and aspirations, it is crucial to have a close look at it and identify what needs or aspirations may have been missed.

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

- Subject-matter expertise: Intermediate
- If used IT skills: Basic
- Facilitation skills: Advanced
- Event organisation skills: Intermediate
- Project management skills:Intermediate

WHAT ARE THE ISSUES OF CONCERN THAT ORGANISERS NEED TO TAKE INTO ACCOUNT WHEN APPLYING THE METHOD?

- Clear definitions (needs etc.)
- Do justice to the visions (when the process starts with the production of citizens' visions, always pay attention next workshops use the visions material as inspiration and refer to it)
- Establishment of commitment (Challengers) create responsibility to be respectful of the visions. Make sure you "lock the door"
- Back up for each vision so nothing gets lost (plan time for a table to go through the visions with no identified needs and aspirations or go through it with a few experimented persons after the workshop)

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

CIMULACT (Paris Workshop)

Additional information of relevance
This method was applied as part of the CIMULACT project (http://www.cimulact.eu/) which aimed to engage citizens and other stakeholders in the development of European research and innovation agendas. More information about the overall CIMULACT methodology, you can find on the website www.cimulact.eu
The method described above is the second one in a sequence of methods to be applied in order to develop R&I agendas, based on citizens' visions for the future. The other methods are also described in the Action Catalogue and include Citizens Visions Workshop, Research Agenda Camp and others.

RESEARCH AGENDA CAMP (CO-CREATION WORKSHOP)

RESEARCH AGENDA CAMP (C0-CREATION WORKSHOP)

SHORT DESCRIPTION

Aim of the method: to develop "research programme scenarios" i.e. suggestions for research programmes addressing the underlying societal needs, aspirations and commonalities developed in a previous phase (See methods Citizens Visions Workshop and Vision Clustering Workshop in the Action Catalogue).
Note: it is not a method on its own, it has to be integrated in a larger process. Based on the previous work, each need or aspiration (as developed in the Vision Clustering Workshop) is presented with a description and related extracts of citizen visions (from Citizens Visions Workshop) to illustrate the needs.
The process will lead the group from a need or aspiration expressed by citizens to the description of a research programme addressing these needs and aspirations.
This process is a 2-day co-creation workshop, with participants working in small groups organized by tables.
This workshop engages **participants** from the following three groups:
- Some of the citizens involved in building the visions (See Citizens Visions Workshop)
- Experts
- And also stakeholders

LONG DESCRIPTION

AIMS

The process will lead the group from a need or aspiration expressed by citizens to the description of a research programme addressing these needs and aspirations.

PARTICIPANT SELECTION

The selection of participants from the following two groups is made as follows:
For the **citizens** if you organised several workshops to build visions (created the needs), select participants from every workshop. Ensure a good balance between key criteria such as gender, age, rural/urban, and educational level.

The **experts'** as well as **stakeholders'** field of expertise shall be as broad as possible to open up as many options as possible for the research programme development. Nevertheless, make sure you have some experts with area of expertise related to each of the social needs. Also here, a balance in terms of gender, age and cultural context is relevant.

We recommend to recruit 10 to 15 citizens and 10 to 15 experts. **The roles of the different groups of participants are defined as follows:**

- The role of **the citizens** is to reinforce the authenticity of the messages coming from the original visions elaborated in the workshops, and, in addition, to bring their everyday experience and insights at the table.
- The role of **the experts** & **stakeholders** is to bring their scientific knowledge and to contribute especially if there are several key-steps, such as 'Finding Influencing

Factors', 'Formulating Research Questions' and 'Building the Research Agenda Scenario'.

- The role of **your team members** is double: from one side they participate by bringing their knowledge and experience, on the other side they act as 'hidden' connectors among experts and citizens, as they are highly committed to the project and interested in high quality results.
- The role of the **facilitator** is to supervise the whole process, to organize the group work, to fill templates (or supervise this activity, always checking that each template is properly filled with the reference to the social need and table number), to offer valuable suggestions / solutions especially when the table is experiencing some troubles in content defining.

FACILITATION

The group work is structured along the domains or groups of social needs. Each group is facilitated by one of your team members with facilitation preparation. All working groups are mixed with experts & citizens (ideally as many persons of each group at a table). Whereas experts are assigned according to their background, citizens are free to choose a group.

PROCESS

Before the workshop
Objectives: collecting all the input you need for the workshop

Description: the **input** into the research agenda camp is the set of social needs developed in the previous phase (from citizen visions to social needs). To accommodate a meaningful co-creation process we suggest to process these results in the following way:

- consider if you can save time when you have many social needs: needs with substantial overlap are merged in order to avoid double work and waste of precious face time.
- and/or cluster social needs in general domains as shown in the table below when you have many.

FIRST DAY

Step 0: Social Needs Presentation / *Warm up* (45 minutes)

Objectives: getting to know the material and have a common comprehension of it at each table

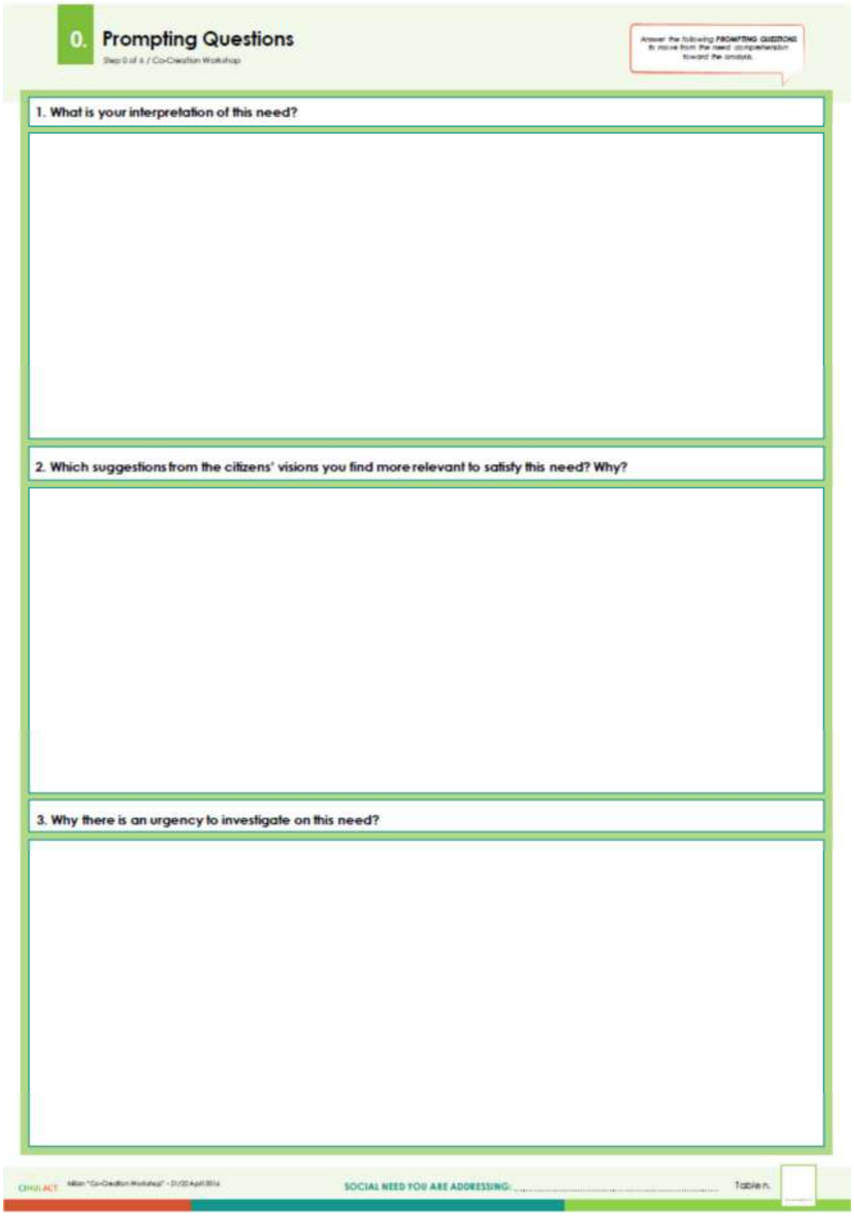
Description: participants individually read the social need-s addressed at the table. For each need they discuss the following questions:

- What is your interpretation of this need?

- Which suggestions from the citizens' visions you find more relevant to satisfy this need? Why?
- Why there is an urgency to investigate on this need?

Logistics: put your questions on a template (see annex) so the facilitator takes notes to keep memory of what is said at the table.

Template:


0. Prompting Questions

1. What is your interpretation of this need?

2. Which suggestions from the citizens' visions you find more relevant to satisfy this need? Why?

3. Why there is an urgency to investigate on this need?

SOCIAL NEED YOU ARE ADDRESSING:

Table n.

Step 1: FINDING INFLUENCING FACTORS (1 hour)

Objective: to determine what is important/relevant to satisfy these needs in the future. The Influencing Factors are the cultural, social, economic and technological elements that will influence the satisfaction of the need in the future, from now to a determined date in the future.

Logistics: Needs are distributed between the tables. Showcase the social needs (either on a printed document or on posters). The presence of experts (especially the ones who identified the social needs in a previous workshop) will support this work.

In small groups (3 to 5 persons), mix as much as possible experts with citizens. A member of your team or a person very involved in the project is also important.

In order to investigate further each need - after a first round of work - you can ask the experts to change table. After being presented the first influencing factors and options, the table will pursue discussions to look for more.

Description: participants discuss the aspects guiding the future satisfaction of the need, to identify everything that is of relevance and can have some influence. Each Influencing Factor might have a number of *options*, depending on the way it could manifest.

Options are the diverse ways a factor can occur. They have to be anyway acceptable and desirable and not necessarily opposite one another (but they have to be different).

This is a very crucial part of the entire workshop: a good identification of the Influencing Factors is a pre-condition for a rich and on-the-edge debate around the future research directions.

Some things to say:

- "This is a very crucial part of the work, where everybody must give the best of his knowledge and experience, because it is the beginning of the process and lays the fundamental of the future steps. Influencing Factors are the cultural, social, economic and technological elements that will influence the satisfaction of the need in the future, from now to 2050. 'Good' Influencing Factors are those that pose high challenges in terms of future research and development of the whole society".
- "Once you have identified an Influencing Factor, start to articulate it in different Options and make a list of them. The Options are the diverse ways a factor can occur. They have to be anyway acceptable and desirable and not necessarily opposite one another (but they have to be different).
  This means that we do not want Options that we would not consider for a further investigation and research, that's to say Options that we will finally reject. We would exclude these Options because they do not point out a practicable path to a sustainable innovation in the future."

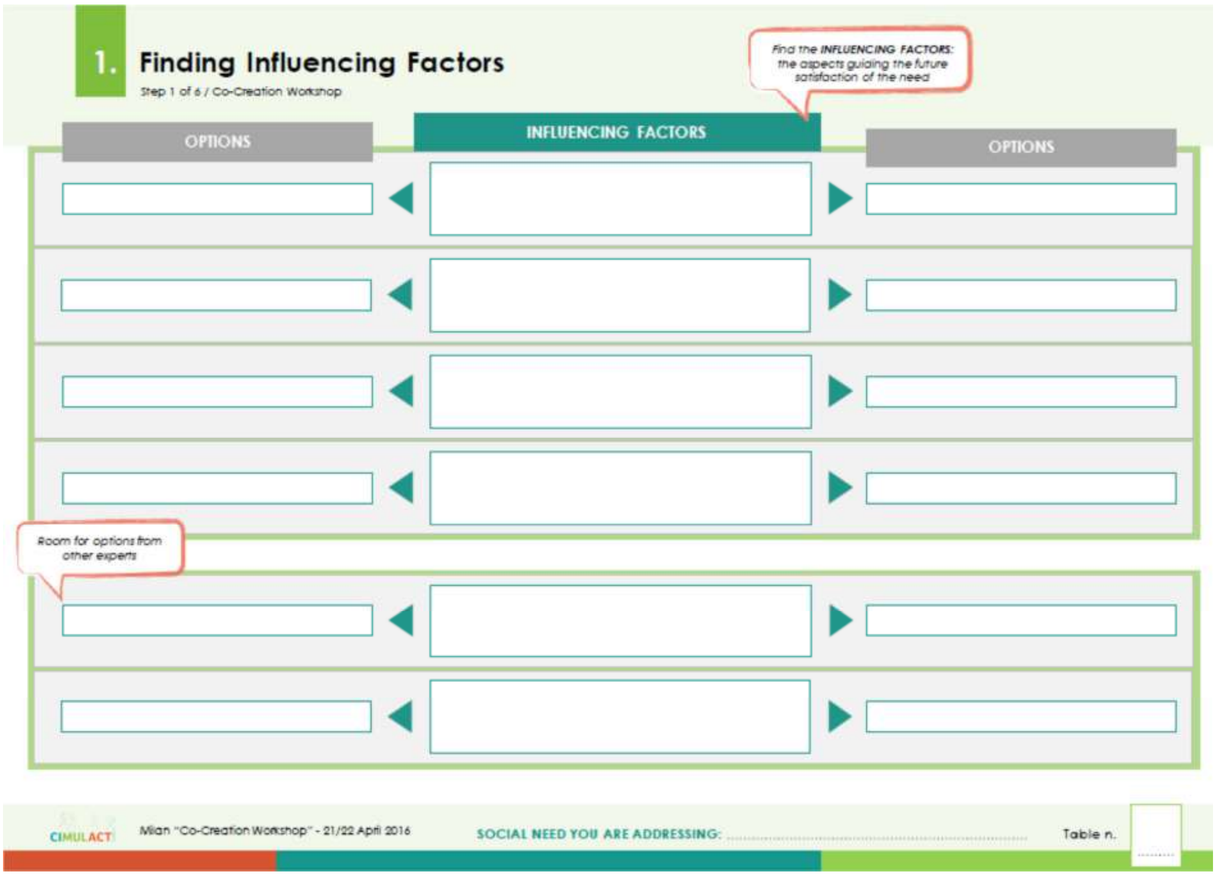
Example: Societal need "Holistic Health" (give some more content of the need)

- Influencing factor 1: Ageing population

Option 1: Community-based assistance
Option 2: Public assistance

- Influencing factor 2: Health Technology
  Option 1: Wearable technologies
  Option 2: Self-diagnosis technologies

Template:



Step 2: DEVELOPING FUTURE DIRECTIONS (1 hour and a half)

Objective: define the future directions. The future directions of some "Influencing factors + related options" are articulated, in order to provide an orientation for the research. This helps to define, per each need, where we want to go, a set of "Future Directions".

Description: from the previous step, select some of the factors and develop FUTURE DIRECTIONS with a title and a short description. You can prioritize the factors using sticking dots (2 to 3 per person – select for example 4 influencing factors per table).

Articulate a description of the Future Direction that the combination of the Influencing Factor and the Option actually points out. For each of the Future Directions, find a title and a short description. The Future Direction can be formulated also in a provocative way, so to stimulate the debate in the group.

Logistics: the team selects the combination of Influencing Factors & Options in the first 20 minutes. The team works on at least 2 Future Directions for the next 40 minutes (20 minutes each) and then to share/integrate the work done.

If you have enough people to do 2 sub-teams of experts, partners and citizens (at least one person per category and per sub-group), you may split the group to go through more Future Directions.

The Table Coordinator stimulates the debate and makes sure that there is a good level of specificity and depth in the debate.

Everybody, included the Table Coordinator, brings its own knowledge.

Some things to say:
"We are now defining where we want to go and how a certain Influencing Factor & Options can impact the future life. We quickly select the 4 combinations of Influencing Factor & Options that challenge the most our imagination. Then, we have to deeply debate them and try to depict the Future Direction that they point out."

Example:

- Influencing factor: Digitization of education
- Option 1: Remote education
- Title for Future Direction: School everywhere
- Short Description of how this option can impact the future: School everywhere is based on the concept of e-learning. It means that, in future, classrooms will be on the cloud, always available in time and space, etc…

Template:

Step 3: DESCRIBING THE STATE OF THE ART (1 hour 45)

Objective: synthesize all the related knowledge & practice available today you have related to the future directions. The State of the Art defines the highest level of general development achieved at a particular time. Same is in everyday life, that is what actually people experience on an available solution in a given field.

Description: discuss every future direction with experts and citizens. In this step we want to look for what is possible to do with today's existing solutions, tools, knowledge, technology…

We look here to detail it for each Future Direction, including visual material, and both from the citizens' and the experts' perspectives. This phase of the work will define the States of the Art in both research and everyday life, according to the experience of the experts on one side, and the citizens on the other side.

The same exercise of understanding the State of the Art will be done with reference to each one of the Future Directions defined by the group in the previous step.

Logistics: the table facilitator will distinguish in his/her notes the expert's views and the citizen's views.

Since the verbal/rational knowledge is only a part of our knowledge, in parallel to the verbal reflection some visual material can be researched, on the input of the team. A "Task force" of visual researchers (a mobile group moving around in the different tables) can create dedicated Pinterest Boards for each table.

Examples State of the Art in scientific research (expert view):

Here below some quotes from the State of the Art coming from CIMULACT.

"We know that pricing is not the only limiting criteria to good food access. Education and culture levels are also sources of limitations. There is limited research on the global consequences of unequal access to food. The export of EU overproduction to developing countries has perturbed local producers' businesses. There is policy research on the validity of using unsold products to give to the poor. There is too little research on good practices on dealing with food excess or availability of food."[5]

Examples State of the Art in everyday life (citizen view):

Here below some quotes from the State of the Art coming from CIMULACT.

"- We know that there is a diversity of standards for quality among countries.

- We know about the socio-economic disparities in food choices.

- We know that there are discrepancies in food quality and quantity.

- We know we need more information to make sustainable + healthy choices.

- We know there are price differences between organic and non – organic."[6]

Some things to say:

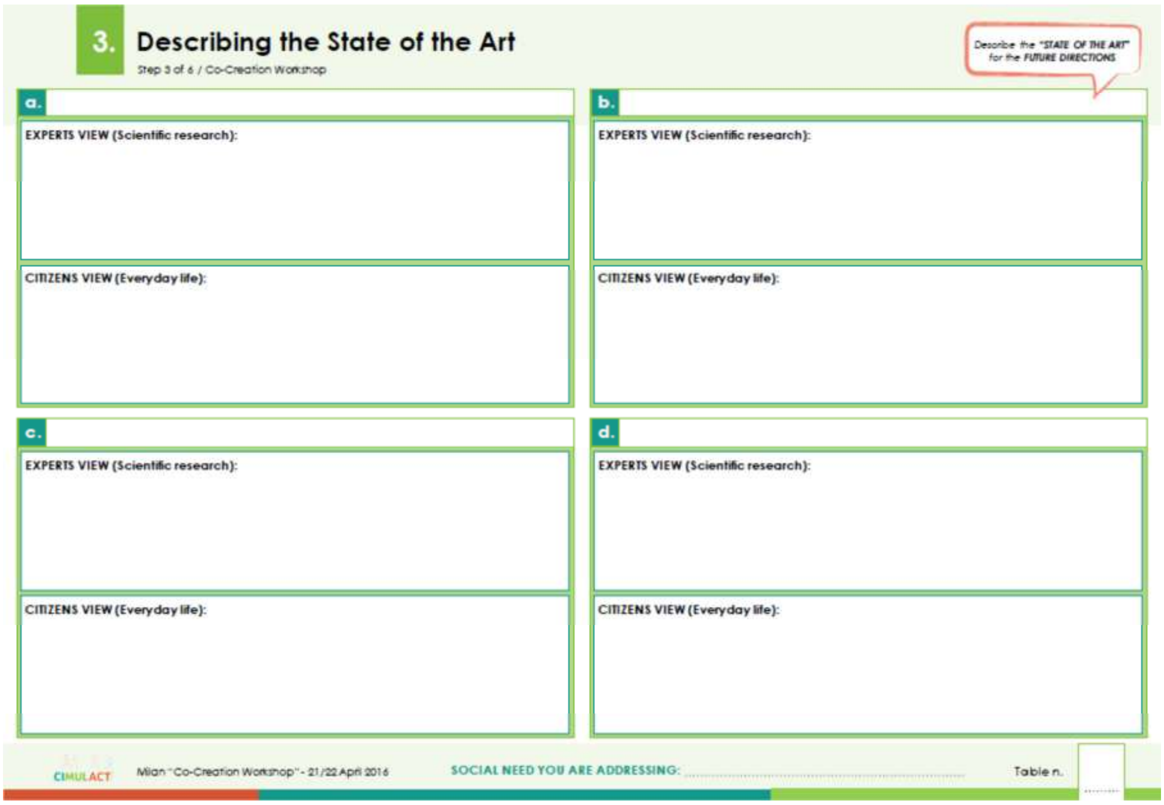
---

[5] *Good quality food for all,* 5 Sustainable food, CIMULACT Deliverable 2.1

[6] idem

- “This part of the workshop asks everybody to bring the own very specific experience, so to have two perspectives (the expert and the citizen’s one) that can be discussed and compared. We have to ask ourselves where we are now in comparison with the directions pointed out in the previous step?”
- “It might be that we have different perceptions of the State of the Art in the research and in the everyday life availability in a certain field, in different Countries. This is part of the discussion. What is the State of the Art in the scientific research we can finally agree on? What is the State of the Art in the everyday life we can finally agree on?”

Template:



SECOND DAY

Step 4: DEFINING GAPS AND CONCERNS (1 hour)

Objective: identify what is missing in today's society and knowledge to reach the future direction identified.

Description: make a comparison between each FUTURE DIRECTION and the STATE OF ART, in order to identify the GAPS and CONCERNS in knowledge/practice that should be overcome.

What do we miss today? What do we need to know in order to go in the direction that we have identified for the future?

Gaps may arise from the comparison of both the State of the Art in the scientific research and in the everyday life. They have the same level of importance and must be valued.

Logistics: the table facilitator writes down for each research direction the gaps and concerns and articulate them in short descriptions.

Some things to say:
"In this step we have to understand what is missing to go in the directions that we have pointed out in the previous work.

What do we need to know in order to go in the direction that we have identified for the future? In other words: what is the gap between the present time and the future we have depicted?
Are there things that scare us and raise our concerns? What may occur unexpectedly? There might be side-effects that we have to consider?"

Examples of Gaps:

Here below some quotes from "Gaps" coming from CIMULACT

"Bridging the gap between developed and underdeveloped regions and promote social and economic cohesion"[7]

Example of Concerns:

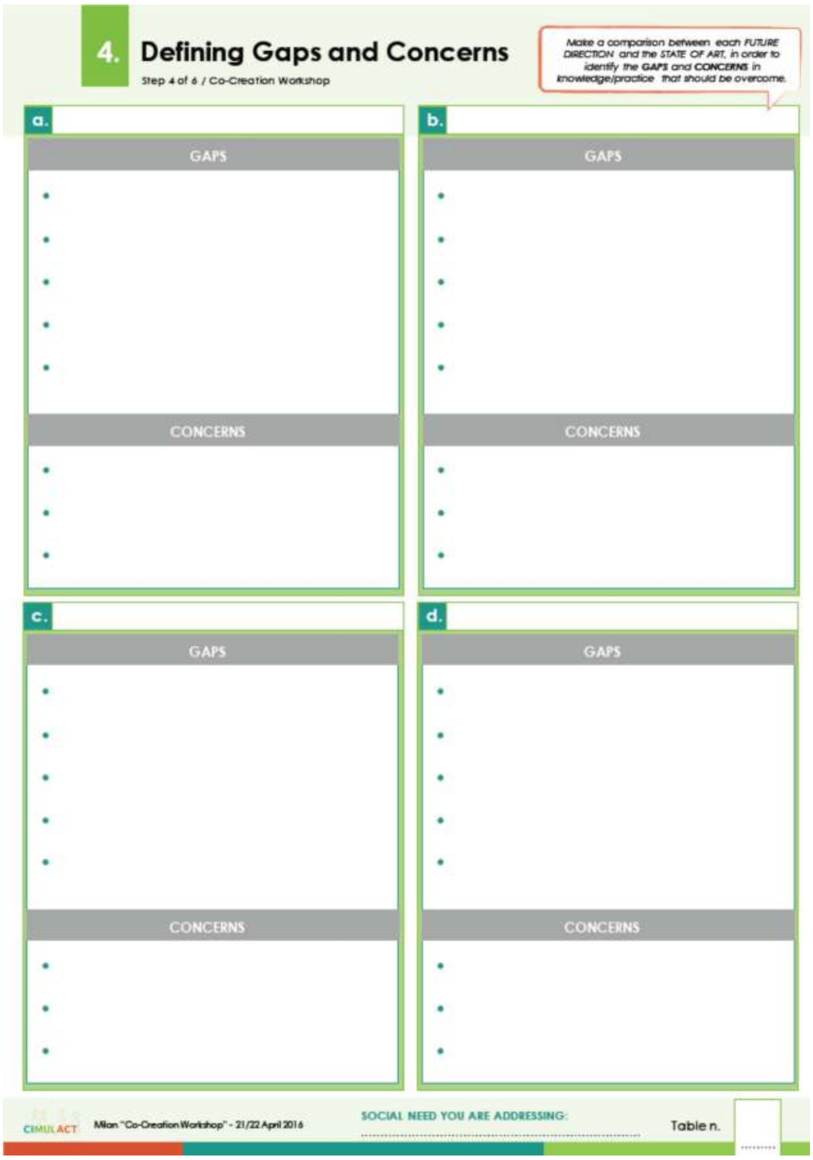
Here below some quotes from "Concerns" coming from CIMULACT

"It is important not to make value judgments on cultural diversity questions."[8]

Template:

[7] *Good quality food for all,* 5 Sustainable food, CIMULACT Deliverable 2.1

[8] *Evolving food culture in growing cities,* 5 Sustainable food, CIMULACT Deliverable 2.1



Step 5: FORMULATING RESEARCH QUESTIONS (1 hour)

Objective: formulate the questions. Answers to the question lead to overpass concerns and gaps.

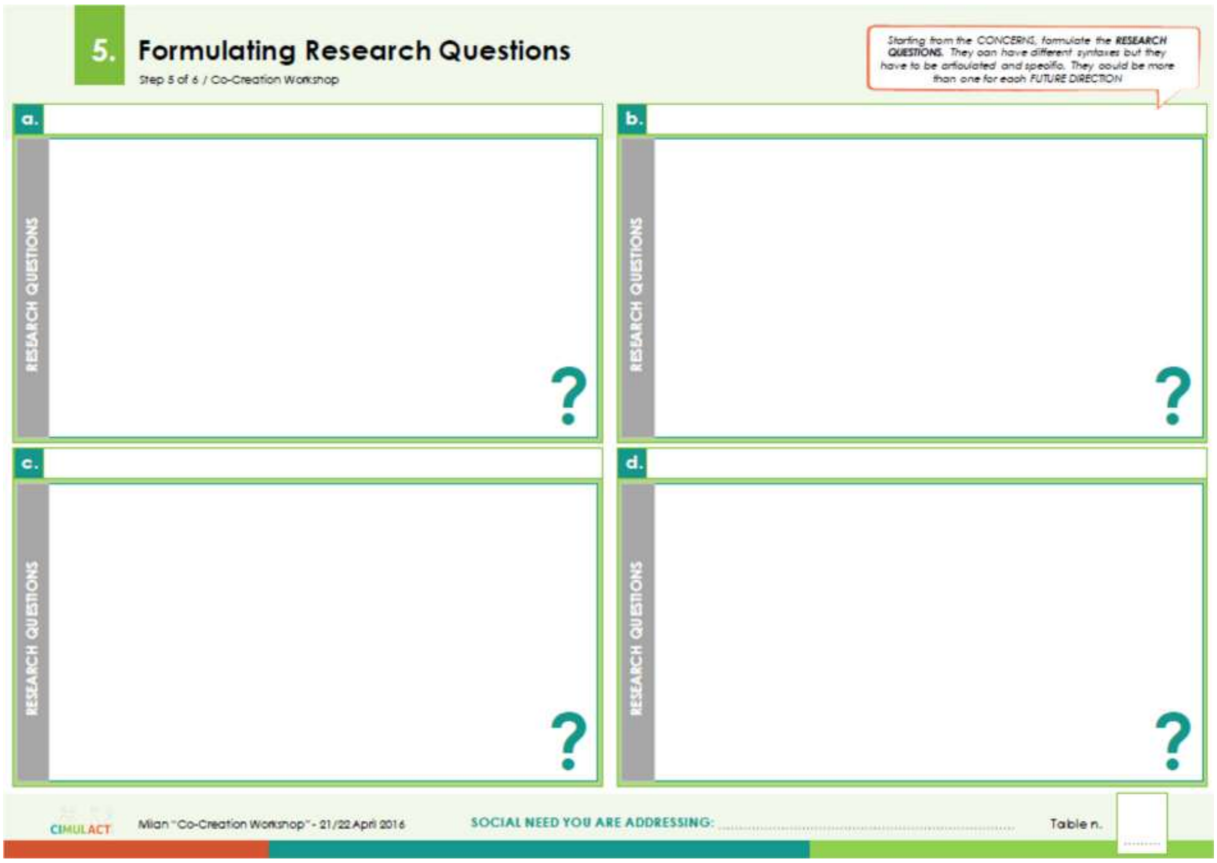
Research Questions are queries with a question mark that summarise the lack of knowledge identified with the gaps.

Description: starting from the CONCERNS, formulate the RESEARCH QUESTIONS. They can have different syntaxes but they have to be articulated and specific. They can be organised in small interconnected clusters. There could be more than one for each FUTURE DIRECTION.

Logistics: for each of the future directions, the facilitator lists the research questions.

The whole team reviews, under the guidance of the Table Coordinator, all the Gaps and formulate the research questions. It is a collective work where everybody contributes.

Template:



Step 6: BUILDING THE RESEARCH AGENDA (2 hours)

Objective: finalise a template for every future direction addressed. The document is a rational completion and summary of the work done in the previous steps.

Description: The RESEARCH QUESTIONS are turned into RESEARCH DIRECTIONS[9] and articulated with regards of the IMPACT that the research projects are expected to achieve. The state of the art is briefly described.

Pay special attention to the redaction of the scenarios. They must not be too broad and address too many different issues and possible solutions. Scenario content / language must be clear to avoid misinterpretation.

In order to create the final Research Agenda Scenario, the Research Directions will be integrated with reflections about the impact of the prospective research agendas to the original needs and visions. On the template, in the room dedicated to the "Expected Impacts on the original needs and visions "the Table coordinator also inserts the references to the original citizens' visions coming from visioning workshop-s, building upon the Social Needs descriptions provided at the beginning, where all the references are reported.

---

[9] The direction is where we would like to go, what we would like to achieve with the research

Finally, Concerns will be presented and motivated, building upon the Concerns developed in the previous steps. This same process of articulation and development will be repeated for the Future Directions, in order to produce comprehensive documents. The final result of this last phase will be, in fact, the production of 4 big sheets (for example you could use an A2 templates) summarising the work done.

Logistics: the facilitator fills a template synthesizing the day's work (see template thereafter).

The final template is synthesis done with the work for each Future Direction, but all the previous material MUST BE KEPT.

Example of research directions from CIMULACT:

"Unequal access to food has a strong local and global impact in both urban and rural areas. This is expected to become even worse in a changing climate. It is therefore important to take an interdisciplinary approach to understand and assess the processes generating food inequalities and examine how this affects social and economic cohesion locally and globally."[10]

Some things to say:

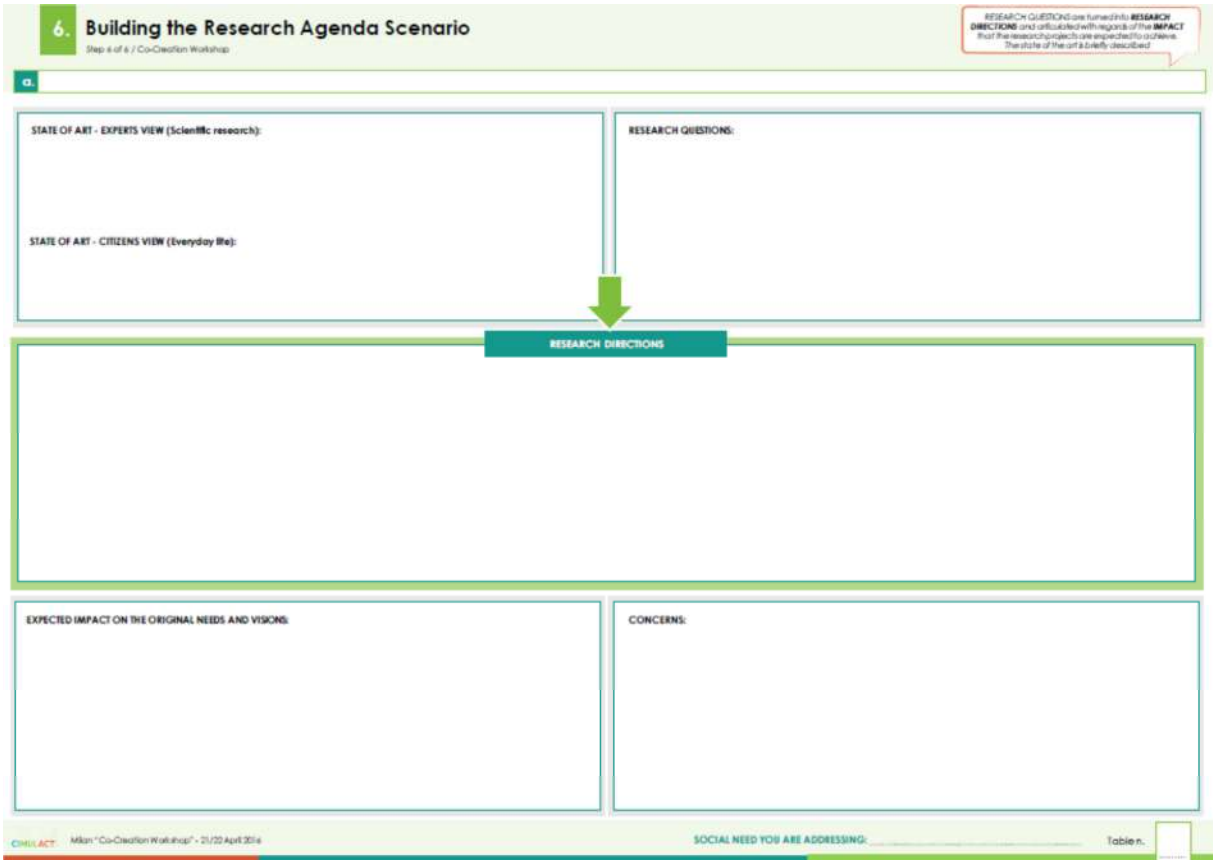
"For this last step of the work, we have a longer time than for the others, because here we have to go in depth and be very accurate in developing and connecting all the parts of the description.

This is actually the document that will feed the work of the European Commission. The Research Directions are what we have to research if we want to go into the defined Future Directions. A Research Direction can include more Questions clustered together and connected. Everybody can participate to the writing of these final documents, but citizens, in particular, have the responsibility to challenge the experts about the impact of the prospective research programmes to everyday life."

---

[10] *Good quality food for all,* 5 Sustainable food, CIMULACT Deliverable 2.1

Template:



Step 7: Research directions presentation (1 hour)

At the end of the day, each group presents its research directions. If there are too many to present, each group selects 2 or 3 (they can prioritize).

OBJECTIVE OF APPLICATIONS OF THE METHOD

☐Policy formulation

☒Programme development

☒Project definition

☒Research activity

☐Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

Potential research topics (still to develop)

INDIRECT RESULTS

Gather researchers, policy makers, and day-to-day citizens who have been working on visions of a desired future. It may change the perspective of each group on the others and on research.

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☐Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	**Direct Participant**	**Beneficiaries**
Civil Society Organization's	☐	☐	☒
Policy-makers	☐	☒	☒
Researchers	☒	☒	☒
Citizens	☐	☒	☒
Affected	☐	☐	☒
Consumers	☐	☐	☒
Employees	☐	☐	☒
Users	☐	☐	☒
Industry	☐	☐	☒

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

☒EU

☒National

☒Regional

☐Local

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

It produces potential research topics based on experience and perspective of the different categories of actors involved.

WEAKNESSES

Devotion is necessary to keep all the research topics connected to the original visions (crucial to mention and quote the original work from the visions)

TIMEFRAME FOR THE APPLICATION OF THE METHOD

Back office work not to underestimate, duration of event for the collective work.

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

- Subject-matter expertise: Intermediate
- IT skills: Basic
- Facilitation skills: Advanced
- Event organisation skills: Intermediate
- Project management skills: Intermediate

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

CIMULACT (Milan Workshop)

Additional information of relevance

This method was applied as part of the CIMULACT project (http://www.cimulact.eu/) which aimed to engage citizens and other stakeholders in the development of European research and innovation agendas. More information about the overall CIMULACT methodology, you can find at: <provide link to the description of CIMULACT methodology in the Action Catalogue).

The method described above is the third one in a sequence of methods to be applied in order to develop R&I agendas, based on citizens' visions for the future. The other methods are also described in the Action Catalogue and include Citizens Visions Workshop, Vision Clustering Workshop and others.

GROUP INTERVIEW WITH A CO-DESIGN SESSION

CIMULACT METHOD: GROUP INTERVIEW WITH A CO-DESIGN SESSION

SHORT DESCRIPTION

The group interview with a co-design session will provide feedback about the research scenarios presented.

The proposed group interview can be held within one single event or several smaller successive events. Overall, we recommend to engage at least 35 people in this consultation round. 5-8 citizens is the minimum number of participants for one event (if several ones), and to fit around one table.

Participants can be participants who would have been involved at a previous step - if any - and new ones, we suggest a balanced setting, in which at least half of the participants are original citizens. We recommend to over-recruit and plan for more than 30 participants to be there, if you are looking to engage at least 30 (in order to consider the no-shows).

It is a 6 hours process.

You can do an alternative process, which last only for 3 hours. This method requires to have some steps of the process online instead of offline.

LONG DESCRIPTION

AIMS

- Stimulating the discourse and prompting citizens towards enriching the following parts of the Scenarios: state of the art, research questions/direction and expected impact.
- Shaping and enriching this content with regard to the **call format you are aiming for a policy consultations**: specific challenge, scope and expected impact.
- Capturing the citizens' views on the scenarios in the most authentic way possible.

PARTICIPANT SELECTION (SEE RECRUITEMENT ADVICES)

Participants can be citizens who participated to a previous step of the consultation (when any) and new ones, we propose a balanced setting when it is possible, in which at least half of the participants were involved in the previous step.
The original participants will guarantee the respect for the original visions. A mix will also support the deliberation because the new participants will bring new ideas and dynamic.

FACILITATION (SEE FACILITATION GUIDELINES)

PROCESS

WELCOME

Objectives:

- Create a nice and relaxed atmosphere and register all participants
- Presentation of your project
- Presentation of the work done so far

Logistics:

- Prepare a list with the names of the participants who confirmed their arrival: tick their names when they are showing up. Inform the participants where the restroom is, where they can get fresh air, and the wifi code for internet.
- Breakfast: think about a self-service where people can help themselves with some hot drinks, some water, and pastries.
- We suggest participants choose their seating place freely for the initial presentation and then move to the tables with their chosen topics after the exhibition (step 2).

ICE BREAKER

DISTRIBUTION OF SCENARIOS (40 MIN):

Objectives

Description

Option 1

1 - Two weeks before the event, the translated research scenarios are sent to the participants and the table facilitators by e-mail and they were asked to choose 2 or 3 scenarios that they feel are more interesting

2 - After the selection is made, rate a list with the 5 most popular research scenarios and these are the ones to enrich during the workshop

3 - At the beginning of the workshop, each table has on top its own research scenario and the participants walk around and read all 5 and sit at the table with the scenario they like

4 - If several people arrive after the participants have already chosen the scenarios to work on, they should be distributed according to their wishes and even redistribute tables a bit, otherwise they will feel uncomfortable and will not put all their energies on the work.

Option 2

Most preferably, posters of Scenarios are exhibited in one place, e.g. one wall with enough space for the whole group to walk and look at it.

There is a number of places available for each table. People will choose independently where they want to sit. Tables with less people will be asked to join more numerous tables. At this point **at least 5 tables of approximately 7 people are formed**. In any case make sure there are a minimum of 4 people per table. When groups are stable, they take their poster and choose a table.

NOTE: Only allow as many table as table facilitators are present

Logistics:

- Posters of scenarios
- Stickers & markers

ENRICHING EXPECTED IMPACT

Objectives:

- **Make citizens think about how this research scenarios could have impact on the future they want**
- **Start the enrichment process with personal-life related thoughts**

Description:

Participants will have to answer this question during this phase: How would this change the future? Give some examples (this refers to question: What should be the main goals/impacts of the research activity?). What changes should a research/innovation project bring about? For example, who should have learned something afterwards, or have changed behavior? What new solutions should be implemented or be available for users? Consider if the research/innovation can solve the problem in one step or if it can contribute with important steps towards a solution (it is often too much to demand from research that they can solve the whole problem with one project). Define what kind of result/impact it should aim at. Be as concrete as possible.

In order to structure and stimulate the discussion, you can use a "Storyboard" template to enable the development of a short narrative in which citizens have to imagine set of specific everyday actions in the future that exemplify the expected impacts, a practical description of how simple daily actions can be improved.

Below you find a brief step to step guide of the tool:

- **IMAGINING A DAY IN THE FUTURE**: Participants should try to imagine their (or the one of people close to them) everyday life in the specific scenario.
- **SETTING KEY ACTIONS**: They should define a set of key actions/situations that will radically change due to the direction taken in the Scope

- **SKETCHING**: Then, they are asked to give a brief description of each of those specific action/situation and illustrate them with a sketch (it doesn't matter if it is not beautiful, it is a just a raw visualization!)

GROUP WORK A – ENRICHING THE SPECIFIC CHALLENGE (60 min)

Description:

Close reading of the entire Scenario + a short narrative (better if composed of texts + pictures) that tells the story in a more understandable language. It also contains the cited parts of the related visions. First collective reading time (5-10 min). Than table facilitator poses two questions about the Specific Challenge:

What is this research scenario about? Please rephrase in 2-3 sentences.

This is the conversation starter aiming at finding a diverse, but common understanding about the topic. It is not necessarily used for the final output.

What challenge(s) does this research direction addresses from your point of view?

1. ***Is it important from your point of view to address this challenge? Why?***
    a. *Can you specify your answer with some examples?*
    b. *Please explain well which situation in society makes this important. Which need is it that needs to be confronted?*
    c. *Are there any other related challenges that for you are important to address?*

Three steps for the three questions:

- Collecting individual ideas on post its (one color/question),
- Presentation, clustering and discussion/ deliberation
- Writing (additive) group decision in final template. Always ask one question and leave some time for thinking and writing. Collect and discuss all questions.

Note: please mind that all tables use the same color code (post-its)

Logistics:

- Respective Scenario in A4 for each participant
- post-its (three colors)
- Markers
- Enough space for clustering (wall, pin board etc.)

GROUP WORK B – ENRICHING THE SCOPE (60 MIN)

Description:

The table facilitator asks questions about the Scope:

3. ***How could it be approached?***

   Please describe which kind of research and innovation activity would be needed in order to contribute to the solution.

Three steps:

- Collecting individual ideas on post its,
- Clustering and discussion/ deliberation

  Writing (additive) group decision in final template

4. ***Who should be involved in solving the problem?***

   a. Is there a need for including others than the researchers in finding solutions (stakeholders, NGO's, affected citizens, members of the general public, politicians, civil servants …)? Please consider which kind of knowledge, values and judging skills these could bring to the research/innovation process.

In order to structure and stimulate the discussion, you can use the **"Actors Map",** a tool that visualizes the strategic positioning of the different actors involved and thus their possible contribution (see Figure 3). Below you find a brief step to step guide of the tool:

- **DEFINING ACTORS**: You can either decide to provide some cards to the participants with some already defined actors (e.g. the mayor, the University administrative staff, the student…) and ask them to define the others or leave them the freedom to define all the actors.
- **MOTIVATING CHOICES:** Once the participants have defined the actors or while defining them, they need to specify why they are involved in solving this problem.
- **POSITIONING ACTORS**: Then, participants need to place the actors on the map according to their level of engagement (higher to the center, lower to the border).

They can even enrich their analysis considering also the actors who are not actively involved but that are affected by the consequences. This kind of actors should be placed outside the circle (see "actors impacted" on the figure).

Logistics:

- Post-its (three colors)
- Markers

- Actors map

WRAP UP, PRIORITIZATION AND THANK YOU (40 min)

Description:

Presentation of the final product to other tables (if more than one): One participant shortly (1 min) describes **highlights** of the respective tables' scenario.

VOTING: At this stage then, each participants will vote for 2 Scenarios, considering which are: the ones tackling the specific challenge best, most important and having the best impact on society from their personal point of view.

In the case of different meetings for each Scenario, the voting will be done offline after all the meetings are closed (via mail, telephone etc.)

Please prompt citizens to also seriously consider other tables' Scenarios

OBJECTIVE OF APPLICATIONS OF THE METHOD

☒Policy formulation

☒Programme development

☐Project definition

☒Research activity

☒Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- Enriched research scenarios (or potential research subjects)
- Verified method for enriching research scenarios
- Prioritization
- Feedback to the research scenarios from the citizens and the opportunity to deepen it through the discussion
- Easy understandable actors' map, which helped to identify and prioritize stakeholders

INDIRECT RESULTS

- contextualization of topics
- For project partners: returning to the full process once more (visions etc.)
- Dissemination of knowledge about future studies in the society (participants stressed that thanks to the meeting they understood the importance to think about the future and discuss it with others)

- Widening the knowledge of new methods and approaches in scenario building (benefit for researchers and trainers)
- Improvement of skills in working with citizens (benefit for researchers and trainers)
- Chance to act in a different way (benefit for citizens participating in the meeting) - even not being experts in a particular field citizens used their expertise from other fields, shown different approaches to problems and “forced” others to change their typical way of thinking. They saw the added value as other participants had different background, different experience and it was enriching to have the possibility to share your ideas with others and gain from their experience.
- Widening the scope of applying participatory methods (benefit for researchers and trainers) – plans to apply methods in other projects in the future.
- The method, by itself, makes the process active and interesting for citizens.

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD’S APPLICATION

☒Dialogue

☐Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	**Direct Participant**	**Beneficiaries**
Civil Society Organization’s	☐	☐	☒
Policy-makers	☐	☒	☒
Researchers	☒	☒	☒
Citizens	☐	☒	☒
Affected	☐	☐	☒
Consumers	☐	☐	☒
Employees	☐	☐	☒
Users	☐	☐	☒
Industry	☐	☐	☒

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☒International

☒EU

☒National

☒Regional

☐Local

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

- Relative simplicity of the method
- The idea of combining participants, who have already participated at an earlier stage of scenario building with new ones on the other hand brings the feeling of continuity and on the other hand – freshness and new ideas
- People feel comfortable and work with big interest in their preferred and chosen scenarios
- It is not an exhausting activity
- The results were generated by different groups, so we could see the real picture of what is really interesting for our citizens and what opinion they have.
- The method by itself makes the process active, so it was more interesting for citizens.

WEAKNESSES

- A workshop will be a lot of work for your team and for participants: it needs to be as interesting as it can be.
- Limited interactions among the tables: thus participants at the last stage tend to choose the scenario they worked on plus another one, hardly ever considering to choose 2 scenarios they did not worked on.
- Results of the prioritization of enriched scenarios are influenced at least by two factors: 1) the presentation skills of a person describing the enriched scenario (not surprising), 2) the fact that some selected scenarios could cover covered similar topics
- Difficult to make sure that unpopular scenarios are not left behind by the participants and that every scenarios as a good chance to go through the entire process.

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: Intermediate

IT skills: Basic

Facilitation skills: Advanced

Event organisation skills: Intermediate

Project management skills: Intermediate

WHAT ARE THE ISSUES OF CONCERN THAT ORGANISERS NEED TO TAKE INTO ACCOUNT WHEN APPLYING THE METHOD?

When translations are necessary to do, please do not underestimate required time and skills. If possible, hire a professional translator. Not only must he do a quality translation but also one adapted to the public participating in the workshop. Reserve some time for reviewing closely the texts.

Late arrivals can be quite upsetting and disturb the course of the workshop. To prevent this, recommend to call for the meeting at least half an hour before the "real" start and provide breakfast meanwhile, which is also perfect for the early attendees to know each other and interact.

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

CIMULACT workshop in Norway

Additional information of relevance

This method was applied as part of the CIMULACT project (http://www.cimulact.eu/) which aimed to engage citizens and other stakeholders in the development of European research and innovation agendas. More information about the overall CIMULACT methodology, you can find at: http://www.cimulact.eu/

The method described above was used as the fourth stage in an engagement process, which consisted of the application of a series of methods (see also Citizens Visions Workshop, Vision Clustering Workshop, Research Agenda Camp in the Action Catalogue) applied for the purpose of developing R&I agendas, based on citizens' visions for the future.

This specific method presents one of the optional methods for enriching the research scenarios, as developed in the previous steps of the engagement process. Alternatively and depending on your organisational resources and objectives, you can instead apply one of the other methods used in CIMULACT for enriching research scenarios, also included in the present guide.

FACILITATED STAKEHOLDER WORKING GROUPS

CIMULACT METHOD: FACILITATED STAKEHOLDER WORKING GROUPS

SHORT DESCRIPTION

The method is designed as a workshop that enables focused discussions between different groups of stakeholders.

The method consists of five steps (information, selecting topic, discussion, deliberation, and vote) of which some can be repeated if more than one research scenario is to be enriched by each group.

Duration of the workshop is 6 hours.

LONG DESCRIPTION

AIMS

- Bring together stakeholders with different points of views on the selected research scenarios and prompt them to answer a series of questions in order to generate rich group discussions that can feed into the process of producing a final research programme.
- To have stakeholders to react to each other and bring up questions, knowledge and insights into a specific research scenario for each group.
- To help prioritizing the most promising enriched research scenarios.

PARTICIPANTS SELECTION

See Part 3 / Recruitment of stakeholders

PROJECT MANAGEMENT:

Do not forget to buy drinks and food. An informal moment is very important.

PROCESS

Because of the fact, that it can be difficult to gather different stakeholder groups, to participate in a single event, you may wish to consider, to do the following:

- Break down the events, in 2 or more and offer the opportunity for each one to choose when to participate. This will most probably increase the costs (logistics & personnel) but you ensure that many of them will attend. You may also consider to organize these multiple events in different locations in order to facilitate participation & geographical diversity when relevant.
- Host one event for each Research Scenario. With this scenario it is not possible to give the opportunity to the participants what Research Scenario exactly the wish to

enrich. Each hosted event must facilitate relevant stakeholders (e.g. People con-concerned/interested in the field of Energy, will participate in Research Scenarios relevant with their field of expertise).

BEFORE THE WORKSHOP

Before the workshop, you need to identify actors that could participate. You need to create a careful stakeholder map with the relevant stakeholders. To do so, you need to search which actors connected to the research scenarios you want to enrich. You should identify enough stakeholders to end up with 35 participants. Stakeholders shall represent different spheres (policymakers, academia, business, CSOs, media and/or other parties at stake).

In doing your recruitment you also need to choose between one of those two options:

- You can decide to do one consultation per group of research scenario – that is to say that you will regroup research scenarios that enter the same area of work. This method will take more time, because you will need to repeat the process as many as the number of your research scenario. In that case, you can decide to work only with stakeholders and experts from this area. But you can also decide to add stakeholders from other areas, in order to have external point of view regarding this subject. You can define the composition of each group. In order to help you compose the groups, it is a good option to consult participants on their wish (manyn stakeholders and researchers can be interested by several areas). It can be done by answering an email indicating in the list of areas and research scenarios their interest.
- You can decide to do one consultation in order to work on all/or several of your research scenarios. In that case, you need to recruit stakeholders from different working/expertise areas. You need to have a diverse group, in order to fully enrich your scenarios.

Before the actual workshop you should send to all the participating stakeholders a few pages with a short introduction to your project, the research scenarios they are expected to work on and an explanation of the scope of the workshop. It will make the introduction phase easier during the workshop.

DURING THE WORKSHOP

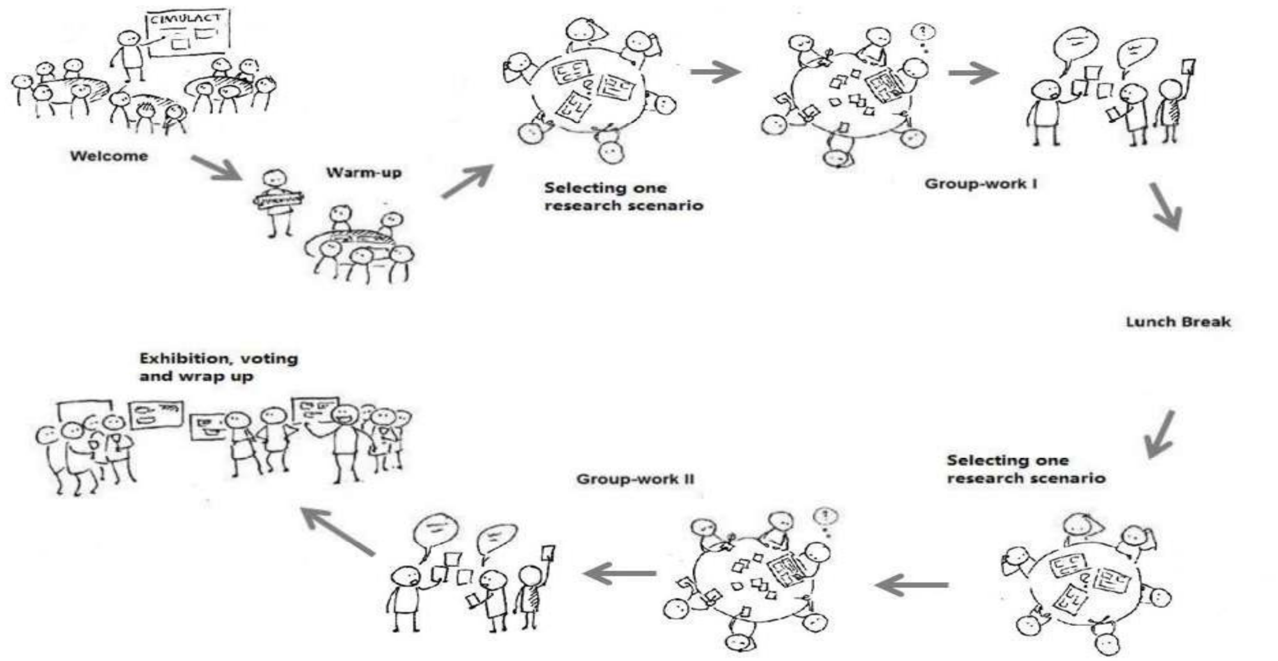
The workshop design consists of five steps:
I. Welcome and introduction
II. Warmup
III. Prioritization
IV. Enriching research scenarios
V. Exhibition, voting and wrap up

Steps III and IV can be repeated if you aim for enriching more than one research scenario per group. For instance, during the morning, if you have 4 tables you will enrich 4 different research scenarios. In the afternoon, you can do the same and enrich 4 other research scenarios.
An option can be not to repeat the sequences in order to take more time to discuss, fill in and finalize the template.

In case you break down to one consultation per group, most probably step III and V do not apply. You will give them a standard Research Scenario for them to enrich.

Exhibition and voting, is quite difficult to take place also. Especially during the consultation that will take place in the beginning, you will not have anything to exhibit and also vote.

The ideal way for the participants to vote is to consolidate all results at the end of the Consultations, forward them to all the participants, presented in a nice layout, alongside with instruction on how to vote (Through telephone, via online services – e.g. Google Forms, via SMS, whatever you prefer).



Thus, the duration of the workshop will vary according to the number of repetitive rounds.

REGISTRATION (30 minutes)

Objectives:
- Welcoming participants
- registration

Description: Participants get nametags and are seated at their respective table

Logistics:

- Prepare a list of name tags to the participants with name and profession.
- Breakfast

In the case that you host one Consultation per Research Scenario, then most probably this step would be much shorter. 10 minutes are more than enough for this part, even less depending on the venue and how punctual the attendees will be.

WELCOMING AND INTRODUCTION (45 MINUTES) – STEP 1

The first step of the day is to welcome your participants. You need to pay attention to this stage, and to create a nice atmosphere inside the group of participants.

Objectives:
- Introduce the previous work of your project
- Present the scope of the workshop
- Inform the participants of their role in the workshop. State that their input is appreciated and valuable
- Give a presentation of the research scenarios

In case you organize one Consultation per Research Scenario (and you know what people will be involved in each one), you should consider the possibility to send all the necessary documents to them earlier. This will give them the possibility to come prepared (based on experience, we know almost everybody will study the material) and with useful ideas and topics to discuss.

Description:

➔ **Role of The Head Facilitator :**

- The process of your project – what is the overall aim now in the process
- The research scenarios that the participants can enrich
- What kind of output is expected from the workshop

Logistics:

- Printed versions of the research scenarios

WARM-UP (25 minutes) – Step 2

Objectives:

Introduce the stakeholders to each other and they get a chance to tell why they have stakes in this research scenario.

Description:

See the ice-breakers section.
The warm-up is simple and works for both introverts and extroverts. It can be done in the groups – or in plenary but then the time for this session has to be expanded.

PRIORITIZATION (30 MINUTES) – STEP 3 (OPTIONAL)

Objectives:
To select the research scenarios each table will work on during the group work session. All tables should work on different scenarios at the end, i.e. two groups cannot enrich the same research scenario.

Description:

1) All research scenarios are put on the wall

2) The Head Facilitator explains the job of selecting a scenario to work on at each table: "*Please be aware that this is a decision you need to take together. We give you some time pressure – you only have around 20 minutes for this – because we want you to get to a result fast, so that we can move on to the next phase in which you will be really productive. The best is to decide in consensus – but if not possible, then you should make a vote at the table.*"

3) In the groups, participants make a short brainstorm of their immediate thoughts about the research scenarios they are going to deal with. It may be words, sentences, the current trends, future perspectives or whatever pops up in their mind.

4) Participants write down on post-its one or two research scenarios they can see perspectives in.

5) Each participant gets the chance to give their point of view, which can help finding 1-2 research scenarios the entire group can accept to work with.

6) When the group has decided which research scenario they prefer to work on in the first round, they go and pick the scenario from the wall. If consensus cannot be reached, the Table Moderator facilitates a vote.

After this, the Head Facilitator asks the groups to begin voting if they can see that they cannot decide in consensus.

NB: If some of the participants strongly express a wish to work with a different research scenario than decided at the table, the Table Moderator and the Head Facilitator should together aim for placing this person(s) at another table. There should not be more than 7 participants at each table.

ENRICHING RESEARCH SCENARIOS (60 MINUTES) – STEP 4

Objectives: To enrich the selected research scenario by filling out the template

Description:
The Table Moderator prompts the group by asking the questions in the template. Outcomes that will enrich the research scenarios will be written down in an A3 paper template by the minute keeper.

It is a good idea to make variations in the way questions and answers are given:
Examples of question/answer rounds could be:

- Participants discuss in pairs
- The entire group stands up and write on a flip-chart
- Each participant put down their two best arguments on a post-it
- Brainstorm with post-its on the wall

Logistics: Paper template printed in A3, research scenarios, examples of research topics, pens, flip-charts and post-its.

EXHIBITION, FINAL VOTING AND WRAP UP (40 MINUTES) – STEP 5

Objectives:
- Make a prioritized list of the best enriched research scenarios of the day.
- Show the outcome of the workshop and allow networking between participants.
- Thank the participants for spending a day on the project.
- Inform them about the future work of the project.

Description:

The A3 paper templates are placed on the wall. A person from each group briefly presents what their group has produced.
The Head Facilitator explains the prioritization rules, and prompts the participants to consider other scenarios than their own: This is about giving priority to those products of the day that really should end up as research topics.
Each participant gets two post-its/stickers and place these at the enriched research scenarios they find the best and most important.
The Head Facilitator explains the next steps of the project and allows time for questions and comments.

EXAMPLE OF PROGRAM

Step	Title	Action	Duration
1	Registration	• Breakfast and registration • Participants are seated in preformed groups preferably	**30 min**
2	**Step I** Welcome and introduction	• Introduction of the project and the workshop. • Explanation of the three building blocks of a Horizon 2020 topic	**45 min**
3	**Step II** Warmup	• Participants get to know each other and present their background	**25 min**
4	**Step III** Selecting research scenarios	• Brainstorm followed by structured discussions of the research scenarios • Each group select one research scenario from the	**30 min**
5	**Step IV** Group work	• Enriching one research scenario by addressing the 5 mandatory questions given in the template. • Outcomes that will enrich the research scenario will be written down in an A3 paper template	**60 min**
6	Break	Lunch	**35 min**
7	**Step III repeated** Selecting research scenarios		**15 min**

8	**Step IV repeated** Group work		**60 min**
9	Break	Coffee/tea	**15 min**
10	Step V **Exhibition, voting and wrap up**	• Exhibition of the enriched scenarios • Voting of the best enriched research scenarios • The next steps of the project • Questions and answers • Thanks and good bye	**40 min**

OBJECTIVE OF THIS METHOD APPLICATION

☐Policy formulation

☒Programme development

☒Project definition

☒Research activity

☐Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- Enriched and prioritized research scenarios (or alternatively policy options, implementation steps etc.)
- Stakeholders were actively involved to the process of finalizing topics of the project
- Testing a new method – for us as well as for participants who are not used to on this type of workshop

INDIRECT RESULTS

- Establish a partnership with participant on other working task / networking / project results information
- Strengthen the overall contacts of your organization and familiarize yourself with these organizations / stakeholder groups/public authorities. It's always good to establish good connections with them.

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☒Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	Direct Participant	Beneficiaries
Civil Society Organization's	☐	☐	☒
Policy-makers	☐	☒	☒
Researchers	☒	☒	☒
Citizens	☐	☐	☒
Affected	☐	☐	☒
Consumers	☐	☐	☒
Employees	☐	☐	☒
Users	☐	☐	☒
Industry	☐	☐	☒

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

☐EU

☒National

☒Regional

☒Local

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

- The method is flexible (1 day/half day or repeat the consultations according to number of research scenarios) which can be advantage for recruiting stakeholders,

- The research scenarios can be (elaborately) enriched by the diverse views and knowledge due to stakeholder's expertise
- Stakeholders tend to be very productive

WEAKNESSES

- As any other method with stakeholders, it is more difficult to motivate them to participate at the workshop
- If table facilitators are not well prepared (familiar with the method/process) the result does not have to be beneficial
- It's extremely difficult to convince a high number of stakeholders to attend in a single day consultation. Even if they tell you that they will attend, there is a high probability that they will not attend. You must be prepared for this, by inviting a higher number of people than the minimum you wish to achieve.

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: Intermediate

IT skills: Basic

Facilitation skills: Advanced

Event organisation skills: Advanced

Project management skills: Advanced

WHAT ARE THE ISSUES OF CONCERN THAT ORGANISERS NEED TO TAKE INTO ACCOUNT WHEN APPLYING THE METHOD?

Make sure people are motivated enough to stay till the end to vote in prioritization, Make sure you have enough rooms where you have the group discussions, facilitators / table moderators have to be well prepared, informed about the method and project and perfectly train to generate good discussion results but avoiding being involved or influence the final product.

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

PACITA – Ageing Society National WS

CIMULACT second consultation phase – National WS

Additional information of relevance

This method was applied as part of the CIMULACT project (http://www.cimulact.eu/) which aimed to engage citizens and other stakeholders in the development of European research and innovation agendas. More information about the overall CIMULACT methodology, you can find at: <provide link to the description of CIMULACT methodology in the Action Catalogue).

The method described above was used as the fourth stage in an engagement process, which consisted of the application of a series of methods (See also Citizens Visions Workshop, Vision Clustering Workshop. Research Agenda Camp in the Action Catalogue) applied for the purpose of developing R&I agendas, based on citizens' visions for the future.

This specific method presents one of the optional methods for enriching the research scenarios, as developed in the previous steps of the engagement process. Alternatively and depending on your organisational resources and objectives, you can instead apply one of the other methods used in CIMULACT for enriching research scenarios.

WORLD CAFÉ TOUR

CIMULACT METHOD: WORLD CAFÉ TOUR

SHORT DESCRIPTION

This method can be used by anyone who wants to organize a consultation with mixed target groups: citizens, stakeholders, and policy-makers together. You can decide to use this method with a specific target group: only citizens, only stakeholders…

The concept is that the discussion is initiated at each table (6-8 persons). After 60 minutes, led by the table facilitator, the participants select a "host" to stay at the table and summarize the results of the discussion for the next group, and then the rest of them (i.e. 6 people) move to a new table to work on and discuss a different research scenario.

Duration of the workshop is 1 day.

LONG DESCRIPTION

AIMS

This method can be used by organizations who want to lead a consultation with mixed target groups: citizens, stakeholders and policy-makers together. However, this method can also be suitable for only one target group: either citizens, stakeholders or policy makers.

In case you would like to use it in such a way, you need to consider whether you need to make any adjustments in the method, timing, etc. to fit the needs of the target group.

If you have less time, you can adapt the process by shortening it and making it suitable for an half a day workshop.

The objective of the consultation is to enrich and prioritize the research scenarios.

The method is planned for 35 participants, but can be easily adapted if more participants are in the room.
In order to have a balanced and diverse group of participants in the room, the panel should be composed of:

- 15 citizens (you can have a minority of them having already participate in a previous step of your consultation – it can be a way to help the group to start because some participants are already motivated)
- 15 stakeholders
- 5 policy-makers (local, regional, national and/or EC level). They can be either in charge of research and innovation policies and/or in charge of specific areas, connected to the research scenarios you have chosen.

Objectives of this method:
1) Prioritize research scenarios
2) Enrich research scenarios

3) Vote for research scenarios

PROJECT MANAGEMENT

Facilitation:

- Training is important → organise simulations
- Prepare the guidelines for the facilitators

As an example for the number of person you need to involve in the facilitation process, you can use the following numbers, and then adapt them to the number of participants you will have during your event.

Example:

- Number of participants: 35
- Number of tables: 5
- Number of table facilitator : 5
- Number of head facilitator: 1

PROCESS

BEFORE THE DAY

Tips: you can send to the participants a presentation of your project ten days before your event. It will help participants to discover what your goals are.

DURING THE DAY

9 - 9.30: WELCOME THE PARTICIPANTS

Objectives: Create a nice and relaxed atmosphere and register all participants

Logistics:

- Prepare a list with the names of the participants who confirmed their arrival: tick their names when they are showing up. Inform the participants where the restroom is, where they can get fresh air, and the wifi code for internet.
- Breakfast: think about a self-service where people can help themselves with some hot drinks, some water, and pastries.

Preparation of the room for the day:

- Schedules are stuck on some walls so everyone can see them anytime.
- 5 tables (more or less depending on how many participants are registered) are arranged with 8 chairs around them each (7 for participants and 1 for the table facilitator).
- To achieve an appropriate mix of participants at each table, use colors for the name tags as well as on the chairs. So, when you prepare the room, you need to place colored stickers/dots on the chairs as well, in the following way: 1 color = 1 target group. For each table: 3 blue for citizens, 3 red for stakeholders and 1 green for policy-makers.
- The research scenarios (A3 or larger) are stuck on the wall or exhibited in some way, e.g. on boards.
- Templates with the 5 (you can adapt this regarding of your needs) questions for the world café rounds (see description below, at the world café round 1) are exhibited on the wall or on boards: 1 close to each table, and one more that everyone can see. (Big sizes, preferably A1). NB: Participants will need to stick notes and/or write on them, so their placement should make this comfortable.
- On one central table or on each table place the office supplies for the day: pens, scissors, stickers, post-its, etc.

9.30 - 9.50: PRESENTATION OF THE PURPOSE AND OBJECTIVES OF THE CONSULTATION AND THE EXPECTED OUTCOMES

Objectives:

- Ensure that each participant feels confident
- Make sure all participants understand the full project, make sure they understand why they are in the room and what is expected from them during the workshop.

Description:

- The head moderator introduces the project and explains its overall objectives
- He/she explains the previous steps of the project
- He/She presents the overall program of the workshop and explains the expected outcome of the workshop.

Logistics:

- A computer
- Video-projector releasing a PowerPoint.
- Microphone

9.50 - 10.10: GET TO KNOW EACH OTHER: ICEBREAKER

Objectives:

- Ensure participants get to know each other, and will later feel at ease to discuss the research topics together.
- Give visibility to each target group.

Description:
Depends on the icebreaker activity (see the ice-breakers guide)

➔ Roles of the table facilitators / head moderator /project manager:

  - o Good coordination of the task and focusing on making everyone feel relaxed

Logistics:
Depends on the icebreaker activity (see the ice-breakers guide)

Please note that with the ice breaker the idea is also to emphasize that participants are all citizens, stakeholders and experts in different situations in their life, and it is just so that today they are all assigned a specific role. The head facilitator should also help emphasize this: all roles are of equal importance, and we could all adopt all, but today let's try and observe our assigned roles of citizen, expert or stakeholder.

10.10 - 10.40: OVERVIEW OF THE RESEARCH SCENARIOS

Objectives: Make sure everyone is familiar with the research topics

Description:

- The team presents the research scenarios in an engaging way.
- Then participants select which research scenario want to work on first.
- While participants select which research scenario they first want to work with, it is important that they observe the principle that each table should have an appropriate mix of participants – indicated by the colored stickers/dots placed on the chairs.

➔ Roles of the head moderator

  - o Acting as chairperson of the session, managing the presentation of the research scenarios.
  - o The head moderator makes sure that participants do not start the "enriching" process yet, and that if they have questions about the research scenarios, they are for clarification.
  - o The head moderator also ensures that participants select where they want to sit and work first, observing the ratio suggested by the colored stickers/dots placed on the chairs.
  - o The head moderator is in charge of the clock: he/she says when the step is over.

➔ Roles of the table facilitators:

- o Table facilitators help ensure that the seating of the participants for the next stages of the work is done smoothly.
- o They also ensure that the appropriate mix of participants is achieved at their tables, using the colored stickers/dots on the chairs as guidelines.

➔ Roles of the participants:

- o The participants are seated in the room and they are listening to the head moderator. They can ask questions if they have some and if something is unclear for them.
- o Finally, they select which research scenario they want to work with first.
- o Mixed tables of participants: 3 stakeholders, 3 citizens and 1 policy-maker per table: the participants need to make sure they are respecting this rule.

<u>10.40 - 11.00: COFFEE BREAK</u>

<u>11.0 - 12.45: WORLD CAFÉ TOUR, ROUND 1&2</u>

Objective: Each group (of 7 participants) is enriching a research scenario. They are enriching the research scenarios by answering the 5 questions asked, as indicated on the template.

Description:
The head moderator explains how participants can enrich the research scenarios: they need to follow the 5 guiding questions below -

- **1) What challenge(s) does this research scenario address?**
- **2) Is it important from your point of view to address this challenge? Why?**

  Please explain well which situation in society makes this important. Which need is it that needs to be confronted?

- **3) How could it be approached?**

  Please describe which kind of research and innovation activity that would be needed in order to contribute to the solution.

- **4) Who should be involved in solving the problem?**

  Is there a need for including others than the researchers in finding solutions (stakeholders, NGO's, affected citizens, members of the general public, politicians, civil servants…)? Please consider which kind of knowledge, values and judging skills these could bring to the research/innovation process.

- **5) What should be the main goals/impacts of the research activity?**

  What changes should a research/innovation project bring about? For example, who should have learned something afterwards, or have changed behaviour? What new solutions should be implemented or be available for users? Consider if the research/innovation can solve the problem in one step or if it can contribute with important steps towards a solution (it is often too much to demand from research that they can solve the whole problem with one project). Define what kind of result/impact it should aim at. Be as concrete as possible.

These 5 questions are a helpful framework to have suggestions to improve the research scenarios. Participants at each table will be discussing together to answer these questions for each research scenario.

Each table has one of the research scenarios.

First, each table (with 7 participants and a table facilitator) has one research topic to be discussed by the participants. They take 60 minutes to do it:

- First, participants are asked to spend 10 minutes to think individually about enriching the research topic based on the 5 questions. They are asked to record their ideas on post-its, 1 idea/post-it.
- Then, participants share their ideas by pair (NB: at one table, they will be two pairs and one trio). At this stage, the participants share their first impression, share if they are questions or clarifications needed and enrich together their initial impressions. They take notes on post-it about their discussions (10 min).
- Participants share their answers collectively (one of the duo presents to the group (1min each), continue to discuss the ideas and record any additional thoughts and issues around the post-its (20 min)
- The last 20 min will be used to summarize all the work done and ensure that the next group will be able to continue the discussion.
- After 60 minutes, led by the table facilitator, the **participants select a "host"** to stay at the table and summarize the results of the discussion for the next group, and then the rest of them (i.e. 6 people) move to a new table to work on and discuss a different research scenario.
- *Tips: If you have difficulty to motivate someone from each table to be a host, you can decide to offer them something in return (sweets…). Do it in a funny way, it is more to relax participants that this role is not complicated!*
- They can choose the research scenarios they want to discuss next, but the table facilitators have to make sure the participants are proportionately distributed at each table according to the final distribution of the people at the workshop (e.g. 3 citizens, 3 stakeholders and 1 policy-maker per table).

- There are 2 rounds of this world café tour, so all participants are discussing a research scenarios before lunch.

Discussion at the second table is a little bit different and-takes only 45 minutes:

- The "host" (i.e. person who was there for the first round of discussion) summarizes the outcomes of the discussion so far for the new people relying on the notes and post-its on the table.
- Participants can ask clarifying questions, but the table facilitator has to make sure this part of the discussion is not too long.
- After this, the process is the same as before.
- At the end, a new host (from among the participants) is selected, to ensure that the first host can move on to discuss a new topic.

➔ Roles of the table facilitators / head moderator /project manager:

  - The table facilitators are guiding and helping the participants to understand the task and to make proposals.
  - They also need to make sure all participants have a chance to give their opinion, and that they are on an equal footing.
  - The table facilitators ensure the even distribution of participants for the second round.
  - The head moderator is in charge of the clock: he/she says when a step is over.

➔ Roles of the participants:

  - Participants are discussing the 5 questions. They are writing down their impressions on post-its.
  - They take turns to act as hosts for summarizing the discussion for the next group at the tables. NB: anyone can be a host!

12.45 - 13.45: LUNCH BREAK

13.45- 14.15: WORLD CAFÉ TOUR (ROUND 3)

Objective: (Same as previously) each group is enriching one more research scenario - one of those they have not discussed previously.

➔ Roles of the table facilitators / head moderator /project manager:

  - The table facilitators are guiding and helping the participants to understand the task and to make proposals.
  - They also need to make sure all participants have a chance to give their opinion that they are on an equal footing.

- The table facilitators ensure the even distribution of participants for the third round.
- The head moderator is in charge of the clock: he/she says when the step is over.

➔ Roles of the participants:

- Participants are discussing the 5 questions.
- They are writing down their impressions on post-its.
- Their post-its are stuck on the matrix so everyone can see them. The post-its are divided into different categories.
- They take turn to act as hosts for summarizing the discussion for the next group at the tables.

14.15 - 14.45: SUMMARY OF THE RESULTS

Objectives:

- After finishing the 3 rounds of World Cafés the result of the work is summarized and presented to the whole group to create the basis for the following template finalization step and collect valuable input from those not working on the specific scenarios.
- Another objective of this step is to make all the participants familiar with all research scenarios so the final prioritization can proceed smoother and faster.

Description:

- After the third round of World Café participants stay at their tables.
- The last "host" of each table makes a summary of what participants said and wrote in the three world café sessions. The table facilitators are there to help the host if needed.
- The summary may not be longer than 5 minutes per table, then some clarifying questions can be asked by the other participants.

➔ Table facilitators / head moderator /project manager:

- Table facilitators ensure that nothing is left out
- Head moderator ensures that all participants have an equal opportunity to ask questions or add comments.
- Head moderator checks that the timing is kept.

➔ Roles of the participants:

- 'Hosts' present the thoughts they have collected at their tables for the specific scenarios

- Participants ask questions and add comments to the presenters of other tables

14.45 - 15.45: FINALIZATION OF THE TEMPLATES

Objectives: The objective is to have filled in templates for the selected research scenarios by the end of this task, also by including the relevant comments and questions the other participants provided during the previous step.

Description:

- Explaining what is expected from participants in the last session of the afternoon by explaining what a research topic looks like as the participants have to fill in the final template based on this information.

The head moderator explains how they will need to use the results of the earlier discussions for the template provided - template for a simulated research call with boxes for ***challenge, scope and expected impacts.***

- Participants are working at their mixed group tables where they were for the last task or they can go back to their original tables they were in the morning
- Each group is working on a research scenario using the template provided (A2 or A1 format) and is taking into account the suggestions made by all participants in the three world café rounds. The table facilitator supports the discussion. One participant is in charge of taking notes on the template.

The participants need to give their final suggestions according to the following framework:

- **Specific challenge** (20 minutes maximum), corresponding questions:

1. What challenge(s) does this research question address? *(Specific challenge)*
2. Why would it be important to address this challenge? *(Specific challenge)*

- **Scope** (20 minutes maximum), corresponding questions:

3. How could this challenge also be approached? *(Scope)*
4. Who should be involved in solving the problem? *(Scope)*

- **Expected impacts of the research topic** (20 minutes), corresponding questions:

5. What should be the main goals of the research activity? *(Expected impact)*

➔ Roles of the table facilitators / head moderator /project manager:

- Table facilitators must ensure everyone can share his/her opinion and that notes are taken at the table.
- The head moderator is in charge of the clock: he/she says when the step is over.

➔ Roles of the participants:

  - o Filling in and finalizing the template.
  - o Incorporate the inputs provided by the other participants during the previous sessions.

Logistics:

- 5 round tables
- 1 research scenario per table
- 1 template with the 5 questions per table (A2 or A1 format).

<u>15.45 - 16.00: COFFEE BREAK</u>

Logistics: During the coffee break the organizing team prepares the next step.

<u>16.00 - 16.45: EXHIBITION OF THE 5 ENRICHED RESEARCH TOPICS AND THEN PRIORITIZATION</u>

Objectives: Participants are invited to give priority to 2 research scenarios out of the enriched ones.

Description:

- During the coffee break staff members arrange the final enriched research scenarios with the filled in templates on boards or on the wall. Thus, all the enriched scenarios are exhibited in the room in a way that everyone can see and read them properly.
- Participants are asked to walk around in the room and read the exhibited texts and choose the 2 research scenarios which they consider to be the most important to deal with.

➔ Roles of the table facilitators / head moderator /project manager:

  - o Table facilitators can answer the participants' questions if they don't understand the purpose of this step.
  - o Table facilitators stand by the research scenario that they facilitated in the last round, and answer any questions, etc.
  - o The head moderator is in charge of the clock: he/she says when the step is over.

➔ Roles of the participants:

- o Participants are invited to walk through the room and to put stickers on their 2 favourite research topics (they cannot put 2 stickers on the same topic!). They need to read carefully the enrichment made by the other groups during the day.

Logistics:

- Boards where the enriched scenarios can be exhibited (or a proper sized wall can be utilized too)
- Pins or blue tack to exhibit the scenarios and templates
- 2 stickers per participant (approx. 70-80)

16.45 - 17.00: FRIENDLY CLOSING SESSION: DRINKS AND FEEDBACK ON THE DAY

Objectives:

- Have the participants fill in the evaluation feedback form of the workshop
- Thank them for their participation (distribution of incentives)
- Inform participants about the next steps of your project

Description:

➔ Roles of the table facilitators / head moderator /project manager:

- Head moderator expresses the organizers' gratitude towards the participants for taking part in the workshop
- The head moderator reminds the other steps of the project

Logistics:

- Soft and alcoholic drinks and snacks
- Evaluation forms in min. 35 copies

OBJECTIVE OF APPLICATIONS OF THE METHOD

☒Policy formulation

☒Programme development

☐Project definition

☒Research activity

☒Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- The participatory design of research scenarios is a challenging but rewarding process which it delivers high quality outputs once properly facilitated and organised.

- Collection and discussion of opinion and feedback from different groups / people that do not talk to one another on a regular basis.
- Collection and discussion of diverse and sometimes contradicting opinions in a supportive atmosphere

INDIRECT RESULTS

- Participants from very different backgrounds can each contribute novel and inspiring ideas, regardless of whether they are a citizen, stakeholder, or expert. However, facilitation is essential to break down boundaries and manage constructive conflict.

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☒Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	**Direct Participant**	**Beneficiaries**
Civil Society Organization's	☐	☒	☒
Policy-makers	☐	☒	☒
Researchers	☒	☒	☒
Citizens	☐	☒	☒
Affected	☐	☐	☒
Consumers	☐	☐	☒
Employees	☐	☐	☒
Users	☐	☐	☒
Industry	☐	☐	☒

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

☒EU

☒National

☒Regional

☒Local

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

- The participatory process is very engaging for the participants, they intend to be enthusiastic to be a part of the method and contribute to future research scenarios.
- The mix of participants (i.e. "Experts", "Citizens", and "Stakeholders") leads to creative discussions and creates challenging and enriching dialogue throughout the day.
- Moving from table to table during the day inspires new ideas and dialogue around the research subjects. It is a pollination process.
- This method is a way to bring together and engage in discussion people with different backgrounds
- Discuss and integrate different views in a creative and constructive way

WEAKNESSES – WHAT TO PREPARE FOR

- It is challenging to have an equal representation and to find a proper calendar to match with the schedule of the different type of participants (for instance citizens are more available during the week-end and policy makers during the week.
- It can be rather difficult to recruit stakeholders and policy-makers
- Sometimes, it can be difficult to move people from table to table
- Citizens can have the impression that experts are taking too much space. Moreover, labelling participants as "Experts", "Citizens", and "Stakeholders" created a hierarchy during discussions. Be careful during discussions to warn your facilitators about this potential issue. Even though when it was avoided to introduce everyone by their formal title, participants would still often reveal their identity while speaking. Prepare your facilitators during their training to this issue. You can prepare with them different arguments that they can use during the workshop to remind everyone that during this exercise everyone voices as the same importance.

- Facilitation is crucial to break boundaries between participants and different categories

EXAMPLE OF A TIMEFRAME FOR THE APPLICATION OF THE METHOD

9.00 - 9.30	Welcoming participants
9.30 - 9.50	Presentation of the consultation purpose, objectives and the expected outcomes
9.50 - 10.10	Get to know each other: ice breaker
10.10 - 10.40	Overview of the research scenarios and selecting for more detailed discussion
10.40 - 11.00	*Coffee break*
11.00 - 12.45	World Café tour, round 1&2
12.45 - 13.45	*Lunch break*
13.45 - 14.15	World Café tour 3
14.15 - 14.45	Summary of the results
14.45 - 15.45	Finalization of the template
15.45 - 16.00	Coffee break
16.00-16.45	Exhibition of the 5 enriched research topics and then prioritization
16.45-17.00	Friendly closing session: Drinks and feedback on the day

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: Intermediate

IT skills:Basic

Facilitation skills: Advanced

Event organisation skills: Advanced

Project management skills:Advanced

CONSENSUS WORKSHOP

CONSENSUS WORKSHOP (DANISH BOARD OF TECHNOLOGY FOUNDATION, DENMARK)

SHORT DESCRIPTION

The consensus workshop refers to a group of citizens reaching consensus on how to address one or more challenges faced by society. It builds on the same principles as the Consensus Conference where consensus is reached through a mixture of informed discussions between citizens and dialogue with an expert panel. However, where the Consensus Conference runs for several weekends and goes in real depth, the Consensus Workshop is a two-day event where citizens interact with experts in a more informal setting and together brainstorm on *what is the challenge* and *how could it be addressed*.

Duration of the workshop is 1 ½ -2 days.

REQUIREMENTS

- Identified societal challenges
- Information material describing the challenges
- 7-10 experts or stakeholders
- More than 25 citizens

LONG DESCRIPTION

AIM

The aim of the workshop is to envision and provide recommendations on how to address specific societal challenges. The approach of the workshop is that the citizens get scenarios illustrating a number of concrete challenges faced by society. Through six steps the scenarios are validated, enriched and prioritized in a way that allows decision makers to use them as concrete input in research or policy agenda settings by clarifying what is needed and what is possible.

Half way through the first day of the workshop a number of relevant experts meet the citizens, and for a few hours the citizens get a chance to ask clarifying questions to the experts and obtain a wider perspective on the challenge(s). On day two, the citizens meet again and form groups consisting of 5-8 participants. After a rich brainstorm and moderated discussions the group tries to reach consensus on how to describe the challenge from their perspective and define how it could be addressed by providing policy or research recommendations.

PARTICIPANT SELECTION

Citizens: The panel of citizens should be selected in a way that aims for a high diversity of criteria as age, gender, level of education, geographic area, etc. The panel should reflect as much as possible the diversity of your country. Certain types of persons can be harder to reach as youngsters, elder people, low-educated people and male citizens. A specific attention needs to be addressed to these persons to ensure they will attend the consultation and they will feel comfortable during the day.

Experts: The experts/stakeholders should be identified on the basis of the challenges to be addressed during the workshop, but also in a way that allows for high diversity in the composition of the panel based on criteria such as age, gender, geographical area and types of organisations (e.g. industry, universities, NGOs, private companies, governmental institutions and independent research institutions). The expert panel should represent divergent perspectives hereby providing balanced information.

FACILITATION

Staff that you need to include in the workshop:

- Head facilitator: Welcome and present the different steps. Moderate the expert discussions and assist if there are certain issues at the tables.
- Project manager: provide logistics and makes sure the time schedule is held.
- Expert/stakeholder panel: 7-12 experts/stakeholder to answer questions raised by the citizens
- Table facilitators (one per table is a good idea)

PROCESS

PREPARING THE CONFERENCE

Before the conference, you need to:

- Recruit participants in regard to criteria your team has selected (age, gender, profession…)
- Recruit a panel of experts that can give insights about the subjects addressed during the conference to the participants.
- Organize practical issues such as catering and lodging
- Preparing the room with tables, chairs, projector etc.
- Provide information material for the participants with descriptions of the societal challenges.

DURING THE CONFERENCE

DAY ONE

WELCOMING

Welcoming the participants is important as an initial step in both days of the workshop in order to facilitate contacts between the participants. The participants will work closely together for two days and they need to act like one group as soon as possible.

The welcome during the first day of the workshop should include a clear presentation of the reason for the workshop specifying "why" the participants have been invited. Shortly hereafter it is important that the participants are introduced to each other and get a few minutes to present themselves. An icebreaker exercise is recommended to loosen up the atmosphere and bring the participants together.

The welcome on the second day is just as important as the first day. The participants should be acknowledged for their work. Maybe they are tired from the day before, maybe they feel overwhelmed by the load of information of the previous day and have lost the overview. The welcome should thus include a "pep-talk", an overview of the agenda and give the participants room to reflect on their impressions of the previous day.

CONSTRUCTING SUB-GROUPS

For this method, you need to create sub-groups consisting of 5-8 participants. An idea can be to allow participants to choose freely which group to work in but this can lead to create high heterogeneity among the groups. To avoid this, you can create more evenly distributed groups with 4-6 participants in each group. If you choose this method, you need to think about the conception of your sub-groups before the event.

PHASE 1: INFORMATION

The first phase aims at informing the citizens about the societal challenge(s).

To do so you can create different elements:

- An information catalogue containing the different societal challenges written as scenarios. For each scenario create an info box, where the reader can find additional information about the topic (e.g. explanations of technical terms).
- Videos

Information material needs to be sent to all participants before the workshop. In addition, each research scenario will also be explained by your team in an oral presentation at the beginning of the workshop.

PHASE 2: FORMULATION OF QUESTIONS

The citizens gather in small groups where they will collectively discuss the different themes. A brainstorm is initiated where the participants write down all the themes on a mind map. They identify those themes they find most interesting and elaborate on these by identifying questions. All questions are written down in a speed-writing exercise on post-its. All questions are read out loud and clustered in order to identify if there is a specific pattern in the theme of the questions. The group decides on three clusters of questions and tries to formulate one central question for each cluster. If this is not possible, the participants vote for which three questions they find most interesting.

PHASE 3: CONSULTING EXPERTS

During this phase, the citizens ask questions (formulated during phase 2) to the experts in plenary and get an opportunity to collect different views and arguments. The phase is initiated with a speed-hearing where each expert presents themselves in a 3-5 min presentation. Hereafter, a Q&A round is initiated where the participants ask questions to the experts.

The experts are crucial because they enrich the discussion by adding more information to the discussion and expand the view on the challenge. It is expected that the experts try to be informative rather than convincing the citizens to take a certain position. Despite this, the experts will influence the final outcome of the consultation. The most charismatic or the most convincing experts may thus have an advantage in getting their own recommendations implemented in the final outcome.

To reduce the risk of dominating experts, it is an important task for the head facilitator to brief the experts on their ethical responsibility and moderate the discussions ensuring that as many arguments and positions as possible are being addressed during the discussion. The best way to get as varied a discussion as possible is to be rather narrow in the overall societal challenge in order to keep the ratio of experts per societal challenge as high as possible.

The experts are allowed to:

- Answer directly to the citizens
- Enter discussions with the other experts
- Give examples
- Provide background information or give small lectures
- Refuse to answer a specific question

DAY TWO

PHASE 4: BRAINSTORM

Participants are seated in groups consisting of 5-8 participants, like they did during the first day. Groups can be the same or they can be different.

In each group a discussion is initiated by a brainstorm. The brainstorm *can* proceed as follows:

1) Since it can be quit "scary" for many people to participate in participatory processes it is important to initiate the brainstorm session with an exercise that shows that all input is valuable. This can be done e.g. by asking the group to come up with all the <u>bad</u> ideas to begin with. This can be both fun and a good way to start thinking more creatively.

2) Now it is time to bring some concrete ideas on the table. All ideas are now allowed and even the bad ones may inspire to get in new directions.

3) The best ideas are selected and broken down or built up. The participants take one idea at a time and elaborate on them from one of the five mandatory questions. It is a good idea to allow some time to reflect in silence and write down sentences before the idea is rotated to another person who can elaborate it even further or break it down to sub-ideas.

The brainstorm sessions may also benefit by using games such as creating "mind maps" or "mood boards".

The brainstorm session is facilitated by table facilitators. Besides ensuring that the rules for good dialogue[11] are kept the facilitator should keep a record of participant's discussions. Flipchart and post-its are great ways to keep track of the discussions. A good idea is also to have a participant in each group who plays the role of rapporteur.

PHASE 5: DELIBERATION

In this phase 5 mandatory questions are brought to the table (e.g. written in a template). The questions should ensure that the answers will enrich the scenario in a sufficient way. The questions could be:

- What challenge(s) does the scenario address?
- Is it important from your point of view to address this challenge? Why?
- How could it be approached?
- Who should be involved in solving the problem?
- What should be the main goals/impacts of the research activity?

When all participants' points of views are presented, the group agrees on how to formulate an answer to the mandatory questions in the template. If there are disagreements, the table facilitator helps to moderate the discussions and preferably one answer per question is made. One template is filled out per table. In some cases (e.g. groups with many participants), two templates are filled out.

At the end of this exercise, the key point from the discussions should be in the template in a way so all questions are answered.

[11] Rules for good dialogue : 1. Speak open –raise your opinion; 2. Listen to other people, 3. Show respect –do not interrupt; 4. Make short and precise contributions; 5. Focus on the theme.

PHASE 6: PRIORITIZATION

By the end of day two, each group will present their output in a 5 minutes' oral presentation where they read up the text in the template.

The templates are placed on the wall, and the participants receive two stickers each. The stickers represent two votes. The citizens place the stickers on the two scenarios they personally found most relevant. If you have 7 or more propositions we advise to give 3 stickers to vote.

PROGRAM

DAY ONE

10.00-10.30	Arrival Coffee/tea + light breakfast
10.30-11.00	Welcome and introduction to the workshop
11:00-11:45	Explanation of the project Plenum + groups (15 min) Presentation of the research scenarios
11:45-12:30	Group work (part I) Further knowledge of the research scenarios
12:30-13:00	Lunch
13:00-13:20	Group work (part II) Questions for the experts
13:20-13:40	Recapitulation of the questions for the experts (plenum)
13:40-13:45	Break
13:45-14:30	Overview from the experts
14:30-15:30	Questions for the experts (part I)
15:30-15:45	Break (Coffee/tea + cake)
15:45-16:45	Questions for the experts (part II)
16:45-17:00	Thanks to the experts
17:00-17:30	Selection of groups for day 2
18:00-20:15	Dinner

DAY TWO

9:00-9:30	Arrival

	Breakfast
9:30-9:50	Introduction to the day
9:50-11:00	Brainstorm (group work):
11:00-11:10	Break
11:00-11:30	Part one: Filling out the template: question 1 (group work):
11:30-12:00	Part one: Filling out the template: question 2 (group work):
11:30-12:30	Part one: Filling out the template: question 3 (group work):
12:30-13:00	Lunch
13:00-13:30	Part one: Filling out the template: question 5 and 6 (group work):
13:30-14:00	Presentation of the results (plenum)
14:00-14:30	Closing, voting and evaluation

OBJECTIVE OF APPLICATIONS OF THE METHOD

☒Policy formulation

☒Program development

☐Project definition

☐Research activity

☒Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

The results of the process include concrete input for research directions to be implemented in national or international research agendas. The input is based on citizens' everyday life experience but with connection to the current research in the field. Some of the research recommendations are generic while some are unique and may provide alternative ways to define research priorities.

INDIRECT RESULTS

The workshop will contribute to the process of opening up research agenda settings so it includes citizens. The results show that citizens are capable of transforming societal challenges into research directions and elaborate them from their everyday life experience. It also shows that experts are beneficial in the way that they can help directing untrained citizens in bringing their ideas in a researchable direction and inspire them to challenge the original ideas hereby making them more unique.

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☐Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	**Direct Participant**	**Beneficiaries**
Civil Society Organization's	☒	☒	☐
Policy-makers	☐	☒	☒
Researchers	☐	☒	☒
Citizens	☐	☒	☐
Affected	☐	☐	☐
Consumers	☐	☐	☐
Employees	☐	☐	☐
Users	☐	☐	☐
Industry	☐	☒	☐

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

☐EU

☒National

☐Regional

☐Local

SOCIETAL CHALLENGES THE METHOD HAS BEEN USED TO ADDRESS

1) Alternative economical models
2) Consumerism
3) Production awareness
4) Urban-rural symbiosis
5) Energy efficiency: less consumption by structural design and behaviour

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

The major advantage of the method is that citizens and experts co-create research programmes without the experts dominate the discussions. Another advantage is that the organisers of the workshop can stay neutral in relation to the topic(s) addressed in the workshop since it essentially is the experts that bring the information and arguments to the citizens. The mixture of experts and citizens brings energy to the process and creates mutual understanding between citizens and experts, and even shifts the roles so that experts act as citizens and vice versa.

WEAKNESSES

The disadvantage of the method is that it is difficult to avoid that the experts bring their own agenda into the room. To deduce the risk it is important to pay attention to the problem and to ensure that the panel of experts is diverse and that the experts also remember to challenge each other's views.

TIMEFRAME FOR THE APPLICATION OF THE METHOD

Allow three months to prepare the method and two days for the application.

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: Advanced

IT skills:Basic

Facilitation skills: Advanced

Event organisation skills: Intermediate

Project management skills: Intermediate

WHAT ARE THE ISSUES OF CONCERN THAT ORGANISERS NEED TO TAKE INTO ACCOUNT WHEN APPLYING THE METHOD?

The organizers of the consensus workshop should be very careful what purpose the outcome of the workshop has and be aware to have balanced information material and expert views since these highly influence the outcome of the process. Thus, the method should primarily be used to enrich and broaden the perspective on certain challenges since it is not a truly democratic process.

EXAMPLES OF USE OF THE METHOD

EXAMPLE

- Project name : CIMULACT
- Organisation : Danish Board of Technology Foundation
- Contact persons : Danish Board of Technology Foundation
- Timeframe : 2016
- Web address : Project report can be found at: http://www.cimulact.eu/publications-2/

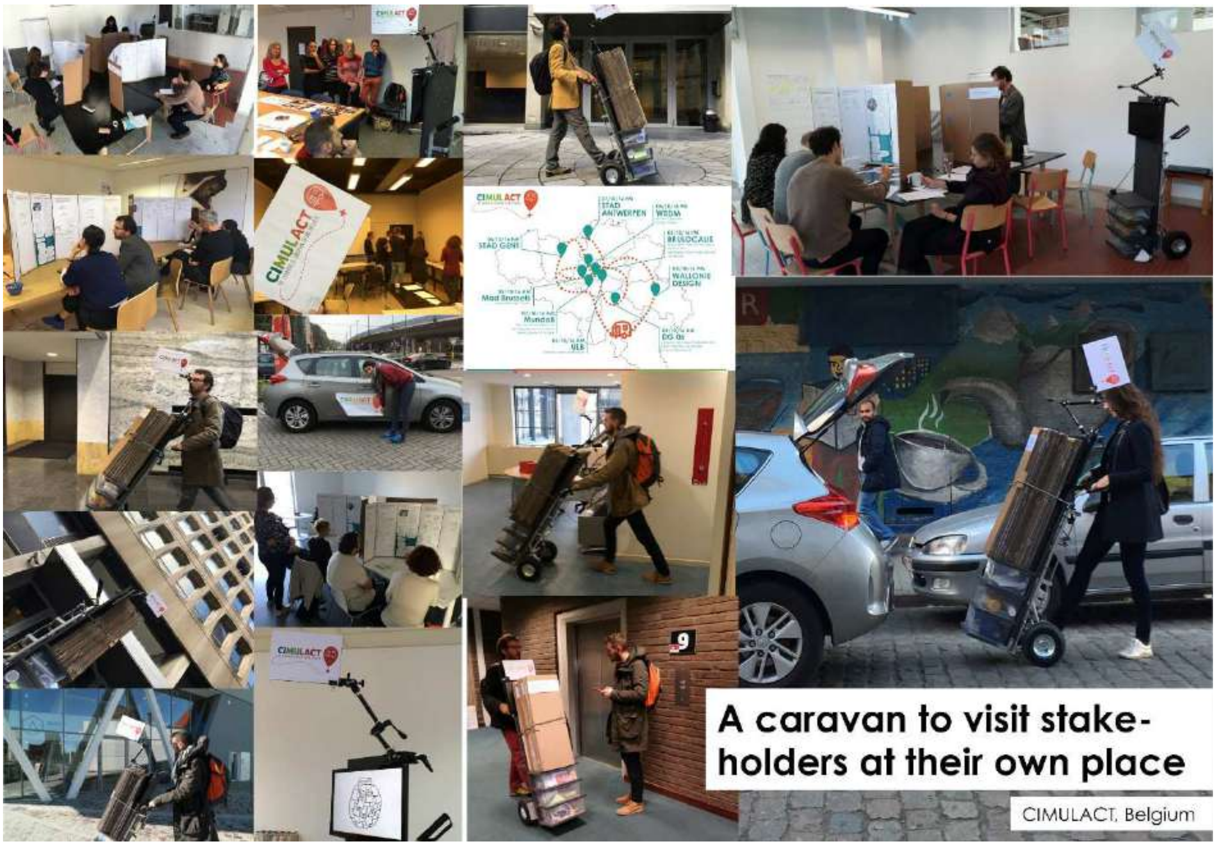
THE CARAVAN

THE CARAVAN (STRATEGIC DESIGN SCENARIOS, BELGIUM)

SHORT DESCRIPTION

A “caravan” travelling for a certain period of time stops between 2 to 4 hours in different places to meet various stakeholders and policy makers, in order to progressively enrich and deepen content already developed, for example, during a previous step of a participatory process.

In each stop you will allow participants to enrich the ideas created in the previous stops of the caravan. The so-called caravan is a mobile cumulative mapping of ideas, arguments, knowledge and/or opinions.

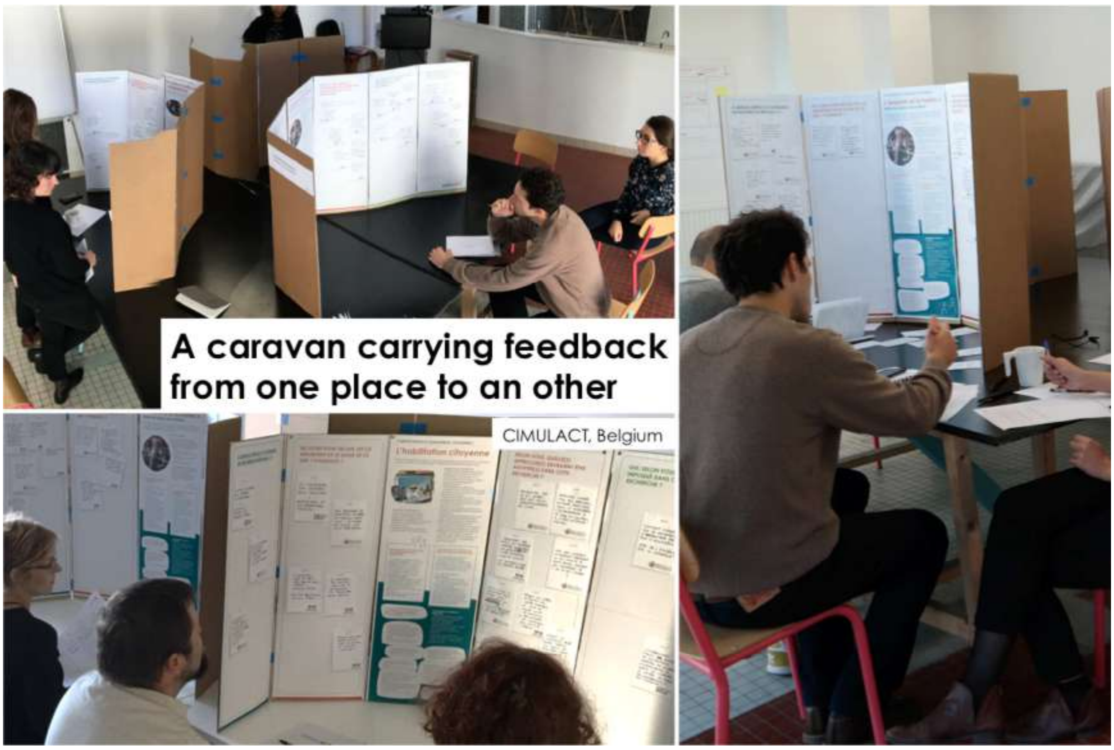


LONG DESCRIPTION

AIMS

- Continuous and progressive enrichment: each iteration (each stop of the caravan) goes deeper into the research programmes as it builds upon the previous enrichments. Therefore no input is a duplicate of the previous one unless it is a new enrichment or a deeper one.

- Inclusion: by going directly in various stakeholders institutions, the caravan enlarges and diversifies participation
- Equity: more stakeholders have a chance to participate. It's not always the same spokesperson that will be sent to represent the institution
- Confidence: your team enters in the context of the participants and gets more insight from this immersion posture. It can lead to create a peaceful and relaxed process.
- Institutions hosting the caravan are encouraged to enrich the variety of participants by including pertinent stakeholder's you did not know.
- Disrupting the setting of the classic meeting room and offer an original participant experience



PARTICIPANT SELECTION

1) Choose and contact the panel of institutions that you consider to be relevant to enrich the research programme scenarios. Explain your contact there the purpose of your workshop and motivate them to invite whom in their institution and its closed network they think could be relevant to invite for this step. You control the panel of institutions and stakeholders you want to visit but you let it go to them to invite the participants following your instructions but also leaving a certain level of freedom.

2) Start the process 2-3 weeks in advance to leave your contact enough time to send invitations around. To help your contact, you may give them informational leaflets/emails – designed by your team previously – that explains the project and the participatory process. This material needs to show in particular the benefits of

participation for them (i.e. host a creative workshop and experience new interac-interaction tools; engage their colleagues and partners into a European participative process; etc.). This leaflet will also help them introduce and explain the project and the process to possible participants. Keep regular contact with them to make sure they reach the expected 7 to 10 participants for each stop.

3) According to the results the first step of the participant selection (1), you can start planning your caravan road map. While planning, you have to take into account that you need at least 3h with each group. According to the time you have and the number of stops you want to make, adjust the number of days needed. You may have to adjust your trip according to the availability of the different institutions and stakeholders you decided to visit.

4) Conduct a profile check at the end to be sure that the balanced criteria is fulfilled

Some recommendations:

- As for the recruitment, we recommend:
    - to give a clear statement to the host about the profiles of participants you're precisely looking for.
    - to request confirmation of participation (some time before and a few days before the stop) and to ask the host to secure the participation of the persons he/she has invited
    - to do a bit of overbooking in order to make sure that if you encounter last minute drop-off, participation remains reasonable (recruiting 10 people to ensure the presence of 6-8 people...)

FACILITATION

See facilitation guidelines

PROCESS

How to organize your road map?

Setting up an itinerant caravan workshop may be an exhausting methodology for the organisers by: the complexity of the logistics and the planning of the itinerary, the multiple stops throughout the country in a very short period of time giving a "marathon-feeling", and the difficulty of managing the recruitment for each specific session. We therefore recommend you to conduct only one stop per day (instead of one in the morning and another one in the afternoon) and only 2-3 days a week over a longer period of a couple of weeks or a month (instead of packing all the stops in one week).

You do not need to plan 20 different stops. From our experience, after 6 to 8 stops with 8 people in each, most of the enrichments have been added. The extra stops may be quite frustrating for the participants as most of the inputs have already been given and that they block finding extra ones.

You could consider, depending on the enrichments you receive in each stop, to decide to create adhoc stops. Those stops would then be based on new profiles of hosts you would look for based on the enrichments that came out.

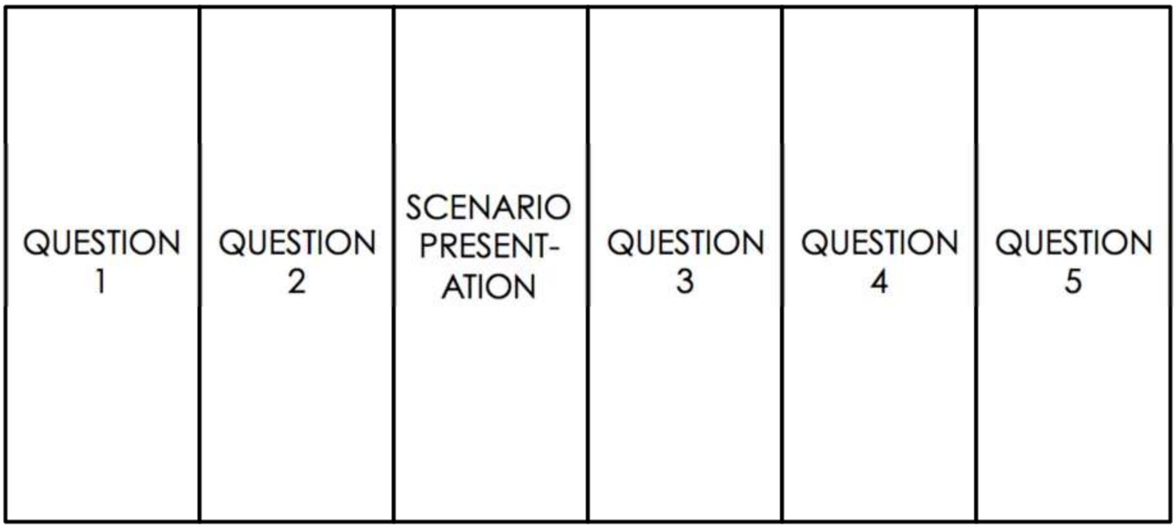
THE ROAD

We will now describe the participation method that you will use during the stops you will make during your travel around the road. They are all similar.

General Logistics: What material do you need for the caravan process?

The participatory process take place around a "panel" in card board composed of 6 different pieces (each of them is 21 cm large and 84 cm high = 2 A3):

- A central one explaining the research programme that will be discussed
- 5 others introducing each one question that participants need to answer
- customized post-its with the logo of the hosts of each stop in order to trace where the enrichments were made and for participants to identify the contribution of every stakeholder



FOR EACH STOP ON THE ROAD

1) <u>PRESENTATION OF YOUR PROJECT AND CARAVAN PRINCIPLE (15 MIN)</u>

Objectives:

- Present your research project
- Present the participatory process
- Present the caravan principle
- Explain the impact of the participants' contributions

Description:

It is to be noted that the arrival of the caravan (in our case a workshop-trolley that cross the building through elevator and corridors to deliver the workshop material) is a great ice-breaker. You may also ask participants to help you to unpack and install the workshop material.

2) PRESENTATION OF THE RESEARCH SCENARIOS (15 MIN)

Objectives:

- To make the participants discover the research scenarios

Description:

- Presentation of the different booths and the general content of the scenarios by the head moderator
- Then, silently, participants are all asked to read through the scenarios

3) DISCOVERING THE ENRICHMENTS MADE BY THE PREVIOUS GROUPS (15 MIN)

Objectives:

- Discovering how the other caravan stops' participants have enriched the research scenarios
- Go further with the already built ideas or to create new ones. Participants are not starting from the scratch.
- See what are the enrichments that emerged from the different hosting institutions (recognizable from the logo)

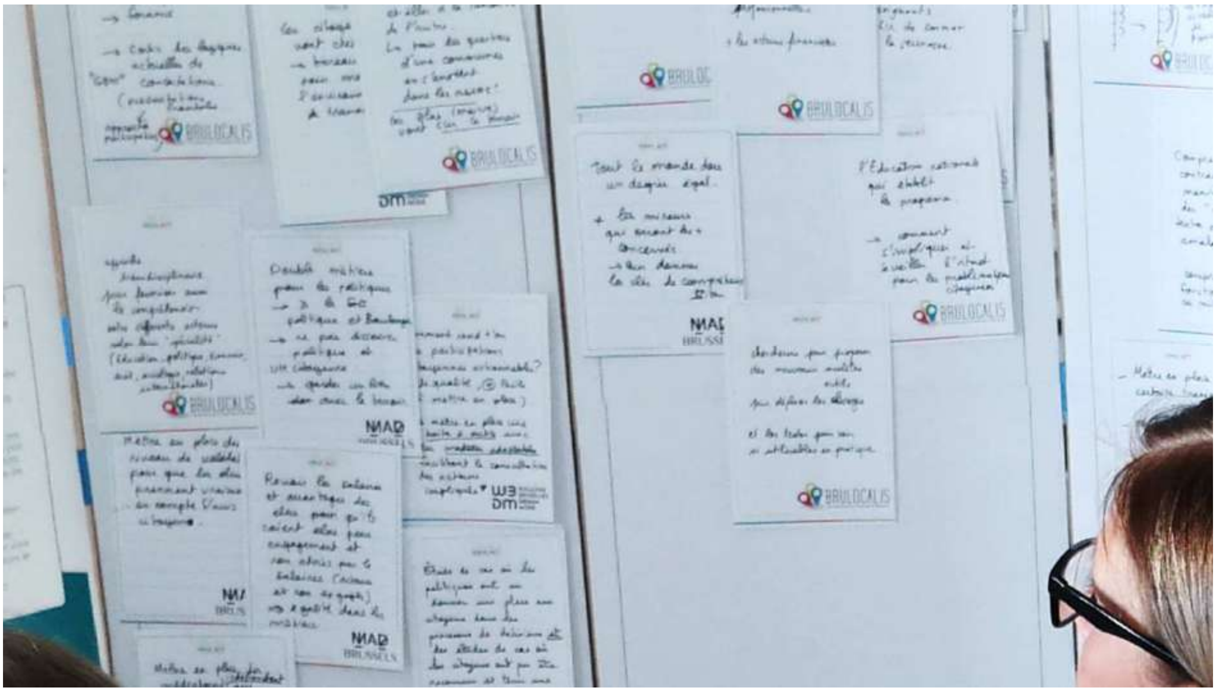
Description:

Each participant receives "enrichment card". Participants answer the questions on those cards and place them on the right piece of the panel. They may answer the questions freely in no strict order. They just need to be all covered.

Thanks to the caravan process, the propositions made for each question and each subject sediment stop after stop. The cards are printed with the logo of the hosting institution. They will remain on the panels all along the caravan process so that at each new stop participants can see what are the various enrichment cards posted before and by which institution (except for the first stop where there is no enrichment yet).

Logistics:

- Role of the facilitators (one per "discussion booth") : re-explains the rules if necessary, ensures the good participation of every participant, moderates conversation



4) <u>DISCUSSION AND NEW LAYER OF ENRICHMENT (1H30)</u>

Objectives:

Enrich the research scenarios

Description:

Participants start with the research scenario they prefer. Then they will rotate 2 times and enrich 2 other research scenarios (in total 3 x 30 min.)

Need more information:

- Participants gather in subgroups by joining the first booth they are the most interested to start with. In case too many people join the same booth, the head moderator redistributes extra people (voluntary) on the other tables to ensure an

equal distribution. In any case, every participant will see and contribute to all 3 re-research scenarios.
- Participants are then given custom post-its (with the logo of the host institution) and start adding arguments/comments which build upon the previous ones.
- The session stops after all 5 questions have been discussed and commented. In case an argument or a comment has already been given, we do not rewrite it. We only add new elements.

Logistics:

- Roles : similar to previous steps

5) PRIORITIZATION PROCESS (5 MIN)

Objectives:

- Getting the top 3 selection of the research programmes

Description:

- Ask all the participants to vote for their preferred research programme

Attention: this is a limitation with this caravan process as it is extremely difficult to get the priorities after the stop. Sending back, by emails, all the enriched research programmes to all participants is ideal but resulted in a very low level of response. You need to keep in mind that you need to exploit the engagement of the participants on the spot and that it is rather difficult to keep it after the event takes place (by sending an email afterward for example).

6) WRAP-UP AND EXPLANATION OF THE FOLLOWING STEPS OF YOUR PROJECT (15 MIN)

OBJECTIVES:

- Explaining the following steps of the project
- Conclusion of the day

Logistics:

- Role of the head moderator : closing and thanking everyone

AFTER THE END OF THE ROAD

Objectives:

- Give a feedback to participants

Description:

Do not forget to report the results of the caravan participatory process to your participants. The easiest way is to send them an email or a letter explaining the results and the following steps of your project.

OBJECTIVE OF APPLICATIONS OF THE METHOD

☐Policy formulation

☒Programme development

☒Project definition

☒Research activity

☐Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- Enriched versions of the research scenarios already built
- Implication of stakeholders and policy makers

INDIRECT RESULTS

- Emulation within visited institutions
- Indirect contact between institutions

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☐Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	Direct Participant	Beneficiaries
Civil Society Organization's	☐	☐	☒
Policy-makers	☐	☒	☒
Researchers	☒	☒	☒
Citizens	☐	☐	☒
Affected	☐	☐	☒
Consumers	☐	☐	☒
Employees	☐	☒	☒
Users	☐	☐	☒
Industry	☐	☐	☒

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

☐EU

☒National

☒Regional

☐Local

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

- Stakeholders do not need to move and you can adapt to their own work schedules
- Getting a higher level of positive answers from the contacted stakeholders since the participation burden is lowered for them (quick workshop directly organised in their place);
- Involving participants that are usually not present in classic workshops in which organizations are invited (usually organizations send the same "representatives" but not their secretary, assistant, intern, or colleagues from "lower" positions);
- getting a progressively enriched content in which each new stop of the caravan builds upon the previous stop giving a chance for stakeholders to discover what the previous ones have produced and deepening the content at each iteration.

WEAKNESSES

- Time consuming method
- No mixing of stakeholders from different places
- Limited control over participation
- Not aiming at a very precise and controlled composition of the panel but rather at a diversified and creative mix of contributors.

TIMEFRAME FOR THE APPLICATION OF THE METHOD

- 4 weeks (from starting recruitment to completing the caravan tour)

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: Intermediate

IT skills: Basic

Facilitation skills: Advanced

Event organisation skills: Advanced

Project management skills: Advanced

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

- Project name : CIMULACT
- Organisation : Strategic Design Scenarios - Belgium
- Contact persons : Strategic Design Scenarios
- Timeframe : 2016
- Webaddress : Project report can be found at: http://www.cimulact.eu/publications-2/

PROTOTYPING RESEARCH PROGRAMME SCENARIOS

PROTOTYPING RESEARCH PROGRAMME SCENARIOS (4MOTION, LUXEMBOURG)

SMALL DESCRIPTION

Aim of the method – Simulate an experience

Taking inspiration from design thinking and group interviews this workshop aims at stimulating the participants' creativity while keeping a clear focus. The concept is to mix group discussions and prototyping.

The groups of 3-5 people involve a mix that brings together citizens, experts/ stakeholders and political decision makers. During these group discussions, participants are asked to discuss different questions and fill out prepared templates with five mandatory questions.

Another session is dedicated to prototyping.

LONG DESCRIPTION

AIMS

- The aim of this method is to bring citizens, experts/ stakeholders and political decision makers together. Participants are motivated by opportunities to exchange, creativity and mutual learning.

- To enrich and draft research questions thanks to design thinking, the idea is that a participatory process that is more concrete and takes into account personal experiences is more likely to be enjoyed by participants and to produce interesting results.

FACILITATION

One facilitator per table and one head facilitator. Per group of 8 maximum one table facilitator, and one head facilitator for a group of maximum 100 people.

PROCESS

In short, the method consists of:

- Group discussions during which people (about 5 people per table) are asked to discuss different questions and fill out prepared templates,
- Plenary and half-plenary sessions during which presentations, interviews or votes take place.
- Different interaction such as:
  - Individual work: at the beginning participants are asked to work on the research scenarios by answering to the "how might we" question. This work had to be done individually.

- Group work: after looking individually at research scenarios participants can choose the scenario they want to work on (max. 5). This is done in small groups.
- Interaction: in order to get a better understanding of the research scenarios participants are asked (during empathizing phase) to interview other participants

- Creative sessions such as prototyping a research programme scenario.

Prototypes can have different forms and formats:

- Storyboards: visualize the complete experience of an idea over time through series of images, sketches, cartoons or even just a text block. Everything is allowed, no need to be an artist.
- Diagrams: map out the structure, network, journey or process of an idea.
- Story: tell the story from an idea from the future. The best is to be as precise as possible in describing the experience and how it should be. It can be in the shape of a newspaper article, a job description, a letter or anything else.
- Mock-up: create a model or replica of the idea with simple sketches of screens on paper. At the end paste the paper mock-up to an actual computer screen or mobile device (phone, tablet) for demonstration.
- Model: put together simple three-dimensional representations of the idea. One can use different kinds of materials such as paper, cardboard, pipe cleaners, fabric and anything else.
- Role-plays: act out the experience of the idea. At the end the aim is to try out the roles of the people that are part of the situation.

Choose the format that suits best the idea. In short prototyping means: being in the concrete and getting the conceptual idea to a concrete idea in form of a product.
In addition the workshop had plenary and half-plenary sessions during which presentations, interviews, or votes took place.
WARNING: This method needs some pre-required skills. If it is the first time you organise participatory process, it might be risky!

INTRODUCTION: WELCOME THE PARTICIPANTS – STEP 0

Objectives: Create a nice and relaxed atmosphere and register all participants

Logistics:

- Prepare a list with the names of the participants who confirmed their arrival: tick their names when they are showing up. Inform the participants where the restroom is, where they can get fresh air, and the WIFI code for internet.

- Breakfast: think about a self-service where people can help themselves with some hot drinks, some water, and pastries.

Preparation of the room for the day

PRESENTATION – STEP 1

Objectives:

- Present the programme of the day
- Present your project
- Ensure that each participant feels confident
- Make sure all participants understand the full project, make sure they understand why they are in the room and what is expected from them during the workshop.

Description:

- The head moderator introduces the project and explains its overall objectives
- He/she explains the previous steps of the project
- He/she presents the overall program of the workshop and explains the expected outcome of the workshop.

➔ Role of the head moderator
  - o During the introduction the head facilitator gives information about the project and what is the objective of the day.

Logistics:

➔ A computer
➔ Video-projector releasing a PowerPoint.
➔ Microphone

ICEBREAKER AND SELECTION OF RESEARCH PROGRAMME SCENARIOS – STEP 2

Objectives:

- Let participants discover the research scenarios that they need to enrich
- Make your project as tangible as possible
- Open process for intuitive solutions and hints
- If you have many research scenarios, make the participants select the ones they are going to work on

Description:

Icebreaker: we recommend to use an "icebreaker" at the beginning. Invite people to present themselves and say one positive thing they had experienced in the morning before the workshop.

The research programme scenarios are hanged on separated pin boards and the scenarios formulated as "how might we" questions.

For example if the scenario is "Community building development", during the workshop participants are asked to find answers to the question "How might we support community building development?"

The participants are invited to walk around and look at the boards with the research scenarios, read them and reflect about possible ideas. Each idea should be written down on a post-it and stuck to the pin-board. It is important to mention at this stage by the head facilitator that the ideas do not have to be realistic. The workshop is an open space for intuitive solution or hints and they should definitely be noted down.

If you want to prioritize research scenarios: after 20minutes the participants receive 4 sticky dots per person and are asked to vote for the scenarios that they find mostly interesting. At the end select the first ones (accordingly to the number of research scenarios you decided to keep for the workshop).

Logistics:

- ➔ Role of the head moderator: time keeping of the day, introducing the next steps and taking care that participants feel comfortable. During the introduction the head facilitator gives information about the project and what is the objective of the day.
- ➔ Role of the table facilitation : ensure that all the needed material is on the table or at their disposal, ensure that discussions are going well and that participants can follow the process, and that there is facilitation of the discussions;
- ➔ Role of the participants: <u>have fun and be creative</u>.

<u>GROUP WORK – STEP 3</u>

Objective: enrich research scenarios

Description: The participants are divided to work in small groups, each group selects one scenario. Each group is asked to work on the following questions:

- What challenge(s) does this research scenario address?
- Is it important from your point of view to address this challenge? Why?
- How could it be approached?
- Who should be involved in solving the problem?
- What should be the main goals/impacts of the research activity?

Logistics:

- ➔ Role of the head moderator : give instructions and explain the objective of the task, keep the time
- ➔ Role of table facilitators: be at the table and facilitate the process; explain participants the tasks/ questions they have to answer and how to achieve it

➔ Role of the participants: getting to know each other at the tables; familiarize with the questions, project

<u>**EMPATHIZING PHASE AND INSIGHTS FROM EMPATHIZING – STEP 4**</u>

Objectives:

- Breaking down the complexity as it allows not only to "challenge" the research scenario but make it more real and understandable for everyday life purposes
- Make it more concrete for participants
- Get deeper insights on the research approaches of the participants

Description:

Participants are asked to interview members of other groups about their ideas. Therefore participants move in the room, approaching others and asking them the opinion about the selected approaches.

Here are some example of questions they could ask about a research on more free time:

- *Could you imagine a system where people would only work 5 hours a day?*
- *Would you like to do that? What would you do in your free time?*
- *Would that enrich your life? In what way?*
- *What are you currently missing?*

After empathising, groups get back together and write down the main insights on moderation cards: here it is important to use different colours than the ones of post-its used until now, so that it is visible that it is a different stage of the process. The insights could be the most interesting findings they have heard during the interviews, quotes, observations (*for instance people do not know what they would do when having more free time because they would only work 5hours a day*). The insights are discussed by the group and sorted out, the main conclusions are dragged.

For this phase, you can use different methods. Decide the one you want to use accordingly to the time you have and what the participants feel more confident to do. Here are different possibilities:

- Interviewing other participants of the workshop
- Interviewing people on the street
- Phoning friends or family members, using social media etc.

Logistics:

➔ Role of the head moderator : give instruction of the task, the objective and the time frame; time keeper

- ➔ Role of table facilitators : ensure that material, drinks, food is at the disposal of participants, give instructions, help when needed
- ➔ Role of the participants : get involved with other participants, getting organized in the work who does what; gathering information

PROTOTYPING – STEP 5

Objectives:

- to put into "real" the research scenario
- A doing phase after thinking one
- Show the potential solutions to the ideas without talking about them but rather by doing them

Description:

For the prototyping phase there are no limits. It must although be ensured that there are enough materials to actually build the prototype. All kind of materials can be used. Cardboards, pencils, straws, markers, wool, cords and all different kind of crafts material.

While using all the information they've gathered during the discussions participants are asked to actually prototype the ideas that have emerged from the discussions. It allows to show the potential solutions to the ideas without talking about them.

The prototype can be the role play that will present some interaction, the mock-up, the simulation in the space, the idea of the programme, etc. Participants are free to chose the kind of prototype they want to create.

Logistics:

- ➔ Role of the head moderator: gives instructions and also examples of what a prototype is; keep the time, give information about the objective.
- ➔ Role of the table facilitators: supports the participants in the process of prototyping when needed, ensure that there's enough material
- ➔ Role of the participants : create prototypes in relation to their research scenario; be concrete and precise

MARKET PLACE – STEP 6

Objectives:

- Get to know the other prototypes

Participants give feedback about the prototypes. Enrich the prototypes

Description:

During the market place people circulate around with 2 post-it colours. The goal of this is to get to know the other prototypes and to give feedback by using the post-its. At the end the groups get back together and cluster the ideas / the feedback and integrate it on the prototypes in order to finalize them.

Logistics:

- ➔ Role of the head moderator: give information about the objective and general instructions; keep the time
- ➔ Role of the table facilitators: be at the pinboards in order to give information when needed
- ➔ Role of the participants : interact, ask questions, adjust their own prototypes

FINAL PRESENTATIONS – STEP 7

Objectives:

- Expose the prototype
- Expose other type of presentation (role play…)
- Prioritize the enriched research scenarios

Description:

While at the marketplace participants have the possibility to stroll around and discover other prototypes, during the presentation phase they will have to present (and somehow also "sell") their unique prototype in order to present the research scenario and the enriched idea. After the presentations participants will get sticking dots and have to choose two prototypes which they like best.

Logistics:

- ➔ Role of the head moderator: explain the objective of the activity and keep the time.
- ➔ Role of the table facilitators: support participants where needed
- ➔ Role of the participants : present prototypes; answer questions and vote

9.00 – 9.30	Introduction & Ice-breaking We used a small "icebreaker" at the beginning by inviting people to present themselves and saying one positive thing they had experienced in the morning before the workshop
9.30 - 10.00	Presentation of the Research programme scenarios Selection of research programme scenarios
10.00 - 10:45	Group work on the different research programme scenarios
10.45 - 11.05	Coffee break
11.05 - 12.00	Empathizing phase & Insights from empathizing
12.00 - 13.00	Prototyping
13.00 - 14.00	Lunch Break
14.00 - 14.30	Finishing Prototype
14.30 - 15.30	Market place
15.30 - 16.15	Finalization of research programme scenarios
16.15 - 16.45	Final presentations & Voting

OBJECTIVE OF APPLICATIONS OF THE METHOD

☐Policy formulation

☒Programme development

☐Project definition

☐Research activity

☐Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- Enriched versions of the research scenarios already built
- Due to group discussions and the construction of prototypes the research scenarios will be enriched
- Concrete examples of the research scenarios in the shape of prototypes

INDIRECT RESULTS

- New ideas are emerging due to the construction of the prototypes
- Networking: experts may see an impact, interest for their field of work

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☐Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	**Direct Participant**	**Beneficiaries**
Civil Society Organization's	☐	☐	☒
Policy-makers	☐	☒	☒
Researchers	☒	☒	☒
Citizens	☐	☒	☒
Affected	☐	☐	☒
Consumers	☐	☐	☒
Employees	☐	☒	☒
Users	☐	☐	☒
Industry	☐	☐	☒

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

☐EU

☒National

☒Regional

☐Local

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

The strengths of this method is that it:

- Allows to make complex topics tangible by breaking down step by step the complexity
- A creative way where people can find themselves the best way that works for them. We experienced that some people feel very comfortable with creating prototypes using craft materials where other preferred to do a role play. There exist many possibilities, and this is another strength of the methods; it allow multiple ways of finding solutions.
- Different ways of interaction constitute an important strength from my professional point of view; at different moments people have different degrees of interaction: individual work at the beginning which seem to suit people especially when they don't know each other, small group work and plenary session.

WEAKNESSES

- The main weakness of the method is the time issue: many activities are planed during this day

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: IntermediateIntermediate

IT skills: Advanced

Facilitation skills: Advanced

Event organisation skills: Advanced

Project management skills:Advanced

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

- Project name: CIMULACT
- Organisation: 4Motion - Luxemburg
- Contact persons: 4Motion
- TIMEFRAME: 2016
- WEBADDRESS: Project report can be found at: http://www.cimulact.eu/publications-2/

ENRICH BY CO-DESIGNING

ENRICH BY CO-DESIGNING (POLIMI, ITALY)

SHORT DESCRIPTION

This method will allow a project team to enrich research programme through a design thinking and doing approach based on co-design. Among more usual participatory processes, this method includes a phase of prototyping, where the participants will try to envision, represent and visually create solutions.

Initially created to be used with a group of designers (students or experienced designers), it can be used also if:

- participants are familiar with prototyping
- a facilitation processes is done previously in order to help people to learn to conceive ideas and to prototype

Designers have the ability of envisioning concepts in a concrete way, turning challenges into ideas, giving a shape to something abstract (as research programme can be).

LONG DESCRIPTION

AIMS

This process aims at turning research programme into solutions and prototyping them with designers during a workshop, in order to extract research priorities. Working with this specific target group enables to experiment a design thinking and doing approach applied to research programme. The method taps on the ability of designers to envision and visualize complex concepts and find creative & concrete solutions, in so doing turning abstract programmes into something concrete.

PARTICIPANT SELECTION

The method targets professional designers and design students advanced in the career: mailing list, personalized invitations and direct contact with the target are the way to engage them.

The participant can be also non-designers but they need to be trained in design thinking and at least one designer is needed per group.

For practitioners and researchers the method can be a way to discover new tools and a new approaches, as well as networking and being part of a research activity.

PROJECT MANAGEMENT:

- Need of preparing several materials before the activity: templates, mockups, a dedicated space
- Need of recruiting at least part of the participants within design professionals or experts.
- Need of having design experts within the team of organizers.

- The average number of participants is 20-25
- The average time for the workshop is half a day.

FACILITATION

Facilitators must be trained beforehand. The role of the facilitator is to carry the group throughout the process. He explains each step, fosters and coordinates the discussion during each exercise. Moreover, one person must check the time and that all the groups are proceeding with the right schedule.

PROCESS

STEP 0 - BEFORE THE DAY STARTS: ORGANIZING YOUR WORK AREA

Objectives:

Prepare the logistics for the day and select the research programme to address in the co-design workshop.

Description:

before the workshop, select the research programme according to the topics more interesting for the participants and more compelling to be envisioned. To do this, participants when recruited, are asked to express preferences among the different topics.

The space has to be organized in areas, each one set for a group of 4 persons. Groups are formed beforehand trying to keep them heterogeneous in terms of expertise, gender and age. They are created taking in consideration the personal choices as much as possible.

Provide a huge and varied selection of materials such as paper, cardboards, stickers, tapes, small stickers, and any kind of component for model building. They have to be provided to the participants in a dedicated area.

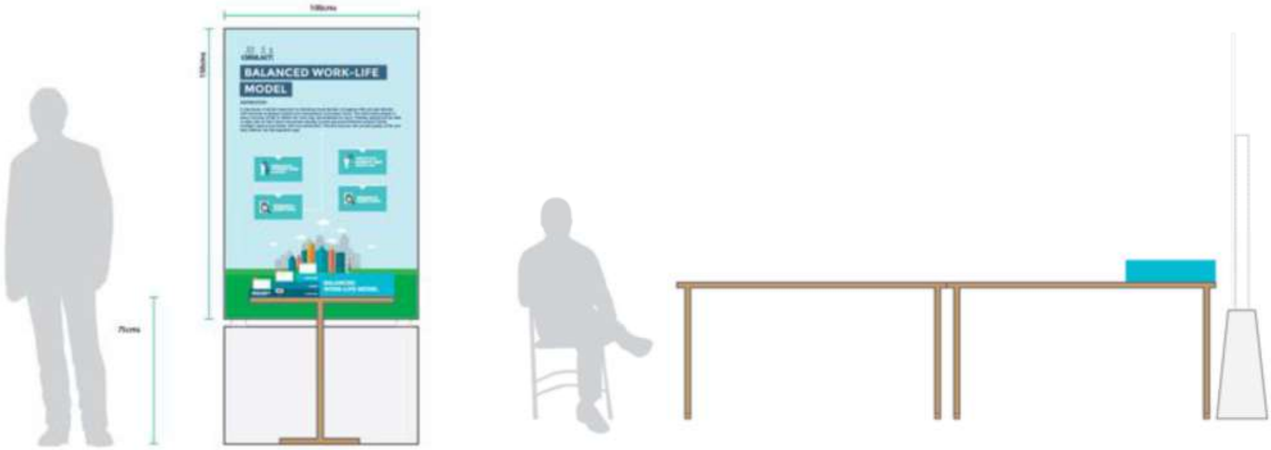
Logistics:

Each area is set with:

- A poster showing the research challenge, including the state of the art and the connected research questions
- A3 dimensional mockup conceptually representing the research challenge, making visible the main issues, actors, interactions through a tangible and event interactive material artifact
- A table big enough to host the mockup and the for participant
- An area dedicated to the model building material.

Each table has to be endowed with pens, pencils, colored markers, scissors, tapes, post-its and any material to create models and texts.

Representation of the setting of each area:



STEPS DURING THE DAY

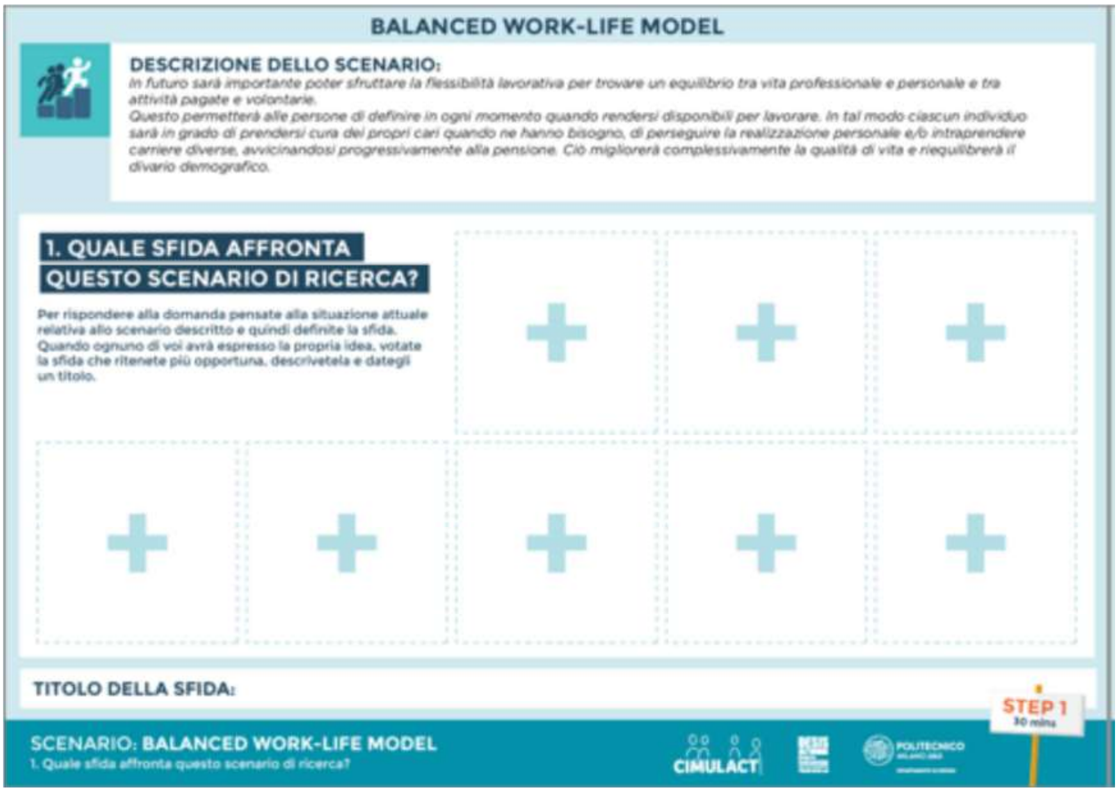
STEP 1. WHAT CHALLENGE(S) DOES THIS RESEARCH PROGRAMME ADDRESS?

Objectives: reading the research programme provided and listing the challenges that they rise.

Logistics: printed detailed research programme for each participant; templates for the group work. (template 1).

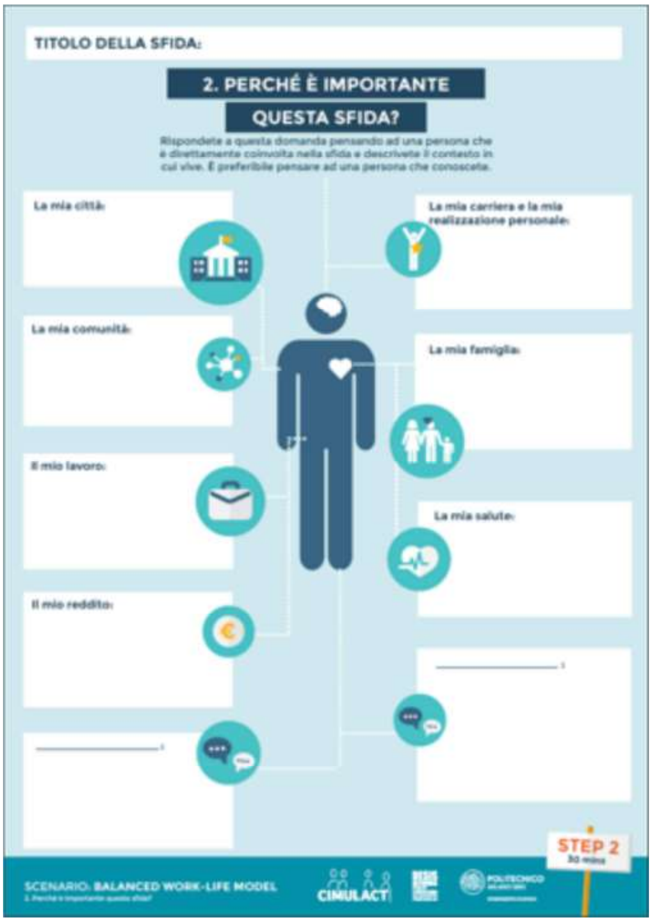
Description: each participant go through the research programme and complementary information attached to it.

While going through the document, each participant is asked to answer the question "What challenge(s) does this research programme address?" with a sentence written in a post-it and stuck on a group paper (template # …).



Once everyone has answered, each group formulates a collective challenge, building upon the different opinions and inputs provided in the post-it. (template 2 …).

STEP 2. IS IT IMPORTANT FROM YOUR POINT OF VIEW TO ADDRESS THIS CHALLENGE? WHY?



Objective: detailing the impact and relevance of the topic & project it in everyday life.

Logistics: templates for the group work. (template 3 …).

Description:

The participants of each group answer the question "Why is it important from your point of view to address this challenge?" thinking about a real person they personally know who is affected by the challenge and the context in which this person lives, taking into consideration different areas, such as My city, My community, My job, My income, My career and personal development, My family, My healthcare etc. All together the suggestions of the participants are combined in a common paper (template 4).

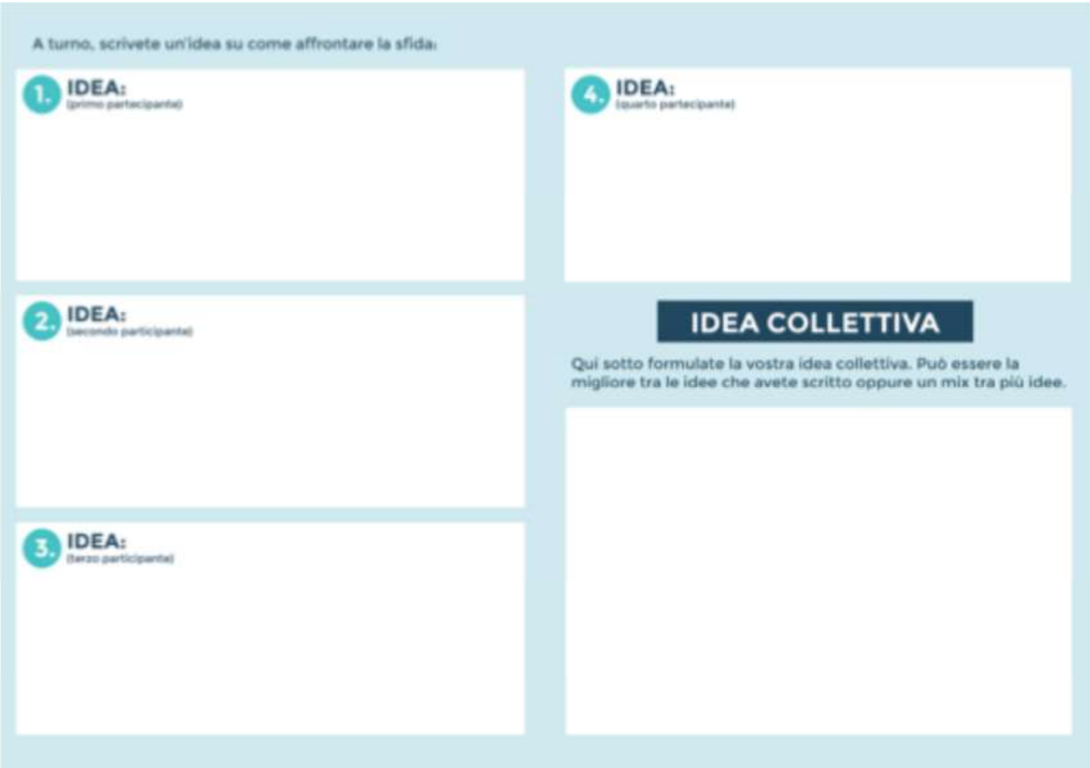
STEP 3. HOW COULD IT BE APPROACHED?

Objective: creating and listing all the participants' ideas to address the challenge emerged from the research programme

Logistics: templates for the group work. (template 5).

Description:

Participants, in each group, generate ideas one by one that may answer to the collective challenge and write them in a common paper (template 5). At the end of this 'round of ideas', each group chooses the best idea and briefly describes it as the collective idea. The choice is made by voting in a democratic way: it is important to underline that this step is intended as a selection not as a process of convergence into a new idea that combines different inputs. The rationale behind this is that the originality and strength of ideas have to be kept and the group has recognise and vote them.


A turno, scrivete un'idea su come affrontare la sfida:

1. IDEA: (primo partecipante)

2. IDEA: (secondo partecipante)

3. IDEA: (terzo partecipante)

4. IDEA: (quarto partecipante)

IDEA COLLETTIVA

Qui sotto formulate la vostra idea collettiva. Può essere la migliore tra le idee che avete scritto oppure un mix tra più idee.

STEP 3BIS. PROTOTYPE

Objective: developing the idea and prototyping it

Description: at the end of the idea generation, the groups are invited to come up with a raw physical prototype of their idea. This is a way to let them think concretely in solutions, adopting a 'hands-on' approach.

Logistics: model building materials such as paper, cardboards, stickers, tapes, small sticks, straws, pins, printed pictures, and any kind of component for model building like pieces of wood etc. Since the time is relatively short and the aim is not to build a complete and detailed prototype, but rather giving a shape to the idea, rough materials is enough.

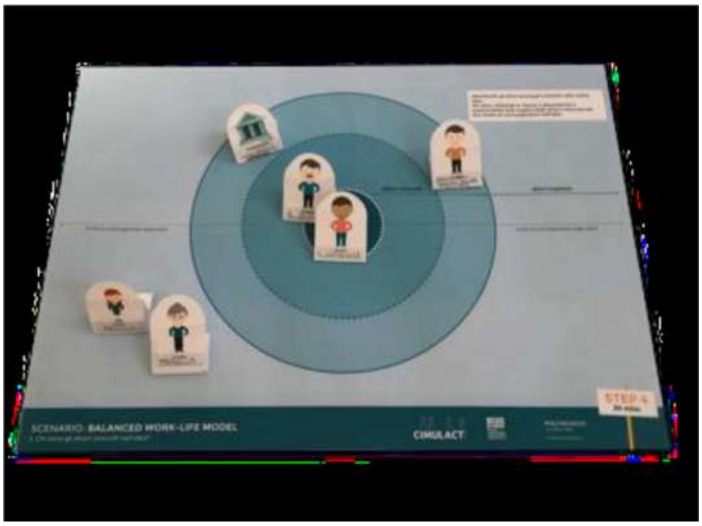
There are not strict guidelines on how to build the prototype, the brief is to represent the idea in the most functional and clearest way. Some groups may decide to build just a touchpoint of the solution they think about, some others to represent entire systems or a conceptual representation of them.

STEP 4. WHO SHOULD BE INVOLVED IN SOLVING THE PROBLEM?

Objective: listing the persons important to involve in the project.

Logistics: template for the group work. (template 6).

Description: at this stage, each group is asked to identify the main actors involved and impacted by the idea and place them on the provided "Actors Map" (template 6), which provides a framework for understanding and defining their level of involvement.

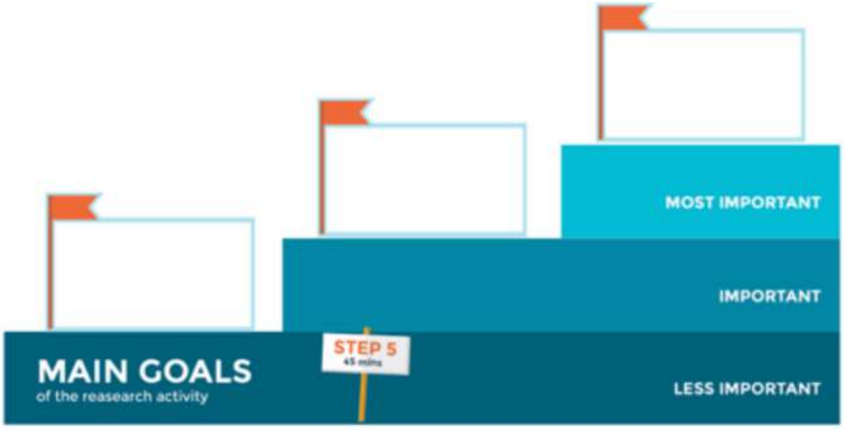


STEP 5. WHAT SHOULD BE THE MAIN GOALS/IMPACTS OF THE RESEARCH ACTIVITY?

Objective: defining the main research goals to be addressed through the research in order to implement the idea developed by each group

Logistics: template for the group work. (template 7).

Description: at this final stage the groups answer the question "What should be the main goals/impacts of the research activity? " and place each goal on a dedicated structure (template 7) according to their level of importance.



STEP 6. PRESENTATION

Objective: sharing the ideas developed by each group

Description: At the end of the day, each group presents the idea to the other participants in a pitch of 3 minutes, showing the prototype.

STEP7. PRIORITIZATION

Objective: prioritizing the addressed research programme

Logistic: a list printed on a poster (template 8) or written on a paperboard and dot stickers to vote.

Description:, all participants have to go back to the research programme and prioritize them considering the presentations and the debate of the previous step 6. Each participant, finally, votes the 2 research programme that were most convincingly developed by the groups through ideas and reflections. (2 dots are pasted on the poster). The programmes are then prioritized according to the number of dots.

OBJECTIVE OF APPLICATIONS OF THE METHOD

☐Policy formulation

☒Programme development

☒Project definition

☒Research activity

☐Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- Prototypes
- Priorisation of the research programme
- Definition of future research goals
- Enrichment of research programmes

Activities are fun to do and the method implies a practice-based, solution-oriented approach to very abstract issues, which finally results in pretty circumstantiated research goals and inputs to the programmes, deeply digging into the different topics.

INDIRECT RESULTS

The engagement of the participant is "hands on" and results are concrete solutions: this gives value back to the participants. They experience a new approach to project development, particularly, if not from the design field.

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☐Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	Direct Participant	Beneficiaries
Civil Society Organization's	☒	☐	☒
Policy-makers	☐	☐	☒
Researchers	☒	☒	☒
Citizens	☐	☒	☒
Affected	☐	☒	☒
Consumers	☐	☐	☒
Employees	☐	☐	☒
Users	☐	☐	☒
Industry	☒	☐	☒

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

☐EU

☐National

☒Regional

☒Local

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

Results come from the simulation of a practice-based, solution-oriented approach, which provides very defined and circumstanced insights about the topic.

WEAKNESSES

Not all of the research programmes can be addressed with prototyping: need of having a direct connection with people everyday life.

Too specific insights and reflections may emerge, which are difficult to be generalized.

Need of having experienced designers within the participants.

TIMEFRAME FOR THE APPLICATION OF THE METHOD

14:00 – 14:45	Welcome & Introduction
14:45– 15:15	STEP 1 - What challenge(s) does this research programme address?
15:15 – 15:45	STEP 2 - Is it important from your point of view to address this challenge? Why?
15:45 – 16:20	STEP 3 - How could it be approached?
16:20 – 16:30	Coffee break
16:30 – 17:15	STEP 3.a - Prototype
17:15 – 17:45	STEP 4 - Who should be involved in solving the problem?
17:45 – 18:15	STEP 5 - What should be the main goals/impacts of the research activity?
18:15 – 19:00	STEP 6 - Presentation and 7.Prioritization

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: Advanced

IT skills: Intermediate

Facilitation skills: Intermediate

Event organisation skills: Intermediate

Project management skills: Intermediate

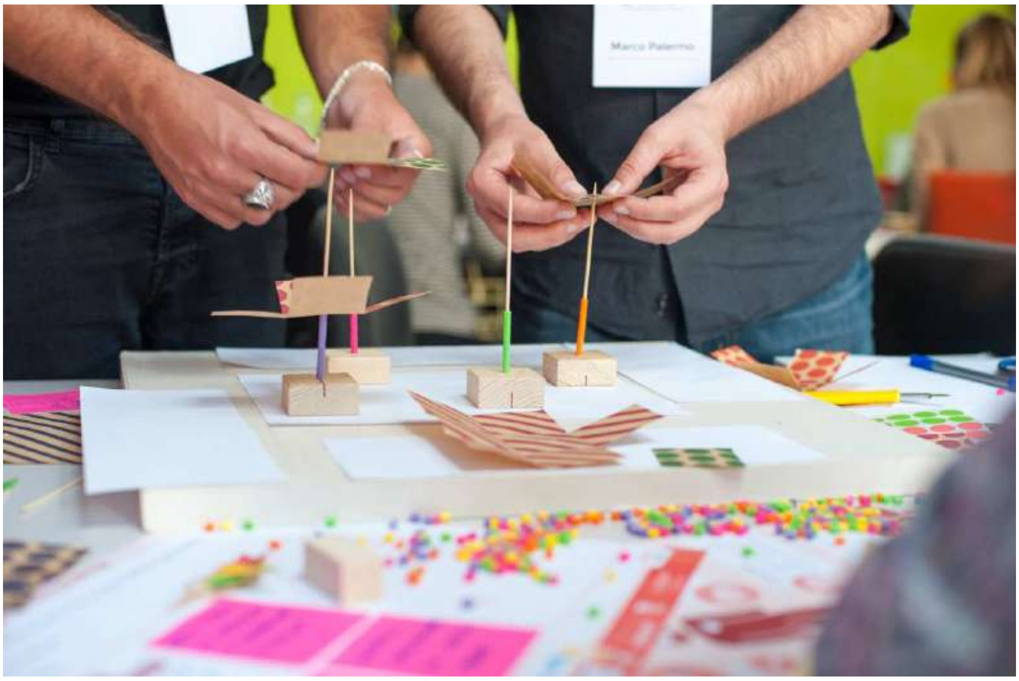
WHAT ARE THE ISSUES OF CONCERN THAT ORGANISERS NEED TO TAKE INTO ACCOUNT WHEN APPLYING THE METHOD?

- Time-consuming also in the preparation and post-production phases: need of preparing visualizations, mockups and templates. Post production implies to transcript comments and texts, and to take pictures.
- Participants have to be able to conceive ideas and to build prototypes, which narrow down the target.
- This method requires people in the team of the organizers with design skills

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

- Project name : CIMULACT
- Organisation : POLIMI – Politecnico di Milano
- Contact persons : POLIMI
- Timeframe : 2016
- Webaddress : Project report can be found at: http://www.cimulact.eu/publications-2/




ALMENO UNA
VOLTA, PROVALO!
SCUOLA

THE WHO, WHAT AND WHY METHOD

THE WHO, WHAT AND WHY METHOD (ASSOCIATION FOR SCIENCE AND DISCOVERY CENTRES, UK)

SHORT DESCRIPTION

The concept is to guide the target group (students) in a playful way in directions where they can answer or provide ideas in order to enrich research programmes.

The work is organized in many small exercises and highly moderated discussions. Each group has a flipchart paper, pens, scissors, glue and the pictures illustrating very widely the topic and connected issues.

Duration of the workshop is one day and the target group is students (pay attention to the time, you do need a full day to go through it).

LONG DESCRIPTION

AIMS

Reinforce the participation of youngsters: school students have just as much as adults to contribute to conversations around the future and societal needs. Often their voice is not heard, and the method is a way to redress this balance.

PROCESS

The schedule proposed here corresponds to the minimum of time necessary for the workshop. When possible, do not hesitate to give more time for the discussions.

STEP 0 – PARTICIPANTS ARRIVAL

Objective

- To welcome participants

Description

➔ **Role of the head moderator**

- The head moderator is welcoming participants as they enter the room, and telling them they can sit wherever they like.

➔ **Role of the table facilitators**

- The table facilitators are at each table to welcome participants them and ask them to write their name on a badge

➔ **Role of the citizens**

- The citizens sit at any table.

Logistics

- The students come in and the lead animator invites them to sit anywhere
- A moderator is already at each table to welcome them and ask them to write their name on a badge.

STEP 1 - WELCOME AND INTRODUCTION TO THE PROJECT (15 MINUTES)

Objective:

- Welcome the participants
- Explain the roles of everyone
- Present your project
- Explain the possible outputs of this workshop
-

Description

The team for the day is introduced.

Make a general overview of your project:

- What has happened so far
- What the aims of the project are
- What the aims of this workshop are
- How they are helping and what their contribution means: for students you can highlight they bring a different, and yet, valid perspective (compared to other adults). They may have a different life experience & relate very differently to some issues such as technology.

At the end of this step, use one of the icebreaker from our guide – in order to make participants more confident in their ability to work on this project.

➔ **Role of the head moderator**

- Give a presentation about the project

➔ **Role of the table facilitators**

- Listen to the presentation

➔ **Role of the citizens**

- Listen to the presentation

STEP 2 - WARM-UP: 'YOUR VISIONS FOR THE FUTURE' (15 TO 30 MINUTES)

Objectives:

use this time to give the students a better understanding of how the project started, and to get them thinking in terms of 'the future'.

Description:

Participants go through the following individually and then share it at their own table.

- Individually they are invited to think for a minute or two "What is your vision for a sustainable and desirable future?"
- Quickly think about 3 ideas to describe it - ideas in their visions - and write it on 3 post-it notes. Then they stick them on a board at the table (or just next to the table so everyone at the table can see it). When sticking it, students are invited to share what they wrote.
- Encourage to see what people wrote and ask questions, discuss it at the table

➔ **Role of the head moderator:**

- Introduces the activity. Makes sure that everything is running on time

➔ **Role of the table facilitators:**

- Explain the activity to the citizens and ensure they understand
- Role of the citizens
- Do the activity

STEP 3 - PRIORITISATION: PITCHES, AND DECIDING ON TOPICS (45 MINUTES)

Objective:

the table moderators each have a research programme (or similar) to pitch

Description:

the pitch includes all information from the research programme. After the pitch they can go look at the display boards for each research programme. The students move and stand with the display board of the research programme that they favour.

The students are invited to take notes as they listen.

After the pitches they have time to discuss what they had heard and ask questions.

They then vote for the research programme they want to work on by moving to the area of the room that represent that topic.

Tips: Use visuals to catch and keep their attention. Perhaps give extreme examples of the scenarios in action.

➔ **Role of the head moderator**

- Introduce the activity. Make sure that everything is running on time. Introduce each facilitator before they speak

➔ **Role of the table facilitators**

- Pitches their allocated research programme in a few minutes

➔ **Role of the citizens**
- Listen, take notes, ask questions

Logistic: display boards within the room with the scenarios or printed version for everyone.

STEP 4 - WORKING ON THE QUESTIONS: "THE WHO, WHAT AND WHY…" (1H30)

Objective: enrich the research programme

Description: this section of the day is led by the table moderators

Each table has lots of flipchart paper, pens, scissors, glue and a large variety of photos.

The moderator guides them through each of the questions, and the students are asked to discuss their ideas:

1) What challenge(s) does this research programme address-es?

2) Is it important from your point of view to address this challenge? Why?

3) How could it be approached?

4) Who should be involved in solving the problem?

5) What should be the main goals/impacts of the research activity?

The focus of this part of the day is to brainstorm initial ideas around the questions, rather than answer them fully.

The students are encouraged to write, draw or illustrate their ideas using pictures (seen citizens' vision workshop).

➔ **Role of the head moderator**
- Introduce the activity. Make sure that everything is running on time

➔ **Role of the table facilitators**
- Explain the activity and the questions, make sure that everyone understands what they are meant to be doing.

➔ **Role of the citizens**
- Discuss and answer the questions

Logistics: paper pens, scissors and pictures (see annexes)

Moderators remind the questions when necessary and the objective but keep the discussion as free as possible as long as it is focused on the subject. They take notes of the contributions for each of the questions.

STEP 5 - FINISHING UP THE QUESTIONS, PREPARING PRESENTATIONS: PRESENTATION PREP (40 MINUTES)

Objective: synthesize when necessary the work and prepare the presentation to all the participants

Logistics: this section of the day is led by the table moderators. They lead the students to produce a 5 minutes presentation (students have a lot of freedom for the form of the presentation)

Description: the students finish summaries of all their ideas from before lunch into some final answers to the questions.

They can also use this time to prepare their presentations.

The students can be told the aim of the presentations is to convince the other groups that their research programme is the most important and need votes for funding.

The presentation can be a poster, a pitch, a sketch. Anything they want!

➔ **Role of the head moderator**
- Introduce the activity. Make sure that everything is running on time

➔ **Role of the table facilitators**
- Explain the activity and the questions, make sure that everyone understands what they are meant to be doing. Make sure that the answers to the questions are being written down

➔ **Role of the citizens**
- Discuss and answer the questions

STEP 6 - PRESENTATIONS (30 MINUTES)

Description: Each group has 5 minutes to present everyone their ideas

Variation: You can also ask to the students to present a poster that was not produce by they own group. By doing so, you will make sure that the other students have fully understand the content.

➔ **Role of the head moderator**
- Introduce the activity. Introduce the presenters. Time-keeping

➔ **Role of the table facilitators**
- Listen to the presentations

➔ **Role of the citizens**
- Do their presentations/ or present the poster of another group (depend what solution you choose)

STEP 7 - VOTING (10 MINUTES)

Description: Each student is given 2 stickers each and has to vote for the most important challenges that need to be solved

➔ **Role of the head moderator**

- Introduce the activity. Time-keeping.

GREETINGS AND LUNCH

OBJECTIVE OF APPLICATIONS OF THE METHOD

☐Policy formulation

☒Programme development

☒Project definition

☒Research activity

☐Political empowerment of people

RESULTS AND PRODUCTS OF THE METHOD APPLICATION

DIRECT RESULTS

- Students prioritised and enriched the research programme

INDIRECT RESULTS

- Students gained discussion and presentation skills.
- Students become more aware of EU programme policy and some of the issues within this.
- Teachers and school staff involved will learn about the method and participation techniques.
- School study material if there is a grant for the school.

LEVEL OF STAKEHOLDER/PUBLIC INVOLVEMENT, I.E. OBJECTIVE OF PUBLIC PARTICIPATION THROUGH THE METHOD'S APPLICATION

☐Dialogue

☐Consulting

☒Involving

☒Collaborating

☐Empowering

☐Direct decision

ENGAGED ACTORS IN THE PROCESS OF METHOD APPLICATION

	Organiser	Direct Participant	Beneficiaries
Civil Society Organization's	☐	☐	☒
Policy-makers	☐	☒	☒
Researchers	☒	☒	☒
Citizens	☐	☒Students	☒
Affected	☐	☐	☒
Consumers	☐	☐	☒
Employees	☐	☒	☒
Users	☐	☐	☒
Industry	☐	☐	☒

GEOGRAPHICAL SCOPE OF APPLICATION (ON WHAT LEVEL HAS THE METHOD ALREADY BEEN USED?)

☐International

☐EU

☒National

☒Regional

☒Local

SPECIFIC STRENGTHS AND WEAKNESSES OF THE METHOD VIS-À-VIS THE CHALLENGE(S) ADDRESSED

STRENGTHS

- The participants are not required to do any preparation before the workshop
- The first prioritisation activity also works as an icebreaker
- The presentations allow the research programmes to be presented in a much more accessible way
- The participants gain many skills

- The activities are engaging and creative

WEAKNESSES

- Requires facilitators to be well-trained and confident in public speaking
- Requires facilitators to do preparatory work in advance of the workshop
- Requires enough room for participants to move around and do presentations

SKILLS REQUIRED IN ORDER TO PROPERLY APPLY THE METHOD

Subject-matter expertise: Intermediate

IT skills:Basic

Facilitation skills: Advanced

Event organisation skills: Advanced

Project management skills:Advanced

EXAMPLES OF USE OF THE METHOD

EXAMPLE 1

- Project name : CIMULACT
- Organisation : The Association for Science and Discovery Centres (Science)
- Contact persons : Madelon Foard madelon.foard@sciencecentres.org.uk
- Timeframe : 2016
- Webaddress : Project report can be found at: http://www.cimulact.eu/publications-2/

ONLINE PARTICIPATION

ONLINE PARTICIPATION

In this part of the guide, we address the online aspect of the consultation. As there are many online tools available, we decided to present the purpose, the added value and possibilities of an online consultation.

AN ONLINE TOOL TO:

- Assess and prioritize citizens' visions of a desirable future and/or research scenarios
- Enrich research scenarios
- Propose new topics/research programme scenarios
- Sentiment mapping of a particular situation
- Not only generate content, but also to provoke thoughts and engage a wider range of persons (i.e. those who could not join the debate in-person)

EXPECTED IMPACTS OF THE ONLINE PARTICIPATION

- Target diverse groups
- Give an opportunity to those willing to contribute who weren't able to join the consultation
- Making people feel they are part of process
- Subsequent learning about the theme
- Facilitate access to the debate (i.e. inclusion) and to reach to more people

DO YOU NEED AN ONLINE PARTICIPATION?

Added value of an online consultation:

- Increases the number of participants (broader access)
- Provides new inputs/perspectives to the process
- More openness from individuals due to anonymous input
- If you use a Delphi design, it makes it more likely that inputs will be grouped (unpopular opinions weren't shut down due to pressure from the group to reach consensus)
- Less time consuming for participants compared to face-to-face consultations
- Cheap to organise compared to face-to-face consultations at a national level (with representative criteria which means bringing people from all over the country). Nevertheless, it doesn't produce the same type of results (no advanced discussion between participants, a much lower control over the time spent to explore the subject, learn about issues, read the documents…).

- Important channel of communication and dissemination of the project and some of its results

Limitations/risks of an online consultation:

- Arguments and questions added in the end might be very relevant but as they were added last, they may not be voted on
- It has more possibilities of fraud. For instance, some people might answer many times with different email accounts, or provide fake information on their personal data. There is also a risk of incomplete questionnaires…
- Participants may not understand the content of the questionnaire, but will answer it anyways
- Certain groups are not digital literate
- The dissemination may be biased towards some specific groups
- Delphi shows the most voted arguments which creates a biased result
- Cross-country (mainly because of translation) online consultations could be very time-consuming

CHANNELS TO APPROACH POTENTIAL PARTICIPANTS

- Through partners' database, via email.
- Through social media, dedicated and/or partner's websites, other platforms
- Mailing lists from previous activities and other related projects
- Policy Brief/Newsletters
- Conferences and workshops
- Face-to-face meetings
- Media
- Telephone/SMS campaign
- Payed adds

OPTIMIZE YOUR ONLINE PARTICIPATION TOOL SO THE PERSON CONNECTING WILL GO THROUGH THE CONSULTATION PROCESS

- Your platform should be clean and neat
- Your online tool should be designed for citizens to use it quickly. Be aware that citizens will not take more than a few minutes to use your online participation tool. You need to have a clear vision of the aim of this tool and what you wish to get from it, in order to have a tool that is efficient.
- If you want them to enrich the research scenarios, you need to reshape the research scenarios in order to be pedagogical, and with short text descriptions.
- Citizens prefer drawings, pictures, graphics and videos to text whenever possible. Providing different dynamics is important to keep the citizens attention (think about the attractiveness aspect).
- Also, there is a need to adjust it to the target group (don't be too ambitious of what you think you can get from participants or you will limit the number of participants. For example, for lay people use: short and simple questionnaires with accessible language. Also make use of different elements that promote different dynamics to

get answers). For transparency and understanding, we recommend to map the overall process and link it to your messages, making it clear where the online consultation is, so that people know where they are in the process and what they are contributing towards (visualization of impact)
- Avoid as much as possible asking for registration with email (this generates distrust and leads some person to leave the website)
- Optimize your questionnaire for access from all devices (computer, tablets, smartphones) and try it on different browsers (e.g. Internet Explorer, Firefox, Chrome) to look for bugs
- Test it (and ask other people to do it and send comments) before you implement it in order to get rid of most of the bugs and improve design aspects that could help make it easier for the participants
- Develop a communication strategy for participation in the online consultation

ONLINE RECRUITMENT FOR THE PARTICIPATION TOOL

How to build your online campaign to attract citizens and stakeholders to your online participation tool?

- Pay for adverts on Facebook or any social media to improve your visibility
- Hire someone specialized in social media and recruitment. If you can't hire someone, make use of as many social media tools as possible: disseminate through all the online groups you belong to, share on your personal and professional account, create events…
- Use trending keywords or hashtags on social media
- Do not start your online consultation during a holyday period
- Create a press release and disseminate it through the media
- Ask for your dissemination to be included in existing newsletters
- Make a banner to put on your institution's website
- Plan different rounds of dissemination if the online consultation has a long implementation period
- When disseminating to different sectors, adapt the arguments you are using to motivate people to participate
- Encourage people from your network, and those receiving the information to also share through their personal and professional networks (preferably, in multiple channels)

Messages:

- Giving your approach a touch of enthusiasm and highlighting the opportunity to participate (presenting specific arguments for different groups) make action more appealing.
- Undertake comprehensive dissemination (promoting snowball effect) to various types of entities and groups with probable and possible interest in the consultation and send adequate emails to different sectors, inviting them to participate and asking to disseminate internally and through their networks. Make intense use of

social media from time to time while it’s happening. These are all important factors for the successful participation in an online consultation.
- Don’t forget to send participants a report with some highlight results

OFFLINE RECRUITMENT FOR THE PARTICIPATION TOOL

- Snowball sampling (described in a CIMULACT guide)
- Media: describe techniques you used to approach them
- Mobilising participants from previous steps of the consultation (asking online participants to relay the invitation)
- Use other events of the project/organisation to spread the word
- Offer a reward

EXAMPLE: CIMULACT PROCESS

Firstly, the addressed respondents have to register (which means they enter their email) and then they get a link with access to the online consultation. After they have entered the online consultation, a screen with the 12 social needs then appeared. Everyone has to choose 2 social needs. All social needs contain a short description.

The list of social needs used during CIMULACT:

- Citizenship Awareness and Participation
- Equality
- Green Habitats
- Harmony with Nature
- Holistic Health
- Life-Long Processes
- Personal Development
- Strengths – Based Education and Experiential Learning
- Sustainable Economy
- Sustainable Energy
- Sustainable Food
- Unity and Cohesion

Besides that, every social need contains several proposed research programmes with research questions and arguments (every participant assessed 8 research programmes). Some of the research questions and arguments are defaulted as the result of previous steps of the project. The number of the initial research questions and arguments is always between 2 and 3. Participants can also add their own research questions or an argument.

After the selection of needs, respondents choose from the initial research questions or provide new ones and then tick them off. One by one they do it for all research programmes. The same approach is also used for arguments. The overall numbers of votes are monitored for each research question and argument.

At the end of the online consultation, respondents complete their profile with data to provide an overview of the structure of respondents.

RECRUITMENT GUIDELINES FOR CITIZENS

RECRUITMENT GUIDELINES FOR CITIZENS

Engaging day-to-day citizens to participate in face-to-face events demands efforts, especially getting a varied/representative group of people, for instance: young parents (lack of time for attending such events), ethnic minorities, people with low educational background (they feel they are "inferior" and their opinions have no value).

GENERAL AIMS OF THE RECRUITMENT PHASE

Recruitment has to deliver a high level of diversity based on criteria as age, gender, level of education, geographic area. The panel should reflect as much as possible the diversity of your country, town, or region.

If you have sufficient time and resources, you may increase the level of diversity, and put efforts into the recruitment until you reach the group composition you are looking for. If you have limited time and/or resources, you may not be strict on the diversity and just select participants based on your diversity criteria.

What criteria do you need to take into consideration to have a diverse group?

- **Age** (18–25, 25–35, 35–50, 50–60, 60–75; **some from each group**)
- **Gender** (50% women and 50% men, or as balanced as possible)
- **Educational level**
- **Occupation** (from a variety of occupations in the public and private sector: approx. 90%, including retired persons and students; approx. 10% unemployed persons)
- **Geographical zone** (both city and country dwellers – depending on national contexts)

We are not aiming for a statistically representative panel – but we want to achieve maximum diversity and therefore need an unbiased tool to help us select a diverse panel.

Some general tips to select your group of participants

- Do not hesitate to invite citizens that have already participated. They have a higher commitment to the process and are likely to participate again. This increases internal legitimacy of the process, as they validate the work which was done on the basis of their visions. Keep a steady communication flow with this group during the entire project. Depending on the target group chosen, try to get at least half of them to sign up.

- Certain types of people can be harder to reach such as youngsters, elder people, low-educated people and male citizens. Specific attention needs to be directed to these people to ensure they will attend the consultation and they will feel comfortable during the day.

- For geographical diversity, it is possible to organise consultations in different regions of the country

COMPENSATION

This can either be financial or symbolic (i.e. a document certifying participation, an invitation to a public event, or presentation of the results by participants to a public figure).

HOW CAN IT HELP YOU RECRUIT?

- It motivates some people that would not have come otherwise. Financial compensation often helps to bring more diversity within the group;
- It engages more participants, during the process, and offer a guarantee that participants will be eager to come back if it is a several day process.

WHAT DO YOU NEED TO PAY ATTENTION TO IF YOU OFFER COMPENSATION FOR CITIZENS (LIMITS OF THE METHOD)?

- Be careful to say "covering your expenses" because of administrative problems (depending on the country)

RECRUITMENT TIMEFRAME

If you are recruiting citizens on your own:

- It is recommended that you allow at least 2 months to identify the participants and connectors to reach the hard-to-reach citizens, and to use your professional and personal network (consider how much time you need on the basis of your resources).
- It is recommended that you call back the citizens / send a reminder to confirm they will attend the event and think about inviting more participants than needed.
- Recruit more citizens than needed, some will confirm but will not come in the end. Recruit about 25% more than you need (for a group of 32 citizens recruit 40)
- Send confirmation of participation and several reminders up until a few days before the debate. 4 messages in a 4 months period is not too much!

A few things to pay special attention to:

- The date you choose for your event (make sure no political events are at the same time for instance)
- It is never too early to start recruiting
- Always send confirmation and reminders to the participants (crucial if there are some holidays between the recruitment and the actual consultation)
- It is easier to recruit if the event is during weekends

- Talking about research may frighten some people as they think they need special knowledge
- **Please note that *not* all citizens who have received letters of confirmation will show up at the citizen consultation**. This could be because of sudden illness, loss of interest, etc. In order to make sure that the number of citizens you want to have really show up at the citizen consultation, you should send out letters of confirmation to more citizens.
- **Over**-recruiting is a good thing

METHODS FOR RECRUITMENT

Information collected from evaluation questionnaire on national citizen consultation (WP5 in CIMULACT project)

Sending letters of invitation
Addresses may be obtained from a national (or regional) central registration office. The office can draw out a large representative set of civil registration numbers and addresses in line with the parameters mentioned above. It is very important to ensure that the addresses are **random** since this will be key to obtaining a sample as diverse as possible.

Furthermore, it is important to pay attention to the fact that only a small percentage of the invited citizens will actually agree to participate in the end.

A sample of addresses matching as many of the listed recruitment parameters and criteria as possible can be purchased from a market research company.

Recruit by telephone
You can contact citizens by telephone if a national telephone register is available. In order to obtain a good sample, you should think carefully about which phone numbers you pick. An efficient solution would be to pick numbers at random – you could, for instance, pick 50 random pages in the phone book and then call 50 random citizens on each page. Before calling them you should have thought out a good "speech" to gain their interest (see the argumentative section below). You should also think through what could happen if they say yes and whether they should register online. Also consider the fact that not all citizens have access to the internet. Lastly, it is noteworthy to point out that this approach is very time consuming.

If this is not the case it might be more economical to hire a private company to undertake this task.

Through newspapers and other advertisements
Advertising in different media (newspapers, radio, etc.) is another way of recruiting. Citizens would be encouraged to send their applications to the national partner and selec-

tion could be made as described above in line with the recruitment criteria, ultimately followed by short interviews. If choosing this recruitment strategy, pay special attention to the fact that advertising is often expensive but that you can reach different target groups by advertising in different kinds of media that covers different groups of the population.

Snowball sampling
This recruitment procedure could be used in a geographical area where you do not know how to get in touch with target group citizens needed for the citizen consultation. You invite three people and ask each person to make three copies of the invitation letter for them to give to three people they know, who will then do the same (make three copies, etc.). Using this method, the sample group appears to grow like a rolling snowball. The snowball strategy has the disadvantage that citizens might only invite the same kind of people, therefore you need to stress the importance that your participants should invite citizens with backgrounds/characteristics different to their own.

- Using a recruitment company
- Involve an organisation, an institution, linked with citizens to use its network to recruit
- To use already existing networks (schools, universities, clubs, student unions …)
- Using mailing lists
- Social medias and web pages
- Flyers/leaflets
- Using their own professional and personal network
- Do not hesitate to invite some of your organisation's or personal contacts (just make sure there's some diversity within the participants)
- Face-to-face recruitment

Another way of inviting citizens is via face-to-face recruitment. If you choose this method, you should again think very carefully about how you execute the recruitment process. It is very important that you ensure diversity in your sample so that participants ultimately reflect the population in the best possible way. One example could be that you select 30 different recruitment areas around your country – you could for instance pick 5 different geographical regions and within each region you pick 2 random schools, 2 random hospitals, and 2 random shopping malls. For each setting you aim at getting as many people as possible to sign up for the citizen consultation. Instead of aiming to maximize the amount of citizens signing up for the consultation you could also aim more specifically for different "types" of citizens. You could, for instance, create different profiles of whom to invite, placing different "emphasis" on the parameters above. This could be coordinated and calculated in advance so that when you undertake the recruitment in each geographical area you would then know who you are looking for e.g. a male in his 50s with low educational level, an elderly female with mid-educational level and working in the public sector, a female student etc.

Again, in order to obtain the right distribution of citizens (to ensure a variety of citizens) you will need to get around **100 citizens to sign up for the citizen consultation in order to be able to confirm 42 citizens**. This may, of course, again differ from country to country.

HOW TO CONVINCE CITIZENS TO PARTICIPATE?

When contacting people, the main challenge is to break down the complexity of the subject. Research can be something that seems very far away from "normal" or everyday life. During the recruitment, discuss the process and explain why it is important to integrate the different views into the topic.

Example of what we can write to motivate citizens to participate:

- Have an easy to understand message "Be an expert on your our life"
- Be aware not to have technical language – if you can try to use a communication expert that will help you shape your message.
- You need to simplify your message as much as possible

For the second phase:

- To focus on the results and where they were going
- To have some compensation
- Keep the actual content simple and talk more about the participation
- State to participants that they have a real chance to influence their future

Here, we list arguments for a speech that can help you convince citizens to participate:

- Focus on the impact-s of the consultation
- You can make a difference
- Your opinion is important and the European Commission is interested in you, and what you have to say
- You will get to meet new and interesting people
- Citizens are the heart of the project
- To democratize science
- To influence EU policies
- You are the end-user of research policies
- Exchange with others citizens, stakeholders and policy makers (if those are the target groups of your panel)
- Free lunch
- When you have the budget, use vouchers for the participants

METHODS TO RECRUIT SPECIFIC CITIZENS

HOW TO RECRUIT STUDENTS?

If you desire to work with students (college, high school, primary school…), here are some ideas you might reproduce: Contact schools and universities and try to incorporate the participatory process inside a class or a course. To do so, you need to convince a teacher or those responsible for the establishment. Present the project, why you decided to add a participatory aspect to your project and present to the interested students.

Best practice:

1) Find a contact in a university or school – this person will be your key contact and needs to fully understand the participatory process and your project
2) Your key contact will inquire among teachers and lecturers about their interests and the possibility to include a participatory process in their educational programs
3) When someone seems interested, meet this teacher or lecturer in order to adjust the educational program of the course. At the end, your participatory process must fit into the course's educational program. It could even become a minor of a study university programme.

A few recommendations:

- It is better to organize the consultation in the middle of the semester and not at the beginning to be sure that the students had time to fully understand the process and why they are involved.
- When choosing the school or class that you will work with, have in mind the objectives that you want to achieve and discuss those with your contact. Some students will not be as comfortable as other regarding some exercises i.e. some may have difficulty when working on abstract or conceptual exercises whereas others could find it difficult to think in technical or practical ways.
- To be sure of the participation of students, the best way is too incorporate it in a mandatory class. Do not forget that participation, especially in scientific areas is not common. Remember that if you are not used to organizing participatory processes, others might also not be used to participating. To insert yourself in a mandatory class or activities has other strengths. It is a way to ensure diversity and hear different student voices. If not mandatory, the risk is that only motivated students or students that are already familiar with the main themes of your project will participate.

Interests for student to participate & for schools and universities to organize it:

- By participating in this work, students also learn about the conception of research programmes and/or EU/national/regional politics
- Trying a new experience, being given the opportunity to contribute to politics/research and discover new group work techniques is motivating.
- Also, point out that students will be the ones who talk & lunch will be provided.

HOW TO RECRUIT THE MOST "DISTANT" CITIZENS FROM PARTICIPATORY PROCESSES?

Leverages or tips for their participation:

- To have some people who are known to help spread the message
- Need to find gatekeepers from communities that you are not a part of (someone who as an influence inside this group) – you need to have a good relationship with this people.
- Go through the union – or go directly inside the factory
- Chambers of agriculture

"Your expertise is important for us – you're an expert in your job, in your life, in your family".

- Go directly to the place people are (public space, bus stop, university, public event…)
- See if you can get the workshop inside the place where your targeted audience is (example: inside an employment center)
- You need to frame what you are going to say to the people you want to reach (framing the project in relation to the people you want to reach – farmers = more technical)
- Go to festival and fairs

RECRUITMENT GUIDELINES FOR STAKEHOLDERS

(EXPERTS, RESEARCHERS, POLICYMAKERS...)

RECRUITMENT GUIDELINES FOR STAKEHOLDERS (EXPERTS, RESEARCHERS, POLICYMAKERS...)

These guidelines are not a magic wand, they are unlikely to work if you have never organized a participatory process before. In this case, we recommend you consult with a person experienced in participatory processes.

HOW TO TARGET AND RECRUIT RELEVANT STAKEHOLDERS ?

STEP 1: REGARDING WHAT YOU WANT TO ACHIEVE, SELECT ONE OF THE FOLLOWING OPTIONS

1) Option 1: You want to recruit a diverse and large array of stakeholders. You want to have a group where policy-makers, experts from different fields and private stakeholders are regrouped.

2) Option 2: You want to recruit only one type of stakeholders (policymakers, researchers, experts…)

3) Option 3: You want to recruit stakeholders specialized in one field

STEP 2: YOU CAN MAKE A MAPPING **(IT HELPS TO GET THE APPROPRIATE REPRESENTATION OF ALL INTERESTED AND AFFECTED AREAS)**. THANKS TO THIS MAPPING, YOU WILL BE ABLE TO ORGANIZE THE RECRUITMENT AND LIST THE PERSONS TO CONTACT

Method to do a stakeholder mapping:

- …list all the different types of stakeholders that you want to invite, and then find people/organizations in all categories
- ... ask important/knowledgeable people in the field for their recommendations
- ... people and connections mapping
- … social network analysis

STEP 3: RECRUITMENT

General tips:

- If it is not the first stage of your participatory process: Do not hesitate to recruit stakeholders that have participated in other steps of your project, they will help keep the group motivated and will help others to understand the previous stages of your project better

- If you live in a large country, you can decide to organize different consultations, for instance one in the North of your country and one in the South. This will facilitate the recruitment of experts thanks to a diminution of travel costs. It also allows you to visit regions / communities with specific expertise relevant to the research scenarios.
- Invite many people, you should expect a large percentage to have previous commitments
- Focus on the impact-s of the consultation
- The more precise you are in the recruitment on why you want people to participate, the more likely people will participate
- Assert that it is an opportunity to participate to European/national/regional project
- And make future research agenda more practical and driven by your interests
- Invite people well in advance of the event: if it is too close to the event, they won't feel respected or important enough.

A few things to pay special attention to:

- The date you choose for your event (no political events in the same time for instance)
- It is never too early to start recruiting
- Easier to recruit if the event is during weekdays
- The beginning of the academic year is not a good period for experts and researchers
- Think carefully about the timing of the workshop: for some, weekdays are better, others, e.g. private business, weekend could work better (for them if the meeting is on a weekday, they can only come for half a day)

METHODS FOR RECRUITMENT

GENERAL METHODS

- Face to face meetings
- Personal letters or/and emails
- Phone calls
- Emailing
- Mention in a newsletter
- Snowballing
- Ask some participants to recruit others (specify the number, 1-3 people) to come who they think would be relevant for the workshop
- Work with an agency or an organization representing the specific field, e.g. chamber of commerce
- Invite people personally - not someone from a relevant organization (i.e. anyone they send), or a specific person

HOW TO CONVINCE STAKEHOLDERS TO PARTICIPATE?

Motivations:

- You can contribute to a future research agenda
- The organiser (you) shows interests in your thoughts and ideas
- Being part of an innovative and participatory process
- Enrich your expertise
- Take part in a benchmarking exercise
- Take inspiration from next research topics to develop new products and services
- Impact the process of generating research topics
- Express the needs and concerns of your field sector
- Take a day off to do something different from your usual daily work activities in a setting where your opinions are important
- Network – it is a great opportunity to make new contacts with other stakeholders
- It is a way to discover new methods and ways to lead a collective work
- It can help you to submit a proposal
- You can discover and learn about new angles to look at challenges

Practicalities:

- Good food provided
- Travel expenses covered

You may also:

- Stress who is financing the programme (i.e. it is a public European project, and it is not for private/business purposes)
- Make visible who are the other participants - already during the recruitment process

Sensitive issues

- In some cases, the invited stakeholders and experts will appreciate that their names are mentioned as contributors/participants, whereas in other cases, some stakeholders will only participate if their names are not mentioned. Consider this carefully for your event.

TO CONVINCE EXPERTS (WORKING OR NOT WORKING IN THE SCIENTIFIC FIELD OF YOUR PROJECT)?

you can come and express your thoughts on a specific topic / push your agenda (with no guarantees that it will be taken up)

TO CONVINCE POLICY-MAKERS?

- Organize meetings with the stakeholders and policy-makers, in order to explain the project more into detail and tell them why it is important for them to participate
- As for political decision makers you can focus on decision makers at a local as a well as at a national level.
- Policy makers may be more than willing to participate (e.g. Ministry Officers). However, since their recruitment is bureaucratic, you must ensure that you go through the proper channels (e.g. contact the Ministry's Secretary General directly and ask their attendance. Most probably they will be too busy to participate, but they may send someone to participate on their behalf) and send the invitation in advance to give sufficient time to answer (always send relevant documents up front, in order for them to be prepared. They are more likely to engage that way. Do not expect them to bring them up to speed at the last minute).

- The event may provide them a positive type of visibility
- It's a publicly funded initiative, and since you work for a public office, it would be great if you came and support it.
- You can find people who can support you in your efforts elsewhere.
- Through the participation of different stakeholders, it is possible to build alliances for different issues.
- Come and see that others are also working on issues similar to yours - find echoes for your work

TO CONVINCE PRIVATE STAKEHOLDERS?

- you can sit around the table with public officials, stakeholders, etc. in your field
- you may be able to find new partners
- you can build a more positive image of your organization - really show what you do and overcome negative things there may be out there about you
- you will get to know what researchers do in the field
- it may be a certain kind of benchmarking opportunity for you

Tips for organizers in convincing private stakeholders:

- they are the most difficult to get for a full day (they cannot afford to take a day off)
- if you cannot get senior managers, try to get their advisors

FACILITATION

FACILITATION

Facilitation is crucial as the results often depends on the quality of facilitation.

It is highly recommended to train your facilitation team as it will be a key factor of success for the consultation.

The facilitators should be well informed about the project, their role and the different steps during the consultation, the timing and the rules for a good dialogue. **The facilitators should receive all relevant info prior to the consultation (at least 2 weeks before) in order for them to have a chance to become familiar with the topics.**

Several methods can be used for the facilitators training: you can simulate the program in a short version, use role play in order for everyone to understand the process well, and exchange roles (i.e. if you play the role of a participant, you might more easily understand their needs and raise specific observations, and on the other hand, having someone "playing" the citizen when you repeat the exercise might raise new questions and points of awareness that will be useful to have in mind for D-Day).

FOCUS ON THE DIFFERENT ROLES

PROJECT MANAGER

The project manager's main responsibility is to make sure that the consultation proceeds according to the method described. She/he should have an overview of all tasks, and make sure that everything is executed as planned. During the consultation, participants may need to clarify certain facts in order to have a productive deliberation. To answer these questions, the project manager should work as a point of contact: if a participant has a question that cannot be answered by others in his/her group, the group facilitator can contact the project manager. The project manager will then come to the table and answer the question. He or she should be aware that they must base the answer on facts (rather than opinion) as far as possible. The project manager should have read and understood the toolkit and method and be able to answer questions relating directly to its content. Furthermore, the project manager should be part of the team and be familiar with the project, its aims and objectives as well as what happened in the project prior to the consultation workshop.

HEAD MODERATOR

The research and policy consultation is facilitated by the head moderator, whose main responsibility is to make sure that everybody in the room feels welcome and that all participants understand what to do and do it within the given timeframe. The head moderator will instruct everyone in the room about what to do exactly every time a new session begins. The head moderator is ideally someone from the national partner organization. It could also be the project manager, but this is not recommended, since the project manager needs to have a full overview, which can be difficult if you also have to facilitate. The head moderator is neutral and does not influence the discussions.

TABLE FACILITATORS

Table facilitators (if your method includes table discussions) should act as neutral facilitators of the discussions and deliberations at the table. The table facilitator's main role is to make sure that the participants focus on the assigned tasks, that appropriate outputs are produced, and that all participants at the table have a say. They should also keep track of time.

It is crucial to have somebody actively facilitating the discussions as some participants intend not to talk much whereas others will talk a lot and even impose themselves. The difference between participants tends to increase as the hours go on. When citizens and experts are at a same table, the facilitator will make sure the discussion is balanced, all types of expertise are important to the process.

As a table facilitator, it is your task to:

- Ensure participants treat one another with respect
- Enable everyone to participate
- Encourage the shy and cautious participants not accustomed with deliberations like this to express their views.
- Moderate eager participants and to limit their time to speak, so that everybody can get a fair chance to speak.
- Make sure you stick to the timetable
- Explain the participants what the main objectives of the tasks are in case they are in doubt
- Maintain neutrality
- Please make sure participants can ask you questions at any time
- Moderate the discussions without promoting your own view
- Listen and be aware of your authority as a facilitator. It is important that you do not influence the discussion by telling about your own point of view or perspectives. However, you are free to provide information if the exercise's guidelines are not clear enough for participants.
- Do not leave the participants totally free without being sure they all feel secure enough to tell their opinions to others
- Table facilitators must decide when to initiate break in discussion, ask people to walk around, get coffee, snacks, smoke or whatever they choose to do.

Table facilitator will remind as many times as necessary:

- There are no right or wrong answers – there are many possible realities.
- None of us knows the truth about the future – Therefore we are equal and un-prejudiced
- We listen and try to understand what the other person is saying
- We are ready to abandon our own convictions and find a common understanding (different opinions do not mean we cannot reach a common understanding)

Some tips for the facilitators

- Translate the material in your national language
- Training can be organised shortly before the consultation
- Go through every step and a simulation during the training
- They must have a reward: a "diploma" acknowledging they were trained and facilitated a table during the consultation. They may also receive a small gift / goodies

Some general tips about facilitation

- Give some prior information to the participants few days before the consultation – it will save some time and is important for a better understanding. Information can be about the process and/or the issues, topics discussed

Prior information

- Consider the level of information that your targeted public requires and share with them what you consider is needed → experts will be familiar with some words. But consider that even with this group, different people have a different understanding of expressions such as "specific challenge" or "scope". It is essential to define it, it can be done both in the documents sent before the consultation and reminded during the consultation.
- Explain what the results will be used for, this can be very motivating, especially if you can point to the direct impact of your actions.

Other tools:

- Enrichment cards

ICE BREAKERS

ICE BREAKERS

Here are two examples of icebreakers you could use to get people to know each other and of course, break the ice!

ICE BREAKER 1:

The head moderator asks the participants to stand up and split in two groups. One group is on the left side of the room, the other one on the right side of the room. The head moderator asks questions to the participants that can be answered 'yes' or 'no', OR 'I did' or 'I did not'. The participants move from a corner to another, depending on their answer. The head moderator has to explain to the two groups, who is the "yes" and who is the "no".

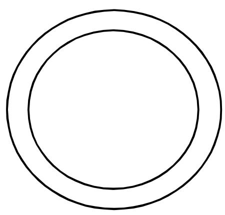
Some inspirational questions:

- Have you ever taken part in a participatory event/consultation?
- Who is vegetarian?
- Who has a pet?
- Who had a good summer?
- Who wanted to be an astronaut when they were a child?
- Have you ever been to another European country?
- Could you describe 5 European flags?

ICE BREAKER 2:

The head moderator asks the participants to form two parallel circles with the same amount of people in each circle. One group moves to the left, the other to the right. The head moderator counts to 10 and then the participants stop. Participants from circle 1 should each be in front of a participant from circle 2

These two people will be "buddies" during the consultation. You can leave 5 minutes for them to get to know each other and ask them to answer these two questions: what kind of support could I provide you today? Why did you come here? NB: if you have different types of key actors in the room (e.g. method 3) you can have a circle with experts and one with citizens. They will form a pair.



LOGISTICS

LOGISTICS

Time	Task
Month 1	• Read the guide and select one method, target group(s) and research scenarios you will address.
Month 2	• Develop your recruitment strategy and then start the recruitment process. • Select a date for your national consultation(s) • Take care of practical arrangements (book a venue, catering, etc.)
Month 3 & 4	• Recruit participants
Month 5	• Consultation
Month 1 to 5	• Prepare a communication plan (raise awareness of the event, press release, social media, etc.) • Prepare a dissemination plan (to promote the results of the consultation to other stakeholders and policy-makers to increase the impact).

CONFIRMATIONS

You can contact participants by email (preferably coming from an email address which is created specifically for the project, e.g ex.project@gmail.com), giving details on the agenda, location and timings. At this time, a second confirmation of attendance could be asked for.

If the second confirmation does not show within two weeks it is suggested to send a re-minder email. If even this second email is not answered (approximately in a week's time) the organiser should find another way to reach the attendant, probably contacting him/her by a phone call.

In any case, it is suggested to send a reminder of the event to all confirmed participants approximately a week before the event. In this last email, the partner can stress the fact that the participant is confirmed and that is important to promptly inform them if some-thing changes. It is very useful to create an event on Facebook (on your page) or Event-brite in order for the participants to receive updates and reminders through this, and for the partners to easily manage the number of attendants.

Twitter can also be a good way to reach stakeholders or experts. Newsletters or E-news (by email) can be sent. Making a page about the consultation on the webpage of your institution is very important too. Please note that all the timings given in this section depend on timing of your recruitment phase.

THE VENUE

It is important to explain in detail to the participants how to get to the venue. Sometimes you may need to organize different things, so that it is easy and affordable for the citizens to participate in the workshop.

Please make sure you are choosing a room in an accessible area (easy to reach by public transport and access for disabled persons).

You can consider some of the following things:

- Organizing transport by bus from central meeting points
- Providing free parking space for private cars
- Refund transport expenses
- Arrange accommodation for those who may need it. For these participants you can help them find accommodation (and if you can afford it, pay for it).
- Remember to book accommodation if some of them need to arrive at the venue a day in advance.

1) How to choose a room?

The room where the consultation is going to take place should have the following facilities:

- Large open space big enough for staff and 35 to 45 people seated at round tables (180-200 square meters)
- Round tables hosting 6-8 participants and a group facilitator (round tables are an important element as they make people feel more at ease and comfortable with sharing their ideas etc.)
- A stage from where the event manager can speak (should be visible by everybody).
- Comfortable chairs. Hard plastic chairs might become painful after several hours to some participants. Don't forget you may have elderly and disabled people coming to your event. Therefore, consider padded chairs and check accessibility levels to ensure people can move easily from their chairs, and for wheelchairs as well.
- Wardrobe facilities (such as lockers or staffed cloakroom)
- A buffet from where participants can take their drinks and food

- Toilets
- Outdoors facilities for those wanting to smoke or get some fresh air

2) Catering

You need to order good catering services (it is recommended that you offer hot meals if the weather is cold; make sure the food is good and not too cheap). Remember people need to have coffee breaks to rest awhile during the workshop and to talk further with other participants.

The participants should have access to a varied buffet, so they have the necessary energy to deliberate. And some participants may have specific dietary requirements (allergies, vegetarians, religious limitations on food). Ask them inform you of their diet when they need to fill in the application form befor attending the workshop.

The buffet is composed of (adapt if not a full day):

- Breakfast
- Lunch
- Fruits, snacks, sweets, coffee, tea, soft drinks, water available all day

Make sure staff members will take care of catering and that they can help clearing the tables during the day.

3) Technical equipment

- At least one computer
- Video projector (compatible with computer)
- If you can't project your images on the walls, think about a big screen or monitor for projection visible by all participants
- You may need a microphone if the room is huge
- Good sources of light that can be dimmed during presentations on screen
- Pin boards
- Flipcharts
- Pens with a big lead
- "normal" pens
- Big sheet of papers on which participants need to write their ideas and proposals

- Some water and glasses
- Colorful adhesive stickers
- Some of the above material might not be useful for the method you are using, you can adapt this list if necessary

4) Seating plan

At each table, participants need to be mixed according the recruitment criteria: gender, age, education level etc. This also means that people from the same village cannot be seated at the same table. Therefore, before the consultation you need to create a seating plan that mixes the different possible scenarios.

5) Items and materials you need to purchase and bring to the workshop

To be printed before:

- Table numbers
- "Rules for good dialogue" to put on each table
- Name tags for participants
- Name tags for group facilitators and all other staff (make sure the color is different from that of the participants).
- A sign for participants to find the room (if necessary)
- A list of participants you need to tick
- The program of the day (to be printed for each participant)
- Reimbursement forms

6) Incentives for participants

a) Why should I offer incentives?

Offering incentives to participants is a controversial point. Some think that participants need to be rewarded for their participation and contribution towards building a better society, whilst others think that citizens must not be paid for their participation, as it is expected that they contribute towards the improvement of our society.

However, there are some countries where citizens would not appreciate it if they did not receive incentives. Please find below some incentives and fees you can offer them.

If you are choosing not to offer an incentive, you must still reimburse participants transport and accommodation fees (if needed).

b) Some inspirational incentives

- Some money
- Gift cards
- Coupons/vouchers
- Small presents (such as books and chocolates, cinema tickets)
- Packs of organic products
- Tombola tickets
- You can go to restaurant with them after the workshop and pay for all guests

Focus on physical activities

You may consider having a break by engaging in physical activity to help improve the participants' concentration levels, especially after lunch break.
This activity can be led by a sportsperson or fitness trainer and involve around 10 minutes of small exercises.

To prepare the consultation

Go through a simple simulation of every step of the day to make sure you have everything ready. The best way make sure that you didn't forget anything is to go through the description of every step, imagine how it will go, and everything you need. This will also ensure that everyone involved will be prepared..

4

Interested? Why you should organise such a process and in what context...

The following described cases are examples built during short brainstorming sessions by CIMULACT partners in order to illustrate how CIMULACT methods could be used in the future. Please be aware these are not fully operational examples.

The following cases illustrates who could run an open agenda setting process, and clarifies questions regarding why and how to do it. These examples are meant as food for thought for anyone interested, and are of course non-exhaustive. If you do not find yourself within these cases, do not step back from your initial intention to organize a participatory process, instead work towards describing your own case.

Defiance towards science and public decision is growing, thus such processes provide answers to several issues at stake:

- Such processes help to solve some research and innovation dilemmas and support the legitimacy of political decisions
- It changes the ways citizens talk about science, research and innovation and give new meaning to it. For instance, the word "progress" can be interpreted in several ways and some people may show distrust towards this concept. Talking about "desirable future" changes the approach, and demonstrates the purpose of science and how useful it can be.
- Involving citizens to build the future of science positively changes perception of research
- You will make connections with a great diversity of actors: researchers from other fields, citizens, experts, stakeholders, decisions makers.
- If you want to disseminate your work, participation offers a very useful qualitative process for engaging with the public and you will get a lot back from it.
- It is a way to verify whether research fits society's needs.
- To provide recommendations /expertise for policy-makers/ decision-makers based on societal needs and concerns…
- To participate on an innovative process designing the research agendas …

A few diverse examples on how to use the results

CASE 1 – EXPLORE RESEARCH SCENARIOS WITH STAKEHOLERS

THE CASE

- I am a researcher in a scientific lab specialized in agriculture
- With my research team, we already have major ideas for our future research. We have some more time to continue working on them.
- We want to involve stakeholders from our field to work on research scenarios and we would like to explore them further with as many diverse actors as possible.

GENERAL ADVICE FOR THE PARTICIPATORY PROCESS

- Food and agriculture are sectors of many potential conflicts and opposed positions: make sure you have the skills to manage this, to organize dedicated and separated moments to debate with stakeholders and to have informed and impartial moderators.
- Make sure to pique the interests of the participants and act accordingly.
- Manage the time of participatory process and show consideration for this: provide a clear structure for the activities and time schedule

STEP 1: STAKEHOLDER'S COMMUNITY

- Elaborate on an initial stakeholder mapping in order to identify who are the actors you should engage with (consumer organizations, farmers associations, organic farmers association, agro-industry, NGO's, policy-makers…)
- Contacting (phone calls) the stakeholders in order to see their views, positions…
- Explain 'the why'

STEP 2: THE FUTURE OF AGRICULTURE

- Bringing together the community of stakeholders
- Sharing their ideas on the future of agriculture (Created from the ideas of the team – social needs?)
- Confronting and gathering views and knowledge on the future of agriculture

STEP 3: FACE TO FACE WORKSHOP

- WP2 moving from agricultural future challenges (social needs) to draft research scenarios
- Create initial research scenarios

STEP 4: ENRICH WITH STAKEHOLDERS

- WP3 Caravan method
- Undertake a tour involving an large group of stakeholders and different communities to enrich the work and develop it further

STEP 5: SHARED RESEARCH SCENARIOS

- Integrating the research scenarios into a consistent new research agenda in which the collaborations with stakeholders have been embedded

CASE 2 – RECONNECTING A VERY SPECIFIC FIELD OF RESEARCH TO SOCIETY

THE CASE

- I am a biologist. I am specialized in chicken digestion enzymes and their effects.
- I feel my work is totally disconnected from society and everyday matters.
- What should I do to get out of my office and reconnect my work to their fields of research and/or society?

GENERAL ADVICE - THE PARTICIPATORY PROCESS

- Identify your aim: what do you want to achieve with this participatory process?

STEP 1: IDENTIFICATION OF THE AIM/REASON YOU WANT TO CREATE A PARTICIPATORY PROCESS

- Identify the results you are expecting
- Identify the targeted group
- Choose a method. A possible choice is the method "**facilitated stakeholders working groups**"

STEP 2: IDENTIFY STAKEHOLDERS

- Make contact with experts and institutions
- Create a stakeholder map

STEP 3: THE WORKSHOPS WITH EXPERTS

- Speed expert consultation where stakeholders are consulted on future areas of research

STEP 4

- A workshop organized using the World Café method where citizens enrich the research agenda.
- Pay attention to participants' societal demands and everyday life needs.

STEP 5

Write an agenda for future research with respect to societal demands and everyday life needs

CASE 3 – BUILD NEW RESEARCH SCENARIOS FOR SUSTAINABLE TRANSPORTS IN 6 MONTHS

THE CASE

- I am working at the ministry of Transport
- I have 6 months and a 300.000 euro budget
- I want to propose new research scenarios for sustainable transport.

THE PARTICIPATORY PROCESS

STEP 1: WORKING WITH CITIZENS

- Organize a visioning workshop in each region of the country
- Potential inputs: a video about transport showing the range of what transportation can offer in order to inspire participants.
- Participants: a representative panel of 30 people per venue.

STEP 2: A WORKSHOP TO GO FROM CITIZENS VISIONS TO SOCIAL NEEDS

If the budget is sufficient, analyse the data through machine learning and clustering:

- You will compare the results of both groups and enrich them
- Participants: policymakers and challengers

STEP 3: A WORKSHOP TO GO FROM SOCIAL NEEDS TO RESEARCH SCENARIOS

- Experts
- Citizens
- People from the ministry that will work on the project

STEP 4: CONFERENCE TO PRESENT THE RESULTS

- Policymakers from the ministry
- Citizens from previous steps
- Media

CASE 4

THE CASE

- I am a researcher at the Ministry of Culture.
- I already have research scenarios. The ministry is happy to give me enough money to build a solid participatory process.
- I want to work on those scenarios with citizens. I need a feedback to verify their relevance and improve them. How do I do this?

GENERAL ADVICE

PRIORITIES

- Enrich the research scenarios
- Communicate the process clearly
- Disseminate results widely throughout the Ministry
- Do not promise people that change will happen immediately

DIRECT RESULTS

- Verify relevance of research scenarios
- Get feedback
- Build networks
- Communicate with citizens, NGOs etc…
- Raise profile of the Ministry

INDIRECT RESULTS

- Build/enhance the community's identity
- Empower citizens to participate
- Improve the local economy
- Learn about the communication process

THREATS

- Need to manage expectations during the process because some actors will probably demand too much from government.
- Citizens might not be able to implement changes
- Can't recruit enough people

STRENGTHS

- Participatory process
- Already have research scenarios
- Matching ministry's vision with real life needs
- Identify the social needs of local citizens

- Raise profile of the ministry in local area

WEAKNESSES

- People may not understand the research scenarios or completely agree with them
- Wrong method used for participatory process

THE PARTICIPATORY PROCESS

Aim: to validate and get feedback from citizens on existing research scenarios.

STEP 1: DEFINITION OF YOUR TARGET GROUP

- Identify your target group of citizens
- Define the target group using the content of the research scenarios
- Target different audiences related to your subject: artists, NGOs, craftsmen, local art spaces, local authorities

STEP 2: RECRUITMENT

- Recruit the citizens based on the interests of the target group: 20-25 participants
- Contact NGOs
- Use social media

STEP 3: ENRICHING/CHALLENGING THE RESEARCH SCENARIOS

- Prioritization
- Enrichment
- Discuss and challenge the research scenarios

Two options:

- WP3 method: enrich by co-designing
- WP3 method: World Café Tour

STEP 4: ANALYSIS OF THE RESULTS

- Decide which research scenarios are the most relevant and the ones that need to be adapted
- Enrich the research scenarios produced from the workshop
-

STEP 5: IMPLEMENT/DISSEMINATION

- Tell the rest of the ministry employees about the results of the consultation (training, conferences, emails)
- Find teams to research the scenarios

CASE 5

THE CASE

- I am doing research about meditation effects on the aging of cells.
- My superiors don't think it is a relevant matter for research whereas I have striking results.
- I would like to work with citizens to investigate if there is a public interest in such a subject. How do I proceed?

GENERAL ADVICE & THE PARTICIPATORY PROCESS

- Should look beyond citizens
- Target corporations, human resource department
- Research topic is already defined

STEP 1: SCOPING

- Desk research
- Use these results to help approve the relevance of your research
- Media/public discourse

STEP 2: PRODUCE INFORMATION AND HAVE A CITIZEN WORKSHOP

- Produce a brochure (input)
- Recruit citizens
- WP3 World Café Tour

STEP 3: WORKSHOP WITH STAKEHOLDERS

- WP3 method 2 – facilitated expert and stakeholder working groups
- Develop research impact
- Need stakeholder support (e.g. businesses) for funding. Try to build a consortium of stakeholders
- Invite comments from stakeholders who feel that your research is a good idea

STEP 4: PRODUCE RECOMMENDATIONS AND RESEARCH PROPOSAL

STEP 5: DISSEMINATE TO RELEVANT STAKEHOLDERS

CASE 6

THE CASE

- I am working in a governmental office.
- I have 60.000 euros and one month available to create a research programme.
- I need to propose research scenarios to my office. My supervisors want to involve the public in the creation of these research scenarios. How do I proceed?

GENERAL ADVICE & THE PARTICIPATORY PROCESS

- For a one-month consultation you need to focus on a theme: this will make it easier to pinpoint relevant information, experts and stakeholders for this process.
- One potential threat relates to the time pressure of delivering results within a one month frame. This calls for an all-in-one process design
- The direct result will be research directions
- You can generate visions/ideas quickly through online consultations using Facebook
- It is a fast and cost effective process
- However, it is a risky method as it depends a lot on the willingness of many stakeholders to be available for 2 and half days at short notice. They therefore may need to receive a attractive incentive at the end.
- The priority should be to deliver in time.

STEP 1: DECISION ON A THEME AND SCOPING OF YOUR PARTICIPATORY PROCESS (2 DAYS)

- Inside the organization, organize a meeting to define the theme and explain the process.

STEP 2: PREPARATION OF NEEDED MATERIAL (3 DAYS)

STEP 3: FACEBOOK ONLINE CONSULTATION+CITIZEN RECRUITMENT TO THE EVENT (2 WEEKS)

- Contact and invite people: relevant organizations, media, radio, newspapers
- Contact media companies
- Create a Facebook page for the online consultation where people can provide ideas for a vision
- Book a hotel for the weekend and a restaurant

- Prepare the presentation for the dinner
- Find moderators

STEP 4: CONSULTATION EVENT

Aim: we want to build research scenarios that come from the citizen but that are also enriched by experts to make them more concrete and usable.

- 20-30 citizens
- 10-20 experts and stakeholders

Friday evening: start with a good dinner, a briefing and an introduction of the method that will be used

Saturday: start with WP1 for 3 hours only with citizens. As soon as some visions are created, start WP2 with experts that will work in parallel.

Sunday: Use the WP3 method (everybody is involved) to enrich the results of Saturday (World Café)

STEP 5: FINALIZATION AND DISSEMINATION

- Contact media
- Little booklet with the results to be disseminated

References

Abels G (2007) Citizen involvement in public policy-making: does it improve democratic legitimacy and accountability? The case of PTA. Interdiscip Inf Sci 13:103–11

Bagg S (2015) Can deliberation neutralise power? Eur J Polit Theor 1–23. doi:10.1177/1474885115610542

Bogner A (2012) The paradox of participation experiments. Sci Technol Hum Values 37:506–527

Bora A, Hausendorf H (2006) Participatory science governance revisited: normative expectations versus empirical evidence. Sci Public Policy 33:478–488. doi:10.3152/147154306781778740

Boussaguet L (2016) Participatory mechanisms as symbolic policy instruments? Comp Eur Polit 1:107–124

Burgess MM (2014) From 'trust us' to participatory governance: deliberative publics and science policy. Public Underst Sci 23:48–52

Cagnin C, Johnston R, Giesecke S (2015) Foresight contribution to grand challenges and participative governance in different cultural settings. Technol Forecast Soc Chang 101:182–184

Carroll, J. (1971). Participatory Technology. Science, 171(3972), 647-653.

Chilvers J (2008) Deliberating competence-theoretical and practitioner perspectives on effective participatory appraisal practice. Sci Technol Hum Values 33:155–185. doi:10.1177/0162243907307594

Collingridge D (1980) The social control of technology. London

Decker M, Ladikas M (2004) Bridges between science, society and policy. Technology assessment—methods and impacts. Springer, Berlin, Heidelberg, New York

Delgado A, Lein Kjølberg K, Wickson F (2010) Public engagement coming of age: from theory to practice in STS encounters with nanotechnology. Public Underst Sci 20:826–845

Engage 2020 Consortium (2015) Engage2020 – tools and instruments for a better societal engagement in Horizon 2020. Engaging Society in Horizon 2020. D3.2 Public Engagement Methods and Tools. http://engage2020.eu/media/D3-2-PublicEngagement-Methods-and-Tools-3.pdf.

Escobar O (2014) Upstream public engagement, downstream policy-making? The Brain Imaging Dialogue as a community of inquiry. Sci Public Policy 41:480–492

Goodin R (2008) Innovating democracy: democratic theory and practice after the deliberative turn. Oxford University Press, New York

Goodin RE, Dryzek JS (2006) Deliberative impacts: the macropolitical uptake of mini-publics. Pol Soc 34:219–244. doi:10.1177/0032329206288152

Grunwald A (2004) Participation as a means of enhancing the legitimacy of decisions on technology? A sceptical analysis. Poiesis Prax 3:106–122

Grunwald A (2011) Responsible innovation: bringing together technology assessment, applied ethics, and STS research. Enterprise and Work Innovation Studies 7: 9–31

Gudowsky N., Peissl W., Sotoudeh M., Bechtold U. (2012) Forward-looking activities: incorporating citizens´ visions. Poiesis & Praxis (online first: 15/11/2012).

Gudowsky N., Sotoudeh M. (2017) Into Blue Skies – Transdisciplinary Foresight and Co-creation as Socially Robust Tools for Visioneering Socio-technical Change. NanoEthics, 11(1), pp.93-106. http://dx.doi.org/10.1007/s11569-017-0284-7

Gudowsky N., Sotoudeh M., Capari L., Wilfing H. (2017) Transdisciplinary forward-looking agenda setting for age-friendly, human centered cities. Futures, 90, pp. 16–30, http://dx.doi.org/10.1016/j.futures.2017.05.005

Gudowsky N., Peissl W. (2016) Human centred science and technology—transdisciplinary foresight and co-creation as tools for active needs-based innovation governance. European Journal of Futures Research, 4(1):8, DOI 10.1007/s40309-016-0090-4
Hagendijk R, Irwin A (2006) Public deliberation and governance: engaging with science and technology in contemporary Europe. Minerva 44:167–184. doi:10.1007/s11024-006-0012-x
Heidingsfelder M, Kimpel K, Best K, Schraudner M (2015) Shaping future — adapting design know-how to reorient innovation towards public preferences. Technol Forecast Soc Chang 101:291–298. doi:10.1016/j.techfore.2015.03.009
Hennen L (2002) Impacts of participatory technology assessment on its social environment. In: Joss S, Bellucci S (eds) Participatory technology assessment—European perspectives. University of Westminster Press, London, pp 257–275
Hennen, L. (1999) Participatory technology assessment: A response to technical modernity? Science and Public Policy, 26 (5) : 303–312
Irwin A (2001) Constructing the scientific citizen: science and democracy in the biosciences. Public Understanding of Science 10:1–18
Irwin A, Jensen TE, Jones KE (2013) The good, the bad and the perfect: criticizing engagement practice. Soc Stud Sci 43:118–135
Jacobi A., Klüver L., Rask M. (2010) Relevant Research in a Knowledge Democracy: Citizens' Participation in Defining Research Agendas for Europe. Knowledge Democracy pp 87-98
Jasanoff S (2003) Technologies of humility: citizens participation in governing science. Minerva 41:223–244
Joss S, Bellucci S (eds) (2002) Participatory technology assessment—European perspectives. University of Westminster Press, London
Könnölä T, Scapolo F, Desruelle P, Mu R (2011) Foresight tackling societal challenges: impacts and implications on policy-making. Futures 43:252–264
Lengwiler M (2008) Participatory approaches in science and technology: historical origins and current practices in critical perspective. Sci Technol Hum Values 33:186–200. doi:10.1177/0162243907311262
List D (2006) Action research cycles for multiple futures perspectives. Futures 38:673–684
Pidgeon N, Rogers-Hayden T (2007) Opening up nanotechnology dialogue with the publics: risk communication or upstream engagement? Health Risk Soc 9:191–210
Rask M (2013) The tragedy of citizen deliberation – two cases of participatory technology assessment. Tech Anal Strat Manag 25: 39–55. doi:10.1080/09537325.2012.751012
Saurugger S (2010) The social construction of the participatory turn: the emergence of a norm in the European Union. Eur J Polit Res 49:471–495
Stilgoe LSJ, Wilsdon J (2014) Why should we promote public engagement with science? Public Underst Sci 23:4–15
Voorberg, W. H., Bekkers V. J. J. M. & Tummers L. G. (2015) A Systematic Review of Co-Creation and Co-Production: Embarking on the social innovation journey, Public Management Review, 17:9, 1333-1357, DOI: 10.1080/14719037.2014.930505
Wilsdon J, Willis R (2004) See-through science: why public engagement needs to move upstream. Demos, London
Wynne B (2007) Public participation in science and technology: performing and obscuring a political–conceptual category mistake. East Asian Sci Technol Soc 1:99–110