



Engage2020

Tools and instruments for a better societal engagement in "Horizon 2020"

Grant Agreement no. 612281
Activity acronym: Engage2020

Activity full name:
Engaging Society in Horizon 2020

Deliverable 3.1 - Report on Current Praxis of Policies and Activities Supporting Societal Engagement in Research and Innovation




Due date of deliverable: June 30 2014
Actual submission date: October 8 2014

Start date of Activity: 1 September 2013 Duration: 2,25 years

Author(s): Kuhn, Rainer; Mbungu, Grace; Anderson, Edward; Chonkova, Blagovesta; Damianova, Zoya; Davis, Houda; Dencker, Siri; Jørgensen, Marie Louise; Kozarev, Ventseslav; Larsen, Gy; Mulder, Henk; Pfersdorf, Simon

Organisation name of lead beneficiary for this deliverable: DIALOGIK non-profit institute for communication and cooperation research

Engage2020 Partners

<p>Teknologirådet – Danish Board of Technology (DBT) Toldbodgade 12, DK-1253 Copenhagen, Denmark Contact: Marie Louise Jørgensen mlj@tekno.dk www.tekno.dk</p>	 <p>FONDEN TEKNOLOGI RÅDET DANISH BOARD OF TECHNOLOGY FOUNDATION</p>
<p>Karlsruhe Institut für Technologie (KIT) Kaiserstr. 12, 76131 Karlsruhe, Germany Contact: Leonhard Hennen leonhard.hennen@kit.edu www.kit.edu</p>	
<p>The Involve Foundation 33 Corsham Street, London, N1 6DR, United Kingdom Contact: Edward Andersson edward@involve.org.uk www.involve.org.uk</p>	
<p>Rijksuniversiteit Groningen (RUG) Nijenborgh 4, 9747 AG Groningen, The Netherlands Contact: Dr. Henk A.J. Mulder h.a.j.mulder@rug.nl www.rug.nl/wewi</p>	
<p>Applied Research and Communications Fund (ARC Fund) 5 Alexander Zhendov str., 1113 Sofia, Bulgaria Contact: Zoya Damianova zoya.damianova@online.bg www.arcfund.net</p>	
<p>Dialogik Gemeinuetzige Gesellschaft fuer Kommunikations- und Kooperationsforschung mbH Lerchenstrasse 22, 70176 Stuttgart, Germany Contact: Rainer Kuhn Kuhn@dialogik-expert.de www.dialogik-expert.de</p>	

Legal notice:

The information in this document is provided as is and no guarantee or warranty is given that the information is fit for any particular purpose. The user thereof uses the information at its sole risk and liability. Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use that might be made of the following information.

© Engage2020 2014. Reproduction is authorised provided the source is acknowledged.

Disclaimer:

Engage2020 is an FP7 project funded by the European Commission. The views and opinions expressed in this publication are the sole responsibility of the author(s) and do not necessarily reflect the views of the European Commission.

Table of Contents

<i>Preface</i>	5
<i>Executive Summary</i>	7
<i>Chapter 1 Scanning Process of Societal Engagement – Policies and Activities</i>	9
1.1 The scanning Process	9
1.1.1 Factsheet on Policies and Activities	10
1.2 Data collection and methodology	13
1.2.1 Desktop Research	13
1.2.2 Interviews	14
1.2.3 Connection to the Survey on Current Praxis of Methods, Tools and Instruments	14
<i>Chapter 2 Data Analysis – Collected Sources of Information</i>	16
<i>Chapter 3 Results – Policies and Activities Supporting Societal Engagement</i>	19
3.1 Policy Formation	19
3.1.1 Rules and Regulation	19
3.1.2 Training	20
3.1.3 Infrastructure, Institutions and Networks	21
3.1.4 Incentives and Funding	22
3.1.5 Promotion	23
3.1.6 Studies and Projects	24
3.2 Programme Development	24
3.2.1 Rules and Regulation	24
3.2.2 Training	25
3.2.3 Infrastructure, Institutions and Networks	26
3.2.4 Incentives and Funding	27
3.2.5 Promotion	27
3.2.6 Studies and Projects	28
3.3 Project definition	29
3.3.1 Rules and Regulation	29
3.3.2 Training	30
3.3.3 Infrastructure, Institutions and Networks	31
3.3.4 Incentives and Funding	32
3.3.5 Promotion	33
3.3.6 Studies and Projects	34
3.4 Research and innovation activity	34
3.4.1 Rules and Regulation	35
3.4.2 Training	36
3.4.3 Infrastructure, Institutions and Networks	37
3.4.4 Incentives and Funding	38
3.4.5 Promotion	39
3.4.6 Studies and Projects	40
<i>Chapter 4 Identified Trends and Needs</i>	41
<i>Chapter 5 Barriers to Societal Engagement</i>	45
<i>Chapter 6 Conclusion</i>	48
<i>Chapter 7 Appendix</i>	50

Preface

Engaging societal actors in research and innovation activities is beneficial to researchers and the general public. Societal engagement can be pursued for both democratic reasons (citizens having a say on research agendas) and instrumental reasons (more appropriate research results by including societal knowledge, ideas, and capacities) as well as for higher awareness of science and technology among citizens. In Engage2020, we focus on genuine engagement practices that go beyond traditional one-way communication of scientific findings.

This kind of engagement is deemed especially important in tackling the “Grand Challenges” that Europe and its citizens face today. The European Commission identified seven Grand Challenges – key issues such as demographic change, green transport and efficient energy - that it hopes to address within its largest research programme so far, *Horizon 2020*, with a budget of €80 billion - of which about one-third is allocated to the Grand Challenges.

Many experts believe that these Grand Challenges can only be tackled effectively if a wide range of societal actors are fully engaged in the process. In the last decade, participatory approaches gained particular importance in the field of science and technology policy making. A majority of policy makers have come to acknowledge that technocracy alone cannot address the challenges society faces today, prompting the search for new forms of governance in the field of science, innovation and technology.

This report looks at policies and activities that support the engagement of societal actors in research and innovation activities. The focus is on the following actors: Civil Society Organizations (CSOs), citizens, affected populations, consumers, employees, users, and others. These can be engaged at one or more of the different levels of research and innovation: policy formation, programme development, project definition, and research and innovative activity. Furthermore, this engagement could take place in relation to one or more of the seven Grand Challenges identified by the European Commission: health and demographic change, food security and sustainable agriculture, clean and efficient energy, green transport, climate change and resource efficiency, inclusive and innovative societies, and security.

The scanning process included desktop research and interviews done by all partners of the Engage2020 consortium. Overall, information and data on more than 200 policies and activities that support societal engagement in research and innovation activities was collected and documented in the form of factsheets. After further analysis and verification, 124 factsheets that form the basis for the analysis in this report were selected.

Descriptors such as, the type of activity or policy, reasons for setting up the policy or activity, disciplinary areas of use, societal challenges addressed, evaluations (known successes and failures), and the level of the research and innovation process at which the policy supports engagement of specific civil society actors were used as guides in the scanning process.

The focus was on the following forms of policy and activity support:

1. Rules and regulations (e.g. obligating engagement, assessing engagement).
2. Funding and other incentives (e.g. funding for co-operative projects or engagement activities, rewards for involved researchers)
3. Infrastructure, institutions, networks (e.g. platforms or expertise centers for sharing knowledge on engagement)
4. Training (e.g. to support civil society actors and/or researchers to get the most out of engagement)
5. Promotion (e.g. promoting engagement by show casing, or awarding prizes)
6. Projects and Studies (e.g. piloting novel approaches, gathering data to advance engagement, creating resources and toolboxes)

Policies and activities that support societal engagement and which could be applied outside of their original setting were identified. Several barriers to societal engagement are also highlighted.

Executive Summary

The aim of the “Engage2020 Project”¹ is to promote the use of engagement methods and policies that support societal engagement in research and innovation by mapping what is practiced and spreading awareness of the opportunities amongst researchers, policy makers, and other interested parties. The project is tasked with scanning existing policies and activities, structures, methods, approaches, tools and instruments, as well as highlighting promising new or adapted approaches for the future.

This report includes results of the scanning process on current praxis of policies and activities that support societal engagement in research and innovation in Europe and beyond. Desktop research and interviews, done by all partners of the Engage2020 consortium, were the main methods used to collect data. Overall, information and data on around 200 policies and activities that support societal engagement in research and innovation activities was collected and documented in the form of factsheets. After further analysis and verification, 124 factsheets that form the basis for analysis in this report were selected.

The report focuses on policies and activities that support the engagement of societal actors in research and innovation. Specifically, the following actors were considered: Civil Society Organizations (CSOs), citizens, affected populations, consumers, employees, users, and others. These can be engaged at one or more of the different levels of research and innovation process: policy formation, programme development, project definition and research and innovation activity. Furthermore, this engagement could take place in relation to one or more of the seven Grand Challenges identified by the European Commission: health and demographic change, food security and sustainable agriculture, clean and efficient energy, green transport, climate change and resource efficiency, inclusive and innovative societies, and security.

Results show that there is developing support for societal engagement in research and innovation activities at all four levels of the research and innovation process. Moreover, we found that there is growing interest at the European Union level to engage citizens in research and innovation activities. A total of 46 cases at this level were reviewed. At the national level, our results show that societal engagement was more prevalent in the Western European countries than in the Central and Eastern European countries. At the international level, we found strong policy support for societal engagement in North America and Canada. Only a few such cases were found in Africa and Asia.

We cannot claim to have exhausted all the available policies and activities that support the engagement of societal actors in research and innovation activities in Europe and beyond. However, the results showed that there are many good examples of policies and activities that support societal

¹ <http://engage2020.eu>

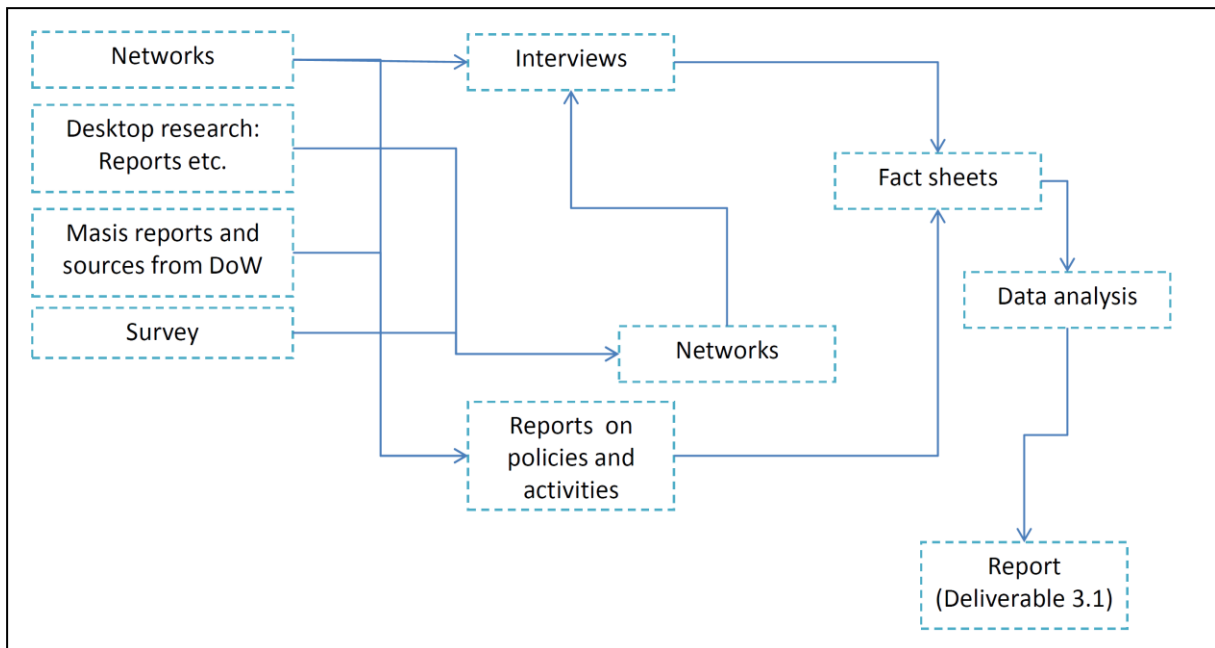
engagement. These could be used as building blocks to further support societal engagement throughout Europe. The results also showed that there are several gaps and barriers that need to be filled and addressed for societal engagement to achieve its intended outcomes. Several barriers to societal engagement such as lack of time and resources, training and skills, poor infrastructure, as well as lack of evaluation and an underdeveloped culture of engagement are also highlighted. These and other gaps in the research and innovation process have the potentials to interfere with the quality and quantity of engagement processes.

Overall, we found that most of the examples given in this report could be used as a source of inspiration for those interested in developing or using supportive policies for societal engagement in research and innovation. Many policies and activities could support engagement at one or more levels of the research and innovation process and most could be used in stimulating engagement for any Grand Challenge related research or innovative activity.

Chapter 1 Scanning Process of Societal Engagement – Policies and Activities

The results and analysis presented in this report are the outcome of the overview of current policies and activities that support societal engagement in research and innovation activities in Europe and beyond. The findings are a result of a comprehensive review that was conducted by scanning existing policies and activities, with a clear focus on societal engagement in research and innovation. The process included scanning policies, funding mechanisms, other instruments and activities aimed at supporting research and innovation in Europe and beyond. Descriptors such as the type of activity or policy, reasons for setting up the policy or activity, disciplinary areas of use, societal challenges addressed, level of the research and innovation process, choice of participants' inclusion, and evaluations (know successes and fail factors) were also considered. Figure 1 below gives an overview of the different steps taken in the scanning process.

Figure 1: Strategy for scanning process on policies and activities



1.1 The scanning Process

In the first step, 24 reports² on policies and activities identified by the Consortium and its networks were scanned for relevant information regarding societal engagement in research and innovation activities. The table below shows the categories identified and used at this step of the process.

² A list of these sources can be found in the appendix

Table 1: Categories in the first step of the scanning process

Document Name / Title	Author(s), Funders, (Call)	Level of the RRI process	Inclusion: Choice of Participation	Grand Challenge of Relevance
-----------------------	----------------------------	--------------------------	------------------------------------	------------------------------

The purpose and use of this process was to identify the best descriptors and categories for the scanning of policies and activities. The results, collected in a spreadsheet featuring the categories above were presented to the consortium for discussion at the consortium meeting held in Groningen in January 24th. Following these discussions, a fact sheet with agreed upon descriptors and categories was designed and adopted by all members. The factsheet, later showed in this report (see p.14), was used to enter data and information for the scanning of policies and activities.

1.1.1 Factsheet on Policies and Activities

The data collected for each policy or activity was entered in a factsheet. The definitions and explanations provided below were used to guide partners in the data collection process.

Levels in the R&I process:

Policy formation is the praxis of defining the conditions for R&I activities. This includes making policies for distribution of funds between programmes, rules and instruments on responsible R&I, definition of financial instruments etc. Two examples procedures to accomplish this goal could be the *Consensus Conference* and *The World Wide Views* concept. The Consensus Conference delivers in-depth qualitative input to policy makers from a panel of citizens. The World Wide Views can deliver quantitative response to ideas for policies from well-informed, deliberative, representative citizen/consumer/employee meetings with up to thousands of participants, and is based on multi-site – for example EU27 – implementation.

Programme development is the process of defining the content and the calls in R&I research programmes. This is typically a process involving member state representatives (for European research), programme committees, the research community, different platforms and hearing processes. Involvement of society at this level is seldom structured as actual participatory processes, though in some instances on-line hearings and calls for ideas are seen. New praxis of getting input to the definition of programmes may be based on direct involvement of CSOs of policy affected groups (patients, refugees, etc.) or of concerned groups (environmental or social NGOs), or it could involve citizens directly in formulating visions for research programmes (such as the CIVISTI method or the VOICES project).

Project definition: at this level engaging society may be about inviting relevant CSOs, affected people, employees etc. to suggest focus for the specific research or innovation project, thereby increasing the relevance of research and innovation activity for the general public, or the chances of innovations being welcomed by the markets. Examples of such praxis can be found in the traditions of different research actors, e.g. in participatory action research, and in the work of Science Shops and science-for-citizens activities. Expansion of the scope of such praxis could be about setting up research policies which ensure up-stream involvement of relevant societal groups.

Research and innovation activities: engaging society directly in the research and innovation activities may for example increase the amount of empirical data for researchers (citizen science), may allow for clarification of normative issues in the scientific process (e.g. processes to ensure responsible research and innovation on project level), or it may improve the relevance and thereby the implementation of research and innovation results (for example through Science Shop related activities). It may also raise citizen's awareness of research and innovation.

These four levels interact to some extent, and are interdependent. For each of these levels in the R&I process, praxis will be structured according to which types of participants the specific praxis could include.

Participant Types

The participant types embraced by Engage2020 are those that may have relevant knowledge, can contribute with normative clarifications or have special abilities to act or decide in specific domains, and those that are normally not embraced by research and innovation activities as collaborators. In general; this excludes industry, SME's, public or semi-public research facilities / institutes, European / national / regional / local authorities, global institutions, and other research participants, who already have clear and direct access to research and innovation activities. However, even though these groups have access to direct involvement in R&I consortia, they may also add strong value as stakeholders. Engage2020 will therefore include them when relevant in the covered participants groups or in the open group "others". The consortium identified six types of participants for the purposes of this project that include: CSOs, citizens, affected populations, consumers, employees, users and others.

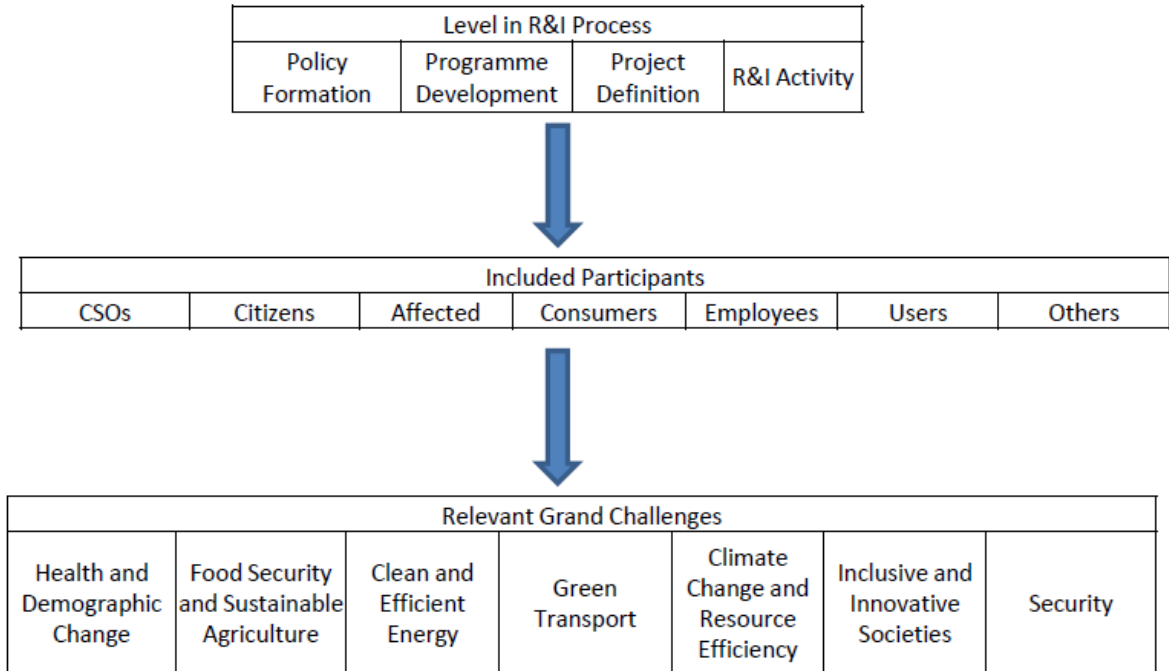
The Seven Grand Challenges

As the third dimension, Engage2020 suggests instruments and tools for use in connection to the seven Grand Challenges in order to help users taking account of differences in culture, potential conflicts around R&I activities, and in specific needs for societal engagement. For example, by experience, the culture in health systems dictates direct involvement of health professionals in participatory activities in order to facilitate uptake of the outcomes, which makes some types of processes more relevant than

other. And in the transport area, direct feedback from users is often necessary in order to evaluate if new measures/systems/technologies have the potential to succeed in the transport market.

Figure 2 shows the summary of the three dimensions of choice of engagement approach.

Figure 2: Three dimensions of choice of engagement approach



Beside these three dimensions, the fact sheets also include some descriptive categories. Table 2 shows the categories of the tool (factsheet) that was used to enter information/data, collected on policies and activities (desktop research and interviews).

Table 2: Fact sheet on policies and activities

Name of Policy/Activity			
Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policy/ Activity Descriptions			

Mission; vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)
Level in the RRI process		
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity		
Inclusion: Choice of Participation		
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, Other		
Grand Challenge of Relevance		
1. Health and Demographic Change 2. Food Security and Sustainable Agriculture 3.Clean and Efficient Energy 4.Green Transport 5.Climate Change and Resource Efficiency 6. Inclusive and Innovative Societies 7. Security		
Source of Information Contact details, link, references (more information)		
Additional Comments		

1.2 Data collection and methodology

After testing and discussing the categories of the spreadsheet by scanning the 24 sources of information mentioned earlier (see p.11), the fact sheet above (table 2) was shared with all partners. The purpose and use of this process was to get a better understanding of the collected sources and to avoid duplication of work among partners. All partners conducted extensive research on further sources of information and included them in the factsheet. Furthermore, all partners were encouraged to provide sources not already included in the spreadsheet and which go beyond reports and publications in a shared online document. . Depending on their expertise and experiences, partners were assigned to scan policies that supported engagement at different levels of the R&I process, focusing on different participant types, in various European countries and beyond. However, because the research was done in a relatively short time frame of 6 months, we may have missed information from countries in which we did not have networks. What we may also have missed in the survey are policies and activities that are available in languages the consortium has not mastered³.

A mixed method which included, desktop research and personal interviews (face to face and phone calls) was used for the scanning process. Both methods were connected and carried out simultaneously. Contacts and other sources of information were also derived from the online survey in task 3.2. These three elements are detailed below.

1.2.1 Desktop Research

A comprehensive literature review of reports and activities in Europe and beyond was conducted. The scanning process was not restrictive to R&I activities alone, but aimed to cover a wide range of cases where societal engagement had been used. Some policy instruments and activities (e.g. foresight, TA, innovation and conflict resolutions) can support different forms of public engagement at different levels in the R&I process. The MASIS national reports⁴ were also scanned for information on relevant

³ Consortium members could read English, German, Bulgarian, Dutch, Danish, Swedish and a little French.

⁴ masis.eu

policies or activities. Each partner collected information of about 15 policies/activities at the very minimum. The work was split among the partners in accordance with their location and special competences. The factsheet described above ensured coordinated collection of data and information.

1.2.2 Interviews

The interviews were a vital part of the initial scanning process of policies and activities. The interviews provided information about policies and activities that have not been a subject of research, those not formally documented and /or those not uncovered in the desktop research. Other important sources of information, such as reports, activities or new interviewees were also obtained. In addition, detailed information about the aims and objectives of setting a policy or activity as well as the actors involved was obtained. The interviews were conducted simultaneously with the desktop research. The information received had the potential to lead to other sources from which relevant information could be obtained. These interviews conducted by all partners in their networks, provided a better understanding of policies and activities in different fields, not included in the established funding mechanisms. Some profiles of the people interviewed included:

- Author (-s)/coordinator (-s) of national MASIS report.
- Other researcher(s) that research on research policies
- National research councils
- National contact point of the DG research
- University deans
- Science shops or similar infrastructures
- Private foundations
- National science/university associations
- NGO and CSO's engaged in research, e.g. cancer society, patient organisations, environmental organisation and consumer organizations
- National or regional innovation councils and resource centres (e.g. the Sciencewise programme in UK).

1.2.3 Connection to the Survey on Current Praxis of Methods, Tools and Instruments

In order to get a better understanding of practices within policies and activities aimed at supporting societal engagement in research and innovation, such as funding mechanisms, regulation, administration and evaluation, it was necessary to seek first-hand information from stakeholders at various institutions involved with research and innovation activities. Therefore, an additional tool for scanning the praxis was a questionnaire launched in task 3.2. The survey asked for information on different methods that are applied for engagement. It was sent to our networks and specific contacts. It led to about 100 responses, of which approximately 82 were valid. These covered about 59 different engagement methods.

One question in the survey dealt with the motivation for stakeholders to organize the engagement process. The first four answers give insights on supporting policies.

Figure 3: Questionnaire launched in task 3.2 – Question 9

<p>Q9. Supporting Public Engagement Which rules/conditions/deliberations supported/motivated the societal engagement in your activity? Please choose all that apply.</p> <ul style="list-style-type: none"><input type="radio"/> Specially designated European funds supporting public engagement<input type="radio"/> Specially designated national funds supporting public engagement<input type="radio"/> Legislative requirements on public consultation in policy making and strategic planning<input type="radio"/> Organisational code of conduct/ethics for public engagement in research, related to issues of public concern<input type="radio"/> Democratic principles<input type="radio"/> Willingness to raise public awareness/scientific literacy among the participants<input type="radio"/> Willingness to improve the R&I results of a programme/project/activity<input type="radio"/> Other (please specify)
--

Based on the contact details and the basic descriptions included in this questionnaire, it was possible to collect more sources of information on policies and activities connected to the captured methods of engagement. The information gathered from this process also provided important sources of information for use in the desktop research as well as in the interview process.

Chapter 2 Data Analysis – Collected Sources of Information

The number of fact sheets collected in this task was over 200. From these fact sheets 157 were selected as source of information for this report. Table 3 gives an overview of the geographical areas covered and the number of cases reviewed. Most European countries had one or more cases reviewed. The *MASIS reports* of all European countries were reviewed and reports found to have relevant cases for policies or activities connected to societal engagement in research and innovation were included in the data. There was a strong showing of cooperation between European countries. Overall, 46 cases of policies and activities that engaged societal actors in research and innovation activities at the European level were reviewed. A number of international cases are also included. After further review and verification 124 policies and activities were selected and serve as the basis for the later analysis in this report.⁵

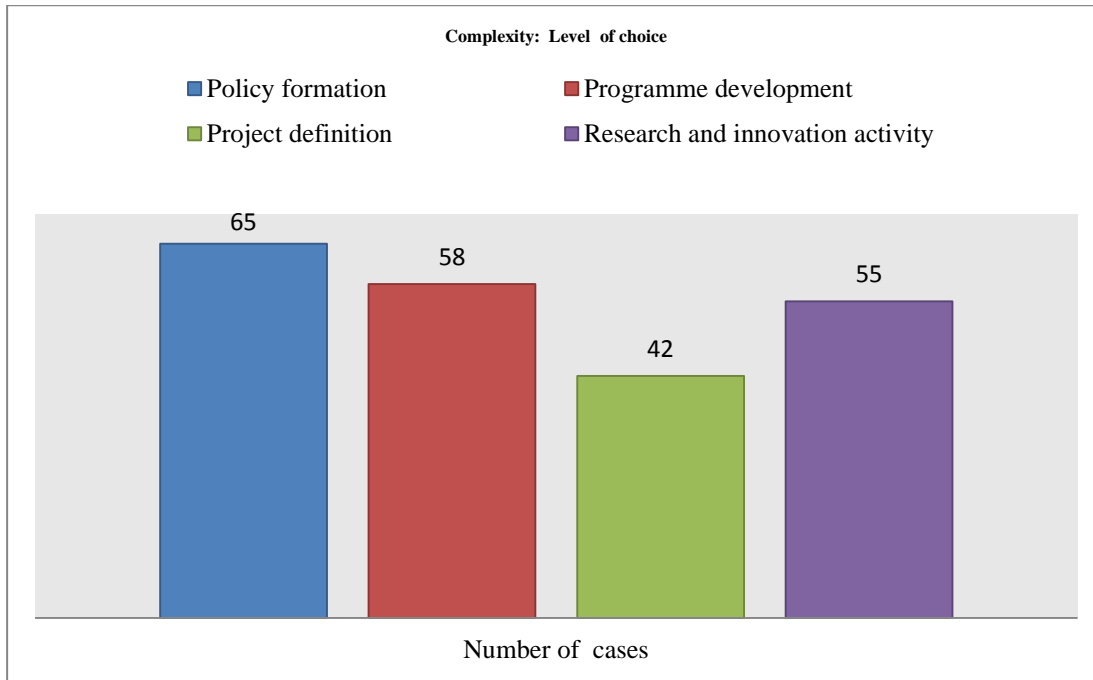
Table 3: Number of cases in each Geographical area

Geographical area of focus	Number of cases (policy/ Activity)	Geographical area of focus	Number of cases (policy/ Activity)
Across the European Union	46	Latvia	1
Belgium	3	Malaysia	1
Bulgaria	3	Nepal	1
Canada	7	Netherlands	8
Croatia	1	Northern Ireland	1
Cyprus	2	Norway	2
Denmark	13	Palestine	1
Estonia	1	Romania	3
Estonia	1	Slovakia	1
France	5	South Africa	3
Germany	7	Spain	1
Global	3	Sweden	2
Greece	3	Switzerland	3
Hungary	1	Thailand	1
Ireland	5	Turkey	1
Israel	1	United Kingdom	18
Italy	2	United States of America	5
Kenya	1	Wales	1
			Σ 157

Besides the international focus, the scanning process aimed at reviewing cases that involved the support of societal engagement at all four levels of the R&I process. For each of these four levels, more than 40 cases were found. Figure 4 shows the number of cases at each level.

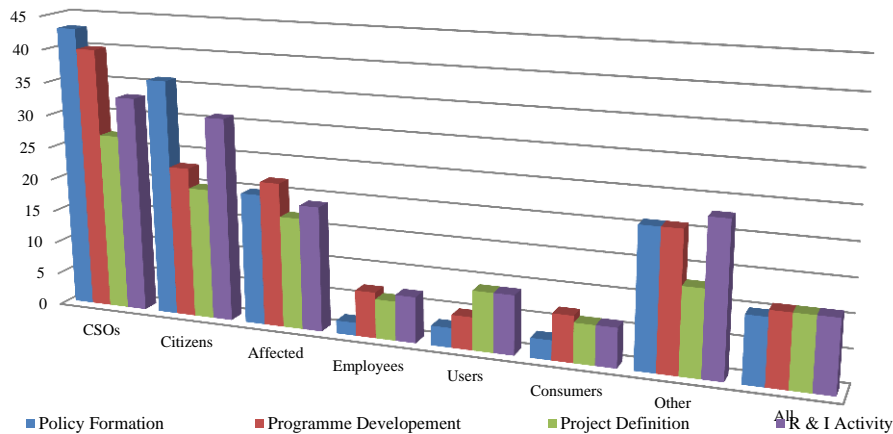
⁵ All 124 fact sheets can be found in the appendix

Figure 4: Number of cases reviewed for each of the four levels of the R&I process



The other dimensions of Engage2020 were also covered by the scanning process on policies and activities. Figure 5 shows the levels of the R&I process in relation to choice of participant inclusion.

Figure 5: Level in the R&I process in relation to type of participant inclusion⁶



⁶ The category “other” may include: Researchers, academics, research organizations, students, university staff, the youth, representatives from industry, NGOs, local/regional governments; non-profit sector, patients, unions, Producers/members, pupils, parents, Researcher from universities, university colleges, and sector research institutions, Departments, institutions of higher education, labour organisations, sector specific research councils, scientific experts, local community associations, organisations on trade and industries, trade unions, employers’ organisations, educational institutions and municipalities. Professionals, public administrators, politicians, consultants, interest groups and private business, communities and cities, business organizations, NGOs, universities and high schools, experts, practitioners, managers, scientists, decision makers, government agencies, non-profit groups, educators, and students Community based organizations, media, stakeholders, industry, representatives from public bodies and business, and representatives from patients groups, consumer associations, Research funders, Universities and Higher Education Institutions (HEIs)

Table 4 shows the relationship between the seven Grand Challenges and the third dimension of choice of participation inclusion.

Table 4: Grand Challenges of relevance in relation to Choice of participation inclusion⁷

	CSOs	Citizens	Affected	Employees	Users	Consumers	Other	All
Health and Demography Change	20	11	15	-	3	3	11	2
Food Security and Sustainable Agriculture	14	8	5	-	-	2	7	1
Clean and Effective Energy	10	5	3	-	2	2	4	1
Green Transport	2	1	-	-	-	-	4	-
Climate Change and Resource Efficiency	14	12	7	-	1	-	7	-
Inclusive and Innovative Societies	28	24	13	1	3	2	25	-
Security	2	1	1	-	-	-	1	-
All seven grand challenges	27	24	11	5	9	6	5	21

Many policies reviewed could support engagement activities at various levels, with various stakeholders, and have been applied or are applicable for use in addressing one or more Grand Challenges.

⁷ The category “other” may include: Researchers, academics, research organizations, students, university staff, the youth, representatives from industry, NGOs, local/regional governments; non-profit sector, patients, unions, Producers/members, pupils, parents, Researcher from universities, university colleges, and sector research institutions, Departments, institutions of higher education, labour organisations, sector specific research councils, scientific experts, local community associations, organisations on trade and industries, trade unions, employers’ organisations, educational institutions and municipalities. Professionals, public administrators, politicians, consultants, interest groups and private business, communities and cities, business organizations, NGOs, universities and high schools, experts, practitioners, managers, scientists, decision makers, government agencies, non-profit groups, educators, and students Community based organizations, media, stakeholders, industry, representatives from public bodies and business, and representatives from patients groups, consumer associations, Research funders, Universities and Higher Education Institutions (HEIs)

Chapter 3 Results – Policies and Activities Supporting Societal Engagement

The review of policies and activities that support and facilitate the engagement of societal actors in research and innovation activities in Europe and beyond show several elements that can be put in place, strengthened, or adapted to achieve the intended results of engaging society in research and innovation activities. Below are some illustrative examples at each of the four levels of the R&I process.

3.1 Policy Formation

As described in the introduction, policy formation is the praxis of defining the frame conditions for research and innovation activities. This policy can be formed at the institutional, local, regional or (supra-) national levels.

3.1.1 Rules and Regulation

Formal processes (hard laws) of policy formation are often outlined in the constitution. The constitution outlines what the parliament does, how it interacts with the government and other

Case number 3.1.1: European citizens' initiative

Who set it up? European Parliament and Council

Geographical focus: EU

Type of policy or activity: European Law

A citizen's initiative is an invitation by the European Commission to suggest legislation on topics where the EU has competence to legislate. It has to be supported by at least one million EU citizens, coming from at least 7 out of the 28 member states. In each of those 7 member states a minimum number of signatories are required.

The Commission will critically observe the initiative. After receiving the initiative the Commission has three months to meet the organisers and give them the opportunity to explain the issues mentioned in their initiative; let the organisers present their initiative at a public hearing in the European Parliament. In the end, the Commission responds to the initiative and gives reasons for the actions taken regarding the petition. The citizen's initiative was established to give every citizen the right and opportunity to participate in the democratic life of the EU and to promote the active participation of citizens in the Union as well as make it more accessible.

As citizen initiatives are not limited to any policy field, they can be related to all kinds of issues in the field of science technology and innovation.

constitutional players in the political system or what role the parties play. In most political systems, the constitution provides opportunities for citizens and other public actors to make written or oral petitions to the parliament. For example the NHS Act⁸ in the United Kingdom is a law which requires engagement in areas of the health sector, including research.

For instance, at the European level, Article 227 of the Treaty on the Functioning of the European Union outlines guidelines on how to submit

petitions to the European Parliament (Nr. 39). The petition can be launched individually or by a group of people. It may be any kind of request or complaint about an activity related to European law or the action field of the EU. European countries have set different rules and regulations at the national level

⁸ <http://www.legislation.gov.uk/ukpga/2006/41/contents>

on how citizens can influence policy making. In Switzerland for example, citizens have more power and opportunities to influence policy-making (Nr. 21). By constitutional law, if enough citizens support a referendum, they can oblige the parliament to develop policy changes on that specific policy field.

In Greece, the parliament passed the Law on E-Governance (Nr. 3) which stipulates that citizens can interact online with public authorities on matters of public policy. Similarly, the Statutory Instruments Act in Bulgaria (Nr. 8) stipulates that before a bill is adopted by the competent agency, it should be published online in order to give all interested public actors the chance to comment on it. This can help increase the transparency and efficiency of the government and facilitates that citizens establish contacts with governmental officials and administrative staff.

Next to hard (binding) law, are soft law. These consist of examples such as guidelines, protocols or rules of behaviour. Soft laws could also influence the conditions for public engagement. The Stakeholder Dialogue Group of the European Commission's Directorate General for Health has set up a code of conduct that guides the Commission. According to the code, the EU Commission should streamline participation practices within the DG, provide structured information about current and future policies or make all consultations and their results transparent and publically available (Nr. 51). One advantage of soft law is that it can be easily set up and adapted to changing situations, the disadvantages are that it is not binding and can be ignored without any legal consequences.

3.1.2 Training

Civil Society Organizations (CSOs) and other public actors especially, users or affected persons, are not always prepared to participate in policy formation activities. They might be able to take actions on the local and regional level, but the political culture is totally different on the national and European levels. This is why training and other incentives, e.g. prizes, competitions, rewards, events etc., are needed to establish competences and support for public actors to get involved in policy making process . Typical examples are information events or printed and online instructions on how to participate in political processes, e.g. descriptions of how to launch a European citizens' initiative, how to start a petition to the parliament, how to become a policy expert in relevant commissions or committees or how to participate in online consultations and official hearings.

Further, public events organized to discuss current and future policy priorities help interested actors to get acquainted with policy engagements. Just by being engaged in discussions, people learn how to interact in policy contexts, they get to know relevant people and learn a lot about structures and processes of policy making. In Denmark, for instance, there are regional for a growth and development, where regionally active organizations come together to discuss relevant policies (Nr. 70).

The transfer of knowledge belongs to the core activities of citizens' initiatives, grassroots or CSOs. The New York based Clean Air Coalition is a network of citizens that feel affected by polluted air (Nr. 77). Their mission is to fight for better air conditions in their metropolitan area. Therefore, they inform citizens on what they can do to reduce pollution, as well as how to become politically active. In a mutual exchange of ideas, citizens find ways to participate actively in policy formation.

A similar approach is action research. Here, citizens affected by a policy or by any societal or natural challenges participate in a research projects related to their problems. By being engaged in such projects, the citizens acquire competences needed for scientific work as well as learn how to use the knowledge produced in the scientific project to improve their situation. Forest Action Nepal, for example, is a policy think tank that is engaged in these kinds of projects to politically empower communities living in the forests and its neighbouring areas. The people get the opportunity to play an active role in local and national politics while researchers benefit from tacit and specific knowledge contributed by the involved citizens (Nr. 78 and Nr. 83 on community based research). Further, many institutions set up to support engagement (Such as the UK Sciencewise programme, Nr. 108) also deliver training in engagement methodologies to civil servants and other actors.

3.1.3 Infrastructure, Institutions and Networks

Often policies are an outcome of a patchwork process where different actors are involved. There are official institutional ways, like hearings or committees to take influence or rather informal approaches, especially lobbying. In order to make societal engagement in the policy process happen, formal and

informal ways are needed. Whereas the latter mostly depends on the individual actor, e.g. a patient organization, the first one only functions if infrastructures that facilitate public groups and individuals to participate in policy formation exist. Various approaches were observed in the scanning process.

Typical examples are online platforms or online feedback systems where citizens write comments on existing policy plans and priorities or discuss with other citizens, e.g. the Opengov Project in Greece (Nr. 2) or the EU public consultations (Nr. 37).

Case number 3.1.3: OpenGov Project

Who set it up? Greek Prime Minister's Office

Geographical focus: Greece

Type of policy or activity: Platform (infrastructure)

It is designed to serve the principles of transparency, deliberation, collaboration and accountability. It includes a system for the electronic deliberation for participatory rule making. There was a need to provide citizens with timely information as well as facilitate their participation in rule-making processes. The challenge to this positive development is the degree to which mechanisms are put in place to ensure that the comments of citizens are taken into account by those involve in drafting the laws.

Almost every piece of draft legislation or even governmental policy initiative by the government, are posted in a blog like platform prior to their submission to parliament. Citizens and organisations can post their comments, suggestions and criticisms article-by-article. All submitted comments are gathered and assessed by competent authorities and in many cases they are incorporated in the final regulations. As of October 2009, when the first deliberation concerned the regulation of state owned cars launched, 153 deliberations have taken place via opengov by 14 ministries while the total number of citizens comments amounts to 67.929.

In 2009, the Latvian government in cooperation with scientific and cultural institutions organized the Latvia Forum where dialogue events were carried out simultaneously in twelve cities (Nr. 9). After the end of the process, results were available online.

A permanent consulting body is the Consumer Consultative Group at DG Health and Consumers (Nr. 49). It consists of national consumer organizations from EU countries and meets regularly to discuss current problems and issues of policy relevance and informs or advises the administration about discussion results and common public expectations from European policies. Further, some countries have established institutions that are responsible for carrying out participatory processes on selected topics. E.g., TA Swiss (Nr. 20) is the main consulting body to the Swiss parliament on questions of technology assessment has organized participation settings on various topics. The organization provides members of the parliament as well as the general public with reports on conducted participatory processes.

It is difficult to evaluate the content-related relevance of these consulting processes. Often, reports about the consultations and the results are written down and published. Sometimes, they are officially handed over to policy makers. However, it remains unclear how the administration deals with these results at the working level.

3.1.4 Incentives and Funding

By providing financial incentives, policy makers could support the development of capacities within public players to get engaged in research and innovation policy making. In the scanning process, several examples which could easily be transferred to other countries or policy levels were identified. In Germany, the project ‘Forschungswende’, which is financed by the federal government, aims at building capacity for CSOs working in the sustainability field (Nr. 102). The office empowers CSOs to engage internally with regards to policy participation as well as engage externally by taking part in committees and commissions meetings in order to consult the government on relevant policies.

Making CSOs financially independent by establishing this stable and durable entity is a way of establishing CSOs as long-term partners in policy formation. Social business is another concept we came across in the scanning process. Social businesses are self-sustaining organizations

Case number 3.1.4: Europe for Citizens Programme

Who set it up? EU Commission, DG Communication

Geographical focus: EU

Type of policy or activity: Mobility funding for citizens

The Europe for Citizens Programme has the goal to support action, debate and reflect European citizenship and democracy, shared values, common history and culture. Furthermore, it tries to improve the relationship between Europe and its citizens by encouraging Europe’s values and achievements but also maintaining the memory of Europe’s past.

Science and technology are inevitable connected to European history.

Citizen’s engagement with issues which constitute the European Union’s political priorities is a key element of civic participation. The Europe for Citizens Programme represents a valuable tool for encouraging European citizens to share their views on how the agenda should be taken forward. In order to bring Europe closer to its citizens it is crucial to raise citizens awareness of the results achieved through European policies and actions. The mobility funds provided allow citizens from all over Europe to travel and meet other citizens for debates and common activities

that aim to achieve ecological and social goals. CSOs that work as social businesses are safer compared to typical non-profit organizations with regards to their financial stability. Insofar, CSOs increase their capabilities to engage in different arenas such as policy forming. They do not risk losing their financial or organizational grounds if they use their time for actions which are not directly related to their core work. So, they can permanently participate in policy-making. The EU Commission provides funding to set up social businesses; it takes measures to improve the visibility of social businesses and to improve their legal environment. The Europe for Citizen Programme Action 2 supports the participation of civil society organizations in the EU institutions by giving the, fund for cooperation activities and by providing support to cover running costs (Nr. 46). Research Councils UK (RCUK) has created a number of funding schemes at the national level that support institutions or researchers who engage with the public in research. An example of such a funding scheme is the SUPPI funding strand (Nr. 116).

3.1.5 Promotion

Because societal engagement is still a new area of work for many actors, there is a real need for promotional activities and structures. These could usefully be combined with other roles and functions.

It is important to raise awareness of societal engagement among key stakeholders; who often have a non-existent or limited understanding of the concept. A number of policies exist across the European Union which aim to encourage R&I actors to carry out engagement at different complexity levels. At the policy formation level, key UK research funders have created the Concordat for Public Engagement (Nr. 122) which sets out clear expectations for research organisations, with the aim of strengthening existing good practice in public engagement. Nine funding bodies have signed up to the concordat affirming their commitment.

Promotional activities take place both through existing organisations and structures set up specifically for societal engagement (see Sciencewise above). Activities to promote societal engagement often include communications activities, but also best practice pilots and other more hands on activities. As societal engagement is still a new area of work for many actors, there is a need for promotional activities and structures. These could usefully be combined with other roles and functions. R&I actors are encouraged to engage at all levels of the R&I process with the appropriate communication tools. An example is the work of Sciencewise in the UK (case number 3.1.5).

Case number 3.1.5: Sciencewise (UK)

Who set it up? Department for Business, Innovation and Skills (UK)

Geographical focus: UK

Type of policy or activity: Support centre for Dialogue

The main aim of the Sciencewise-ERC is to enable better policy making by fostering capacity within the policy-making community to commission and use public dialogue.

Sciencewise promotes public dialogue through its thought leadership work, which includes seminars, written publications and webinars. Sciencewise also promotes engagement through its teams of Dialogue and Engagement Specialists who work closely with UK Government Departments.

3.1.6 Studies and Projects

In general, there are many formal organizational structures supporting engagement of societal actors in policy formation – both at the national and international levels.

All these structures and policy makers can benefit from projects and studies that aim to improve both

Case number 3.1.6: Interim evaluation & assessment of future options for Science in Society Actions

Who set it up? Technopolis Group in collaboration with Fraunhofer ISI and Science-Metrix)

Geographical focus: Europe

Type of policy or activity: The FP7 Science in Society (SiS) programme

The programme was set up to provide Provisional evaluation and assessment of future options for Science in Society actions in the EU and to improve understanding of the role of science and technology in society and promote the development of an ethically sound and responsible European science system.

The objective of the programme was to build “*an effective and democratic European knowledge-based society*”.

The aim of the programme was to “*stimulate the harmonious integration of scientific and technological endeavour and associated research policies into European society*”

the engagement practices themselves, and the role of policies to support them. Usually, the projects and studies lead to reports or proto-type approaches that are a valuable resource to those wanting to engage or support it.

Examples are the studies made by the PERARES project on the potential role of research funders in funding participatory projects (Nr

100) or on how to include community-engagement in strategies of higher education institutes (Nr 101). Also, the evaluation of the Science in Society Actions in FP7 is such an example (Nr. 90).

3.2 Programme Development

Programme development is the process of defining the content and the call in research and innovation research activity. The process typically involves member state representatives, programme committees, the research community, different platforms, and hearing processes. While the involvement of citizens at this level is seldom structured as actual participatory processes, some instances of on-line hearings and calls for ideas are seen. Moreover, new praxis of getting input to the definition of programmes based on the direct involvement of CSOs of affected groups (patients and refugees) or of societal concerned groups (environmental or social NGOs) is a common practice at this level. In some cases, citizens have been involved directly in formulating visions for research programs. Key areas where societal engagement was identified during the scanning process at the level of programme development are elaborated below.

3.2.1 Rules and Regulation

The process of programme development takes place in four phases: design, decision-making, implementation, and evaluations. Therefore, rules and regulations to govern public engagement at this level are needed to ensure that the best programmes that serve the interests of (affected) citizens, as well as the common good, are approved and implemented. Rules and regulation may provide guidelines that ensure societal actors are invited to workshops and to open-days where the first ideas of the research programme are discussed and the wishes and expectations of the public are taken into

account. Additionally, when it comes to discussions and recommendations at different committee levels, rules and regulations, if well implemented, ensure balanced participation by all interests groups. Transparency in the process is

Case number 4.2.1: ERiC (Evaluating Research in Context)

Who set it up: Dutch Royal Academy of Sciences
 Geographical focus: Netherlands
 Type of policy or activity: Criteria for programme evaluation

Evaluates university research. Societal impact is a component. Scores on evaluations are important to maintain university support for the program.

crucial; and with transparency rules and regulations in place, policy makers are obliged to justify their decisions to the public. Finally, rules and regulations have the potential to govern the conduct of researchers and in order to increase the societal relevance of the research programmes, horizontal linkages between different actors are facilitated or even enforced (implementation) as well as evaluated to access impact.

From the scanning process, we found a few of such requirements, of which many fall under our heading of funding/incentives. Some guidelines are given by the Dutch ERiC protocol (evaluating research in context, Nr. 26) or the UK REF (Research Excellence Framework), which demands university research programmes to be evaluated on their societal impact as well (thus potentially stimulating engagement). Another example include the requirements for stakeholder committees in e.g. the planning of research programs for the toxicity of chemicals (REACH; Nr. 29), or those rules requiring patient involvement in e.g. the Committee for Advanced Therapies (CAT, Nr. 38).

3.2.2 Training

Training activities are developed to facilitate a better understanding of different topics and challenges as well as to support an exchange of knowledge, skills and expertise (according to Nr. 73 and Nr. 91).

Case number 3.2.2: European Medical Agency

Disciplinary areas of use: Medicine, Pharmacology and Human Biology
 Geographical focus: Europe
 Type of policy or activity: From a general viewpoint, the EMA Human Scientific Committees Working Party with Patients 'and Consumers Organisations (PCWP) is established to provide recommendations to the EMA and its Human Scientific Committees on all matters of direct or indirect interest to patients in relation to medicinal product

Beside other activities:

- Contribute to the development and the training of a network of Patients and Consumers' Organisations.
- Provide advice in relation to product specific matters, at the request of the EMA Human

Reason for setting up was to demonstrate that participation of patients in the scientific committees leads to increased transparency and trusts in regulatory processes and develops mutual respect between regulators and the community of patients. It is also acknowledged that their contribution enriches the quality of the opinion given by the scientific committees.

http://www.ema.europa.eu/docs/en_GB/document_library/Other/2011/12/WC500119614.pdf

The aim of these training activities is to build a network of CSOs and other public actors with a common understanding of discussed topics using a common language. One such example is the training activity of the European Medical Agency (Case number 3.2.2). The training activities helps to provide recommendations to the EMA and its Human Scientific Committees from the affected and CSO viewpoint and to give advice in relation to product specific matters connected to the specific needs of future users. Not only is the training

of the whole network important, but individual skills of the involved participants need to be enhanced to reach a level of a common understanding. Training activities at the programme development level are needed to optimize the interaction between science dynamics and the concerns and needs of the society (according to Nr. 96; Nr. 124). The examples from the scanning process also show that sustainable training programmes depend on continued institutional support.

3.2.3 Infrastructure, Institutions and Networks

Good partnerships, networks, as well as a good infrastructure are an integral part of effective and meaningful societal engagement at the programme development level. According to the authors of The PERARES REPORT 8.1 “Successful public engagement is dependent on strong connections between

Case number 3.2.3: Community-University Partnership for the Study of Children, Youth, and Families (CUP)

Who set it up? University of Alberta
 Geographical focus: Canada
 Type of policy or activity: Research Center

The *CUP* mission is to improve the development of children youths, families, and communities. It aims to identify and promote the use of evidence-based policies and practices for optimizing child and family development. Its vision is to nature a culture, both in the community and the University, in which rigorous research, evaluation, and practice are valued highly as critical components in efforts to understand and optimize development.

CUP was launched with the goal of bringing researchers and communities together for the benefit of children, youths and families through understanding and Improving knowledge translation in population health and early child development, as well as in at risk youths through engagement activities

The overall goal of *CUP* is to create, share and mobilize knowledge in ways that can inform policy, practice, and research and programme development and evaluation.

CUP's activities and programs are funded by contributions from the community, government, and university. It engages in multiple research projects, lifelong learning, and knowledge mobilization projects and activities

the various stakeholders, and on suitable structures and mechanisms, for public engagement to be established⁹. Most societal engagements at the programme development level are with CSOs or representatives of affected groups; e.g. the previously mentioned Stakeholders Participation in the European Chemical Agency (ECHA) committees (Nr. 29).The ECHA committees are already established, which makes it easier for stakeholders such as industry/marketing associations,

NGOs (and trade unions) to attend Committee meetings on invitation and to provide input on scientific and technical matters to further support the work of the Committees in developing future programmes. There are several other established committees at the EU level such as Pediatric Committee (Nr. 40), Committee for Advanced Therapies (CAT) (Nr. 38), Committee for Orphan Medicinal Products (COMP) (Nr. 50) to name a few. Most cases that we came across facilitated engagement in matters of public health, animal health and welfare, and environmental protection. A different example of a Centre of Excellence is found in the Community University Partnerships for the study of children, youths and families (CUP, Nr. 74). A network example we came across was the European Innovation

⁹ See PERARES REPORT 8.1: Experiences and attitudes of Research Funding Organisations towards public engagement with research with and for civil society and its organisations , December 2013 (Page 12) available at: <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/01/WP8-Report-Europe-Final-14-January.pdf>

Partnership (EIP, Nr. 47), which supports emergence of networks of relevant actors at the EU, regional and national levels. Similarly, the Stakeholder Consultative Platform (Nr. 60) brings together various factors such as farmers, industry, food processors and traders to development programmes in the area of food security and sustainable agriculture.

3.2.4 Incentives and Funding

Reliable and established funding mechanisms as well as incentives are essential for good societal engagement in research and innovation activities. Sufficient funds and incentives for societal engagement are particularly needed at the programme development level because this motivates and facilitates actors' participation, ensuring the views, concerns, ideas of affected individuals are sought and worked into the development process to produce targeted programmes that solve pressing societal challenges. Incentives, as well as availability of funds to facilitate engagement not only make the involvement of societal actors easier, but also ensure that diverse groups are present and contribute to programme development.

One example where funding can trigger

more engagement in making research programs can be found in the work of the Science in Society program (now Science with and for Society) at DG Research of the EC. They gave a 'grant to a named beneficiary' to organise citizen input in making a call for proposals on urban waste research. This led to the VOICES project (Case number 3.2.4).

The results of the scanning process show that both formal and in-formal funding mechanism and incentives are present both in Europe and beyond at the level of programme development. Therefore, it is not enough to have funds and incentives alone, but the culture of public engagement needs to be developed and rewarded in research and innovation activities to ensure the quantity, but most importantly, the quality of public engagement.

3.2.5 Promotion

At the level of programme development promotional activities are often aimed at Research funders or High Education Institutions. In 2008, a number of key UK research funders created the four year Beacons for Public Engagement programme (Nr. 123), which aimed to improve the way higher

Case number 3.2.4: EC FP7 Science in Society Program grant to a named beneficiary for the VOICES project

Who set it up? Science in Society Program of DG Research

Geographical focus: EU

Type of policy or activity: Funding for programme development

The grants enabled the organization of focus groups in the then all 27 member states of the EU, with 1000 citizens in total. The topic was which research to do on urban waste. The grant was given to ECSITE, the Network of Science Centres in Europe. They set up the VOICES project with it (Nr. 90).

The VOICES project led to hundreds of ideas concerning urban waste research and innovation, based on the focus groups in all member states. The long list was discussed by the consolidation group, in which CSOs participated, and they selected about 19 topics suitable for Calls. Informally, we have learned that the environment directorate of DG Research has selected 5 of them and intends to open Calls worth 150-160 Million. Thus, the 1,5 Million budget for VOICES seems to be justified.

The Science with and for Society Program, as it is called now in H2020, has opened similar calls in their 2014 work programme (ISSI.2.2014) to have citizen influence on research programmes.

education institutions engage with the public and to investigate how different institutions can go about embedding strategic support for public engagement into their systems and cultures.

The NCCPE (The National Coordinating Centre for Public Engagement (UK), Nr. 109) that was established alongside the Beacons, now is a main promoter for engagement in any stage from the research programme to the actual R&I activities. Evaluations show that this time limited scheme was able to raise awareness within institutions and increase the amount of engagement carried out, as well as making changes to institutional culture ensuring that activity would continue without the Beacon funding.

Case number 4.2.5: The National Coordinating Centre for Public Engagement (UK)

Who set it up? Four UK Funding Councils, Research Councils UK and the Wellcome Trust.

Geographical focus: UK

Type of policy or activity: Support centre

The NCCPE aims to inspire and support universities to engage with the public. Its mission is to support universities to increase the quantity and quality of their public engagement activity.

NCCPE has 3 strategic aims:

1. Inspire a shift in culture
2. Increase capacity for public engagement
3. Build effective partnerships to encourage partners to embed public engagement in their work.

The organisation has promoted public engagement through a number of channels including training, an annual conference, a Manifesto for Public Engagement (signed by 63 High education institutions across the UK) and by means of self assessment tools (such as the EDGE model –case study Nr.121)

A growing number of projects move away from traditional communications based promotional activity and towards approaches that include elements of culture change and peer learning.

In earlier years, a lot of activity was focused on raising awareness of the concept of engagement itself, and the methods involved. In countries where engagement has become more widespread, the promotional activities have tended to move more towards encouraging institutions to embed engagement and making it a mainstream activity, rather than a specialized pilot activity.

3.2.6 Studies and Projects

Open and transparent processes are essential for the inclusion of societal actors in development of research programmes – both at national and international levels. The result of the scanning process

Case number 4.2.6: Research2015 – A basis for prioritisation of strategic research

Who set it up? The Danish Ministry of Science Technology and Innovation

Geographical focus: National

Type of policy or activity: Research2015 is an activity carried out in relation to the strategic planning for the prioritization of the research and innovation funding distributed by the public research councils.

Catalogue containing 21 suggestions for strategic research topics supporting the basis of the priority of the fields of action for the strategic research during the parliamentary debate on the governmental budget.

The aim was to give a more solid foundation for decisions to divide funds between different areas of strategic research. This was done through the inclusion of a broad range of actors within research and innovation.

shows that inclusive processes are present in the field of programme development; the major national and European research institutions are inviting stakeholders into the development of research programmes. I.e. in the case, described here several hundred actors from universities, research councils, public institutions, businesses, departments and stakeholder organisations were involved in the identification of the most important strategic research priorities – an expansive process.

This can be seen as an example of the tendency that overall stakeholders and other societal actors have the formal ability to engage strategically in the development of public research and innovation programmes.

However, interviews with experts in this area revealed that though formal structures of broad societal engagement in programme development are present, the final outcome of these kind of processes are often influenced by influential stakeholders who are already present in the policy and programme development systems. The question is therefore: How do we set up structures that will broaden the number and categories of actors engaged in the research programme development?

There have been many dialogues on new and emerging technologies, such as nano technologies in the past decade. Many of these engagements have been evaluated, so one can learn from these evaluations in shaping engagement in next research programmes¹⁰.

Next to studies, projects can be performed to get experience with engagement in programme development. The Research2015 project in Denmark is such an example (Nr. 69); the approach was adapted after evaluation for use in its follow-up Research2020.

3.3 Project definition

Engaging society in defining the scope and content of a R&I project may be about inviting relevant CSOs, affected people, employees etc. to suggest themes or focus for a specific research or innovation project. This may lead to social innovation, where knowledge is created or adapted to serve the needs of non-profit organisations (thus improving their services to society), or to support the causes for the public good that CSOs aim to achieve. It could also mean that products of R&I projects are more likely to be welcomed by the markets. Examples of such praxis can be found in the traditions of different actors, e.g. in participatory action research where the next steps in a project are decided together. This form of engagement is visible in Science Shops and similar science-for-citizens activities throughout Europe. Expansion of the scope of such praxis could be about setting up research policies which advance this up-stream involvement of relevant societal groups, by dedicated funding or rules. Engagement of CSOs, representing citizens, affected communities, employees, etc., in this phase of the research seems more common than the involvement of (unorganised) individual citizens.

3.3.1 Rules and Regulation

In many countries, Higher Education Institutes are required by Law to serve a Third Mission: the transfer of knowledge to society. In The Netherlands, this clause has been the only official requirement (Nr. 27) for decades. It is only recently that a set of indicators was developed to further describe how this 'transfer' should be shaped (one-way or engaged), and to clarify which target groups

¹⁰ See e.g. Mount & Doubleday on nano-dialogues, <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/07/M09-1-perares-244264.pdf>, or Krabbenborg on the Dutch National Nano Dialogue, <http://www.swinburne.edu.au/hosting/ijets/journal/V10/vol10-article2.html>

make up ‘society’ (Nr 18). Other countries are also setting up rules and regulations to ensure societal engagement at the project definition level. In Ireland, for example, the new National Strategy for Higher Education is an effort to coordinate and strengthen all civic engagement activities (Nr. 28). In South Africa, we found the Quality Assessment of Higher Education to explicitly take into account community engagement (Nr. 115). Likewise, the Research Excellence Framework in the UK strengthens citizen engagement in defining research projects (Nr. 118).

The engagement of citizens in defining research projects can also be stimulated by Codes of Conduct,

Case number 3.3.1: Code of Conduct Responsible Nanotechnologies

Who set it up? European Commission
Geographical focus: Europe
Type of policy or activity: Code of conduct

The Code gives various criteria for Responsible R&I on nanotechnology. One is “inclusiveness”:

Governance of N&N research activities should be guided by the principles of openness to all stakeholders, transparency and respect for the legitimate right of access to information. It should allow the participation in decision-making processes of all stakeholders involved in or concerned by N&N research activities.

This means that civil society should also be involved in decisions on project definition (as well as on the programme level)

even though these are in many cases non-binding. An example is the Code of Conduct for Responsible Nanosciences and Nanotechnologies, which calls to ‘allow the participation in decision-making processes of all stakeholders involved in or concerned by N&N research activities’ (Nr. 129). The more general Concordat for Public Engagement and the Manifesto for

Public Engagement in the UK (Nr. 119 and 125) aim to stimulate engagement in a general sense, including potentially that in defining research projects.

Most other rules and regulations that support engagement in defining research projects are implemented in the form of funding, and described under that heading.

3.3.2 Training

There is limited training available for the researchers that want to engage societal actors as well as those facilitating the processes of defining research projects. The most prominent supplier of these training opportunities seems to be the Living Knowledge Network (case number 4.3.2), which offers Summer Schools based on the Science Shop methodology. Also, the network’s website offers some insights in setting up projects together, by means of a FAQ-list and Toolbox for Science Shops. External funding can also facilitate on the job training and mentoring. This was made possible, e.g. in the EU funded projects TRAMS (FP6) and PERARES (FP7) (Nr. 92), or the bilateral co-operation to set up Science Shops in Romania, funded by the Dutch Ministry of Foreign Affairs (Matra).

Case number 3.3.2: Training and Mentoring of Science Shops

Who set it up? Living Knowledge Network

Geographical focus: Europe

Type of policy or activity: Training

Through Summer Schools and web-based toolbox/FAQ list, researchers and knowledge brokers are introduced to the following topics:

- Science Shops as part of Public Engagement
- Example projects & Impact for stakeholders
 - Identifying CSO needs
- From Societal Needs to Research Needs (intake, articulation)
- From Research Needs to Research Questions (reframing)
- Products and follow-up after the research (Science Shop's involvement)
- Fit projects in curricula
- Involving researchers / supervisors
- Set up and sustain equitable partnerships
- Options and Strategies to build a Science Shop
- Operational Models & Funding
- Job descriptions (role of coordinators; the mediation process)
- Evaluations (Evaluating and Being Evaluated)
- Impact: Uptake of topics into research programs beyond the Science Shop
- Resources (toolbox for Science Shops)

We found an example of training patient representatives in Denmark, aimed at enabling patient representatives to engage in and influence health research (Nr. 113). In this two year program, 66 representatives were trained, and a project handbook and website were developed. The UK NHS Advisory body INVOLVE (Nr. 120) has over a decade provided training and training materials to health research institutions and patients around engagement in health research.

3.3.3 Infrastructure, Institutions and Networks

The most prominently visible infrastructure that supports researchers to engage with societal actors in defining research projects are the Science Shops (Nr. 5; Nr 23). These are units that broker or perform research on request by civil society. Often, Science Shops are based at universities, but in some cases, they are stand-alone entities. Also, Science Shops can operate under different names, as Community Knowledge Exchange, Interchange, Intermediu, etc (Nr. 5). In Europe, these started in The Netherlands in the 1970s (Nr. 23). The method was taken over and sometimes adapted throughout many north/western European countries, and a number of central/eastern/southern member states. They are also present outside Europe (e.g. in Cape Town, Nr. 73).

Science Shops facilitate engagement in all disciplinary areas and in all Grand Challenges. In Flanders, they are funded as a part of the Flemish Science Communication Policy (Nr. 111).

Case number 3.3.3: Science Shops

Who set it up? Various Universities and CSOs

Geographical focus: Europe and beyond

Type of policy or activity: Infrastructure

Science Shops have been in existence since the mid-1970s and are an established practice. Those that are part of a university use students to do the research under Faculty supervision (as part of the curriculum). Main advantages: empowered CSOs; students that obtain professional employability skills and societal awareness; researchers that obtain valuable societal networks and inputs; research institutes that create good public relations; and policy makers that can benefit from the co-created knowledge as a basis for decisions. Bottlenecks: timing (student availability) and funding (additional grants are hard to obtain); in some cases core funding is difficult to maintain as well. Science Shops not directly linked to universities, organized as an NGO themselves, mostly arrange their funding on project basis.

The most focused network supporting engagement in project definition is the Living Knowledge Network. It brings together Science Shops and similar entities, and those interested in and supportive of this method. The Living Knowledge network links to other, global networks, through GACER: the Global Alliance of Community Engaged Research (Nr. 82). This allows exchange with e.g. the Community-Campus Partnerships for Health network (Nr. 81) and Community-Based Research Canada (Nr. 83).

3.3.4 Incentives and Funding

Funding and incentives can be very supportive and could facilitate the engagement of societal actors in the project definition phase.

In our survey, we found examples of research funding schemes that allow, favour, or demand projects that are set up in partnership with civil society partners. In most detail, these are described in the recent PERARES report “Experiences and attitudes of Research Funding Organizations towards public engagement with research and for civil society and its organizations” (Nr. 100).

The Dutch Responsible Innovation Program stimulates this participation. It is open to projects in all key disciplinary areas and projects can be tailored to any of the Grand Challenges (Nr. 24). The Western Cape state in South Africa directly supports projects that involve the partnership of societal actors and that benefits the Higher Education institutions in the Province as well as help to solve its grand challenges (Nr. 112). The Canadian Social Sciences and Humanities Research Council have a long experience in funding co-operative research projects. They have tailored funding to set up partnerships or to really perform collaborative research. Their current scheme, the Insight Program with its partnership (development) grants (Nr. 114), was based on the highly successful CURA program (Community University Research Alliances). The CURA program also acted as a source of inspiration for a number of French Regional Councils, which have set up similar funding programmes for projects and even for infrastructure such as a Science Shop. At the EU level, the European Commission’s Research for the benefit of specific groups: CSOs (Nr.130; used in FP7) was similar to the CURA approach.

Case number 4.3.4: SSHRC Partnership (development) grants

Who set it up? SSHRC, Canada

Geographical focus: Canada

Type of policy or activity: Funding

The Social Sciences and Research Council of Canada funds research projects that will be executed in partnership with organizations from civil society. It has special grants to first develop these partnerships.

The regular partnership Grants undergo a two-stage adjudication process, involving a letter of intent and a formal application. Only applicants successful at the letter of intent stage will be invited to submit a formal application. Applicants successful at the letter of intent stage will be offered a grant worth up to \$20,000 to help in the preparation of the formal application—i.e., to further refine the question(s) to be addressed; to establish partnership arrangements, governance structure and/or approach/methodology; and to consolidate their collaborative activities.

The two-stage funding process allows formation of new networks, including new partners. This is usually valued by civil society organisations.

A great majority of organizations involved in the partnerships as partners are non-profit organizations. Non-profits organization can also apply and be the grant recipient of the partnership grants. SSHRC receives very few applications from non-profit organizations and just a handful of them have received grants as main recipient. They do contribute to the partnership, mostly by an in-kind contribution though.

Funding can also be part of infrastructure: Many Dutch universities fund Science Shops directly from their own budget (Nr. 23). The Flemish policy on Science Communication also funds the operation of Science Shops at Flemish Higher Education Institutes (Nr. 111).

Non-financial incentives for institutes and researchers to engage in project definition could be part of university-ranking criteria or academic tenure criteria. From our survey we did not get a proper overview on the state of the art on this aspect. On university indicators, there has been the E3M project, which attempts to include societal engagement in the rankings¹¹; on promotion and tenure criteria for academic staff, there have been many discussions so far, but no uniform, meaningful way has been found to include societal engagement.

3.3.5 Promotion

There are Awards for Science Shop projects, i.e. the bi-annual Dutch-Belgium one (case number 3.3.5).

Case number 3.3.5: Bi-annual Dutch-Belgium Science Shop Award

Who set it up? Dutch Science Shop Network in co-operation with the Science Shops Belgium
Geographical focus: Netherlands, Belgium
Type of policy or activity: Award

Objective: to stimulate students to participate in projects with CSOs; to promote the Science Shop methodology.
Every 2 years a prize is awarded to the student-researcher and Science Shop for the best project.

Assessment criteria:

- Scientific quality
- Usefulness for civil society partner
- Student learning

Jury:

- 1 academic
- 1 CSO/non-profit
- 1 policy maker
- 1 student
- 1 VIP as chair

Also, conferences play a big part in promoting this form of engagement. The conferences on Science & Society organized as part of the European Presidency, e.g. Science in Dialogue in Denmark 2012, and the forthcoming conference under Italian Presidency in 2014 are important in this area. Additionally, the bi-annual Living Knowledge conferences are important meeting places to further advance and promote engagement in project definition. Such conferences and events are present internationally in the US and Canada (CCPH and Cuexpo conferences, Knowledge

Mobilization Forum) and the UK Engage conferences organized by the NCCPE.

Finally, the SaS/SiS/SWAFS unit of DG Research has a big role in promoting engagement in research, like the NCCPE does in the UK – though both in a broad sense and not specifically focused on engagement in defining research projects.

¹¹ <http://www.e3mproject.eu/results.html>

3.3.6 Studies and Projects

Studies and projects can be a valuable tool, and deliver resources, to advance engagement in project definition. Two recent European projects seem to present state of the art information: CONSIDER¹² and PERARES¹³ (Case number 3.3.6). These projects could build on work done in, e.g., the STACS project (Nr. 96).

The PERARES project shows how civil society organisations can be engaged in setting local research agendas and defining research projects (and wider agenda's as well). It found that face-to-face meetings are indispensable in creating the trust and

Case number 3.3.6: Public Engagement with Research and Research Engagement with Society (PERARES) (2010-2014)

Who set it up? Living Knowledge Network members
 Geographical focus: Europe
 Type of policy or activity: Project, resource

The mission of PERARES was to advance public engagement in research (PER) by developing by involving both researchers and Civil Society Organizations (CSOs) in the formulation of research agendas.

PERARES did so in a number of different debates (or dialogues, both on-line or as scenario workshops or face-to-face events) on Science to actively articulate research request of civil society. For this, partners linked existing debate formats – such as science café's, science festivals, online-forums – with the Science Shop network - already linking civil society and research institutes.

To be able to answer to research requests, it was necessary to enlarge and strengthen the network of research bodies doing research for/with CSOs. Thus, 10 new Science Shop like facilities throughout Europe were started, mentored by experienced partners. Science Shop-like work is advanced by adding studies on good practices to the available knowledge base and organising workshops.

Guidelines to evaluate the impact of engagement activities were developed and tested.

Co-operative studies were done on issues relevant to travelling minorities in Europe and on issues relevant to those caring for victims of domestic violence. In each case, three CSOs and three universities from three different countries worked together.

Finally, two Living Knowledge conferences were organized to share and discuss findings, and Living Knowledge News Letters, Magazines and Web-site were used to communicate.

communication required that on-line environments cannot yet replace. Next to showcasing the role of Science Shops, it shows how Scenario Workshops can be used to define research themes and projects, it also demonstrates how CSOs and researchers in different countries can work together on a theme and arrive at further research questions or Codes of Conduct. It also produced tools to include research with and for civil society organisations in Higher Education Institutes (Nr. 101). PERARES also produced a report on the potential role of funders (Nr. 100) and gave evaluation guidelines for Science Shops.

3.4 Research and innovation activity

On this level we focused on fields where society is directly engaged in the research and innovation activities. This may increase the amount of empirical data for researchers or allow for clarification of normative issues in the scientific process (e.g. processes to ensure responsible research and innovation on project level). It also may improve the relevance and thereby the implementation of research and innovation results as well as raise citizen's awareness of research and innovation.

¹² <http://www.consider-project.eu/>

¹³ <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/07/D09-1-perares-244264.doc>

3.4.1 Rules and Regulation

In recent years, various stakeholders in the fields of research and innovation (R&I) have increasingly recognized and highlighted the importance of public engagement, both for improving the overall governance and decision-making in the fields of science, technology and innovation, as well as the quality of science *per se*. Different initiatives have been launched across Europe to stimulate more active involvement of the public in research and innovation activities, and has targeted scientists, research institutions, as well as citizens and CSOs. These initiatives have the potential to benefit from the scientific community, the involved citizens, and society at large.

In the field of R&I activities, initiatives mainly target higher education institutions as central players in the R&I system. The cases we reviewed aimed to strengthen public engagement in higher education

institutions' research in various ways. In the case of Ireland, described in the fact sheets, the National Strategy for Higher Education of Ireland (Nr. 28) places engagement with communities and the wider society in research at the core of the country's universities' mission, emphasizing the importance of engagement for the flow of knowledge from, and to, higher education institutions. Recognizing public engagement in science and innovation as a priority at a national level, and making a strategic commitment to pursue this priority through setting appropriate rules and regulations, can be an important step in achieving this objective.

Another way to promote public engagement in R&I activities is the inclusion of criteria related to the societal relevance of research in: i) the assessment of research projects applying for funding, such as in the case of the Research Excellence Framework (REF) in the UK (Nr. 126), and ii) institutional auditing, such as in the case of South African Council for Higher Education (Nr. 115). In these cases, the financing of certain research projects and institutions is linked to the produced impact from research (e.g. in the case of REF 20% of the score is given for "impacts", including "societal impacts") and/or the way the impact is produced (e.g. assessing "community engagement" and "service learning" in research done by the higher education institutions in the case of South African Council for Higher Education (see Case number 3.4.1).

Another type of initiative is the Concordat for Engaging the Public with Research (Nr. 125), which is a voluntary code of conduct, initiated by the Research Councils UK, outlining key principles for the future support of public engagement, including the strategic commitment of the research institutes to

Case number 3.4.1: South African Council for Higher Education (CHE)

Who set it up? Higher Education Quality Committee (HEQC) of the South African Council for Higher Education (CHE)

Geographical focus: South Africa

Type of policy or activity: Quality Assessment Higher Education

Since 2004 the "Criteria for Institutional Audits", released by the Higher Education Quality Committee of the South African Council for Higher Education includes criteria, such as "service-learning" and "community engagement". These should be "adequately resources and monitored".

Considering the formal recognition of community engagement as criteria for assessment of higher education institutions and that auditor's report specifically on community engagement in the audit reports, universities have strong incentives to be responsive in this regard.

public engagement and recognition, support and training of researchers to engage the public in their research. Despite being voluntary, the Concordat has attracted a great number of signatories and support in its efforts to build a culture which values public engagement as a tool to increase the societal impact of research.

3.4.2 Training

Training is an important element in ensuring productive collaboration between scientists and civil society in research and innovation activities. In order to be able to bridge the gap created by the different cultures that research institutions and CSOs work in, intensive training and constructive communication between these organisations is crucial. As stated in the report produced in the

Case number 3.4.2: EDGE Model

Who set it up? National Coordinating Centre for Public Engagement (NCCPE)

Geographical focus: UK

Type of policy or activity: Training

The tool is designed to support discussion and dialogue within higher education institutions and to help frame strategies for supporting public engagement. The tool identifies three critical areas: Purpose, Processes and People, under which it makes best practice recommendations.

The EDGE tool draws on experiences of the institutions involved in the Beacons for Public Engagement initiative (which explored how higher education institutions can effectively support public engagement across subjects and activities) to help other institutions assess current support for public engagement and identify areas for change.

framework of the project “STACS - Science, Technology and Civil Society” - “Participation of Civil Society Organisations in Research” – effective trainings and communication support the creation of “robustly designed partnerships” between CSOs and researchers.

Trainings can target individual researchers and the staff of research organisations (such as in cases Nr. 117 and 121), as well as groups of citizens and civil society organisations (Nr. 96, 113).

Recognising public engagement as a core domain of excellence for researchers can be valuable for promoting

it among the scientific community. One example is the case of the UK Researcher Development Programme (Nr. 117), which emphasises that engagement, communication and dissemination of important information and knowledge are central to ensuring the wider impact of research and innovation activities. Within the Development Programme, individual researchers, and the staff of research organisations, attend trainings focusing on the professional and career development of researchers. Another good example from the UK is a tool for supporting the capacities of higher education institutions to assess progress towards engaging the public in research (See case number 3.4.2).

Trainings can also prepare certain groups of citizens, such as patients, to better utilise opportunities for public engagement in research (Nr. 113). Another case we came across focused on identifying and creating opportunities for closer academia-civil society partnerships in different research areas (Nr. 96). These are usually project-based activities which include the organisation of training seminars and the distribution of handbooks. These initiatives are based on the assumption that citizens (in the specific case – patients) and civil society organisations have knowledge which is valuable to research

and must be supported in order to optimise the cooperation between researchers and citizen groups/CSOs.

3.4.3 Infrastructure, Institutions and Networks

In order to create a stimulating environment for public engagement in research and innovation activities, proper infrastructure and incentives should be in place. These could be top-down initiatives

Case number 3.4.3: RCUK School University Partnership Initiative (SUPI)

Who set it up? Research Councils UK

Geographical focus: UK

Type of policy or activity: Catalyst scheme providing engagement between higher education institutions and schools

The School-University Partnerships Initiative is a three-year initiative to create structured and strategic mechanisms for higher education institutions to work in partnership with secondary schools. This initiative will support 12 universities to work in partnership with local schools to develop better engagement between researchers and pupils. The project aims to provide opportunities for researchers and teachers to exchange and develop expertise and resources, inspire the next generation of inquiring minds, and develop a learning model, with the most effective forms of engagement to be shared amongst stakeholders.

of policy-makers, or common efforts between research organisations and CSOs to promote public engagement in R&I. A few of the cases we came across were initiated or financially supported by national governments. These included the REPERE Programme (France, Nr. 17), the Citizen Science Platform (Germany, Nr. 107), the RCUK School University Partnership Initiative (See case number 3.4.3; UK, Nr. 116), and INVOLVE (UK, Nr. 120). The

other types of cases were built around networks of different organisations involved, or with interest in research such as foundations, CSOs and universities. These include the Deliberative Democracy Consortium (Nr. 75), the Global Alliance on Community-Engaged Research (Canada, Nr. 82) and Community-Based Research Canada (Nr. 83). These networks can operate not only on the national and European level, but also on the global level, by engaging organisations from countries around the world. Besides the building of international support for public engagement in R&I, these kinds of international networks of organisations can be an effective instrument in sharing knowledge about good practices in the field.

Creating platforms and networks for the support of citizen science is another instrument for promoting engagement of the public in R&I. The benefits of citizen science, as described in the Citizen Science Platform (Nr. 107), are making science open for interested citizens, strengthening the ties between science and citizens, supporting scientists doing their work, and organising data which is not easily obtainable.

A platform like scistarter.com also facilitates those who want to engage in citizen science project. Moreover, the new European Citizen Science Association (ECSA¹⁴) can be expected to grow into a strong network to support citizen science throughout Europe.

¹⁴ <http://ecsa.biodiv.naturkundemuseum-berlin.de/>

Some initiatives target particular groups of citizens, like pupils, which are addressed by RCUK's School-University Partnerships Initiative (Nr. 116), or the INVOLVE National Health Service Advisory Group that focuses on involving patients (Nr. 120).

As elaborated in the report from 2009 - "Participation of Civil Society Organisations in Research" - produced in the framework of the STACS project, initiatives for public engagement in R&I started mostly in the fields of the social sciences and in the health sector, but have been increasingly used in the natural sciences, such as environmental sciences and agriculture. Indeed, most of the cases we reviewed focused on health issues, with a few of them dealing with "Climate change and resource efficiency".

3.4.4 Incentives and Funding

In order to promote societal engagement in research and innovation activities, proper incentives are crucial to increase the willingness of individual researchers and research institutions to devote resources to public engagement. The incentives could come in various forms. They could be formal or informal, and range from funding and prizes, to the most informal recognition of efforts and expressions of appreciation of scientists trying to engage the public in research.

Much of the literature notes that researchers, as well as academia as a whole, are not sufficiently incentivized to engage with citizens and society when doing research. Public engagement requires resources, such as time, financing, and certain sets of skills. Individual researchers often lack clear incentives to devote resources to such activities. Some of the arguments behind this statement are described in the report produced within the project "STACS - Science, Technology and Civil Society", namely "Participation of Civil Society Organisations in Research", which elaborates that scientists are often evaluated only on the basis of the number of their publications in "high impact factor" scientific journals. The non-inclusion of public engagement metrics in the formal evaluation of scientists and research institutions makes engaging with citizens, and the wider society, less attractive for them. Another problematic area in this respect has been ascribed to be lack of institutional support for scientists willing to engage a wider range of stakeholders, including citizens and CSOs, in their research. Thus, a common recommendation in the literature has been the need to put in place more open and appropriate formal and informal reward structures for individual researchers and universities that include societal actors in their research and innovation activities.

Some of the reviewed cases aimed to respond to the need for better incentives and support for public engagement in

Case number 3.4.4: Coordinating activities in CAPS

Who set it up? EU DG Info

Geographical focus: EU

Type of policy or activity: Research Funding

The Collective Awareness Platforms for Sustainability and Social Innovation (CAPS) are ICT systems which leverage the emerging "network effect" by combining open online social media, distributed knowledge creation and data from real environments ("Internet of Things") in order to create an awareness of problems and possible solutions developed through collective efforts, which enable new forms of social innovation.

research and innovation. For example, the Beacons for Public Engagement (Nr. 123) aim to support higher education institutions in increasing the quantity and quality of public engagement in research. Besides providing a funding scheme for projects engaging the public in R&I activities, the initiative takes a more holistic approach, including creating networks for mutual learning and capacity-building for public engagement.

Another case of policy efforts to incentivize public engagement in R&I is the Policy Plan Science and Communication 2012-2014, launched by the Flemish government (Nr. 111). Among the major reasons for setting up the Policy Plan, as listed in the fast sheet, is the aim to stimulate scientific culture in all layers of society and increase innovative potential, to increase public participation in the dialogue on Science and Innovation and its impact on society, and to stimulate the young generation to choose a scientific career. The Policy Plan has been funding projects, such as amateur observatories and science shops.

A few of the other cases we came across refer to funding schemes at the European level, such as the coordinating activities in Collective Awareness Platforms for Sustainability and Social Innovation (CAPS), which is designed for the support of sustainability and social innovation (See case number 3.4.4).

3.4.5 Promotion

Promotion of direct involvement by members of the society in R&I activities often forms part of existing projects. Citizen Science projects and Science Shops have promotion and recruitment built

Case number 3.4.5: Academic Year Award

Who set it up? NWO, NRC, KNAW, VPRO/NTR

Geographical focus: Netherlands

Type of policy or activity: Award

The purpose of the Academic Year Award was motivating researchers and PhD students to work with students, the general public and / or specific target groups, such as young people, and interest them in their excellent research. The team with the most powerful 'communication plan' was awarded a prize of 100,000 euros to implement the plan. In addition, there was an Audience award. The winning team gets an editorial item in a science program on TV.

Even though not specifically focused on engaging people in the research activity themselves, the last three winning projects both were Citizen Science projects (filming movements of anything that flies; measuring particles in the atmosphere with a cell phone, and monitoring bird migration).

into their structures. There are a number of policies which aim to engage members of the public in science projects, but these tend to be based on traditional science communication elements, and not geared towards genuine engagement.

However, these policies do offer the possibility to get more attention for engaged projects as well.

An example of an award meant to promote Science Communication in a

broad sense was the Academic Year Award. The award was given to the best proposal for a Citizen Science project in The Netherlands. This award was given annually from 2005 to 2013, by the Dutch

National Research Council NWO, a leading newspaper (NRC), the Royal Academy of Sciences KNAW and a national broadcasting company (VPRO/NTR)¹⁵.

3.4.6 Studies and Projects

In the light of the increasing political awareness about public engagement, a challenge remains of ensuring the quality of the engagement of societal actors in research and innovation activities is maintained. The CLIPs-

project (Collaborative Innovation in the Public Sector, case number 3.4.6) is an example of an university based research activity made possible by the increased focus on public participation

Case number 3.4.6: Collaborative Innovation in the Public Sector

Who set it up? Roskilde University in Denmark, financed by The Danish Strategic Research Council

Geographical focus: Denmark

Type of policy or activity: Research project on public innovation

Disciplinary area of use: Methods to organize innovation in the public sector in collaboration with users, employees, professionals, public administrators, politicians, consultants, interest groups and private business.

The mission is to provide innovation in the public sector that will improve public service and public policies.

The reason for setting up the activity was to create and implement new knowledge and creative ideas generated through mutual learning.

in public funded research activities. Following the reviews from experts in the area interviewed for identification of cases, the question for every research and innovation activity must not only be where societal actors involved? But should also include questions such as: Does the engagement of societal actors change the results of the research or innovation activity? And does it increase the quality of results?

¹⁵ <http://www.academischejaarprijs.nl/> (last visited 23 July 2014)

Chapter 4 Identified Trends and Needs

The results of the scanning process show that societal engagement is supported in different dimensions of policy formation process. First, in direct proposal of legislation as described in chapter 3.1.1 and second directly in the policy formation process such as formal consultations of stakeholders. Our review has identified several elements that can be put in place, strengthened or further developed to achieve the intended results of engaging society in the research and innovation process. Below are some examples with illustrations from some policies and activities identified.

Suitable environments and infrastructure for citizen engagement: Fostering good partnerships and ensuring a good infrastructure for engaging society in science and innovation is critical to its success. According to the authors of *The PERARES REPORT 8.1* “Successful public engagement is dependent on strong connections between the various stakeholders and on suitable structures and mechanisms for public engagement to be established”¹⁶ With such coordination and cooperation, EU citizens can develop a strong sense of belonging which could strengthen the EU community in addressing the Grand Challenges that affect each member country at a different level. Suitable environments ensure the coordination and support of research activities and policies, networking, exchanges, trans-national access to research infrastructure, studies and conferences for researchers, innovators, and the general public is smooth and easily accessible. With a good infrastructure, citizens can chart a course towards the kind of Europe in which they wish to live now and in the future.

There are a number of modern, accessible research and innovation facilities, and research infrastructures (including E-infrastructure) and networks that advance easy contact and cooperation between citizens and the research community. For example, *the living Knowledge Network* that supports setting up research partnerships between CSOs and researchers, and the various networks and portals for citizen science.

Strong national and regional funding and incentive mechanism for engaging citizens in research and innovation activities: Through the use of incentives, for example: *Labour union funding research projects engaging their members (Nr. 62)*, *Valorisation of University Research (Netherlands) (Nr. 18)*, *EESC Civil Society Prize (Nr.52)*, which is a prize given to projects organized by civil society organizations that seeks to respond to European societal needs meaningful societal engagement could happen. In 2011, for example, this prize was won by the Erasmus student network. An international example is the *Social Science and Humanities Research Council of Canada (SSHRC) (Nr. 84)* a research funding agency which seeks to fund research projects focused on improving the quality of life

¹⁶ See PERARES REPORT 8.1: Experiences and attitudes of Research Funding Organisations towards public engagement with research with and for civil society and its organisations, December 2013 (Page 12) available at: <http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/01/WP8-Report-Europe-Final-14-January.pdf>

for all citizens, *More than research and teaching* which rewards universities that focus on developing projects that have closer ties to the public as well as reflects their roles in and meaning for society instead of focusing on excellence in teaching and research only. These incentives may encourage scientists who may otherwise not be interested in engaging citizens in research and innovation to do so.

Non-conventional funding mechanism: There are some funding mechanisms for research and innovation activities that engage citizens at the EU and national levels. However, from our review of policies and activities, not many activities were supported by what we refer here as non-conventional funders that include, but are not limited to unions, consumer interest groups, and charities. From the few examples we came across, we concluded that much progress can be achieved in this area of citizen engagement if such organisations are encouraged to take up leadership and reward or support researchers and innovators who engage citizens at any of the four levels of the research and innovation process. Currently, a charity like the *Wellcome Trust* (Nr. 109) in the UK funds engagement projects, but these seem to be the more traditional science communication activities¹⁷.

In the example of *Development of nature and the local community in Halkær River Valley – An action research project about democratic management of natural areas in Denmark*, citizen engagement and participation was made possible by funding from the *Nature Council*, which enabled citizens and scientific experts to operate freely with alternative citizen engagement activities (participatory action research). Evaluation results from this project show that the cooperation between researchers and citizens has continued and many local citizens are still engaged in the project and have maintained contact with the researchers. Another example is the *Crack Cancer in Denmark* which raises funds through a campaign and a show on the national television channel TV2 for cancer related research (Nr. 65). They also organize a website where people can prioritise different research ideas. The objective of this funding mechanism is to ensure cancer research is generating ideas and inputs from the people affected by the illness by involving citizens in deciding the focus of cancer research. Such non-conventional funding has the potential to increase the science for society which enables members of the society to collaborate with scientists in solving the grand challenges of our time.

Use of citizen's input in the decision making process: There were many efforts for citizen engagement and input in policies and legislation as well as the actual research and innovative activities. However, there was no clear indication from the cases reviewed that the inputs from citizens was taken into account by those involved in the decision making process. In Latvia, for example, the Strategic Analysis Commission of the Presidential Chancery introduced a good policy in 2009 (*Latvia's Forum*)(Nr. 9) which was followed by well planned activities that involved and engaged citizen in debating matters related to the country's development in all aspects including matters related to

¹⁷ <http://www.wellcome.ac.uk/Funding/Public-engagement/index.htm> (last visited 23-7-2014).

research and innovation activities. However, we noted that there was no activity in the website set up to feedback information to the citizens and other stakeholders¹⁸. This has the potential to deter citizens from taking part in further engagement activities. Also Emery et al. (forthcoming)¹⁹ conclude that “there is a paucity of published evidence to demonstrate the impacts on policy of public engagement (PE) in science and technology. This might represent the failure of PE to achieve policy impacts, or, alternatively, indicate a lack of effective procedures for discerning the uptake by policy-makers of PE-derived outputs”.

Targeted communication and information delivery: Many governments have turned to the internet to engage citizens in research and innovation activities. From our observation, this is a double edged sword with potential advantages and disadvantages. The use of the internet may encourage the youths to participate in research and innovation activities processes. For example, according to the report, *Understanding Citizen Science & Environmental Monitoring*, “the development of communication technologies through the internet has allowed the flourishing of citizen science which has vital roles in scientific research and engagement/education whose contributions can give clear relevance to policy”.²⁰ On the contrary, the use of communication technologies has the potential to exclude a large part of the population. There are still a large number of people with no internet or computer literacy in Europe and beyond. If all relevant information regarding engagement process were to only be available online, there is the potential for exclusion of such citizen’s views and ideas. Others, though computer literate and internet users, may prefer to be engaged in more traditional ways. Some well-intended policies whose impact may be limited to just a fraction of the population because they are only available online include, *Cl@rity Program: Every Government Decision on the Internet (Greece)*, *The Law on E-Governance (Greece)*, *Slovene Biosafety Portal (Slovenia)*. For this reason, a targeted communication strategy, where populations are targeted with information and activities that best suit their lifestyle, preferences, literacy levels, and availability in order to achieve widespread impacts in citizen engagement policies and activities would be the most appropriate approach.

Monitoring and evaluation criteria: This is an essential part of citizen engagement in research and innovation activities. People involved in projects and activities can learn what works well in regards to engaging society in research and innovation activities, what does not work well, and what should be avoided, but most importantly, what can be replicated in other parts to maximize impacts. In our review, little was present in regards to monitoring and evaluation. When present, many aspect of the success and failures of research project or activity were outlined. An example is the *Interim evaluation*

¹⁸ See www.saki.lv.

¹⁹ Steven Emery, Henk Mulder, and Lynn Frewer, accepted for publication in *Science, Technology, and Human Values*, 2014

²⁰ Roy, H.E., Pocock, M.J.O., Preston, C.D., Roy, D.B., Savage, J., Tweddle, J.C. & Robinson, L.D. (2012) *Understanding Citizen Science & Environmental Monitoring*. Final Report on behalf of UK-EOF. NERC Centre for Ecology & Hydrology and Natural History Museum. . The official report can be found here: <http://nora.nerc.ac.uk/20679/1/N020679CR.pdf>

& assessment of future options for science in society Actions (Nr. 90). Pilot studies, mid-term evaluations and final evaluations are essential because they enable the people involved to learn about the viability and the progress of projects and/ or activities. Henceforth, allowing for changes in the process where needed to ensure widespread success and impact.

Culture change: There were trends towards policies which aim to reshape the engagement culture. The synthesis report of the MASIS programme highlighted ‘culture of science communication’ as a key determinant on whether or not countries performed well or not regarding SiS. MASIS identified three groups of science communication cultures, those with consolidated cultures (largely in Western and Northern Europe) and those with developing or fragile cultures. The report states: “the actual degree of public involvement differs significantly, and in some countries, nascent civil societies, lack of appropriate institutions, or non-inclusive political culture, form barriers for a more democratic and inclusive governance of science and technology” (p. 82).²¹ It is in countries with consolidated cultures that the shift of focus towards changing organisational culture is most visible. For example, the UK Research Councils decided in 2012 (based on learnings from their 4 year Beacons scheme), that their next support programme would focus on changing the organisation of Universities in order to make the engagement sustainable. Kerry Leslie, RCUK's head of public engagement stated: "It's about creating a culture within the university where public engagement is seen as something alongside research that's rewarded and recognised."²² In addition a number of interviewees for this project also highlighted interventions which targeted the organisational cultures within the R&I system as effective and important. Based on this, we believe that the EC needs to encourage policies and interventions which aim to restructure the way organisations work and the cultures by which they operate, in order for societal engagement to reap the benefits possible. These interventions are mostly taking place in countries which already have relatively well developed cultures of science communication. These interventions are also needed in countries where practice is less developed, but support and cross-country learning will be needed for this. We see a key role for the EC in this process.

21 Final synthesis report - Monitoring Policy -Final synthesis report and Research Activities on Science in Society in Europe (MASIS) (2012) Available at: http://ec.europa.eu/research/science-society/document_library/pdf_06/monitoring-policy-research-activities-on-sis_en.pdf

22 <http://www.timeshighereducation.co.uk/419885.article>

Tinkering produces converted Catalysts” By Williams, Rachel, Times Higher Education 10 May 2012

Chapter 5 **Barriers to Societal Engagement**

Societal engagement benefits research and innovation policy and activities in several ways: from improving public trust in policy makers and political institutions, to making research and innovation policy more democratic and accountable. It can also improve societal utility of innovative products, technologies and services to meet the needs and expectations as well as mitigate delays in implementation of policies through accounting for the interests and wishes of consumers and interest groups earlier in the process. To be able to take advantage of these potential benefits, there is a general need to bridge science and society. Therefore, identifying the barriers that hinder such practices is critical to improving the practices. In this report we identified policies and activities that support the engagement of societal actors in research and innovation activities. Undoubtedly, we cannot claim to have exhausted the number of policies and activities that do so in Europe and beyond, but from the selected policies and activities we reviewed, we were able to identify some possible gaps and barriers to societal engagement, which are outlined below.

Time and resources: There is a need for both resources and time if societal engagement in research and innovation is to be successful. From the review of policies and activities and discussions with experts in this area, it was clear that sufficient funding for community based research is sometimes missing, as are time and resources that would improve access to engagement opportunities for societal actors. There is also the issue of getting people interested, involving them, and keeping them interested through the process in order to get the best out of their participation. The process is time consuming, costly, and in most cases, unpredictable due to its voluntary nature. This could sometimes discourage researchers and scientists who work on limited time and resources, because they may perceive the process as a waste of time and resources. It is also important to keep in mind that societal actors have different motivations and expectations for getting engaged in the research and innovation process. Therefore, keeping them interested and motivated (both of which require time and resources) is key to meaningful engagement. Researches are expected to complete their work within a set timeframe and finding time to motivate as well as keep participants engaged is sometimes difficult to achieve, especially when the topic or the issue under consideration is no longer seen as relevant or is not discussed in other arenas such as in the Media. Weak connections between funding agencies and CSOs, as well as a lack of dedicated funding to matters of societal engagement in research and innovation activities also create barriers to meaningful societal engagement.

Lack of training and skills: From our review, it was clear that there is lack of sufficient skills and training for societal actors and researchers to make meaningful and widespread engagement possible. The context of policy making (political debates or hearings in parliaments and advisory panels of governmental agencies as well as the organization of citizens' dialogues) is complicated and

completely new to many societal actors. The nature of issues dealt with in such arenas and the often unclear role of engagement process with regards to formal democratic decisions making procedures can pose major challenges to societal actors willing to participate in the process. Generally, there is a lack of contextual understanding from the public when it comes to public participation as well as the lack of awareness by researchers and scientists about what interests the public the most. Therefore, training, support networks, disseminating information and education to lay people and empowering them to participate is necessary. As the authors of the *Science and Society Action Plan* noted, “if scientific and technological progress is to meet the needs of Europe’s citizens and regain their support, they will need to have information that is understandable and of a high quality, as well as ready access to this specific nature”²³. It is clear that if societal actors are to get engaged in research and innovation activities proper training as well as sufficient knowledge and information on matters of research and innovation must be available to ensure informed participation and henceforth quality of the outcome.

Culture of engagement: The current culture of not engaging societal actors in research and innovation activities is a great barrier to its progress and success. As noted in the *Science, Technology and Civil Society Organisations*, actors in the European system of research and innovation (STACS) Deliverable 2, “One of the key problems is that any form of interaction with the public is not rewarded in the innovation and university systems”²⁴. Today, scientists are mostly rewarded on the basis of journal publications. A shift is however needed, where researchers are not only valued for the number of publications, but also on whether the people affected by their research and innovation activities are vigorously engaged in the process. In other words, the development of a culture within research institutions, which not only focuses on research and teaching, but also values the engagement of societal actors in research and innovation activities. The *STACS project (Science, Technology and Civil Society)* dealing with participation of Civil Society Organisations in research²⁵, notes that scientists are often evaluated only on the basis of the number of their publications in "high impact factor" scientific journals. The non-inclusion of public engagement metrics in the formal evaluation of scientists and research institutions makes engaging with citizens, and the wider society, less attractive for them. Another problematic area in this respect has been ascribed to a lack of institutional support for scientists willing to engage a wider range of stakeholders, including citizens and CSOs in their research. Needless to say therefore, science and policy institutions could go a step further to establish stronger ties and cooperation with CSOs such as patient or environmental safety organizations. For example, with a good culture of engagement, where engagement is seen as part of the process, policies such as compulsory engagement are unnecessary due to the trust that would exist between actors. As

23 Science and Society Action Plan, European Commission 2002: Available at http://ec.europa.eu/research/science-society/pdf/ss_ap_en.pdf

24 Science, Technology and Civil Society Organisations, actors in the European system of research and innovation (STACS) Deliverable 2: Report of capacity building sessions http://www.sciencescitoyennes.org/wp-content/uploads/2011/09/STACS_CapacityBuilding.pdf

25 STACS - Science, Technology and Civil Society, Participation of Civil Society Organisations in Research. Available at: http://sciencescitoyennes.org/wp-content/uploads/2011/09/STACS_HandbookForCSOs.pdf

one expert mentioned, when societal engagement is made compulsory, it may be reduced to a tickbox-exercise, which can have a negative impact on the quality of engagement. A good culture of engagement based on mutual trust and commitment to addressing the Grand Challenges of our time would be beneficial to researchers and research institutions, and the general public alike.

Infrastructure: There was a general feeling from our review and discussions with experts that societal engagement was most successful when there was an already set up infrastructure. For example, it was easy to engage societal actors with researchers in institutions where science shops and centers of excellence were present. It was also evident that networks and collaborations among researchers and societal actors such as CSOs boosted engagement activities. Therefore, lack of good societal engagement infrastructure hampers coordination and collaboration among researcher and societal actors, which can be a serious barrier to engagement activities.

Evaluation: Our review showed that there is little (or no publically) available data or information on evaluations of societal engagement in research and innovation activities. This observation mirrors the one made by the Steve Rayner in an article *Democracy in the age of assessment: reflections on the role of expertise and democracy in the public sector decision making* that “(...) there have been almost no creditable outcome- based evaluations that have established that a public participation technique has led to a technically or socially sound outcome that otherwise would not have been reached” instead, the authors argue that (...)” more common are reports of anger on the part of citizens who invested time and energy into deliberative process that subsequently had little or no effect on the policies or decisions they were invited to consider”²⁶. There are major benefits for societal engagement in research and innovation activities as it has been shown in this report and elsewhere, but evaluations of what works and what can be improved and how societal engagement has benefited research and innovation activities needs to be made public for both researchers and the public.

Other barriers may include: conflicts of local, national, and international cultures with the engagement process; a perceived violation of autonomy and freedom of researchers and research institutions; a lack of sufficient policies and activities that support societal engagement in research and innovation; and last but not least, a missing translation of (generic) outcomes of public engagement into policy making.

²⁶ Steve Rayner (2003). Democracy in the age of assessment: reflections on the role of expertise and democracy in the public –sector decision making: Science and public Policy, volume 30, pages (163-170) Available at: <http://econpapers.repec.org/article/oupscippl/default30.htm>

Chapter 6 Conclusion

The European Union has taken significant steps to facilitate the engagement of society in research and innovation activities, as results in this report have shown. There is interest both at the EU and the national levels to engage citizens in research and innovation activities at all levels of the research and innovation process: policy formation, programme development, project definition and research and innovation activities. At the EU level for example, many policies and funding mechanisms that encourage citizens to participate actively in research and innovative activities have been adopted. For example, the adoption of the *Science and Society" Action plan in 2001, Vision 2020 of the European Research Area Council of the EU 2009, the LUND Declaration, the Science in Society Programme in the 7th Research Framework Programme, and Responsible Research and Innovation (RRI) and the Science with and for Society Programme in Horizon 2020*. National initiatives are equally important in supplementing the EU work. These include examples such as the *Concordat for Engaging the public with research in the UK, the National Coordinating Center for Public Engagement in the UK (Nr.125), the Citizen Dialogue and the Dialogue Platform, the Energiewende Research Forum (Nr.106), the Citizen Science Platform of the Federal Ministry of Education and Research (BMBF) in Germany (Nr.107)*, to name a few. All of these initiatives seek to build lasting partnerships where they do not exist and deepen and strengthen already existing relations between research institutions, Higher Education Institutions, civil society organizations and citizens in general in addressing the Grand challenges at the national, EU level, and beyond. However, from our observation, there is extensive use of citizen engagement in north and western Europe, but not as much in the south and eastern part. Nonetheless, that seems to be changing with many central and eastern European countries taking measures at the national level or with the help from the European Union to engage citizens in research and innovation activities. For example, the *SMART Method of Public Policy (Romania), the Research and Innovation Strategy (RISS) of Slovenia 2011-2020 , the National Council on Innovation (NCI) in Bulgaria (Nr.6), and Latvia's Forum 2009 (Nr.9)* to name a few. While there is progress, much more need to be done in encouraging the collaboration and partnerships between researchers and the general public in addressing societal problems. As the *policy paper by President Barroso's Science and Technology Advisory Council* noted in 2013, "most European societies face a growing distance between knowledge producers, users, and citizens"²⁷. Therefore, to capitalize on the progress already made and being made as well as to address the barriers to societal engagement, it is important to inspire and support universities and other research institutions to engage with the public in research and innovation activities.

²⁷ http://www.ecsite.eu/sites/default/files/news/science_for_an_informed_sustainable_and_inclusive_knowledge_society.pdf

It is important that citizens have their views and ideas heard at all four levels of the research and innovation process. Timing of such engagements is however crucial. Early involvement is key to ensuring that all citizens needs and views are used in a timely manner in the decision making process. Early involvement and engagement of citizens, especially those most affected, has the potential to add value to the projects by factoring in citizen's needs, concerns, and aspiration's into the proposed projects as well as in reaching consensus on the needs and the benefit of the project. The aim of all public funded projects and programmes should be to ensure that the public is robustly involved in their development and that they are informed by public needs, concerns, and aspirations which could be achieved through meaningful societal engagements.

Moreover, it is important to ensure that there are formal procedures that oblige governments and research institutions to engage citizens in research and innovation activities. From our review, there were many policies and legislation adopted both at the EU and the national levels, but there were no steps taken to ensure that such recommendations were strictly enforced to achieve the intended outcomes and widespread impacts. The first step in the right direction is ensuring that all research and innovation activities funded by public funds engage citizens/ societal actors in one or all levels of the research and innovation process: Policy formation, programme development, project definition or research and innovation activity itself.

The results of interviews with experts in this area revealed that though these formal and informal structures of broad societal engagement in policy formation are present, there is a need for an assessment of the structures. This concern mirrors the one described in chapter 3.2.6 analysing the results of the scanning process in research programme development: The questions that will need to be addressed in the future include questions such as: How do these consultations of societal actors influence final policies? How do we set up structures that broaden the number and categories of actors engaged in the policy formation?

Chapter 7 Appendix

Case #	Name of policy/activity
1	Research Promotion Foundations' Public Dialogue on Design of National Framework Programme on Research and Innovation (Cyprus)
2	The Opengov Project (Greece)
3	The Law on E-Governance (Greece)
4	Public Consultations on National Strategy of RDI (Romania)
5	Science Shop
6	National Council on Innovation (NCI) (Bulgaria)
7	Biodiversity Act (Bulgaria)
8	Statutory Instruments Act (Bulgaria)
9	Latvia's Forum 2009 (Latvia)
10	The Science Festival (Croatia) Clarify "Laboratory of fame"
11	Science Gallery at Trinity College Dublin More on exhibits in collaboration with citizens
12	Strategy for the Popularisation in Society of Science and Technology
13	Vision 2023: Science and Technology Strategies
14	Foundation Sciences Citoyennes (Citizen Science Foundation) (France)
15	Sciences et démocratie (NGO) (France)
16	Forschungswende (Germany)
17	REPERE Programme (France)
18	Valorisation of University Research (Netherlands)
20	TA-SWISS
21	Referendum Laws
22	Science et Cité Fondation Suisse
23	Science Shops (NL)
24	Responsible Innovation Program MVI (NWO)
26	Standard Evaluation Protocol and ERiC (Evaluating Research in Context)
27	Dutch Law on Higher Education
28	National Strategy for Higher Education (Ireland)
29	Stakeholders Participation in ECHA committees

Deliverable 3.1 - Report on Current Praxis of Policies and Activities supporting Societal Engagement in Research and Innovation

30	Food Chemical Occurrence Data
31	European Medical Agency Highlight: Contribute to the development and the training of a network of Patients and Consumers' Organisations.
32	European City Zens Initiative
33	Stakeholder Dialogue Group More information on R&I
34	EU Activities towards Social Innovation
35	Social Business Initiative
36	Research and Innovation Action
37	EU Public Consultation
38	Committee for Advanced Therapies (CAT)
39	Petitions to the Parilament
40	Paediatric Committee
41	Coordination and support actions
42	EU HEALTH FORUM
43	Europe for Citizens Programme
44	Europe for Citizens Programme Action 4 - Active European Remembrance
45	Europe for Citizens Programme Action 3: Communication: a message for all citizens
46	Europe for Citizens Programme Action 2: Active civil society
47	European Innovation Partnership (EIP) Based on business priorities, more information on practises
48	EMA Human Scientific Committees Working Party
49	Consumer Consultative Group
50	Committee for Orphan Medicinal Products (COMP)
51	Code of Good Practice For Consultation of Stakeholders
52	EESC Civil Society Prize Why is the Civil Prize
53	European Council of Associations of General Interest
54	Committee for Advanced Therapies (CAT)
55	Coordinating activities in CAPS
56	Call for prospective independent experts to assist Commission services with tasks in connection with Horizon 2020
57	Biodiversity Monitoring
58	Group on Process Transparency and Information Access
59	EFSA GROUP
60	Stakeholder Consultative Platform

61	PRODUCTION TAX FUNDS
62	Labour union funding research projects engaging members
64	The Citizens' Climate Research
65	Crack Cancer
66	The annual report of the Danish Council for Research Policy 2013
67	Collection of Topics
68	SPIR – Strategic Platforms for Innovation and Research
69	RESEARCH2015 - A BASIS FOR PRIORITISATION OF STRATEGIC RESEARCH
70	Danish regional fora for growth and development
71	Collaborative Innovation in the Public Sector, CLIPS
72	Danish Governmental Climate Commission
73	The university of Cape Town Knowledge Co-op
74	Community-University Partnership for the Study of Children, Youth, and Families (CUP)
75	The Deliberative Democracy Consortium (DDC)
76	USA National Phenology Network (USA-NPN)
77	The Clean Air Coalition
78	Forest Action Nepal
79	Applied Research Institute Jerusalem (ARIJ)
80	Consortium for Science, Policy, and outcomes (CSPO)
81	Community-Campus Partnerships for Health (CCPH)
82	Global Alliance on Community-Engaged Research (GACER)
83	Community-Based Research Canada (CBRC)
84	Social Sciences and Humanities Research Council of Canada (SSHRC)
85	The Wellesley Institute
86	Stockholm Environment Research Institute (SEI)
87	Agricultural Innovation: Sustaining What Agriculture? For What European Bio-Economy?
88	INPROFOOD: 'Towards inclusive research programming for sustainable food innovations'
89	The Voices Project Views, Opinions and Ideas of Citizens in Europe on Science
90	Interim evaluation & assessment of future options for Science in Society Actions
91	Goverscience Civil Society Organizations Seminar
92	Public Engagement with Research and Research Engagement with Society (PERARES)

93	REPORT OF THE SCIENCE IN SOCIETY SESSION PUBLIC ENGAGEMENT IN SCIENCE
94	UROPEAN RESEARCH ADVISORY BOARD FINAL REPORT
95	Challenging Futures of Science in Society- Emerging trends and cutting-edge issues
96	Participation of Civil Society Organizations in Research
97	Understanding Citizen Science & Environmental Monitoring
98	What the public say: Public engagement in national decision-making
100	Experiences and attitudes of Research Funding Organizations towards public engagement with research and for civil society and its organizations
101	Handbook of Models of Community Engagement Strategies in Higher Education Institutions: Policy and Curriculum Development
102	Zivilgesellschaftliche Plattform
103	Science in dialogue with the public
104	More than research and teaching
105	European Student Parliaments (EUSP)
106	Dialogue Platform: "Energiewende Research Forum"
107	Citizen Science Platform
108	Sciencewise Expert Resource Centre for Public Dialogue in Science and Innovation
109	National Coordinating Centre for Public Engagement (UK)
110	University Centres focusing on involvement
111	Flemish Science Communication Policy
112	Program of Action Western Cape Government/Cape Higher Education Consortium
113	Training of Patient Representatives
114	SSHRC-Insight – Partnership (Development) Grant
115	South African Council for Higher Education (CHE)
116	RCUK School University Partnerships Initiative (SUPI)
117	Researcher Development Framework (RDF)
118	Research Excellence Framework (REF)
119	Manifesto for Public Engagement
120	INVOLVE (UK National Health Service advisory group)
121	EDGE Model (set up by NCCPE)
122	Concordat for public engagement
123	Beacons for public engagement

Deliverable 3.1 - Report on Current Praxis of Policies and Activities supporting Societal Engagement in Research and Innovation

124	Living Knowledge
125	Concordat for Public Engagement
126	REF (Research Excellence Framework)
127	Rio+20
128	Division of Industry and Community Liaison at Malaysian universities
129	Code of Conduct Responsible Nanoscience and Nanotechnologies Research
130	BSG-CSO (Research for the Benefit of specific Groups: CSOs)
	Reports included in the first step of the scanning process

Research Promotion Foundations' Public Dialogue on Design of National Framework Programme on Research and Innovation (Cyprus)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policy: Legislation	The Research Promotion Foundation	Science and Technology	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
To provide a platform for increased citizen participation in priority setting. To allow 'Research and Academies Sector; to contribute to a dialogue about Research and innovation Strategy in Cyprus.	To increase citizen participation. As of the writing of the MASIS report for Cyprus, there was no formal procedure which obliged the government to conduct public consultations ahead of decisions related to Science in Society Issues.	No information regarding the efficacy of the public dialogue was available.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organisations, Citizens, Other: Researchers and Academies			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All Grand Challenges could feasibly be covered under this initiative.			
Source of information contact details, link, references (more information)			
http://www.research.org.cy/EN/index.html/			

The Opengov Project (Greece)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policies: Legislation Career Opportunities/ Job Descriptions	The project was set up in 2009 by the Prime Minister's Office.	No restricted disciplinary areas of use.	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
It is designed to serve the principles of transparency, deliberation, collaboration and accountability. It includes open calls for the recruitment of public administration officials and a system for the electronic deliberation for participatory rule making.	There was a need to provide citizens with timely information as well as facilitate their participation in rule-making processes.	The challenge to this positive development is the degree to which mechanisms are put in place to ensure that the comments of citizens are taken into account by those involved in drafting the laws. Source: Better Regulation in Europe: Greece. OECD, 2012	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All Grand Challenges could feasibly be covered under this initiative.			
Source of information contact details, link, references (more information)			
http://ogp.opengov.gr/			
Additional comments			
The MASIS report for Greece indicates that this is novelty for democratic governance in the country. At the time of the writing of that report, there were no documents directly related to SiS, except for the Draft Law on the Organisation of HEI's.			

The Law on E-Governance (Greece)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policy: Legislation	The Ministry of the Interior, Decentralization and e- Government	ICT	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The law helps to ensure that citizens can interact with public authorities using ICT and help to ensure the use of ICTs throughout the public administration.	To increase transparency, efficiency and citizens participation through the introduction of the “issue tracking model.	The law itself emphasizes the constant evaluation of services provided by the Greek government. Presumably, only those with computer literacy and with a connection to the internet can use the services.	
Level in the RRI process			
1.Policy Formation2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change2. Food security and sustainable Agriculture 3.Clean and efficient energy4.Green Transport5.Climate change and resource efficiency6. Inclusive and innovative societies7. Security			
All Grand Challenges could feasibly be covered under this initiative.			
Source of information contact details, link, references (more information)			
http://www.egovplan.gr/ ; http://ogp.opengov.gr/			

Public Consultations on National Strategy of RDI (Romania)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policy: Strategy Planning	Ministry of Education and Research	Research, development and innovation	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The project aims to achieve its objective mainly using the methods and techniques of analysis and structured consultation brought together in the concept of foresight. The end result is a Research Framework Programme in Romania from 2007-2013.	In Romania, public involvement in civil society was poor. As a result, some efforts were taken to involve participation in S&T. This has included members of the academic community responding to public consultations leading to a National RDI Strategy. Source: National Council of Scientific Research in High Education – Executive Unit for Financing Higher Education and Scientific University Research	The consultations resulted in the participation of over 800 representatives from research institutes, private companies, NGOs, political dissidents and 4,000 persons consulted online. Expert panels were also created and these experts participated in a DELPHI type questionnaire. Their thoughts and outputs were collected on a website. Source: MASIS Report Romania	
Level in the RRI process			
1.Policy Formation2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formulation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organizations, Citizens, Users			
Grand Challenge of Relevance			
1. Health and Demographic change2. Food security and sustainable Agriculture 3.Clean and efficient energy4.Green Transport5.Climate change and resource efficiency6. Inclusive and innovative societies7. Security			
All Grand Challenges could feasibly be covered under this initiative.			
Source of information contact details, link, references (more information)			
http://www.strategie-cdi.ro/index.php?id=50 (In Romanian)			

Science Shop (general description)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Center of Excellence	Various Universities and CSOs	Any/all	World wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
A Science Shop (is a unit that) provides independent and participatory research support in response to concerns experienced by civil society. There is not one dominant organisational structure defining a Science Shop. How Science Shops are organised and operate is highly dependent on their context. The term 'science' is used in its broadest sense, incorporating social and human sciences, as well as natural, physical, engineering and technical sciences.	<p>Main: Give access to scientific research for those groups that would normally not have access (make science more responsive)</p> <p>For University-based Science Shops: train future researchers in working with civil society & Implement third mission of universities.</p> <p>It is a good example of 'upstream' engagement, where the research question is set based on the initiative of a CSO, and detailed in dialogue between CSO and researchers. This is a form of Interactive Science Communication.</p>	<p>Science Shops have been in existence since the mid-1970s and are an established practice. Individual Science Shops and their projects have been evaluated. Main advantages: empowered CSOs; students that obtain professional skills and societal awareness; researchers that obtain valuable societal networks and inputs; research institutes that create good public relations; and policy makers that can benefit from the co-created knowledge as a basis for decisions.</p> <p>Bottlenecks: timing (student availability) and funding (additional grants are hard to obtain); in some cases core funding is difficult as well.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1. Project definition			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change2. Food security and sustainable Agriculture 3.Clean and efficient energy4.Green Transport5.Climate change and resource efficiency6. Inclusive and innovative societies7. Security			
Any/all			
Source of information contact details, link, references (more information)			
http://www.livingknowledge.org/livingknowledge/science-shops			
Additional comments			
<p>The Science Shop 'method' is also a method to structure public engagement. More info can be found in the methods fact sheets of Engage2020.</p> <p>Science Shops go under many different names and can be found in many countries: Wetenschapswinkel - Boutique de Science - Epylion - Videnskabsbutikken – Wissenschaftsladen - IntHum -Bazar de las Ciencias – InterMediu – Interchange – Community University Partnership Program Help Desk - Community Knowledge Exchange - Research Shop - Echop a Sciences - Forskningstorg - Knowledge Co-Op - Community Based Research Center - Students Learning With Communities - Teadusturg – Centre for Urban Research and Learning – Shop Front - Office of Community Based Research – Kennispunt – Kennisklik – Community-Academic Research Links. Science Shop Type of projects are also performed separately, without the full infrastructure in place. www.livingknowledge.org/livingknowledge/science-shops/contact-points</p>			

National Council on Innovation (NCI) (Bulgaria)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Intermediary: Advisory body of the Minister of Economy and Energy	Ministry of Economy and Energy	Energy and economy	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The main functions and tasks of NCI are to: assist the Minister in the formulation and implementation of national policy on innovation;</p> <p>coordinate activities between public authorities, research organizations, universities, NGOs and other stakeholders in innovation and technology transfer; propose changes and new measures for the realization of the Innovation Strategy; coordinate the preparation of annual evaluation report on the status and development of innovation policy and adopt the necessary actions for the implementation of innovative strategy during the next reporting period; discuss and adopt opinions on draft laws and regulations relating to government policy to encourage innovation. Since the beginning of 2014 it has been tasked with reviewing the annual report on the implementation of the Bulgarian Innovation strategy for smart specialization and it shall propose corrective measures, if needed.</p>	<p>Founded in order to: i) provide (scientific) advice to the Minister of Economy and Energy so that s/he could take informed knowledge-based decisions; ii) contribute to the effective implementation of the Innovation strategy.</p>	<p>No formal assessment report has been found, but the fact that NCI was founded in 2004 and it is still in operation demonstrates that it is an important part of the innovation system in Bulgaria.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1.Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs, citizens, affected, consumers, users, research organisations			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
3.Clean and efficient energy			
Source of information contact details, link, references (more information)			
http://www.saveti.government.bg/web/cc_48/1 (in Bulgarian)			
Monitoring Policy and Research Activities on Science in Society in Europe (MASIS), National Report, Bulgaria, October 201, available at: http://www.masis.eu/english/storage/publications/nationalreports/masisnationalreportbulgaria/			

Biodiversity Act (Bulgaria)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policy: Legislation	Ministry of Environment and Water	Environment	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The regulation envisages the inclusion of citizens and relevant CSOs in decision-making. Accordingly, public discussions on the integrated plans, elaborated by scientists and engineers (after the accomplishment of respective projects) are compulsory preconditions for management of the protected areas under “Natura 2000” program. Public deliberations include 1 month for objections from citizens/stakeholders, followed by another 1-month period during which the Ministry prepares its formal response to the objections received during the consultation phase.	The “National Plan for Protection of the Biodiversity 2005-2010” aims at:”Increase of the access of the society to information and its involvement in the decision making process trough: the change of the legislation aiming at the bigger democratization of the procedures and openness of the administration to individuals and economic subjects; setting up of a system for regular public campaigns for work with local population, society at whole and public attitudes and expectations.”	So far, the limited practical use of the procedure doesn’t allow making any comprehensive analysis on its strengths and weaknesses.	
Level in the RRI process			
1.Policy Formation2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens, Affected, Civil Society Organisations			
Grand Challenge of Relevance			
1. Health and Demographic change2. Food security and sustainable Agriculture 3.Clean and efficient energy4.Green Transport5.Climate change and resource efficiency6. Inclusive and innovative societies7. Security			
Applicable to all Grand Challenges			
Source of information contact details, link, references (more information)			
http://web2.apis.bg/sofiacouncil/p.php?i=25078			
http://www.lex.bg/bg/laws/ldoc/2127837184 (in Bulgarian)			

Statutory Instruments Act (Bulgaria)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policy: Legislation	Parliament	The Act shall be applied during the development of all kinds of statutory instruments in Bulgaria, irrespective of their thematic area.	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity		Evaluations (pro and cons etc.)
<p>The Statutory Instruments Act is intended to improve the preparation, issuance and implementation of statutory (legislative) instruments in Bulgaria.</p> <p>This Act also regulates wider public participation in policy-making since “Before the introduction of a bill of a statutory instrument for issuing or adoption by the competent authority, the bill drafter shall publish it on the Internet site of the respective institution together with the reasons, respectively the report, by giving the interested persons at least 14 day term for proposals and statements on the bill.”</p>	<p>The need to update the predecessor of this act as well as the need to increase the democratic legitimacy of policy-making by involving citizens and relevant CSOs in policy formulation.</p>		<p>The first legislative act that had been developed in Bulgaria with the aim to regulate policy-making in the country was adopted in 1973. It was then amended three times and its latest version is from 2007. It is expected to be further amended in the future when such a need arises.</p>
Level in the RRI process			
1. Policy Formation 2. Programme Development 3. Project definition 4. Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens, Affected, Civil Society Organisations			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3. Clean and efficient energy 4. Green Transport 5. Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Applicable to all Grand Challenges			
Source of information contact details, link, references (more information)			
http://web2.apis.bg/sofiacouncil/p.php?i=25078			
http://www.lex.bg/bg/laws/ldoc/2127837184 (in Bulgarian)			

Latvia's Forum 2009 (Latvia)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Activity: Visions/Strategy planning/Legislation	Initiated by the Strategic Analysis Commission of the Presidential Chancery. Partners in the organisation of the Latvia's Forum include: The Strategic Analysis Commission of the Latvian Presidential Chancery; The Presidential Chancery of the Republic of Latvia; The University of Latvia; The Association of Latvian Cultural Centres; The Latvian Confederation of Employers	All matters of societal interest, including S&T issues.	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The Forum in 2009 was the first event of this kind, offering a more formalised (top-down) and inclusive way for facilitating citizen participation in debating crucial societal matters, including those related to the S&T domain.</p> <p>The Forum was aimed to generate and implement new ideas, which would help people deal with the difficulties caused by the global crisis, as well as ideas about the kind of a country Latvia should be once the crisis was over.</p> <p>The format of the event included simultaneous discussions in 12 Latvian cities, held on Saturday, 30 May 2009. These discussions were open to all interested citizens and stakeholders. Within the Forum several task groups were established, which dealt with issues concerning social policy, economics, demographic situation and migration policy, as well as changes in the national education system, research and innovation.</p>	<p>The idea of the Latvia's Forum movement was initiated by the Strategic Analysis Commission of the Presidential Chancery in response to the global crisis, which affected Latvia.</p> <p>The organisers aimed at attracting proactive people, willing to come together to define various practical and realistic solutions for dealing with the crisis. Furthermore, this initiative has been intended as a new means for encouraging activity of civil society and promoting public engagement in developing the future scenarios of national development in a long-term perspective along with expert consultations and scientific research for pursuing evidence-based debates.</p>	<p>The interest in the event and the participation rate was high. Participants generated more than 100 ideas, which were uploaded for further discussion on the website www.saki.lv. However, as of April 2014 the website was not active and no follow-up information as to what happened to the ideas, generated during the event, is available online.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1.Policy formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
Press Service of the President's Chancery: Ph.nr.: +371 67092123, +371 67092132, +371 67092124 E-mail: prese@president.lv			

- The Science Festival (Croatia)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Price /Incentives	Ministry of Science, Education and Sport (MSES), British Council (BC)	All disciplines (on universities of Croatia)	Croatia
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The aim is to identify researchers that are able to communicate scientific achievements to the public and to share their enthusiasm for science and technology with audience.	Discovering of new formats for science communication and the actors involved in science communication as well.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens (Other Students and University Staff)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
MASIS Report Croatia; The Science Festival (http://www.festivalznanosti.hr/2014/)			
Additional comments			
Besides a range of seminars and workshops, the contest “Laboratory of fame” also takes a place during the festival. Besides the public discussions, other different scientific themes are organized in bars and pubs so called SciBAR).			

- Science Gallery at Trinity College Dublin

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Exhibition	Trinity College Dublin, Government Agency Discover Science and Engineering	All areas	Ireland
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Gallery open to the public with combined with touring exhibitions and associated debates, lectures and events. Exhibits, installations, public lectures, debates, workshops, discussions, drama.	Established to provide a space for debates and discussions of current issues in science, for occasional and touring exhibitions, and for explorations of the relations between art and science. Collaborations between scientists and artists.	Annual Reviews. The Science Gallery was nominated for an award in the European Museum of the Year awards scheme and received a commendation, despite not being a museum in any received sense of the term.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
none			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
MASIS Report Ireland			
Additional comments			
Science Gallery has attracted over a half-million visits			

- Strategy for the Popularisation in Society of Science and Technology

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Strategy/Initiative	Government of the Slovak Republic / Ministry of Education, Science, Research, and Sport of the Slovak Republic	All areas	Slovakia
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The strategic goal of this resolution is to overcome communication barriers between:</p> <ul style="list-style-type: none"> • scientists and the development community with the broader public • to increase awareness of the public about the work of science and technology and realization of their results in practice; • to increase the prestige and recognition throughout society of research and development work; • to support participation of the public on developments in science and technology through intensive dialogue; • to integrate the public into the popularization of solutions of research and development tasks, for example, by processing the content of questionnaires on science and technology and similar activities • etc. 	<p>In order to increase the involvement of science and technology in the overall development of Slovakia, it is vital to create such conditions for their development and exploitation that will take into account the specifics of their development in Slovakia, on the one hand, and the objectives and aims of building the European Research Area, on the other.</p>	<p>Not specified</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
4.Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens, CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
MASIS Report Slovakia, http://www.minedu.sk/about-the-ministry/ (Homepage of the Ministry of Education, Science, Research, and Sport of the Slovak Republic)			
Additional comments			
The impacts are not always visible, or they are simply missing. (Masis report p.10)			

- Vision 2023: Science and Technology Strategies

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Strategy	Prime Minister	Economy, Healthcare, Transport, strategic technology areas	Turkey
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Based on the Delphi method combined with thematic foresight panels as a systemic, meta-instrument, the results produced over 90 technology activity fields of which the main domains deemed most vital to secure the attainment of an STI-driven, welfare society are grouped under core socio-economic goals. "Strategic technology roadmaps" were elaborated after formation of the work groups with the citizens as well as representatives from industry, university, NGOs. Furthermore, eight, cross-cutting strategic technology areas that were seen as common anchor points for achieving socio-economic goals were determined as: ICT, biotechnology and gene technologies, energy and environmental technologies, material technologies, mechatronics, nanotechnology, design technologies, and production process technologies.	In an aspect of long-term visions and strategies for science, technology and innovation (STI)-driven, sustainable growth, "Vision 2023: Science and Technology Strategies" sets forth the aim of creating an ever-more innovative society in 2023.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
2.Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens, representatives from industry, university, NGOs.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
MASIS Report Turkey			

- Foundation Sciences Citoyennes (Citizen Science Foundation) (France)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Center of Excellence	CSO	Any/all	France; Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>FSC is a CSO think-tank and catalyst for democratization of Science.</p> <p>It promotes the current movement of citizens and democratic science appropriation, to put science at the service of the common good.</p> <p>Its objectives include:</p> <p>Increasing research capacity and expertise of civil society, its associations of consumers, workers and citizens.</p> <p>Support the creation of a more responsive third scientific sector, with more attention to social and ecological needs, in contrast to the dominant scientific research currently undertaken by the state or private industry.</p> <p>Stimulation of freedom of expression and debate in the scientific world, support for whistleblowers and development of public controversy and "hybrid forums" on issues of significant scientific technology developments.</p> <p>Far from timid fears of public interventions and technocratic logic, pluralism and controversy are the source not only of a better exploration of all possible worlds, and hence better decisions, but also an active appropriation of scientific knowledge by the public.</p> <p>Promote democratic development of scientific and technical choices. We will promote the development of public debate, public policy research, technology and organizational expertise. Conduct vigilant analysis of new deliberative devices that support those who favor a real democratic technological development.</p>	<p>Democratization of scientific research</p> <p>The changing nature of risks, gaps and dangers created by the dominant modes of production and consumption, and liberal globalization that accentuates these threats, steers research and technical development towards unconditioned growth. In recent years, the accumulation of crises (Chernobyl, asbestos, contaminated blood, mad cow, GMOs ...) showed the need to take into account other interests and other risks than those defined by the techno-industrial players. These crises lead to questioning of expertise and knowledge, and initiated a revival of social mobilization and involvement of many initiatives up until then not involved in the research, with expertise and watch-dog roles. This led to some opening science and its institutions. Faced with the commodification of knowledge and living, these mobilizations and initiatives show a democratic start and a new social pact for citizen science, responsibility and solidarity. Far from being "a rise of irrational beliefs" or a lack of information or "scientific culture", they argue that all science must be built with all the dialogue with knowledge previously devalued.</p>	<p>Has been around since 2002 and manages to obtain funding. Has done very interesting projects and policy influencing.</p> <p>Funded partly by charity, with Foundation "C.L. Mayer pour le progrès de l'Homme" being the main funder throughout the years. Other income derived from projects and grants and donations.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1.Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies; any/all of the other challenges			
Source of information contact details, link, references (more information)			
MASIS Report France, http://sciencescitoyennes.org/			
Additional comments			
Homepage in French			

- Sciences et démocratie (NGO) (France)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Debate	Sciences et démocratie (NGO)	Nanotechnology, biotechnology, environment, genetic testing, scientific expertise	France
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Debates about questions related to science	To promoting the participation of citizens in scientific and technological choices	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1.Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
3.Clean and efficient energy & 5.Climate change and resource efficiency			
Source of information contact details, link, references (more information)			
MASIS Report France, http://www.sciences-et-democratie.net/			
Additional comments			
Homepage only in French			

- Forschungswende (Germany)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Project	Umweltbundesamt, Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety	All areas especially connected to Climate change, resource efficiency, urbanization.	Germany
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Inclusion of the civil society in science and innovation structures and system. Cultural change for a sustainable society. Organised civil society represents a genuine pluralism of values and goals in contrast to a scientific focus on technical innovation and efficiency. Building up a platform to support civil society discussion and activity about science and innovation. Agenda setting by CSOs.	Including values in a technical and efficiency based discussion by including CSOs. Contribution of civil society in science and innovation. Improve Agenda setting by CSOs to solve questions related to the Grand Challenges.	Not included	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
2.Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs, Consumers, Affected			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All Challenges, the project included the Grand Challenges for Europe			
Source of information contact details, link, references (more information)			
Interview with Steffi Ober; forschungswende.de			
Additional comments			
In September 2014 a succeeding project will start on the federal level in 3 federal states of Germany			

- REPERE Programme (France)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Programme	Ministère de l'Écologie, de l'Énergie, du Développement durable et de la Mer (Environment Ministry)	All areas related to sustainability	France
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Inventory of existing, previous and current experiences on the topic. Initiating a common dialogue, a promotion of practical experience and mutual learning. Inclusion of CSOs.	Network between civil society and innovation management.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1. 4.Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organisations			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
5.Climate change and resource efficiency			
Source of information contact details, link, references (more information)			
MASIS Report France, http://www.programme-repere.fr/			
Additional comments			
Homepage only in French			

- Valorisation of University Research (Netherlands)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Incentives (making indicators for)	Dutch Association of Universities VSNU	All	National (Netherlands)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The framework 'valorisation indicators' describes the process by which the Dutch universities develop a set of indicators for valorisation of research (both economic and societal value-creation). The idea is that the universities take responsibility to develop these indicators, in the coming years, in an open and experimental development form.	In the coalition agreement that the VSNU has signed with Deputy Minister of Research Zijlstra in December 2012 it was agreed that universities will develop indicators that can be used to measure effort/input and results /impact of valorisation.	<p>Makes impact measurable.</p> <p>Both societal and economic (that's more than business as usual).</p> <p>Needs to justify 2.5% of budget.</p> <p>Gives legitimization and even incentive to engagement.</p> <p>Many indicators.</p> <p>Many are quantitative; real quality in engagement could be hidden</p> <p>Still experimental, set-up phase; relation to budget still unclear how to implement.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Any/all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Any/all			
Source of information contact details, link, references (more information)			
http://www.vsnu.nl/valorisatie			
Additional comments			
Many details on indicators available, in Dutch. Societal relevance already included in research audits. More documents available if there is interest in indicators/measuring impact. Both at VSNU, various universities and Rathenau Institute.			

- TA-SWISS

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Center of Excellence	Technology assessment (TA) is a function that is stipulated in the federal law on furtherance of research and innovation. Following the amendment of this law on 5 October 2007, this function is the responsibility of the Swiss Academies of Arts and Sciences. As a result, the Centre for Technology Assessment TA-SWISS became a Centre for Excellence of the Swiss Academies of Arts and Sciences on 1 January 2008. TA-SWISS has been carrying out technology assessments since 1992 (then affiliated to Swiss Science and Technology Council)	biotechnology, medicine and nanotechnology, and the communications and information technology sector	Swiss (National)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
TA studies	Emerging concerns about S&T	Have developed new participative TA-methods, such as Publiforum and Publifocus	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1.Policy Formation 2.Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All (https://www.ta-swiss.ch/en/projects/)			
Source of information contact details, link, references (more information)			
www.ta-swiss.ch			

- Referendum Laws

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Legislation	Swiss government	All	Switzerland
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Citizen initiatives with enough signatures can lead to a referendum on any issue, including science and technology	Direct democracy	Voting has impact on Science Policy and Programmes. E.g., biotech has been voted on 6 times since 1987. In 1988 citizens rejected a moratorium on Biotech. A moratorium in 2005 on GM Food led to 27 projects funded by Swiss NSF to support the further debate.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1. Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
open to all areas			
Source of information contact details, link, references (more information)			
http://www.masis.eu/english/storage/publications/nationalreports/masisnationalreportswitzerland/			
page 15-16			

- Science et Cité Fondation Suisse

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Center of Excellence	Swiss Academies of Arts and Sciences	All	Swiss (National)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The nationally active foundation Science et Cité fosters with a variety of projects the dialog between science and society. It organizes, among others, science cafés, exhibitions, festivals and conferences.</p> <p>Science et Cité contributes to the appreciation and understanding of all sciences and addresses their opportunities and limits. It also reports back to the scientists the reaction of the population.</p> <p>Science et Cité specializes in low-threshold and innovative forms of communication, bringing, whenever possible, to close contact scientists and citizens.</p> <p>Science et Cité deals with pertinent, socially relevant topics and encourages the knowledge and the opinion-forming at the service of democracy</p>	<p>Science et Cité is the Swiss Academies of Arts and Sciences' competence centre for dialog.</p> <p>Science et Cité is not a grant-making foundation but self operating. The projects are financed by service agreements and partnerships.</p> <p>Science et Cité is independent legally and in terms of content.</p>		
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens; Other: youth			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Can be very broad. Example:			
4: http://www.science-et-cite.ch/index.php?option=com_content&view=article&id=226%3Awanderausstellung-auf-raedern-ueber-energie-und-mobilitaet&catid=28%3Akinder-und-jugendliche&Itemid=5&lang=en			
Source of information contact details, link, references (more information)			
http://www.science-et-cite.ch/index.php?lang=en			

- Science Shops (NL)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Funding	Dutch universities	All	Regional
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Decision to operate (fund) Science Shops	Societal responsibility Implementation of Third Mission Funded since late 1970s.	Science Shops require modest amounts of funding, because research is done by students and staff, and thus integrated in two core missions of university. Many Science Shops have been closed down over the years for budgetary reasons. However, occasionally new ones open up.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3. Project definition			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs, affected, consumers, users); Other: (local/regional governments; non-profit sector)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
www.wetenschapswinkels.nl			
www.livingknowledge.org			
Additional comments			
Universities are not obliged to operate a Science Shop. It is up to them to decide how to implement their 3 rd Mission.			
Many universities around the world have Science Shops, sometimes operating under different names. They are part of the Living Knowledge Network.			

- Responsible Innovation Program MVI (NWO)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Funding	NWO (Dutch National Research Council)	Agri & Food Agriculture & Chemical Feedstocks Chemistry Energy Hightech Systems & Materials Life Sciences & Health Water	National (NL)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The Responsible Innovation programme funds and encourages research that considers the ethical and social aspects of new technology from the design phase onwards. Researchers from different scientific disciplines - such as ethicists, behavioral scientists, economists and psychologists - collaborate in this programme.	Technological developments may fail if their ethical and social consequences are not considered in time. Examples of this are the electronic patient file, CO2 sequestration in Barendrecht or the 'smart electricity meter'.	Program was recently continued.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3 (4) (asks for stakeholder evaluation of proposals, stimulates participation in project/research)			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Any or all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
1,2,3			
Source of information contact details, link, references (more information)			
http://www.nwo.nl/en/research-and-results/programmes/responsible+innovation			
http://www.nwo.nl/en/news-and-events/news/2012/nwo-invests-in-responsible-innovation-within-the-top-sectors.html			

- Standard Evaluation Protocol and ERiC (Evaluating Research in Context)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Evaluation Guidance	KNAW (Royal Dutch Academy of Sciences)	All	National (NL)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Evaluates university research. Societal impact is a component. Scores on evaluations are important to maintain university support for the program.	Accountability of research	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
2. Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Any or all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
http://www.rathenau.nl/en/themes/theme/project/eric-evaluating-research-in-context.html			
https://www.knaw.nl/nl/actueel/publicaties/standard-evaluation-protocol-sep-2009-2015			
Additional comments			
Interesting together with the discussions on ‘valorisation’ in the Netherlands.			

- Dutch Law on Higher Education

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Legislation	Dutch government	All	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
States that next to supplying Higher Education and doing research, the third mission of universities is to 'transfer knowledge on behalf of society'	Accountability of research Benefits economic, democratic and cultural developments	'Society' is not defined and can be narrowed down to 'business'. Ways of knowledge transfer are not defined either. Co-creation of knowledge is not the main objective.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Can justify activities on levels 3 and 4 (as legitimation for those proposing these activities).			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Usually users and citizens (general public). The legislation can justify working with other groups.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
http://wetten.overheid.nl/BWBR0005682/Hoofdstuk1/Titel1/Artikel13			
Additional comments			
Many countries will have a Third Mission for universities. Dutch Universities are now developing indicators for knowledge transfer, under the term 'valorisation' of research.			

- National Strategy for Higher Education (Ireland)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
A new vision for higher education in Ireland	In February 2009, the then Minister for Education and Science, Mr. Batt O’Keeffe, T.D.	General	Ireland
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The HEA (Higher Education Authority), in line with the vision set out in the National Strategy, recognizes engagement in its broadest sense, taking on civic responsibilities and cooperating with the needs of the community that sustains higher education – including business, the wider education system, and the community and voluntary sector as follows:</p> <p>Engagement with community - links between higher education institutions and their local communities include educational, cultural, sports-related and civic activities, and support for Irish-language development activities. It also deals with the education sector’s role in providing intellectual leadership and acting as a source of authoritative opinion.</p>	<p>Irish higher education has key roles of teaching and learning, research and scholarship, and engagement with wider society as a means to assist in addressing social, economic and cultural challenges. In considering engagement with wider society, the HEA seeks to understand and improve how the Irish higher education system addresses the full range of its responsibilities towards society - to business, local communities, the broader education sector and the wider international world.</p> <p>The strategy recognises that higher education institutions have undertaken a wide range of engagement activities, but this has not been as coordinated as it might be, and in the future this needs to be developed more firmly as a core element of the mission of higher education in Ireland</p>	<p><i>Ongoing:</i> http://www.heai.ie/en/policy/national-strategy/strategic-dialogue</p>	
Level in the RRI process			
1.Policy Formation2.Programme Development 3.Project definition 4.Research and Innovation Activity			
2,3,4			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Any or all			
Grand Challenge of Relevance			
1. Health and Demographic change2. Food security and sustainable Agriculture 3.Clean and efficient energy4.Green Transport5.Climate change and resource efficiency6. Inclusive and innovative societies7. Security			
Undefined			
Source of information contact details, link, references (more information)			
http://www.heai.ie/en/policy/national-strategy			
Additional comments			
The policy is made in an engaged way, http://www.heai.ie/en/policy/national-strategy/strategic-dialogue			

- Stakeholders Participation in ECHA committees

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Participation in three scientific Committees of ECHA: Committee for Risk Assessment Committee for Socio-economic Analysis Member State Committee	ECHA/European Chemicals Agency	Mainly chemistry and related disciplines	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
To facilitate dialogue and engagement with their stakeholders, the Committees have been encouraged to actively involve and inform stakeholders from the very beginning. Stakeholders are regularly invited to provide input on scientific and technical matters to further support the work of the Committees. As much as feasible the Committees follow a principle that a similar number of observer seats are allocated to industry/marketing associations and NGOs (and trade unions)	ECHA's values of openness and transparency help shape its policy, as adopted by the Management Board towards the participation of stakeholders in its work. According to REACH, stakeholders may be invited to attend Committee meetings as observers, as appropriate, at the request of the Committee members or the Management Board.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Clean and efficient energy; Green Transport Climate change and resource efficiency			
Source of information contact details, link, references (more information)			
http://echa.europa.eu/documents/10162/13587/aso_workshop_2012_bd_en.pdf			

- Food Chemical Occurrence Data

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The Discussion Group shall be composed of a group representing, as far as possible, the whole food chain, from primary production to retail as well as Non-Governmental Organisations.	European Food Safety Authority	Food safety related disciplines	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Members of the group shall discuss and exchange information on the practical aspects and challenges regarding provision of occurrence data and usage data from stakeholders, with a particular focus on food additives and contaminants.	EFSA has an urgent need for collecting data. Most of the data does not come from industry directly. The group should aim at encouraging the industry to share more data which then can be used in scientific studies and inform regulation activities.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Food Security and sustainable Agriculture			
Source of information contact details, link, references (more information)			
http://www.efsa.europa.eu/en/foodchemicaloccurrence%20/docs/tor_shp_dg_food_chemical_occurence_data.pdf			

- European Medical Agency Highlight: Contribute to the development and the training of a network of Patients and Consumers' Organisations.

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
From a general viewpoint, the EMA Human Scientific Committees Working Party with Patients 'and Consumers Organisations (PCWP) is established to provide recommendations to the EMA and its Human Scientific Committees on all matters of direct or indirect interest to patients in relation to medicinal product	European Medical Agency	Medicine Pharmacology Human Biology	EU Wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Implement and monitor the proposals within the Framework of interaction between EMA and patients' and consumers' organisations. Contribute to the provision of information adapted to patients and consumers needs. Contribute to the development of appropriate communication tools. Contribute to increase awareness of patients in relation to the use of medicines. Contribute to promote a rational use of medicines. Contribute to the development and the training of a network of Patients and Consumers' Organisations. Provide advice in relation to product specific matters, at the request of the EMA Human Liaise with other Working Parties on matters of interest to patients in relation to medicinal products. Provide advice to the Co-ordination Group for Mutual Recognition & Decentralized Procedures	Recent analysis of the experience acquired so far demonstrate that participation of patients in the scientific committees leads to increased transparency and trusts in regulatory processes and develops mutual respect between regulators and the community of patients. It is also acknowledged that their contribution enriches the quality of the opinion given by the scientific committees.	There is an absence of a uniform and detailed financial reporting system applied to civil society groups active in European pharmaceutical policy making. A stronger drive towards the harmonisation of financial disclosure criteria not only at the EMA, but also within the European Commission and across EU agencies is needed. A clear definition and uniform reporting format are essential to achieve complete disclosure and to support conflict of interest assessment	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation / Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs, Affected			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health			
Source of information contact details, link, references (more information)			
http://www.ema.europa.eu/docs/en_GB/document_library/Other/2011/12/WC500119614.pdf http://www.ema.europa.eu/docs/en_GB/document_library/Regulatory_and_procedural_guideline/2009/12/WC500018099.pdf http://www.haiweb.org/11082010/11_Aug_2010_HAI_Europe_Article-Patient_&_consumer_orgs_at_EMA_Financial_disclosure.pdf			

European City Zens Initiative

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
A European citizens' initiative is an invitation to the European Commission to propose legislation on matters where the EU has competence to legislate. A citizens' initiative has to be backed by at least one million EU citizens, coming from at least 7 out of the 28 member states. A minimum number of signatories is required in each of those 7 member states (+)	EU Commission/ European Parliament and the Council of the European Union	A citizens' initiative is possible in any field where the Commission has the power to propose legislation, for example environment, agriculture, transport or public health. (+)	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The Commission will carefully examine the initiative. Within 3 months after receiving the initiative: Commission representatives will meet the organisers so they can explain in detail the issues raised in their initiative The organisers will have the opportunity to present their initiative at a public hearing in the European Parliament The Commission will adopt a formal response spelling out what action it will propose in response to the citizens' initiative, if any, and the reasons for doing or not doing so.	every citizen is to have the right to participate in the democratic life of the European Union Encourage participation by citizens and make the Union more accessible. (++)	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
all			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/citizens-initiative/public/basic-facts (+) http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:02011R0211-20131008&from=EN (++)			

- Stakeholder Dialogue Group

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The group's members – appointed by the Commission - have balanced experience from both industry and NGOs, including European-level networks concerned with the policy areas of DG Health & Consumers. They sit in their personal capacity and do not represent the views of their organisations. (+)	EU Commission	Basically all; special relation to consumer and health issues	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The stakeholder dialogue group advises the Commission on how to improve the quality of its consultations and facilitate stakeholder involvement in the work of its Directorate-General for Health & Consumers. The SDG advises on process only, not on policy content. (+)	Help reinforce the culture of consultation and dialogue in the Community. raise further the general level of quality of Commission's consultations (++)	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all; special relation to Health			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/dgs/health_consumer/sdg/index_en.htm (+) http://eur-lex.europa.eu/legal-content/EN/ALL/?jsessionid=QYy1TQBPIPITcTLTZLk7Jvn71QfDndrpd88vjRINmGcM0SzTJvgr!-1166308295?uri=CELEX:32007D0602 (++)			

- EU Activities towards Social Innovation

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Providing information/Small scale involvement in workshops, presentations of awards etc.	EU DG Enterprise and Industry	Basically all	EU / international level
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<i>Social innovations are new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations. (+) These solutions are both social in their ends and in their means. They can take the form of genuine innovations or of improved solutions. (++)</i> . Elements of fostering social innovations are: networking, competition, funding of research, workshops	<ul style="list-style-type: none"> innovation is important insofar as it is our capacity to shape the future we desire Europe has a strong potential for social innovation, a potential that should be used even better. (+++) 	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
All			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all			
Source of information contact details, link, references (more information)			
<p>(Open Book of Social Innovation, Murray, Calulier-Grice and Mulgan, March 2010)</p> <p>(+);http://ec.europa.eu/enterprise/policies/innovation/policy/social-innovation/index_en.htm (++)</p> <p>http://ec.europa.eu/enterprise/flipbook/social_innovation/ (+++)</p>			

- Social Business Initiative

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Funding to stimulate the creation, development and growth of social businesses	DG Internal Market and Services	Basically all	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Measures to improve the access to funding for social businesses Measures to improve the visibility of social businesses Measures to improve the legal environment of social businesses	To Generate sustainable jobs and facilitate social and work integration, improving the quality of social and healthcare etc (thus contributing to inclusive growth) To Introduce efficient ways to reduce emissions and waste, and to use natural resources and energy more efficiently (thus contributing to sustainable growth) To focus on innovation and the participatory use of the internet (thus contributing to smart growth)	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Mostly CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all, special focus on Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
http://europa.eu/rapid/press-release_MEMO-11-735_en.htm?locale=en			

- Research and Innovation Action

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research Funding	EU DG Research	all	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
RIAs have different focus They offer the involvement of all kinds of stakeholders (depending on the interest of the call) on the consortiums' level or below: Citizen as object of research Empowering citizens Civil Society Organisations	To increase awareness Improve the participation of the patient in the care process Ensure high impact information, awareness raising, educational and debate To create better public acceptance and engagement Proposals shall enable individuals to become co-managers of their health	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organization, Citizens, Users, affected, patients, potentially all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/programmes/horizon2020/			

- EU Public Consultation

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Giving Feedback to EU Commission	EU Commission	All	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Almost all Commission Directorates-General have contacts with civil society and other interested parties in their respective fields. The Commission works in a decentralized manner and its different services are responsible for their own mechanisms of dialogue and consultation. This decentralized structure allows the specific nature and conditions of different policy areas to be taken into account. (++)	<p>When the Commission starts working on a new policy initiative or revises existing legislation, it usually opens a public consultation.</p> <p>Individuals, businesses and other organisations with an interest in or expert knowledge on a given topic can help shape the Commission's draft proposal before it goes to the Council and European Parliament for discussion and adoption. (+)</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
All			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
http://europa.eu/eu-law/have-your-say/index_en.htm (+)			
http://ec.europa.eu/transparency/civil_society/general_overview_en.htm#2 (++)			

- Committee for Advanced Therapies (CAT)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
<p>Participation in an expert advisory committee to the European Medicines Agency:</p> <p>Among others, one member and one alternate nominated by the European Commission after consultation of the European Parliament to represent patients organisations (++)</p>	European Medicines Agency	<p>Medicine</p> <p>Pharmacology</p> <p>Human biology</p>	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The main responsibility of the PRAC is to prepare recommendations on any questions relating to pharmacovigilance activities related to a medicine for human use and on risk-management systems, including the monitoring of the effectiveness of those risk-management system (++)</p>	<p>To increase transparency and trust in regulatory processes</p> <p>To develop mutual respect between regulators and the community of patients</p> <p>TO enrich the quality of the opinion given by the scientific committees</p> <p>To give critical input based on their real-life experience of being affected by a disease and its current therapeutic environment.</p> <p>To fill the gap which other committee members (so-called scientific experts) cannot fill, and which has proven necessary to achieve the best possible results within the regulatory process. (+)</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Affected (patient organization members), CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health			
Source of information contact details, link, references (more information)			
<p>http://www.ema.europa.eu/docs/en_GB/document_library/Other/2011/12/WC500119614.pdf (+)</p> <p>http://www.ema.europa.eu/ema/index.jsp?curl=pages/about_us/general/general_content_000537.jsp&mid=WC0b01ac058058cb18 (++)</p> <p>http://www.ema.europa.eu/ema/index.jsp?curl=pages/about_us/general/general_content_000538.jsp&mid=WC0b01ac058058cb19 (+++)</p>			

- Petitions to the Parliament

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Involvement of individual or group in policy Formation	European Parliament under Article 227 of the Treaty on the Functioning of the European Union.	Basically all	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Any citizen of the European Union, or resident in a Member State, may, individually or in association with others, submit a petition to the European Parliament on a subject which comes within the European Union's fields of activity and which affects them directly. The petition may present an individual request, a complaint or observation concerning the application of the EU law or an appeal to the European Parliament to adopt a position on a specific matter	Petitions give the European Parliament the opportunity to call to attention t any infringement of a European citizen's rights by a Member State or local authorities or other institution.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens, all legal entities (e.g. CSOs)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all			
Source of information contact details, link, references (more information)			
http://www.europarl.europa.eu/aboutparliament/en/00533cec74/Petitions.html			

- Paediatric Committee

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
<p>Participation in an expert advisory committee to the European Medicines Agency.</p> <p>Three alternates appointed by the European Commission representing patients associations (+)</p>	European Medicines Agency	<p>Medicine</p> <p>Pharmacology</p> <p>Human biology</p>	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity		Evaluations (pro and cons etc.)
<p>The Paediatric Committee's (PDCO's) main role is to assess the content of paediatric investigation plans (PIPs) and adopt opinions on them. This includes the assessment of applications for a full or partial waiver and assessment of applications for deferral (++)</p>	<p>to increase transparency and trust in regulatory processes</p> <p>To develop mutual respect between regulators and the community of patients</p> <p>To enrich the quality of the opinion given by the scientific committees</p> <p>To give critical input based on their real-life experience of being affected by a disease and its current therapeutic environment.</p> <p>To fill a gap which other committee members (so-called scientific experts) cannot fill, and which has proven necessary to achieve the best possible results within the regulatory process (+)</p>		Not specified
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation, Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Affected, CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health			
Source of information contact details, link, references (more information)			
<p>http://www.ema.europa.eu/docs/en_GB/document_library/Other/2011/12/WC500119614.pdf (+) /</p> <p>http://www.ema.europa.eu/ema/index.jsp?curl=pages/about_us/general/general_content_000124.jsp&mid=WC0b01ac0580028e9e (++)</p>			

- Coordination and support actions

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
These are actions that cover not the research itself, but the coordination and networking of projects, programmes and policies.; CSOs or biological persons can apply as well	EU DG Research	All disciplines	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
This includes, for example: coordination and networking activities, dissemination and use of knowledge studies or expert groups assisting the implementation of the FP support for transnational access to major research infrastructures actions to stimulate the participation of SMEs, civil society and their networks Support for cooperation with other European research schemes (e.g. "frontier research").	To coordinate or support research activities and policies (networking, exchanges, trans-national access to research infrastructures, studies, conferences, etc.).	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organization, Citizens,			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
all			

- EU HEALTH FORUM

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The EU Health Forum is a means of informing and involving key health stakeholders in European health policy. It disseminates information, launches ideas for debate and contributes to policy building. The EU Health Forum is a means of informing and involving key health stakeholders in European health policy. It disseminates information, launches ideas for debate and contributes to policy building (+).	EU Commission DG Health & Consumers	Medicine Human biology Biology	EU Wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
To provide a communication channel between policy makers and stakeholders on EU health policy issues. To enable stakeholders to contribute to EU health policies To support delivery of the EU Health Strategy To enable health actors at national and local level To define European work packages that are relevant to the broader range of health actors (++)	The European Union Health Forum set up in 2001 with the aim of bringing together umbrella organisations in the health sector in order to ensure that the European Commission's health policy is transparent and responsive to public concerns. During the past years it has served as an instrument for communication between the Commission and members and has provided useful feedback on EC policy proposals and implementing actions	The EUHPF is an interest group within the European Commission. It helps to ensure that the EU's health strategy is open, transparent and responds to public concerns (+++)	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs, Affected,			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/health/archive/ph_overview/health_forum/docs/euhpf_mandate_en.pdf (+) http://ec.europa.eu/health/interest_groups/eu_health_forum/policy_forum/index_en.htm (++) http://www.patientsorganizations.org/attach.pl/1141/977/EUHPF%20Strategic%20Priorities.pdf http://www.patientsorganizations.org/showarticle.pl?id=1567 (+++)			
Additional comments			
Text in the sheet is made of quotes from the two sources			

- Europe for Citizens Programme

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Mobility funding for citizens	EU Commission DG Communication	In principal all; the programme aims at achieving policy impact; it does not focus on research and innovation only;	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>Encourage citizens to become actively involved in the process of European integration</p> <p>Enable citizens to develop a sense of European identity</p> <p>Enhance mutual understanding between European citizens</p> <p>Encouraging citizens to take part in exchanges and activities beyond their national borders</p> <p>Fostering debate and reflection on the EU's basic values</p> <p>Stimulating networking</p> <p>Strengthening the capacity of NGOs and research bodies to contribute to EU policy-making</p>	<p>The (i) expression of citizens' needs and the necessary deliverables to meet them, the (ii) openness of the democratic system for civic participation and the (iii) rights of people including the knowledge about these rights are closely interlinked. Developing a lasting sense of ownership for and belonging to the European Union requires that all three aspects are addressed equally and with the appropriate instruments.</p>	<p>Citizens' engagement with issues which constitute the European Union's political priorities is a key element of civic participation. The Europe for Citizens Programme represents a valuable tool for encouraging European citizens to share their views on how the agenda should be taken forward. In order to bring Europe closer to its citizens it is crucial to raise citizens' awareness of the results achieved through European policies and actions.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organization, Citizens,			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/citizenship/pdf/doc1383_en.pdf / http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/programme-objectives-and-priorities/index_en.htm			

- Europe for Citizens Programme Action 4 - Active European Remembrance

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The aims of this action, in line with the objectives of the Programme, are twofold: ‘fostering action, debate and reflection related to European citizenship and democracy, shared values, common history and culture’ and ‘bringing Europe closer to its citizens by promoting Europe’s values and achievements, while preserving the memory of its past’. (+)	EU Commission DG Communication	In principal all; the programme aims at achieving policy impact; it is not focusing on research and innovation only; mostly, however, social science might be touched	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Action 4 has a two-fold objective: “fostering action, debate and reflection related to European citizenship and democracy, shared values, common history and culture”, and “bringing Europe closer to its citizens by promoting Europe’s values and achievements, while preserving the memory of its past”. (++)	By remembering the atrocities and crimes of the past, citizens can reflect on the origins of the EU and on the history of European integration, which has kept the peace among its members and has helped them reach this prosperous present. Drawing on this, people can then chart a course towards the kind of Europe in which they wish to live in the future. This is the thinking behind Action 4: ‘Active European Remembrance’ (++)	The projects proposed to the EU can only be funded by 70 % with EU funding.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs, NGOs, Unions, citizens’ groups			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all; mostly Inclusive and innovative societies;			
Source of information contact details, link, references (more information)			
http://eacea.ec.europa.eu/citizenship/programme/action4_en.php (+) http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/overview/action-4-active-european-remembrance/index_en.htm (++)			

- Europe for Citizens Programme Action 3: Communication: a message for all citizens

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
High-visibility events seek to raise awareness of the EU by attracting public and media attention across Europe and involving all those who wish to actively participate in a debate about Europe. This measure supports events which are substantial in scale and scope, and which help develop a greater sense of belonging to a European community among EU citizens.	EU Commission DG Communication	In principal all; the programme aims at achieving policy impact; it is not focusing on research and innovation only;	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
These occasions – such as forums, commemorations, celebrations, artistic events, conferences, prizes, open days, etc. – will be organised by the Commission, in collaboration with Member States and other relevant partners.	This action seeks to deepen understanding of the concept of ‘active European citizenship’ so as to bring Europe closer to its citizens. Basically, it can be connected topics of research and innovation in the context of EU citizenship and identity.	The projects proposed to the EU can only be funded by 70 % with EU funding.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Basically all - but the EU organizes this action			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/overview/action-3-communication-a-message-for-all-citizens/index_en.htm			

- Europe for Citizens Programme Action 2: Active civil society

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Mobility funding for citizens Action 2 of the Europe for Citizens programme seeks to help and encourage civil society organisations to work together at European level in such a way as to foster action, debate and make reflection in relation to European citizenship and democracy, shared values, common history and culture.	EU Commission DG Communication	In principal all; the programme aims at achieving policy impact; it is not focusing on research and innovation only;	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
This action supports think tanks and civil society organisations, as unique links between European citizens and the European Union. In order to enable these organisations at European level to extend and structure their activities, the European Commission provides support in the form of operating grants covering part of their running costs.	The (i) expression of citizens' needs and the necessary deliverables to meet them, the (ii) openness of the democratic system for civic participation and the (iii) rights of people including the knowledge about these rights are closely interlinked. Developing a lasting sense of ownership for and belonging to the European Union requires that all three aspects are addressed equally and with the appropriate instruments.	The projects proposed to the EU can only be funded by 70 % with EU funding.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organizations			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/overview/action-2-active-civil-society/index_en.htm			

- European Innovation Partnership (EIP)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
challenge-driven, focusing on societal benefits and a rapid modernization of the associated sectors and markets; Support emergence of networks of relevant actors	EU DG Research	all	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
EIPs acts across the whole research and innovation chain, bringing together all relevant actors at EU, national and regional levels in order to: (i) step up research and development efforts; (ii) coordinate investments in demonstration and pilots; (iii) anticipate and fast-track any necessary regulation and standards; and (iv) mobilise 'demand' in particular through better coordinated public procurement to ensure that any breakthroughs are quickly brought to market.	The reason for setting up EIPs was to streamline, simplify and better coordinate existing instruments and initiatives and complement them with new actions where necessary. This should make it easier for partners to co-operate and achieve better and faster results compared to what exists already. Therefore, they build upon relevant existing tools and actions and, where this makes sense, they integrate them into a single coherent policy framework. Flexibility is important; there is not a 'one-size-fits-all' framework.	This policy does not directly aim at involving the public. However, expert groups advise the partnership programmes. Representatives of CSOs participate in these expert groups, too.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation, Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organization			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/programmes/horizon2020/			

- EMA Human Scientific Committees Working Party

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
From a general viewpoint, the EMA Human Scientific Committees Working Party with Patients' and Consumers Organisations (PCWP) is established to provide recommendations to the EMA and its Human Scientific Committees on all matters of direct or indirect interest to patients in relation to medicinal product (+)	European Medical Agency	Medicine Pharmacology Human Biology	EU Wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Implement and monitor the proposals within the Framework of interaction between EMA and patients' and consumers' organisations. Contribute to the provision of information adapted to patients and consumers needs. Contribute to the development of appropriate communication tools. Contribute to increase awareness of patients in relation to the use of medicines. Contribute to the development and the training of a network of Patients and Consumers' Organisations. Provide advice in relation to product specific matters, at the request of the EMA Human Provide advice to the Co-ordination Group for Mutual Recognition & Decentralized Procedures (++)	Recent analysis of the experience acquired so far demonstrate that participation of patients in the scientific committees leads to increased transparency and trusts in regulatory processes and develops mutual respect between regulators and the community of patients. It is also acknowledged that their contribution enriches the quality of the opinion given by the scientific committees. (+)	There is an absence of a uniform and detailed financial reporting system applied to civil society groups active in European pharmaceutical policy making. A stronger drive towards the harmonisation of financial disclosure criteria not only at the EMA, but also within the European Commission and across EU agencies is needed. A clear definition and uniform reporting format are essential to achieve complete disclosure and to support conflict of interest assessment (+++)	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation / Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs, Affected			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health			
Source of information contact details, link, references (more information)			
http://www.ema.europa.eu/docs/en_GB/document_library/Other/2011/12/WC500119614.pdf (+) http://www.ema.europa.eu/docs/en_GB/document_library/Regulatory_and_procedural_guideline/2009/12/WC500018099.pdf (++) http://www.haiweb.org/11082010/11_Aug_2010_HAI_Europe_Article-Patient_&_consumer_orgs_at_EMA_Financial_disclosure.pdf (+++)			

- Consumer Consultative Group

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The EU Commission's main forum to consult national and European consumer organisations: one representative of national consumer organisations per country; one member from each European consumer organisation (BEUC and ANEC); two associate members (EUROCOOP and COFACE); Two EEA observers (Iceland and Norway). (+)	DG Health and Consumers	All kinds of disciplines related to consumer products	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>Constitutes a forum for general discussions on problems relating to consumer interests.</p> <p>Gives an opinion on Community matters affecting the protection of consumer interests.</p> <p>Advises and guides the Commission when it outlines policies and activities having an effect on consumers.</p> <p>Informs the Commission of developments in consumer policy in the Member States.</p> <p>Acts as a source of information and soundboard on Community action for the other national organisations. (+)</p>	<p>Mostly, the group should consult the EU Commission on all decisions necessary. Further, the information learnt should be spread by all organizations involved.</p> <p>Such a panel of consumer organizations has been in existence since 1973.</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Consumer related CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health, Food Security, Green Transport, Clean and Efficient Energy			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/consumers/empowerment/eccg_en.htm (+), http://ec.europa.eu/consumers/empowerment/minutes/agenda_eccg_20131028_en.pdf			

- Committee for Orphan Medicinal Products (COMP)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
<p>Participation in an expert advisory committee to the European Medicines Agency.</p> <p>The COMP includes in its membership three members nominated by the European Commission representing patients' organisations. Other members with a different background are appointed by other authorities</p>	European Medicines Agency	Medicine Pharmacology Human biology	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>Responsible for reviewing applications from persons or companies seeking 'orphan medicinal product designation' for products they intend to develop</p> <p>Responsible for advising the European Commission on the establishment and development of a policy on orphan medicinal products in the EU</p>	<p>Increasing transparency and trust in regulatory processes</p> <p>Developing mutual respect between regulators and the community of patients</p> <p>Enriching the quality of the opinion given by the scientific committees</p> <p>Giving critical input based on their real-life experience of being affected by a disease and its current therapeutic environment.</p> <p>Filling a gap which other committee members (so-called scientific experts) cannot fill, and which has proven necessary to achieve the best possible results within the regulatory process (+)</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation, Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Affected, CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health			
Source of information contact details, link, references (more information)			
<p>http://www.ema.europa.eu/docs/en_GB/document_library/Other/2011/12/WC500119614.pdf (+) /</p> <p>http://www.ema.europa.eu/ema/index.jsp?curl=pages/about_us/general/general_content_000123.jsp&mid=WC0b01ac0580028e32 (++)</p>			

- Code of Good Practice For Consultation of Stakeholders

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Code of Conduct	Stakeholder Dialogue Group of DG Health	Basically all	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>Improve how DG Health and Consumers consults stakeholders;</p> <p>Standardize practice and ensure coherence across the Directorate General;</p> <p>Outline the principles that underpin consultation as well as the objectives and standards for staff when consulting;</p> <p>Explain the use of the information collected - i.e. to inform the development of policies - and the feedback provided to contributors;</p> <p>Establish transparent standards for consultation, clear to staff and stakeholders;</p> <p>Set out our expectations of stakeholders;</p> <p>Develop a reference tool for those involved in consultation and for stakeholders that respond to a consultation for the first time.</p>	<p>The Commission's Minimum standards for consultation³ are voluntary and non-binding. This leaves space for a wide variation of formulas for engagement with stakeholders. That is why the guideline is provided.</p>	<p>Not specified</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
all			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/dgs/health_consumer/dgs_consultations/docs/code_good_practices_consultation_en.pdf			

- EESC Civil Society Prize

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Prize given to project organized by Civil Society Organizations	European Economic and Social Committee	Basically all	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>Provide a symbol, highlighting the excellence of initiatives generated by civil society players in Europe</p> <p>try to respond every year to European societal needs</p> <p>In 2011 the Erasmus student network won the price. It helps students organizing their life when going abroad. (++)</p>	<p>The aim of the EESC civil society prize, which was created in 2006, is to reward and encourage tangible achievements and initiatives by civil society organisations and/or individuals at all levels, European, national, regional and local, that significantly contribute to promoting European identity and integration. Such achievements and initiatives have to be creative and innovative and make a long-lasting and positive impact on the public's perception of Europe and the integration process. (++)</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation;			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all			
Source of information contact details, link, references (more information)			
http://www.eesc.europa.eu/resources/docs/eesc-2011-58-en.pdf (++) http://www.eesc.europa.eu/?i=portal.en.civilsocietyprize (++)			

- European Council of Associations of General Interest

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Institution concerned with civil society interest	EU	Basically all	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Keeping in touch with member organisations Keeping up to date with partner organisations, Following the European agenda particularly as concerns the EU institutions. Advocating the European institutions through position papers, answers to public consultations Organizing structured dialogue meetings to organize CSO feedback to EU policies (++)	CEDAG was founded in 1989 to provide a voice for the associative sector in Europe. CEDAG's main mission is to defend and promote the interests of this diverse and multifaceted sector in decision making at the European level, and to support its civil society at national level with information and advice, and activities to strengthen the community of non-profit organisations across countries and across borders. As a result, a major focus of our work is advocating for civil dialogue to be established and practiced by public authorities across Europe. (+)	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Basically all			
Source of information contact details, link, references (more information)			
http://www.cedag.eu/index.php?option=com_content&view=article&id=2&Itemid=7 (+) http://www.cedag.eu/index.php?option=com_content&view=article&id=6&Itemid=14 (++)			

- Committee for Advanced Therapies (CAT)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
<p>Participation in an expert advisory committee to the European Medicines Agency:</p> <p>Among others, two members and two alternates appointed by the European Commission representing patients associations (+)</p>	European Medicines Agency	<p>Medicine</p> <p>Pharmacology</p> <p>Human biology</p>	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The main responsibility of the CAT is to prepare a draft opinion on each [Advanced Medicinal Therapy Product] application submitted to the European Medicines Agency, before the Committee for Medicinal Products for Human Use (CHMP) adopts a final opinion on the granting, variation, suspension or revocation of a marketing authorisation for the medicine concerned. (++)</p>	<p>Increasing transparency and trust in regulatory processes</p> <p>Developing mutual respect between regulators and the community of patients</p> <p>Enriching the quality of the opinion given by the scientific committees</p> <p>Giving critical input based on their real-life experience of being affected by a disease and its current therapeutic environment.</p> <p>Filling a gap which other committee members (so-called scientific experts) cannot fill, and which has proven necessary to achieve the best possible results within the regulatory process. (+)</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Affected (patient organization members), CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health			
Source of information contact details, link, references (more information)			
<p>http://www.ema.europa.eu/docs/en_GB/document_library/Other/2011/12/WC500119614.pdf (+) /</p> <p>http://www.ema.europa.eu/ema/index.jsp?curl=pages/about_us/general/general_content_000266.jsp (++)</p>			

- Coordinating activities in CAPS

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research Funding	EU DG Info	ICT related	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>To support and coordinate experimental and scientific activities in this field</p> <p>To compare approaches and distil best practices involving and networking stakeholders from a rich variety of application, areas and disciplines</p> <p><input type="checkbox"/> To bridge real world community-driven pilots of digital social platforms with multidisciplinary research (e.g. Internet Science (+)</p>	<p>The Collective Awareness Platforms for Sustainability and Social Innovation (CAPS) are ICT systems leveraging the emerging "network effect" by combining open online social media, distributed knowledge creation and data from real environments ("Internet of Things") in order to create awareness of problems and possible solutions requesting collective efforts, enabling new forms of social innovation.(+)</p>	<p>The Collective Awareness Platforms are expected to support environmentally aware, grassroots processes and practices to share knowledge, to achieve changes in lifestyle, production and consumption patterns, and to set up more participatory democratic processes. Although there is consensus about the global span of the sustainability problems that are affecting our current society, including the economic models and the environment, there is little awareness of the role that each and every one of us can play to ease such problems, in a grassroots manner. (++)</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organization, Citizens,			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All; Industrial Leadership ICT!			
Source of information contact details, link, references (more information)			
http://caps2020.eu/about-caps/caps-horizon-2020/ // http://ec.europa.eu/digital-agenda/en/collective-awareness-platforms-sustainability-and-social-innovation (++)			

- Call for prospective independent experts to assist Commission services with tasks in connection with Horizon 2020

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Call for Experts for evaluation of research programs	EU DG Research	All areas	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>To evaluate proposals;to monitor of the implementation of actions carried out under Horizon 2020 To implement the Union research and innovation policy or programmes including Horizon 2020, as well as the achievement and functioning of the European Research Area;</p> <p>To evaluate the Research and Innovation Programmes;</p>	To design the Union’s research and innovation policy including the preparation of future programmes.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation, Programme Development, Project Definition			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
all			
Source of information contact details, link, references (more information)			
Announced at OJ C342/03 of 22 November 2013			

- Biodiversity Monitoring

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Citizen Science Activity	EEA	Environment related disciplines	EU/world
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The EEA aims to deliver timely, targeted, relevant and reliable information to policymakers and the public to provide a sound decision basis for environmental policies.</p> <p>Indicators are an integral part of this effort and assessments on the state of biodiversity rely on indicators. The biodiversity indicator on 'trends in abundance and distribution of selected species', taken from the Streamlining European Biodiversity Indicators (SEBI) process, presents population trends in common birds and grassland butterflies. Monitoring of both of these species groups relies heavily on biodiversity observations by volunteers (++)</p>	<p>gather data / information in order to increase scientific knowledge to enable and enhance actions to preserve biological diversity</p> <p>The vast data volume that can be collected by a large number of volunteers dwarfs any professional capacity for monitoring.</p> <p>Raising public awareness and understanding issues related to biodiversity is another important purpose for establishing citizen science reporting systems. (+)</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens,			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Climate change and resource efficiency, Food security and sustainable Agriculture			
Source of information contact details, link, references (more information)			
http://www.eea.europa.eu/themes/biodiversity/biodiversity-monitoring-through-citizen-science/why-is-it-useful (+)			
http://www.eea.europa.eu/themes/biodiversity/biodiversity-monitoring-through-citizen-science/how-is-it-being-used (++)			

- Group on Process Transparency and Information Access

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
<p>Group of stakeholders</p> <p>The Discussion Groups shall be composed of a group representing, as far as possible, the whole food chain, from primary production to retail as well as Non-Governmental Organisations.</p>	<p>European Food Safety Authority (EFSA)</p>	<p>Food safety related disciplines</p>	<p>EU wide</p>
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>One of the goals of the project is to develop a new policy on openness and transparency in 2014, based on the review of the existing EFSA policy which dates back to 2003, reflecting priorities of EFSA's Science Strategy and addressing recommendations made by EFSA</p>	<p>In January 2013, EFSA launched an initiative designed to facilitate public access to data used by EFSA in risk assessment and enhance transparency in EFSA's scientific decision-making processes.</p>	<p>Not specified</p>	
Level in the RRI process			
<p>1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity</p>			
<p>Programme Development</p>			
Inclusion: Choice of Participation			
<p>Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other</p>			
<p>CSOs</p>			
Grand Challenge of Relevance			
<p>1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security</p>			
<p>Food security</p>			
Source of information contact details, link, references (more information)			
<p>http://www.efsa.europa.eu/en/transparency/docs/tor_shp_dg_transparency.pdf#page=1&zoom=auto,0,792</p>			

- EFSA GROUP

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
<p>Consultative Expert Group</p> <p>The experts shall be selected on the basis of their expertise and their strong motivation. The selection will also ensure a balanced representation of both industry and consumer concerns.</p>	<p>European Food Safety Authority</p>	<p>All disciplines related to food and feed safety</p>	<p>EU wide</p>
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>Members of the group shall present to the group information and data concerning identified emerging risks and/or signals, the methods used to detect them and for the analysis of the collected data. Members shall give access to these data and justify the reporting emerging risks/signals based on scientific evidence. The data shall be presented and assessed using a standard template developed by EMRISK</p>	<p>to strengthen the capability to identify emerging risks of public health importance, a multidisciplinary and multi-stakeholder approach is essential for both vision and interpretation, as is a means for sharing information and accumulated knowledge</p> <p>development of a common language with shared definitions, terminology, and methodology is necessary</p> <p>important data source are stakeholders</p>	<p>A common approach among stakeholders is the use of multidisciplinary expert groups to discuss the relevance and importance of signals of potential emerging risks.</p>	
Level in the RRI process			
<p>1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity</p>			
<p>Programme Development</p>			
Inclusion: Choice of Participation			
<p>Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other</p>			
<p>CSOs</p>			
Grand Challenge of Relevance			
<p>1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security</p>			
<p>Food Safety and Agriculture</p>			
Source of information contact details, link, references (more information)			
<p>http://www.efsa.europa.eu/en/emrisknetworks/docs/emrisknetworksscgs.pdf</p>			

- Stakeholder Consultative Platform

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
<p>Discussion Forum</p> <p>Among farmers, industry, food processors and traders, members of the Platform consist of NGOs representing consumers; NGOs involved in public health, plant health, animal health and welfare and environmental protection. (+)</p>	European Food Safety Authority (EFSA)	Food safety related disciplines	EU wide
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>Comment on EFSA’s work program and annual management plan/Comment on the EFSA’s stakeholders annual work plan/ Provide EFSA with feedback on the effectiveness of its policies in responding to stakeholders’ concerns;/Alert EFSA to key issues of current or emerging stakeholders’ concern, as well as concerns on possible emerging and existing risks/Advise on risk assessment methodologies, including the topics for consultation and the best way to organize such consultations/Provide information and cooperation at the technical level/Set up objectives to be achieved by the Platform during its mandate;/Advise on communication to different target groups. (++)</p>	<p>assist EFSA with the development of its overall relations and policy with regard to stakeholder involvement with tasks and mission by providing a forum for regular dialogue and exchanges (++)</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Food security and sustainable Agriculture			
Source of information contact details, link, references (more information)			
<p>http://www.efsa.europa.eu/en/stakeholders/cp.htm (+) / http://www.efsa.europa.eu/en/consultativeplatform/docs/cptor.pdf (++)</p>			

- PRODUCTION TAX FUNDS

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Sector based funding of research, innovation and education. The funds are based on fees per production unit in the agricultural industry.	The trade associations.	On an annual basis the funds provide approximately 60 million euro to food and business related research and education activities within the food, agricultural and fishery sectors. There are 13 different funds based on revenues from production in the different sectors (each fund represents one of the 13 sectors: milk, cattle, swine, poultry, fur, potatoes, sheep, seeds, fisheries, horses, sugar beets, plant breeding, fruit and Gardners).	National (Denmark)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>To support the development and international competitiveness of the sector by ensuring continuous strategic research, innovation and education within the specific sectors of production.</p> <p>The members of the trade organisations (the producers) determine the size of the fee at the annual assembly. The fees are charged through the state system (the Ministry of Food, Agriculture and Fisheries of Denmark). The funds are distributed on an annual basis by a board appointed by trade associations, labour unions and national research councils.</p>	<p>To make sure that funds raised by the producers are canalized back to the specific sector. To shorten the communication lines between the producers and the research activities. To support the involvement of the specific sectors in the research project definition process.</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Producers/members			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Food security and sustainable Agriculture			
Source of information contact details, link, references (more information)			
Reference: Head of Department, Research and Technology Policies in the Danish trade organisation Food and Agriculture Morten Andersen Linnet, mal@lf.dk.			

- Labour union funding research projects engaging members

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The Danish Union of Early Childhood and Youth Educators have allocated funds for educational research. A central criteria for getting funds is that the research project is based on "participation of members" by the use of methods engaging Early Childhood and Youth Educators before, during and after the research process" (DBT translation of description on website, see link below). This is i.e. done by using action research methods (see link to project description below). The project proposals are reviewed by scientific experts. Then the board (selected by the members of the union) funds some of the verified projects.	Danish Union of Early Childhood and Youth Educators	Initial and further training of Early Childhood and Youth Educators, educational research	National
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>Framework for the research reserve:</p> <p>Funds: 2-3 pct. of the members' annual contributions are canalised into the reserve.</p> <p>Independency of researchers: The union funds and sets up the criteria for the research activity but do not subsequently interfere in the work of the researchers or influence the results. The researchers are allowed to publish their results where and when they want to.</p> <p>Communication of results: The union and the researchers are committed to communicate the research results to the members and make it useful in their everyday life – i.e. by using the results in development projects.</p>	<p>The research reserve was established as a temporary project in 2006, but was made permanent in 2008. It is the union's analysis that the right to define educational practice, quality and conditions for the work of educators is increasingly based on research results. Therefore the union wanted to establish themselves as an important stakeholder in educational research. They think that the status of the profession will increase if they can communicate their knowledge and practice.</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3. project definition			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Members of the union, pupils, parents. Researcher from universities, university colleges, and sector research institutions.			
Source of information contact details, link, references (more information)			
<p>Union of Early Childhood and Youth Educators' website: http://www.bupl.dk/english?opendocument Description of the research reserve of the Danish Union of Early Childhood and Youth Educators (in Danish): www.bupl.dk/forskning/forskningspulje?OpenDocument Professor Birger Steen Nielsen, Roskilde University, bsn@ruc.dk involved in research activities funded by the reserve. Description of activity (in Danish): http://www.bupl.dk/forskning/stoettede_projekter/bupls_forskningsprojekter/udvikling_af_paedagogfagligheden?opendocument</p>			

- The Citizens' Climate Research

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Funding of projects highlighting problems defined and prioritized by the involvement of the general public. The initiative involves citizens both in the research programme development and in the research activities. Citizens were involved in the development and priority setting of research areas in focus for the distribution of funds. Furthermore, it is a determining factor for the funding of a research project within this initiative that it focuses on involvement of citizens in the research activity and communication of the result to lay people.	The Research Council of Norway. The Citizens' Climate Research ("Folkets Klimaforskning") is a part of the Large-scale Programme on Climate Research (KLIMAFORSK) which is the Research Council's new, 10-year initiative for climate research. Launched in 2014, the programme will run through 2023. In KLIMAFORSK's first open call in 2014 10 Million NKR (approximately 1.2 Million Euro) were earmarked to the Citizens' Climate Research initiative.	Climate research	National (Norway)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
In 2013 the Research Council of Norway invited Norwegian citizens to take part in a process developing the major focus of the climate research within the Citizens' Climate Research initiative. Afterwards, a representative sample of citizens was asked to prioritize the societal value of research on the selected climate related topics. In the open call the Research Council underlines that the projects to be funded shall focus on involvement of citizens in the research activity. The researchers are free to define how they want to involve citizens. Two research projects were funded. Both projects will involve citizens in the development of the research activity. I.e. one of the projects will use user labs to develop new technical and user related strategies for climate friendly housing.	The Citizens' Climate Research is an initiative aiming towards an increase of the citizens' general interest in research and specific interest in climate research – by involving them in both the development of the research programme and the specific research activities. The aim is also through the engagement of citizens in the research process to make the research more relevant to the general public. The initiative is a part of the Research Council's political focus on involvement of the general public in Climate Research (described in the KLIMAFORSK strategy).	Too early in the process. The initiative is a pilot testing a new structure for the involvement of the general public in the prioritisation of research areas – and combining it with public engagement in research activities.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Scientific Experts, citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Climate Change			
Source of information contact details, link, references (more information)			
About KLIMAFORSK: http://www.forskningsradet.no/prognett-klimaforsk/Programme_description/1253987906604 About the Citizens Climate Research fund (in Norwegian): http://www.forskningsradet.no/no/Utlysning/KLIMAFORSK/1253987741007/p1173268235938?progId=1253982504184&visAktive=false http://www.forskningsradet.no/prognett-			

klimaforsk/Nyheter/Ti_millioner_til_atferdsendringer_og_gamle_bygarder/1253993621058
Contact: Special Adviser, The Research Council of Norway, Eivind Hoff-Elimari (eho@rcn.no)

- Crack Cancer

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research programme funding cancer related research.	The initial steps were made by TV2. The Danish Cancer Society (KræftensBekæmpelse) publishes the call for project proposals, selects projects and administrates the distribution of funds. The Danish Cancer Society is Denmark's largest patient organisation (0.5 million members).	Cancer related research	National Denmark
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The funds are raised through a campaign and a show on the national television channel TV2. Before the show, The Danish Cancer Society send out a call for project proposals to central actors in cancer research (hospitals, universities, The Danish Cancer Society's work groups, other patient organisations etc.) and on a website, where citizens can write suggestions. In 2013 more than 400 suggestions were received.</p> <p>On this basis an expert committee makes a call for tenders for the final selection of projects to be funded.</p>	To involve citizens in the choice of focus for cancer research. That is to challenge the reputation of cancer research as being top-down managed.	<p>Has been repeated on an annual basis since 2012. Planned in 2014.</p> <p>Funds raised in 2013: 19 million Euros.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Potentially all.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
1. Health and Demographic change			
Source of information contact details, link, references (more information)			
Head of Research, The Danish Cancer Society's Research Center Jørgen H. Olsen, jorgen@cancer.dk			
Information about assessment of proposals for the Crack Cancer funds (in Danish): http://www.cancer.dk/NR/rdonlyres/22EE4611-7942-478F-8427-B0EC7352C856/0/InfotilInsiteCancerdk.pdf			

- The annual report of the Danish Council for Research Policy 2013

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Annual report describing the Council's recommendations for actors involved in public research in Denmark. The 2013 report focuses on the role, opportunities and potentials of the universities in relation to knowledge exchange with the surrounding society.	The Danish Council for Research Policy appointed by the Minister of Higher Education and Science.	All areas of public research	National (Denmark)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The work of the council has no direct influence on the Department's research policies, but it can be seen as an important premise for future policy formation and programme development that the Council chooses to focus on the mutual corporation of universities and societal actors, since the role of the council is to advice the Minister.		The annual report was published in March 2014. No evaluations or political reactions yet.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Potentially all.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
Website of the Danish Council of Research Policy: http://ufm.dk/en/research-and-innovation/councils-and-commissions/the-danish-council-for-research-and-innovation-policy/the-danish-council-for-research-policy?set_language=en&cl=en			
The Annual Report: http://ufm.dk/publikationer/2014/danmarks-forskningspolitiske-rads-arsrapport-2013-det-vaerdiskabende-universitet-fra-forskning-til-forandring (English summary pp. 14-22)			
Executive Secretary Karin Kjær Madsen, Danish Council for Research Policy, kkm@fi.dk .			

- Collection of Topics

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
As an integrated part of the organisational structure DBT arranged an annual collection of topics for the next year's projects. Engagement of societal actors in the development of the work carried out by a public funded technology assessment organisation	The Danish Board of Technology	Technology assessment, methods for societal engagement	National (Denmark)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
When being a public funded organisation DBT invited members of the Parliament, relevant organizations and authorities, business enterprises as well as individuals to come up with topics for the coming year's projects. This procedure was made possible due to the code of conduct in the organisation, focusing on public participation in assessment of new and emerging technologies.	To engage the public in debate of technological development and the work of DBT. To come up with innovative project proposals not yet discovered by the parliamentary system and reflecting knowledge demanded by societal actors.	Activity cancelled in 2012 when DBT was converted into an externally funded private not-for-foundation.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3. project definition			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
All			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
Description of the Collection of Topics (2008): http://www.tekno.dk/subpage.php3?article=1510&language=uk&category=10&topic=kategori10			
The online collection 2012 (in Danish): http://www.tekno.dk/subpage.php3?page=emneindsamling/index2011.php			

- SPIR – Strategic Platforms for Innovation and Research

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
SPIR funds initiatives which seek to strengthen the link between strategic research and innovation. In 2013 the Research Councils distributed approximately 8.5 million Euro through the SPIR-programme.	The Danish Council for Strategic Research and The Danish Council for Technology and Innovation decided to canalise a part of the public funding they are administrating through the SPIR-programme.	The target fields are different each year. In 2010 the target areas were energy and food, in 2011 intelligent solutions for society and welfare technology, in 2012 the bio economy, and in 2013 future industrial production.	Denmark
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The objective of the SPIR initiative is to establish a Danish model for strengthening the links between research and innovation and to create a partnering model in which public and private sector enterprises will be more extensively involved in both the planning and performance of research and innovation.</p> <p>A SPIR platform is a consolidated, large-scale research and innovation venture within different target areas. The programme publishes annual calls.</p>	<p>The Danish Government aims for private-sector expenditure on research and development to constitute at least 2% of GDP. Therefore SPIR aims to make it more attractive for Danish industry to engage in research and development activities with Danish universities, technological service institutes and other innovation agents.</p>	<p>Has run since 2010 with different themes for the calls each year. No end date is planned. But there will be no funding through the SPIR-programme in 2014.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme development.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Potentially all Danish and foreign institutions and enterprises (but the activities should support Danish research and innovation).			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
The target fields are different each year.			
Source of information contact details, link, references (more information)			
<p>http://ufm.dk/en/research-and-innovation/funding-programmes-for-research-and-innovation/find-danish-funding-programmes/collaboration-between-research-and-innovation/spir?set_language=en&cl=en</p> <p>http://erawatch.jrc.ec.europa.eu/erawatch/opencms/information/country_pages/dk/supportmeasure/support_mig_0023</p> <p>Head of Office Hanne Haarup Thomsen, The Danish Council for Strategic Research, hht@fi.dk.</p>			

- RESEARCH2015 - A BASIS FOR PRIORITISATION OF STRATEGIC RESEARCH

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research2015 is an activity carried out in relation to the strategic planning for the prioritization of the research and innovation funding distributed by the public research councils.	The Danish Ministry of Science Technology and Innovation	Strategic research (which is interpreted as primarily based on natural science)	National policy in Denmark. The research councils often empathizers the importance of corporation with foreign partners.
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>Catalogue containing 21 suggestions for strategic research topics supporting the basis of the priority of the fields of action for the strategic research during the parliamentary debate on the governmental budget. The catalogue is the result of an expansive process through which several hundred actors from universities, research councils, public institutions, businesses, departments and stakeholder organisations was involved in the identification of the most important strategic research priorities.</p> <p>The aim was to give a more solid foundation for decisions to divide funds between different areas of strategic research. This was done through the inclusion of a broad range of actors within research and innovation. Based on OECD's international scanning of recent expert reports 125 important trends societal development were identified by the Department. The trends were used as frame for an internet based public hearing about societal challenges requiring further research. This resulted in 366 proposals. An independent expert group chose 42 themes from the hearing and the OECD material. These were discussed by a panel of stakeholders on a workshop. On basis of the workshop and discussions with the Departments and national research councils the expert group presented 21 proposals for strategic research topics.</p>	<p>As part of the globalization strategy the Danish government decided that a better foundation for priority-setting of strategic research was needed.</p>	<p>An evaluation was made and can be found here (in Danish): http://fivu.dk/publikationer/2009/filer-2009/forsk2015-web.pdf</p> <p>The evaluation indicates that the main part of the actors felt, that the process has improved the basis for prioritisation of strategic research. The catalogue was used in the legislation of the Government's Annual Budget 2009/2010. But the evaluation questions if the process will have any impact in the long run and thereby concludes that the results might not equal the use of resources. Other sources underlines, that the process included actors which do normally not participate, but that the final outcome of the process was only influenced by stakeholders that are normally a part of the existing Danish parliamentary system of open calls. In the following process, Research2020, the focus was narrowed; stakeholders were only invited to make suggestions in corporation with their umbrella organisations and there were no expert group involved. Instead the selection was made by the Department itself.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme development. The project should not present finished proposals for policy formation, although it was made sure that the suggestions would fit the policy context.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
All areas of society were involved in the open call for input. In the following process independent experts, civil society organizations, businesses, ministries and research councils were involved.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All of the above challenges were included			
Source of information contact details, link, references (more information)			
<p>Link to the Research2015-report: http://fivu.dk/en/publications/2008/files-2008/research2015.pdf</p> <p>The process is described at pp. 90-91. The participants are listed at pp. 92-93</p> <p>Anders Hoff, the Ministry of Higher Education and Science, anho@fivu.dk.</p> <p>Niels Mejlgaard, Centre Director, Department of Political Science and Government - Danish Centre for Studies in Research and Research Policy, Aarhus University, nm@cfa.au.dk .</p>			

- Danish regional fora for growth and development

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Responsibilities for regional development in trade and industries, employment and education	Danish Regions based on national legislation	Regional Partnership for organisations on trade and industries, trade unions, employers' organisations, educational institutions and municipalities.	The 5 regions in Denmark.
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>To provide regional networks to support regional development.</p> <p>Involving regional society in regional planning.</p> <p>Providing input for national and EU Regional Policy Programme and Projects.</p>	<p>To involve regional stakeholders in policy making. To strengthen calls for EU Regional Policy projects.</p>	<p>Evaluations made that documents the impact of regional fora towards a more strategic, coherent and professional development on regional trade and business.</p> <p>Impacts especially mentions on small scale business on innovation, employment and entrepreneurship. (In Danish:)</p> <p>http://www.regioner.dk/regional+udvikling/v%C3%A6kstfora+og+erhvervsfremme/evaluering+og+effektme%C3%A5ling</p>	
Level in the RRI process			
1.Policy Formation2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation. Programme Development. Project definition.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Organizations on trade and industries, trade unions, employers' organisations, educational institutions and municipalities.			
Grand Challenge of Relevance			
1. Health and Demographic change2. Food security and sustainable Agriculture 3.Clean and efficient energy4.Green Transport5.Climate change and resource efficiency6. Inclusive and innovative societies7. Security			
All 7 Grand Challenges are relevant for the Danish Regional Fora for growth and development.			
Source of information contact details, link, references (more information)			
<p>http://www.regioner.dk/regional+udvikling/v%C3%A6kstfora+og+erhvervsfremme/hvad+er+regionale+v%C3%A6kstfora</p> <p>Pia Mulvad Reksten, Advisor on Innovation, trade and industry and policy making, Danish Confederation of Trade Unions, LO Denmark</p>			

- Collaborative Innovation in the Public Sector, CLIPS

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research project on public innovation	Roskilde University, Institute for Society and Globalization, financed by The Danish Strategic Research Council	Methods to organize innovation in the public sector in collaboration with users, employees, professionals, public administrators, politicians, consultants, interest groups and private business.	Denmark
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
To provide innovation in the public sector that will improve public service and public policies. Activity carried out by researchers involved in Centre for Action Research and Democratic Change (see factsheet about University Centres)	To create and implement new knowledge and creative ideas generated through mutual learning.	Book is on its way.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Users, employees, professionals, public administrators, politicians, consultants, interest groups and private business.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
Project description with work packages http://www.ruc.dk/institutter/isg/forskningen/netvaerk-og-samarbejder/clips/work-packages/ Profesoor Birgit Jæger, Institute for Society and Globalisation, birgit@ruc.dk			

- Danish Governmental Climate Commission

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
National and international analysis and recommendations on energy policy.	The Danish Government	Climate modeling, scenarios and recommendations.	Denmark and EU.
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
New strategies for reducing greenhouse gasses based on Danish and EU ambitions on climate change and energy policy. Input to the governmental energy strategy in 2010. Governmental Commission with appointed researchers. Scenario work and local workshops held in cities and communities in Denmark. Local Dialog meetings with local stakeholders.	The need for investigations and analysis on concrete national and international proposals to reduce greenhouse gasses. To provide robust and concrete ideas on how to meet Danish visions in the energy field to fulfill EU goals on greenhouse gas reductions. The wish to involve local scale contributions to the analysis on how Denmark could be independent on fossil fuels - oil, coal and gas.	Impact on the energy policy decided in the Danish Parliament in 2010. Report http://www.ens.dk/sites/ens.dk/files/politik/dansk-klima-energipolitik/bag-politikken/Klimakommissionens%20rapport%20Sammenfatning.pdf	
Level in the RRI process			
1.Policy Formation2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development. An ad hoc Commission for the Danish Government providing recommendations on instruments for climate and energy policy.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Researchers, communities and cities, business organizations, NGO s, universities and high schools.			
Grand Challenge of Relevance			
1. Health and Demographic change2. Food security and sustainable Agriculture 3.Clean and efficient energy4.Green Transport5.Climate change and resource efficiency6. Inclusive and innovative societies7. Security			
3. Clean and efficient energy. 4. Green transport. 5. Climate change and resource efficiency.			
Source of information contact details, link, references (more information)			
Danish description http://www.ens.dk/politik/dansk-klima-energipolitik/klimakommissionen Member of the Climate Commission , professor Poul Erik Morthorst, DTU Management Engineering, Systems Analysis, pemo@dtu.dk			

- The university of Cape Town Knowledge Co-op

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Science Shop and service learning	University of Cape Town Knowledge Co-op	Humanities and social sciences	South Africa
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The activity was set up to address South Africa's development challenges through social responsive research	The purpose was to link the university with the local communities and to facilitate the exchange of knowledge, skills and expertise as well as facilitate the collaboration between communities and researchers in identifying and solving societal challenges	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Project Definition, Programme Development, and Research and Innovative Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organizations, Citizens, Affected, users, and Other (Researchers and experts)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and Innovative Societies, Clean and efficient Energy, Health, demographic Change, and security			
Source of information contact details, link, references (more information)			
http://www.knowledgeco-op.uct.ac.za			
Additional comments/ Information			
The university of Cape Town Knowledge Co-op currently involved in a two year Pilot project with the International Science Shop			

- Community-University Partnership for the Study of Children, Youth, and Families (CUP)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research Center	University of Alberta	Health sciences	Canada
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>CUP mission is to improve the development of children youths, families, and communities</p> <p>It aims to identify and promote the use of evidence-based policies and practices for optimizing child and family development</p> <p>Its vision is to nature a culture, both in the community and the University, in which rigorous research, evaluation, and practice are valued highly as critical components in efforts to understand and optimize development</p>	<p>CUP was launched with the goal of bringing researchers and communities together for the benefit of children, youths and families through understanding and Improving knowledge translation in population health and early child development, as well as in at risk youths through engagement activities</p> <p>The overall goal of CUP is to create, share and mobilize knowledge in ways that can inform policy, practice, and research and evaluation.</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development, Project Definition, and Research and Innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organizations (CSOs),Citizens ,Affected, Consumers Other (Researchers)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change and Inclusive and innovative activities,			
Source of information contact details, link, references (more information)			
http://www.cup.ualberta.ca			
Additional comments/ Information			
CUP’s activities and programs are funded by contributions from the community , government, and university			
It engages in multiple research projects , lifelong learning, and knowledge mobilization projects and activities			

- The Deliberative Democracy Consortium (DDC)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
A network of practitioners and researchers	Practitioners and researchers	Humanities and social sciences	North America and around the world
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
DDC's mission is to bring together practitioners and researchers to support and foster the nascent, broad-based movement to promote and institutionalize deliberative democracy at all levels of governance	DDC was set up to support research activities and to advance deliberation and public engagement at all levels of government	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, Programme development, Research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organization, citizens, Other (researchers and practitioners)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative activities			
Source of information contact details, link, references (more information)			
http://www.deliberative-democracy.net			
Additional comments/ Information			
Deliberative democracy as the name suggests, is the inclusion of citizen voices in governance by engaging all people in the decision making process to address the challenges that affects their lives, including on the matters of the environment, health, and climate change to name a few.			

- USA National Phenology Network (USA-NPN)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research Institute	Academics and researchers	Biological and natural sciences Climate change research	United States and with an international perspective
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
USA-NPN mission is to serve science and society by promoting broad understanding of plant and animal phenology and its relationship with environmental change. Engage and empower citizens volunteers and scientists	The Network was set up to provide phenology data, models, and related information freely to empower scientists, resource managers, and the public in decision-making and adapting to variable and changing climates and environments	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and Innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
citizens, Others (managers , scientists, Decision makers , government agencies, non-profit groups, educators, and students			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change, inclusive and innovative societies, climate change and resource efficiency			
Source of information contact details, link, references (more information)			
https://www.usanpn.org			
Additional comments/ Information			
Involves communities in collecting data for Nature’s <i>Notebook</i> in their yard, a nearby park or as part of a field study and obtains observes response of organisms to climate change, atmosphere, ocean, land use, biodiversity, and the ecological responses to these changes across the globe.			

- The Clean Air Coalition

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Citizen Initiated engagements	Affected Citizens	Environmental research	New York United States
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>Their mission is to inform and organize citizens to reduce pollution</p> <p>Work for clean healthy and green Communities</p> <p>The Coalition organizes several communities around environmental health and justice issues</p>	<p>Was set up to build community power to reduce environmental risks and better community health.</p> <p>Ensure that the health of citizens living around industrial zones is prioritized</p> <p>Fight against loud and smelly neighborhoods</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, programme development, project definition , research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations, citizens, affected, users			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change, inclusive and innovative societies, climate change (environmental issues)			
Source of information contact details, link, references (more information)			
http://www.cacwny.org			
Additional comments/ Information			
The Clean Air Coalition was founded by local residents in response to government and local authorities inaction regarding their health problems and the neighborhood stink which they suspected was linked to the industrial activity in neighborhood. Their hands on response, including conducting citizens' research has led to many changes, including policy and the enforcement of the already existing laws related to health and environment.			

- Forest Action Nepal

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policy think tank and action research	Civil societies	Natural sciences, climate and environmental research	Napel
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
They envision an environmentally sustainable society which is free from poverty and injustice. Their mission is to foster Policy, institutional and technical innovations that promote equitable, effective and sustainable management of natural resources	The activity was set up to influence ``public policy process and empower forest and natural resource dependent communities particularly the poor, marginalized and vulnerable groups in taking control and playing active role in forest and natural resources management and drawing sustained flow of livelihood benefits``	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, programme development, research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations, citizens, affected, other (researchers, decision makers, policy experts)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Food security and sustainable agriculture , climate change and resource efficiency, inclusive and innovative activities			
Source of information contact details, link, references (more information)			
http://www.forestaction.org			
Additional comments/ Information			
Deals with issues of the environment, democracy and livelihoods. Has a presence in 1/3 of Napel			

- Applied Research Institute Jerusalem (ARIJ)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
National research institute		Natural sciences, economics, development research and social sciences and humanities	Palestine
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Their mission is to promote `sustainable development in the occupied Palestinian territories and the self-reliance of the Palestinian people through greater control over their natural resources`. They envision a self-sustaining Palestine	Organization was set up to promote sustainable development and the self-reliance of the Palestinian people by ensuring better control and management of the natural resources through better practices and technologies	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme development, project definition, research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations, citizens, affected Others (policy makers , decision makers)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Food security and sustainable agriculture, climate change and resource efficiency, inclusive and innovative societies			
Source of information contact details, link, references (more information)			
http://www.arij.org			

- Consortium for Science, Policy, and outcomes (CSPO)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research institute and Intellectual Network		Biological sciences, climate change research, social sciences and humanities	United States And parts of Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>Its objective is to enhance the contributions of science and technology to society's pursuit of equality, justice, freedom, and overall quality of life.</p> <p>The vision is to ensure that science and technology contributes to the quality of life of all people by including laypeople (citizens) in the decisions making process at the onset</p>	<p>The Consortium was set up to create knowledge and methods, cultivates public discourse, and fosters policies to help decision makers and institutions grapple with the immense power and importance of science and technology as society charts a course for the future.</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens , Civil society organizations , Consumers , Affected Other (Policy makers, Scientists, and Government officials)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and Demographic change, Food and sustainable agriculture, Agriculture Clean and efficient energy, Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
http://www.cspo.org			
Additional comments/ Information			
Involved in the European Union BIOMED 2 Program) and in the US Health and Human Services Department activities			

- Community-Campus Partnerships for Health (CCPH)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Nonprofit membership organization		Social sciences and humanities, health and demographic research	United States
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The mission of CCPH is to promote health equity and social justice through partnerships between communities and academic institutions</p> <p>They aim to create an inclusive organization in which partners (community members and academic institutions) can participate and benefit from each other's contributions</p>	<p>Their goal is to ensure partnerships between community members and researchers in solving pressing societal challenges in the areas of health, economy and environment by advocating and facilitating partnership approaches to health that focus on changing the conditions and environments in which people live in</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation ,project definition, programme development, and research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Community based organizations , Citizens , Affected and Other (Researchers)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change and inclusive and innovative activities			
Source of information contact details, link, references (more information)			
https://ccph.memberclicks.net			
Additional comments/ Information			
They accomplish their objectives through activities such as: Mobilizing knowledge, providing training and technical training, research, building coalitions and advocating for supportive policies			

- Global Alliance on Community-Engaged Research (GACER)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Global Alliance Network consisting of university representatives, networks, and civil society organizations	GACER was set up by representatives of universities, networks and civil society organizations	Social science and humanities	Based in Canada (Victoria University) but with activities and representations in other parts of the world, EU countries USA, Japan, South East Asia, Senegal, India, Bolivia, among others
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
It envisions to create a space ``for collaborative action on enhancing community-engaged research as a vehicle for knowledge-based decision-making on those issues and opportunities that are strategic to the community and human development needs of people in the face of the major and inter-related global social, economic, and environmental challenges of the day`	The Alliance was put together to facilitate the interaction and collaboration among researchers and communities to further the application and impact of community-based research that promotes a sustainable and a just world	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, Programme development and research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations, Citizens , affected , other(researchers and decision makers)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographics, climate change and resource efficiency, inclusive and innovative societies			
Source of information contact details, link, references (more information)			
http://www.gacer.org			
Additional comments/ Information			
Its funding comes from The International Development Research Corporation of Canada among others			

- Community-Based Research Canada (CBRC)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
A network of people and organizations who are engaged or support community based research	Was set up during the Community-University Exposition 2008 in Canada	Humanities and social sciences	Canada with a link to North America and European organizations and institutions with similar goals and objectives
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
CBRC vision is to be a "national champion and facilitator for community-based research (CBR) and campus-community engagement in Canada that is of socio-cultural, economic and environmental benefit to Canadians and Indigenous peoples in Canada"	The network was created to support and facilitate members engaged in community based research through "leading and supporting research and policy papers, convening annual CBR gatherings, supporting two CU Expos and developing a national and globally connected community of CBR and community-university engagement leaders"	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, Programme development Research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations, citizens, Other (researchers, the University communities and decision makers)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change, inclusive and innovative societies			
Source of information contact details, link, references (more information)			
http://communityresearchcanada.ca/alliance			
Additional comments/ Information			
CBRC is aligned with some of the leading names in citizen engagement such as the <i>Living Knowledge Network</i> in Europe, the <i>National Coordinating Centre for Public Engagement</i> in the United Kingdom, <i>Campus-Community Partnerships for Health</i> which works in the U.S. and Canada, the <i>Global Alliance for Community Engaged Research (GACER)</i> - and as an extension of GACER - the new <i>UNESCO Chair for Social Responsibility and Community Based Research in Higher Education</i> .			

- Social Sciences and Humanities Research Council of Canada (SSHRC)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Federal Research Funding Agency	The government of Canada	Social Sciences and Humanities	Canada
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Their mission is to build knowledge and develop talent and improve the quality of life for Canadians and the world at large through financial support for research and innovation activities that seek to address	Was set up to promote and support postsecondary-based research and training with a focus on improving the quality of life and innovation for the Canadian people	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society organizations, citizens, consumers, affected, (researchers and policy makers/decision makers)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change, food security and sustainable agriculture, clean and efficient energy , inclusive and innovative societies and climate change and resource efficiency			
Source of information contact details, link, references (more information)			
http://www.sshrc-crsh.gc.ca			
Additional comments/ Information			
SSHRC's launched the "Imagining Canada's Future initiative" which like the " Horizon 2020" in Europe has identified The six future challenge areas for Canada to address in the next 10-20 years with a focus on sustainability , resilient communities, creativity, innovation and prosperity, values, cultures, inclusion and diversity, and governance and institutions.			

- The Wellesley Institute

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Research and policy think tank	Community activists	Public Health	Canada
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
Their aim is to bring people and ideas together to advance population health by focusing on developing research and community-based policy solution to health and health disparities	Through, partnerships, social innovation, and community mobilization engages in research, policy advocacy and community mobilization to advance population health	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, Programme development, project definition, Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens , Civil Society Organizations , Affected Other (Decision makers)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change and inclusive and innovative societies			
Source of information contact details, link, references (more information)			
http://www.wellesleyinstitute.com			
Additional comments / Information			
The institutes´ research and innovation activities are shaped by local residents and trends and informed by community experiences. Such focus, argues the institute´s team offers ``unique insights and more nuanced information about the health and social experiences of diverse communities and advances knowledge and research in population health``			

- Stockholm Environment Research Institute (SEI)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
International research institute	SEI was formally established in 1989 by the Swedish Government	Environment and development issues Social sciences Natural resources management	Sweden United Kingdom USA Estonia (Tallinn) Asia (Bangkok, Thailand) Africa (Nairobi, Kenya)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
SEI goal is to ``bring about change for sustainable development by bridging science and policy``	Was established to provide scientific analysis with a focus of the environment and development	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation and Research and Innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Academia, public policy decision makers, media and NGOs and other stakeholders			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Climate change and resource efficiency (water and matters of the environment) Clean and efficient energy, inclusive and innovative societies			
Additional comments / Information			
More information can be found at SEI website at: http://sei-international.org . SEI has unique focus tailored to each of its region’s needs. To see more specific SEI work and focus in each region follow the link above and click to the region of interest for example Africa and Asia.			

- Agricultural Innovation: Sustaining What Agriculture? For What European Bio-Economy?

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Co-operative Research on Environmental Problems in Europe (CREPE) Project	The project was carried out by the following partners, Open University (UK), University of Twente (NL), Fondation Sciences Citoyennes (FR), Consiglio dei Diritti Genetici (IT), Food Ethics Council (UK) Fundación Nueva Cultura del Agua (ES) and Federation Regionale des Centres d'Initiatives pour Valoriser l'Agriculture (FR)	Agriculture and sustainable development	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
To facilitate cooperation among researchers and non-researchers. To engage citizens through involving them in research and innovation activity and policy as well as strengthening the capacity of civil society organizations (CSOs) to engage and participate in research and innovation in an effort to address societal problems holistically	To recommend alternative solutions related to different understandings of societal problems, agri-environmental issues and sustainable development.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation and Research and Innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations, citizens, affected (Other) Academic researchers,			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Food security and sustainable agriculture, inclusive and innovative societies, climate change and resource efficiency			
Additional comments / Information			
The project was funded by the European Commission, Framework Programme 7, and Science in Society programme. See http://crepeweb.net for additional information			

- INPROFOOD: ‘Towards inclusive research programming for sustainable food innovations’

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The project TAMI (Technology Assessment in Europe; between Method and Impact) The European FP7 Science in Society Project, 2012	Was initiated by the EU, with 18 partners from around Europe involved in the project For example: University of Hohenheim, DIALOGIK, World Health Organization (WHO) , European Food Information Council (EUFIC) for complete list of partners see http://www.inprofood.eu/partners	Health Food and nutrition	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
INPROFOOD aims to foster dialogue and mutual learning between industry, academia and civil society to develop of effective measures in relation to food and health through research and innovation activities	To contribute and make recommendations on the development and governance of research and innovative technology in the area of food and health in order to foster sustainable and inclusive solutions for societal demands through inclusive, sustainable research.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development and Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society Organizations, citizens Other (Academia and Industry)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and Demographic change, Food security and sustainable Agriculture and Inclusive and innovative societies			
Additional comments / Information			
This project is funded by the European Union's Seventh Framework Programme for research and technological development. Also see http://www.inprofood.eu for additional information			

- The Voices Project Views, Opinions and Ideas of Citizens in Europe on Science

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Citizen consultation project	The project was funded European Union and was coordinated by Ecsite, the European Network of Science Centres and Museums.	Waste and resource efficiency and management	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The Mission of Voices was to foster responsible research and innovation where citizens are consulted in all matters related to them and their society	Voices was set up to gather opinions and ideas about urban waste from citizens across the EU. The information gathered would inform policy in the area of waste management and resource efficiency	Evaluations were mentioned as being part of the project process , but the results and recommendations for what worked and what can be done to improve the process would be provided at a future unspecified time	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation and Research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
1000 citizens from 27 European Countries , affected			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Climate change and resource efficiency (waste management) Inclusive and innovative societies			
Additional comments / Information			
More information about this project/ activity can be found at: http://voicesforinnovation.eu . Reports of all 27 countries involved will be available soon, but an overview of the project is available here : VOICES at a glance [PDF, 782Kb]			

- Interim evaluation & assessment of future options for Science in Society Actions

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The FP7 Science in Society (SiS) programme	Technopolis Group in collaboration with Fraunhofer ISI and Science-Metrix	Monitoring and evaluation	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The objective of the Programme was to build ``an effective and democratic European knowledge-based society``</p> <p>The aim of the programme was to ``stimulate the harmonious integration of scientific and technological endeavor and associated research policies into European society``</p>	<p>The Programme was set up to provide Provisional evaluation and assessment of future options for Science in Society actions in the EU</p> <p>And to improve understanding of the role of science and technology in society and promote the development of an ethically sound and responsible European science system.</p>	<p>Interim evaluation was carried out which should overwhelming support and approval from all parties involved with a focus on the following areas of the project: Evolution of the programme, Project level results and impacts, Impacts of the programme, and Integration of SiS aspects within the Cooperation programme. See the website provided below for further information</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, Programme development, Project definition and Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society organizations, citizens, Other(University and research institutions representatives, representatives from public bodies and business			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Additional comments / Information			
The evaluation done here is great, and would serve as a best case example of what other projects and activities can do to evaluate their work. The full report can be found here: http://ec.europa.eu/research/science-society/document_library/pdf_06/executive-summary-122012_en.pdf			

- Goverscience Civil Society Organizations Seminar

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Seminar on sustainable consumption and production of energy.	European Commission and organized by the 'Science, Economy and Society' Directorate of the Directorate-General for Research,	Energy and sustainability	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The two objectives of the seminar were: `` to produce a better understanding of the notion of 'sustainable energy production and consumption', bringing together perspectives from research, industry, civil society and policymakers; and • to propose European research-related initiatives for sustainable energy production and consumption which involve citizens and civil society``	The seminar set up to explore ways in which the EC can use`` political and regulatory prerogatives in order to tackle the energy transition ahead, while improving the environment, social and economic situation`` with the objective of facilitating the exchange of`` experiences between participants, enabling the dissemination of the project results so that these might be used by other Commission services and in other relevant European activities and policies``	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation , Programme development and research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organizations, Other(Representatives from Research, industry, policy			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Clean and efficient energy, climate change and resource efficiency (environment) inclusive and innovative societies			
Additional comments / Information / Source of information			
The full report can be found here; http://ec.europa.eu/research/science-society/document_library/pdf_06/gover-science-energy-environment-090617_en.pdf The Seminar took place in Brussels, 9-10 December 2008			

- Public Engagement with Research and Research Engagement with Society (PERARES)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Project funded by FP7-SiS leading to public resources on engagement	The Living Knowledge Network. The project is coordinated by Dr. Henk Mulder, Science Shop, University of Groningen	All	Netherlands, Belgium, Germany, Ireland, UK Spain, France, Greece, Romania, Hungary, Norway, Cyprus, Israel, Italy, Estonia, Denmark. Sweden
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)		Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)
<p>The mission of PERARES is to advance public engagement in research (PER) by developing by involving both researchers and Civil Society Organizations (CSOs) in the formulation of research agendas PERARES does so in a number of different debates (or dialogues, both on-line or as scenario workshops or face-to-face events) on Science to actively articulate research request of civil society. For this, partners link existing debate formats – such as science café’s, science festivals, online-forums – with the Science Shop network - already linking civil society and research institutes.</p> <p>To be able to answer to research requests, it is necessary to enlarge and strengthen the network of research bodies doing research for/with CSOs. Thus, ten new Science Shop like facilities throughout Europe are started, mentored by experienced partners. Science Shop-like work is advanced by adding studies on good practices to the available knowledge base and organizing workshops. Guidelines to evaluate the impact of engagement activities are developed and tested.</p> <p>Co-operative studies are done on issues relevant to travelling minorities in Europe and on issues relevant to those caring for victims of domestic violence. In each case, three CSOs and three universities from three different countries work together.</p> <p>Finally, two Living Knowledge conferences are organized to share and discuss findings, and Living Knowledge News Letters, Magazines and Website are used to communicate.</p>		<p>To advance co-construction of knowledge and democratization of the content of research agenda’s.</p> <p>To create synergies between various European partners that are active or want to become active in public engagement and research with CSOs</p> <p>To strengthen the Living Knowledge Network and advance the way of working of its partners.</p>	<p>Evaluation report will be delivered end of 2014.</p>
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3. Project definition			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society organization, Affected, Citizens, (other) researchers			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
2, 5, 6, 7 (but resources usable for all)			
Source of information contact details, link, references (more information)			
See also http://www.livingknowledge.org/livingknowledge/perares			
Additional comments/ Information			
Dr. Henk Mulder, of the Science Shop, University of Groningen, is also a partner in the ``Engage 2020`` project			

- REPORT OF THE SCIENCE IN SOCIETY SESSION PUBLIC ENGAGEMENT IN SCIENCE European Communities, 2008

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Portuguese Presidency Conference on the future of science and technology In Europe	EUROPEAN COMMISSION Directorate-General for Research Directorate L – Science, Economy and Society Unit L.3 – Governance and Ethics	Governance, ethics and competitiveness European science and innovation policy.	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
To deliberate on an European recipe for innovation that combines scientific excellence with good governance and public engagement –both at Member State and EU level.	Was set up to review the state of art in relation to, public understanding and engagement in and with science and access the relationship between governance, ethics and competitiveness in the European context	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, programme development and research and innovation activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organizations and research communities			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative activities			
Source of information contact details, link, references (more information)			
The complete report can be found here: http://ec.europa.eu/research/science-society/document_library/pdf_06/public-engagement-081002_en.pdf			
Additional comments/ Information			
The conference took place in Lisbon on 8-10 October, 2007			

- EUROPEAN RESEARCH ADVISORY BOARD FINAL REPORT (Research and Societal Engagement)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Consultative committee	European commission The board was made up of 45 experts from Europe and beyond	European Research policy	Europe and beyond
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
EURAB was mandated to provide advice and recommendations on the realisation of the European Research Area and the use of policy instruments such as the Community RTD Framework Programmes . EURAB vision is to facilitate ``prolonged and sustained engagement between researchers and societal actors``	To provide advice on the design and implementation of EU research policy. The reports´ focus is to give ``recommendations to the community of researchers to engage with other relevant segments of the public in order to take societal questions and concerns more into account``.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, Programme development and research and innovation activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations , citizens, and representatives from patients groups, consumer associations, non-profit organizations (NGOs), media, representatives			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
Additional information can be found here: http://ec.europa.eu/research/eurab/index_en.html and the full report can be found http://ec.europa.eu/research/eurab/pdf/eurab_07_013_june_%202007_en.pdf			
Additional comments/ Information			
EURAB is a high-level, independent, advisory committee created by the Commission to provide advice on the design and implementation of EU research policy			

- Challenging Futures of Science in Society- Emerging trends and cutting-edge issues - Report of the MASIS Expert Group setup by the European Commission

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Report of the MASIS Expert Group	European Commission Directorate-General for Research Communication Unit	Research policy	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The mission and vision of the group was to provide the EC with recommendations about the cutting-edge issues and challenges that may face Europe in the future	The expert group was set up and tasked with examining the role of science in society	The experts call for systematically evaluation of programmes, activities, experiments, policy in research and innovation in order to enable learning and better use of the best practices	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, programme development and research and innovation activities			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
The experts discussed ways in which Civil Society Organizations , citizens and Researchers can collaborate and partner in matters of research and innovation activities to address societal problems and challenges			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
The complete report can be found here http://www.masis.eu/files/reports/Emerging_trends_in_SiS.pdf			
Additional comments/ Information			
The report addresses the adequate place of science in society. It acknowledges that tensions exist between societal actors and researches. However, suggests that a new EU model of science in society may be emerging, but not without great diversity. Emphasis the need for dynamic governance in research and innovation policy and activities. Calls for the EU to look at the deeper issues in science and innovation for example the gender gap and discrimination. Emphasis better science communication. Sees the EU diversity as an opportunity for further experimentation and leaning.			

- Participation of Civil Society Organizations in Research

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
A European capacity building project	The content of the report is a result of work conducted by six European Civil Society Organizations under the framework of the European project STACS	Participation and engagement in all disciplinary areas for example health, social science, natural sciences, environmental science, agriculture	Europe
Policy/ Activity Descriptions			
Mission; vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The mission of project was "to explore the feasibility of future academia-civil society partnerships in different research areas and how to optimize the interaction between science dynamics and the needs and concerns of society".	The objective of the project was "to provide support to civil society organizations: to identify and discuss topics and opportunities for involvement in research activities, or for outsourcing research to research performers; and to explore the possible forms of cooperation with research centers and other research stakeholders in view of more comprehensive actions in the future Framework Programme."	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation, programme development, project definition, and research and innovation activities			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change, food security and sustainable agriculture clean and efficient energy, climate change and resource efficiency, security (conflict resolution) Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
The full report can be found here: http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2011/12/STACS_Final_Report-Partic.research.pdf			
Additional comments/ Information			
This project was funded by the EU 6th Research Framework Programme, as part of the Science in Society activities aimed at stimulating participation of civil society organizations (CSOs) in research activities.			

- Understanding Citizen Science & Environmental Monitoring. Final Report on behalf of UK-EOF. NERC

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
An in-depth review of the current practices and state of art in the area of environmental science (citizen science initiatives) through the use of case studies and in- depth interviews with volunteers	Set up by the UK Environmental Observation The report was written by scientists at the Biological Records Centre and the Natural History Museum Angela Marmont Centre for UK Biodiversity, on behalf of the UK Environmental Observation Framework.	Environmental science Natural sciences Physical and social sciences	United Kingdom
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
To provide a ``brief overview of knowledge on the motivations of volunteers`` ``Semi-systematic review of environmental citizen science projects in order to understand the variety of extant citizen science projects. To understand fully ``how citizen science can fit into policy needs. To review `` technology in citizen science and an exploration of future opportunities.	To outline `` key recommendations and suggestions for developing citizen science approaches within the UK`` as well as ``review the opportunities presented by existing and emerging technologies``.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy formation , project definition, and Research and innovation activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens, affected (other) researchers			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Health and demographic change, climate change and resource efficiency, and inclusive and innovative societies			
Source of information contact details, link, references (more information)			
The official report can be found here: http://nora.nerc.ac.uk/20679/1/N020679CR.pdf			
Additional comments/ Information			
The scientists in this report notes the rapid increase in the number of citizen science initiatives in the last decade			

- What the public say: Public engagement in national decision-making

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
A Sciencewise-ERC insight paper	The study was commissioned by Sciencewise-ERC The study and the report conducted and written by Involve	Participation and engagement of the public in policy matter	The United Kingdom
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
To provide recommendations on matters of public participation, engagement, and governance	To identify citizens views in regards to public participation and governing as well as their implications on the ``Big Society``	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Issues in relation to Policy formation, Programme development, project definition are addressed in this report			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil society organizations, citizens, affected			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
The full report can be found here: http://www.sciencewise-erc.org.uk/cms/assets/Uploads/What-the-public-say-report-FINAL-v4.pdf			
Additional comments/ Information			
Involve is a member of the ``Engage 2020`` consortium. Sciencewise-ERC is the UK's national center for public dialogue in policy making involving science and technology issues. It was established in part foster earlier engagements with citizens. Additional information about Sciencewise-ERC can be found here http://www.sciencewise-erc.org.uk/			

)- Experiences and attitudes of Research Funding Organizations towards public engagement with research and for civil society and its organizations

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Resource (documents)	The PERARES project	Any/all	United Kingdom, Germany, The Netherlands, Ireland, Italy, Romania, France, Canada, and more
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>This report should enable research funders throughout Europe to better assess the options to take PER (Public Engagement in Research) activities up in their strategy and thus contribute to European policy and the future of the European Research Area (ERA). It does this by giving an overview of experiences and attitudes of research funding organisations in different countries towards research with and for civil society and its organisations. This type of research engagement can make civil society a partner in identifying and responding to the "Grand Challenges"</p> <p>It should be noted that this report focuses solely on the experiences of research funders and therefore does not examine whether or how CSOs themselves feel they have been – or should have been - involved in research funding.</p>	<p>The PERARES-project aims to establish a deeper and more systematic engagement of research bodies (such as universities, research councils, Science Shops and others) with civil society groups in setting research agendas, and to advance this by transnational exchanges of experience and mutual learning.</p> <p>One element of this work has been to better understand the experiences and attitudes of research funders across Europe towards public engagement with research with and for civil society and its organisations.</p>	<p>Evaluations were mentioned in the report, however as indicated, most of the programmes and activities were ongoing and the results were not readily available at the time the report was completed</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
All levels of complexity are addressed in this report: Policy formation, programme development, project definition and Research and innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organizations, Research funders, Universities and Higher Education Institutions (HEIs)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies, with an effort to solve the rest six grand challenges			
Source of information contact details, link, references (more information)			
The complete report can be found here: http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/01/WP8-Report-Europe-Final-14-January.pdf			

Additional comments/ Information

From the Summary: Experiences varied across the different countries. In the United Kingdom (UK) and Canada and increasingly within the European Commission itself, there is a strong policy context for research funders in supporting public engagement with research. In Germany and the Netherlands there is also support amongst some funders for engaged research but at a less embedded level. In France there is an increased interest in the involvement of CSOs in research at both the local level and especially at the regional level. The new law on the organization of higher education and research also opens several modest possibilities in the science and society landscape. In Romania the new National Strategy for Research, Development and Innovation (2014-2020) is expected to involve stakeholders from “civil society, social partners, etc.” including CSOs. In Ireland, Spain, and Italy, the infrastructure is still being developed, however there is some interest amongst funders in how to move forwards in this field.

Key findings:

- A wide range of terms are used to describe engaged research with civil society organisations. This has an implication for levels of understanding of research partnerships amongst research funders. For example community engaged research or bürgerbeteiligte Forschung is used in Germany whilst in the UK Public Engagement with Research is the accepted terminology. Some countries are still developing an adequate terminology to describe this work.
- There are national and international commitments to research partnerships and an emerging interest in examining and spreading out models of good practice in research with and for CSOs.
- There are many models of good practice across Europe of research funding organisations supporting research with and for CSOs and building infrastructure to support this work, some of which are explored on pages 15-17 and 117-123.
- Even in countries where there is less of an understanding of research with and for society, there is some interest in how this is done in other places. When research with and for CSOs was explained, interviewees from research funding organisations often expressed an interest in the concept.
- These models are often isolated and lessons learned do not necessarily feed into the larger research funding structures, nor (with some exceptions mentioned here) are they generally exchanged at a national or cross national level.
- In many countries the healthcare sector in particular has led the way in engaged research with and for CSOs.
- Research with and for CSOs often does not fit into structures of applied research. Firstly, research funding policy to support applied research is often related to income generation rather than research with and for society. Secondly, funders reported that there is still a perceived tension between the understanding of academic excellence (in curiosity driven research) and social relevance, leading to some resistance amongst academics to the idea of engagement.
- To date, European funding programmes have represented the only significant mechanisms for supporting EU-wide coordination and collaboration in Science with and for Society research. The actions supported have already made, and will continue to make, important contributions to both the understanding of problems and the development and widespread dissemination of effective solutions.⁴ Several correspondents to the MASIS report note that the framework programme is the sole vehicle for accelerating efforts, because there is no funding (Hungary, Cyprus, Sweden) or insufficient funding (Czech Republic) available on a national level within the area of Science in Society or mention an undeveloped SIS research culture (Ireland) as the explanation for this tendency.⁵
- Horizon 2020's focus on Responsible Research and Innovation (RRI) is acting as a driver to encourage research funders to consider research with and for civil society. It was explicitly mentioned in this context by funders in the UK, Ireland and Germany.
- Research funders felt that to get a better understanding of research with and for CSOs they need information to improve understanding and knowledge of methodologies for research with and for CSOs and structures to support this work. They suggested that this need for understanding also applies to the majority of researchers.
- Where research funders have developed policy and practice to support research with and for CSOs, there has been strong leadership which has enabled changes in structures, support and funding.
- Where models of funding are shared, interesting practice develops. For example, the PICRI funding model and the 'Researchers-Citizen' programme in some French regions were based on the Canadian CURA programme, which allowed the organisation and implementation of complex and innovative research and fostered the mobilisation of knowledge towards participants. The CURA programme itself, in turn, was inspired by the Dutch Science Shop model.
- Another good model, at the European level, is the FP7-funding scheme 'Research for the Benefit of Specific Groups – Civil Society Organisations (BSG-CSO)' which allows CSOs find responses to their needs. This scheme was inspired by both the Science Shop model and the CURA programme.
- There are also good models for supporting culture change and sharing practices, such as the National Coordination Centre for Public Engagement in the UK, or competitions such as 'Mehr als Forschung und Lehre' initiated by Donors Foundation for German Science.
- Some funders suggested that there was a need to ensure visibility for and support research with and for CSOs activities. Institutional mechanisms such as Science Shops⁶ may offer one way to ensure visibility for this work. Even in countries who had a strong commitment to carrying out research with and for society, it was acknowledged that this process is still in development and further lessons need to be learned.

D7.1 - Handbook of Models of Community Engagement Strategies in Higher Education Institutions: Policy and Curriculum Development

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Resource (documents)	The PERARES project	Any/all	UK, Ireland, Northern Ireland, Wales, Belgium, Netherlands; relevant throughout Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>To strengthen the position of Science Shops and similar initiatives in Higher Education policy, by encouraging them to think from the start about how to embed the project within their HEI, in particular using policy and curriculum development to ensure longer term security. This report examines the steps taken by long established Science Shops to ensure their project survives, including:</p> <p>Developing an exemplar project; Working with people who develop policy and strategy and ensuring that they can see the connections between their work and Science Shop work; Developing an elevator pitch; Developing a range of good publicity materials; Developing strong curriculum links and utilizing good examples from other projects.</p> <p>This report therefore offers tools for use by Science Shops to help them become embedded in policy, models for embedding Science Shop projects in the curriculum, and lessons learned from a process of sharing curriculum development tools across Science Shops in different contexts.</p> <p>The experience of longstanding Science Shops suggests that policy work is vital to long term success. Embedding Science Shops in strategies for teaching and learning, research and/or engagement within HEIs takes time, knowledge and skill. The knowledge and skills can be learned and we hope that this handbook will go some way towards supporting this learning.</p>	<p>To strengthen interaction and partnerships between researchers and Civil Society Organizations (CSOs) and citizens in Europe.</p>	<p>Not specified</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
High education policy formation, Programme development, Project definition and research and innovation activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organizations (CSOs), Citizens, Other: Researchers, students			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Inclusive and innovative societies (advocates for inclusive research and innovation activities in line with all the seven grand challenges), but has relevance for research funding in any/all Grand Challenges			
Source of information contact details, link, references (more information)			
<p>The final report can be found here: http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/12/D7-1-Handbook-of-Models-of-CE-Strategies-in-HEIs-19.12.13-overall-report-FINAL.pdf A practical guide to embed Science Shops in Higher Education policy can be found here: http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2013/12/D7.1Practical-guide-to-developing-policy-and-strategy_FINAL_Nov-2013.pdf</p>			
Additional comments/ Information			
http://www.livingknowledge.org/livingknowledge/perares			

3 - Zivilgesellschaftliche Plattform

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Cooperation platform for civil society actors	CSOs, Vereinigung Deutscher Wissenschaftler, UBA, BMU	Research related to sustainability	Germany
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The platform is project which aims at investigating conditions for participation processes in science policy in the German context. The idea is to set up a network of organizations interested in participation in science policy.	Civil society should become more active in designing research policies and research programmes.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
all			
Source of information contact details, link, references (more information)			
http://www.forschungswende.de/index.php?option=com_content&view=article&id=10&Itemid=113			

3 - Science in dialogue with the public

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Memorandum / Guideline	Stifterverband German Research Foundation Max-Planck-Society German Rector's Conference Helmholtz Association Fraunhofer Society German Council of Science and Humanities	All	Germany
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Science should be pushed to set up dialogue and exchange with the public. Therefore the following activities should be implemented: Create incentives to encourage scientists cooperating with the public Add respective evaluation criteria for institutions and scientists Adapt curricula and push professionalization of scientists in this area Coordinate activities with each other	The transformation to knowledge society revealed the importance of science for public life but showed as well that there are gaps between science and public. This initiative should work on making close ties between science and the public.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
All			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All			
Source of information contact details, link, references (more information)			
http://www.stifterverband.info/wissenschaft_und_hochschule/dialog_wissenschaft_und_gesellschaft/wissenschaft_im_dialog/push_memorandum_1999.pdf http://www.stifterverband.info/wissenschaft_und_hochschule/dialog_wissenschaft_und_gesellschaft/wissenschaft_im_dialog/push_symposium_dokumentation_1999.pdf			

! - More than research and teaching

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Prize for universities which have invented programs to develop closer ties to the public	Stifterverband Deutsche Wissenschaft	all	EU
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The call of applications for the prize aims at supporting universities which should create and organize a self-description that reflects their roles in and meaning for society - instead of focusing on excellence in teaching and research only.</p> <p>Universities could take over responsibility, e.g. by cooperation with local companies or starting dialogue projects with the public. (+)</p>	<p>The prize is part of 'Wissenschaft im Dialog' which reasons its activity by pointing at the importance of science for society:</p> <p>The transformation to knowledge society revealed the importance of science for public life but showed as well that there are gaps between science and public. This initiative should work on making close ties between science and the public.</p>	<p>Four universities were successful. They promised the following activities:</p> <p>Office for scientific engagement with the public</p> <p>Centre for humanitarian aid</p> <p>Engaging at location of social flashpoints and setting up networks for societal support</p> <p>Supporting cultural activities with the help of an office, a homepage and a specifically designed car</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Programme Development (Project definition)			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
All, focus on citizens and CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
all			
Source of information contact details, link, references (more information)			
http://www.stifterverband.info/wissenschaft_und_hochschule/hochschulen_im_wettbewerb/mehr_als_forschung_und_lehre/ (+), http://www.stifterverband.de/publikationen_und_podcasts/wirtschaft_und_wissenschaft/wuw_2011-01_mission_gesellschaft.pdf			

5 - European Student Parliaments (EUSP) on Science

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Feedback to policy-makers on scientific approaches related to urban development	Deutscher Wissenschaftsrat Robert Bosch Stiftung	Related to urban development	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
In each of 19 local or national student parliament, taking place from September 2013 to April 2014, 70 to 100 students will participate and discuss five to seven subtopics in five working groups. One student per working group will be selected to represent her/his subtopic at the final European student parliament, which takes place during the Euroscience Open Forum in June 2014 in Copenhagen. At this final parliament, 100 students from across Europe will discuss all seven topics on a European level. The results of this debate will be presented to scientists from across Europe at the Euroscience Open Forum (ESOF) 2014. (+)	The EUSP project aims at strengthening the dialogue and exchange between students and scientists, introducing students to parliamentary procedures on science and research, enabling students to form a qualified opinion and to assess complex topics, and introducing students to a European community. (+)	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation (Programme Development?)			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Young citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
All challenges insofar the topics are related to urban development			
Source of information contact details, link, references (more information)			
http://www.student-parliaments.eu/the-project/facts-figures.html (+)			
http://www.wissenschaft-im-dialog.de/de/projekte/europaeische-schuelerparlamente.html			

5 - Dialogue Platform: "Energiewende Research Forum"

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Invitation to societal groups (among others) to join dialogues on energy research	Federal Ministry of Education and Research (BMBF)	Energy-related areas	Germany
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The " <i>Energiewende</i> Research Forum" regards itself as a platform for dialogue for everyone involved in the transformation of the energy system. It will be able to assess the various options offered by science from different points of view and translate them into recommendations. The " <i>Energiewende</i> Research Forum" will provide an opportunity for high ranking representatives of the federal ministries, the Länder (federal states), the academies, the science organizations and universities to meet with representatives of industry and societal groups. The proposals of the " <i>Energiewende</i> Research Forum" will be made available in the form of recommendations as contributions from the field of science to the respective decision-makers in industry, politics and civil society. (+)	The transformation of Germany's energy supply system is a task that concerns society as a whole. Designing this process is equally complicated. The research community must play a role as an important partner which can provide decisive answers to complex issues. It will act as an initiator and driver for transforming the energy system. Scientists see their basic responsibilities in helping to increase knowledge and providing decision-makers with various options. (+)	It remains unclear to what extent societal groups are involved and what kind of recommendations they should give. Furthermore, it seems to be contradicting that actors are involved to a dialogue on research but that the recommendations they give will be communicated as contributions from the field of science to the relevant groups.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Policy Formation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Clean and efficient energy			
Source of information contact details, link, references (more information)			
http://www.bmbf.de/en/12337.php?hilite=dialogue (+)			

7 - Citizen Science Platform

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Providing information and contact possibilities through a web platform	Federal Ministry of Education and Research (BMBF) Stifterverband Deutsche Wissenschaft (Stifterverband is the business community's innovation agency for the German science system)	All areas	Foremost Germany
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The idea is that citizens support scientists doing their research work. Mostly, this means that citizens are asked to help with data collection, e.g. observing, identifying or counting mosquitos or wild boars or using a mobile app to observe stars at the sky. It should also be possible that citizens use the platform for their own projects and organize crowd funding for them.	Open science for interested citizens Strengthen the ties between science and citizens Support scientists doing their work Organize data which is hard to get.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
all			
Source of information contact details, link, references (more information)			
http://www.bmbf.de/de/23672.php , http://stifterverband.info/presse/pressemitteilungen/2014_04_22_citizen_science_plattform/index.html , http://www.buergerschaftenwissen.de/			

3 - Sciencewise Expert Resource Centre for Public Dialogue in Science and Innovation

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Centre of Excellence and support	Initially set up in 2004 under the UK Government's Office of Science and Technology. Sciencewise-ERC now operates as a programme under the Science and Society team of the Department for Business, Innovation and Skills (BIS)	Science and technology, public engagement, public dialogue	UK, focus on national government; some work with arms-length bodies and devolved administrations.
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The main aim of the Sciencewise-ERC is to enable better policy making by fostering capacity within the policy-making community to commission and use excellent public dialogue. The aim is to ensure that all future policy involving science, technology and innovation is robustly developed, informed by public concerns and aspirations and based on all the available evidence.</p> <p>Sciencewise-ERC provides:</p> <ul style="list-style-type: none"> co-funding to Government departments and agencies to develop and commission public dialogue projects help to build capacity among departments to carry out dialogue resources to develop and promote best practice. 	<p>Sciencewise was developed in response to an evidence gap between public concerns and aspirations, and the formation of democratic and accountable policy making around science and technology in the UK. Science communication became increasingly important from the 1980s onwards following a series of reports advocating for increased public involvement in science and technology, including a House of Lords Select Committee Report on Science and Society published in 2000, which suggested scientists needed to listen and learn from questions asked by the public. This became particularly salient in the face of public hostility to biotechnology and genetic engineering when policy makers realised that more information would not necessarily increase public support.</p>	<p>Pros (As per official evaluation)</p> <ul style="list-style-type: none"> • Influence on policy • Raised the profile of public dialogue • Wider public awareness of science and technology issues • Impact on policy makers including better relationships with stakeholders and public, and better practice • Impact on participants including improved awareness, greater knowledge, and increased trust in policy making process • Scientists, experts and stakeholders gain new skills in communicating with the public, and greater appreciation of how the public can contribute to science and technology • Continued below (see additional comments) 	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
<p><i>Policy formation</i> (The great majority of Sciencewise support has happened at the policy level to inform the decision making of government or other national level policy makers or regulators)</p> <p><i>Programme development</i> (Sciencewise has run some projects with research funders; for example Research Councils UK or the Biology and Biological Sciences Research Councils. (BBSRC might do some engagement))</p>			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Citizens – Sciencewise funding is targeted at projects which engage randomly selected citizens. Projects also often include researchers, experts and stakeholders in supporting roles.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
all			

Source of information contact details, link, references (more information)

<http://sciencewise-erc.org.uk/cms/about-us/>
<http://sciencewise-erc.org.uk/cms/evaluation-reports/>

Additional comments

Evaluations (pros and cons) continued

Pros

Increased transparency and openness in government policy and decision making, strengthened democratic accountability and civil society and built social capital

Increased quality and quantity of dialogue events

Development of innovation and good practice in design, delivery and evaluation of public dialogue

Greater support and increased awareness, understanding and skills in Government

New centre of excellence and model of support for innovation in public dialogue in policy

Cons

Limited structural change in terms of embedding public dialogue in mainstream policy development

Limited opportunities for maintained networking among stakeholders

Limited collaborative working with NGOs and other stakeholders in design and delivery of dialogue; NGOs not represented on advisory groups

Limited information available on policy impacts in terms of benefits of public dialogue

Concern that dialogue may be used to legitimise decisions already sought or made, and potential to manipulate public opinion

Closeness to government may compromise ability of Sciencewise to influence and develop projects effectively

Rigid model of public dialogue applied

1 - National Coordinating Centre for Public Engagement (UK)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
The National Coordinating Centre for Public Engagement [NCCPE] was established in 2008 as part of the Beacons for Public Engagement Initiative as a Support centre.	Initially funded by four UK Funding Councils, Research Councils UK and the Wellcome Trust.	Universities and higher education bodies	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The NCCPE helps inspire and support universities to engage with the public. The Vision is of a higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity.</p> <p>The mission is to support universities to increase the quantity and quality of their public engagement activity. NCCPE has 3 strategic aims:</p> <ol style="list-style-type: none"> 1. Inspire a shift in culture 2. Increase capacity for public engagement 3. Build effective partnerships to encourage partners to embed public engagement in their work 	<p>The NCCPE was set up as part of the Beacons for Public Engagement Funding Initiative. Alongside dedicated funding for engagement in Universities the funders acknowledged the need for dedicated support and coordination. After the end of the Beacons scheme the NCCPE has managed to maintain itself using project funding from various sources.</p>	<p>Evaluation of one of NCCPE's projects showed that the NCCPE had helped to create 2116 new volunteering opportunities for students, reaching over 4,400 community beneficiaries. In addition the NCCPE's work usefully built relationships and networks and helped Higher Educational Establishments to maximize organizational learning</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
NCCPE has supported Organisations and researchers at levels 2, 3 and 4			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
NCCPE supported project have included Civil Society Organization, Citizens, Affected, Consumers, Employees, Users			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
NCCPE supports researchers who have gone on to work on numerous grand challenges. NCCPE has not worked directly on these challenges though			
Source of information contact details, link, references (more information)			
http://www.publicengagement.ac.uk/ http://www.publicengagement.ac.uk/about http://www.publicengagement.ac.uk/how-we-help/our-publications/v-evaluation			

)- University Centres focusing on involvement

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Organisation of University Centres focusing on action research and/or societal engagement in the centre's research activities.	Centre for Action Research and Democratic Change (Roskilde University) and Centre for Design, Innovation and Sustainable Transition (Aalborg University), Denmark	Social science, science and technology studies	National (Denmark)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The centres gather researchers within a university with a common interest in methods supporting societal engagement in research processes.</p> <p>Funding: The centre at Roskilde University has received funds from the university but not continuously. The centre at Aalborg University received a one-time grant in 2012 when it was transferred from the Technical University of Denmark to Aalborg University. This made the start-up of administrative gathering of the researchers possible.</p>	To develop a common research environment among action researchers across academic disciplines.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3.Project definition 4.Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Potentially all.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Potentially all.			
Source of information contact details, link, references (more information)			
<p>Centre for Action Research and Democratic Change, Roskilde University (in Danish): http://www.ruc.dk/forskning/forskningscentre/center-for-aktionsforskning-og-demokratisk-samfundsudvikling/</p> <p>Professor Birger Steen Nielsen, bsn@ruc.dk, Centre for Action Research and Democratic Change, Roskilde University</p> <p>Centre for Design, Innovation and Sustainable Transition, Aalborg University: http://www.cdinst.dk/?languageId=1</p> <p>Associate Professor, Michael Sjøgaard Jørgensen, msjo@plan.aau.dk, Centre for Design, Innovation and Sustainable Transition, Aalborg University.</p>			

1 - Flemish Science Communication Policy

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Policy Plan Science Communication 2012-2014, Flanders	Flemish government; Dept. of Economy, Science and Innovation	General	Flanders
Policy/ Activity Descriptions			
Mission; vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>-Funding Science Communication (approx. 8 M Euro/yr.; of which approximately 50% for Technopolis Science Centre)</p> <p>-Moving Science Communication towards dialogue (engagement), i.e. a shift from previous policies most focused on promoting science careers (that policy is now implemented through the STEM-Action Plan, separately)</p> <p>Dialogical engagement seems most prominent in continuation of Expert Cells for Science Communication at Higher Education Conglomerates, which also include Science Shops. They received from 2.1M Euro/yr. initially to 1.7M in later years.</p> <p>The Press release (27-jan-2012) states: "We now should really democratize science and innovation. Broad layers of the population should have sufficient access to reliable information, in order to be able to participate in the societal debate. Debating nights, Science Café's and Science Shops can help establish that"</p>	<p>Stimulate scientific culture in all layers of society and increase the innovative potential.</p> <p>Increase the participation of all layers of society in the dialogue on Science and Innovation and its impact on society.</p> <p>Offer chances for all and stimulate young to choose a scientific career.</p> <p>Boost the international stature of Flemish research</p>	<p>Previous policies have been evaluated and led to 2012-2014 policy (See under Additional Comments). Summary of Evaluation of the Expert Cells for Science Communication is available (see under Additional Comments).</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3. Project Definition (through science shops). 4. Research and Innovation Activity(through support for Volksterrenwacht (amateur observatory))			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSOs (incl. those representing affected, consumers, employees, others) through Science Shops. Citizens through interactive websites and amateur observatories.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Any/all			
Source of information contact details, link, references (more information)			
<p>Policy Plan Science Communication 2012-2014, Flanders: http://www.ewi-vlaanderen.be/ewi/wat-doen-we/de-samenleving/wetenschaps-communicatie/beleidsplan-wetenschapscommunicatie</p> <p>Science Shops Belgium: www.wetenschapswinkel.be</p> <p>STEM-Action Plan 2012-2020: http://docs.vlaamsparlement.be/docs/stukken/2011-2012/g1478-1.pdf.</p>			
Additional comments			
The Science Communication Policy Plan 2012-2014 was based on evaluations of previous policies and watching (inter)national			

developments (a summary is given in the text of the Plan). The policy is in line with broader policy goals focused on Societal Inclusion and Involvement and Responsibility; and with policies focusing on Life Long Learning.

A broad societal involvement is seen as key to achieving a scientific and innovative culture; public engagement should reach broad layers of the population. Previous focus in Science Communication has been mostly on the young, to influence their choice towards a science and technology education (this was 85% of the public reached in 2002-2008, which is seen as an unbalance). Despite stepping away from a *deficit* model type of communication, scientific literacy is still seen as a necessary condition for public engagement. However, science communication should not be top-down; it should be a societal dialogue.

Internationally, the Plan refers to the EU's *Science in Society* program to underscore the importance of a dialogue model. There is also a reference to the Global Science Forum's report on 'Improving dialogue with Society on Scientific Issues' (2009). The Plan states that additional knowledge on public participation can be obtained from international sources: the Living Knowledge Network, the CIVISTI-project, the National Coordinating Centre for Public Engagement (UK), Platform Wetenschapscommunicatie (NL) are mentioned. Partners receiving funding to implement the policy plan are:

Flanders Technology International (FTI), which operates Science Centre Metropolis and organizes Science Week. They focus on the general public and school youth especially.

Expert Cells Science Communication at Higher Education Associations (see below)

Roger van Overstraeten Society, focusing on ICT and nanotech for youth.

Flemish Amateur Observatories

Flemish Science Olympiads

and a number of other institutes and prizes are supported for specific activities.

Expert Cells at the five so called Higher Education Associations (conglomerates of Higher Education Institutes, each in a certain Flemish city/region) aim to raise awareness of science, spark an interest among the young, increase knowledge and help form opinions. Scientific findings, analysis and expertise should be shared in an interactive way with non-scientists; a number of initiatives should be developed driven by societal demand for information; events and festivals should be supported; co-operation with schools and stakeholders in science communication should be intensified. The evaluation suggests to add motivating researchers to engage and to strengthen the international perspective of science communication.

In practice, not all Cells focus on all objectives that are required according to the covenant that established them. Not scoring on all agreed indicators only leads to a small loss of the subsidy. In practice, this means that the *interactive* parts of the task are less well taken care of. This concerns the *Science Shops* and *Interactive Websites*. The latter was seen as something that should be handled on the level of Flanders as a whole and not per sub-region. The Science Shop activities have been a prominent part of activities of the Cells in Brussels and Antwerp, but not with the other Cells. The other cells found the difference in financial reward between doing and not doing too low in comparison to the work required; Brussels and Antwerp found the Science Shop of such importance that they wanted to put time into it. The evaluation report states that Science Shops can have a high added value and Cells and the funding scheme should be clear on choices and related financial consequences.

On most other aspects, the functioning of the Cells is evaluated positively; hence their activities are continued in a new covenant for 2014-2017. *Source*: Evaluatie van de Expertisecellen Wetenschapscommunicatie (Eindrapportage algemene luik), Technopolis Group, December 2011 (summary in Dutch: www.ewi-vlaanderen.be/sites/default/files/documents/Samenvatting%20evaluatie%20expertisecellen_Wetenschapscommunicatie%20bij%20de%20ass.pdf); announcement new covenant: http://www.vlaanderen.be/servlet/Satellite?ZoekString=&c=NB_KortBestek&cid=1337436281704&lang=NL&lyt=1106745974281&p=1243582226322&pagename=nieuwsberichten%2FNB_KortBestek%2FKortbestek&site=nieuwsberichten&themaId=1075390407211

In the new covenant, again a score system is in place, giving a points system on six different operational objectives. The financial punishment for not achieving all indicators fully is somewhat stronger than in the previous covenant. One of the six performance indicators still refers to science-society interaction; it aims to a) facilitate 'society driven/based research' and facilitating, or participating in, the societal dialogue on research and innovation. From this system, one can conclude that answering between 1 and 10 research questions through a Science Shop annually allows the indicator to be fully reached (depending on the size of Higher Education Conglomerate). However, is this science-society interaction indicator is the only one not reached, the financial consequences are still nil. The other strategic objectives are: promoting scientific culture (e.g. through events and media); reaching under-privileged groups as well as offering chances to top-talents; promoting enrollment in science education; internationalization; and promoting science communication and sharing knowledge on it within the own organization and with its stakeholders (based on: *Convenant tussen de Vlaamse Gemeenschap en de associaties van de Vlaamse gemeenschap betreffende de ondersteuning van de activiteiten van de expertisecellen wetenschapscommunicatie 2013-2017*).

2 - Program of Action Western Cape Government/Cape Higher Education Consortium

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Program of Action, allowing funds to be used for projects at Higher Education Institutes (max R50,000 per grant; about 4,000 Euro)	Western Cape Government, South Africa, in partnership with the Cape Higher Education Consortium (CHEC)	Thematic: -Climate change / sustainability and adaptation -Social inclusion and innovation -Education and training -Strengthening knowledge partnerships for regional development	Western Cape Province, South Africa
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Provide a structured framework for engagement where expertise, research and best practices are shared for the benefit of both the Province and the universities.	-Western Cape is vulnerable to impact from climate change. Current use of resources is not sustainable. Collaboration may lead to holistic sustainable solutions. -Partnerships can promote social inclusion, especially digital social inclusion.	<p><i>The partnership has been developed since 2006. It is based on mutual interest. It stimulates community engagement of Higher Education Institutes.</i></p> <p><i>The Program is quite recent; no evaluations are publicly available yet.</i></p> <p><i>UCT's engagement activities are reported in annual reports, https://www.uct.ac.za/services/ip/sr/annualrpts/</i></p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3 Project definition			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSO			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
3, 5, 6			
Source of information contact details, link, references (more information)			
CHEC/WCG Joint Task Team – Programme of Action: http://www.socialresponsiveness.uct.ac.za/usr/social_resp/regional_coll/documents/CHEC-WCG POA 2013-2015.doc Draft Provincial Strategic Action Plan: http://www.westerncape.gov.za/Text/2011/2/dsp_complete.pdf Annual Report UCT on Engagement: https://www.uct.ac.za/downloads/uct.ac.za/services/ipd/sr/annual/SR_report_2013.pdf (see eg p 79 for activities based on the partnership with the Province) More on the development of social responsiveness at UCT: http://openjournals.libs.uga.edu/index.php/jheoe/article/view/900			
Additional comments			

Full text of implementation of the call at UCT; currently not on-line since deadline has passed:

CALL FOR PROPOSALS FOR GRANTS FOR ENGAGED SCHOLARSHIP INITIATIVES

The Western Cape Government (WCG) has allocated funds to Consortium of Higher Education in the Cape (CHEC) to enable the implementation of the Memorandum of Understanding related to mutually approved plans. In 2013 a Programme of Action with four pillars was approved by the provincial Cabinet and the four Vice Chancellors in the Western Cape. See [CHEC/WCG Joint Task Team](#) November 2012 at

<http://www.socialresponsiveness.uct.ac.za/collaboration/documents/>

The four pillars are:

Climate change / sustainability and adaptation

Social inclusion and innovation

Education and training

Strengthening knowledge partnerships for regional development

In order to incentivise the universities to implement initiatives that support the Programme of Action, it is proposed that a proportion of funds allocated to CHEC can be used for providing small grants of not more than R50000 for activities organised by the individual universities in the Western Cape.

Proposed Criteria for disbursing grants to the higher education institutions

All proposals must

Demonstrate broad alignment with the themes of the joint Plan of Action;

Aim to achieve outputs and outcomes which are aligned to provincial government priority areas and which will consequently enhance the development of the Western Cape region (http://www.westerncape.gov.za/Text/2011/2/dsp_complete.pdf)

Provide evidence of the planned utilisation of the scholarly expertise of academics and/ or students, with an intentional public purpose or benefit and

Result in demonstrable mutual benefit to the academic enterprise and one or more **non-academic** constituencies.

In the case of UCT we encourage potential applicants to look at the UCT Knowledge Co-op website

(<http://www.knowledgeteco-op.uct.ac.za/proj/available/>) to see if there are research topics, aligned to the provincial strategic goals that are of interest to you. A small portion of the grant would then be used to contribute to the costs of the Knowledge Co-op for brokering a partnership between yourself(ves) and a community partner in relation to the topic.

In addition the proposals should meet most of the other criteria listed below:

Activities that are consistent with a commitment to promoting social inclusion

Activities that will enhance the University's engagement with local or regional partners

Activities working with marginalised groups or disadvantaged communities

Activities that promote active citizenship among students and their social / professional development

Activities that grow the capacity of new researchers to initiate community-university partnerships

Typical outcomes of initiatives include:

Applied/action/strategic research

Production of popular materials

Policy development/engagement/systems development

Expert advice/support/assistance/evidence/ service for public benefit

Organisation of service Learning/community based education programme as part of the formal curriculum

Continuing Education/Continuing Professional Development courses

Clinical service or community outreach,

Mechanism for allocating the funds

The proposals should be submitted **by 13 September 2013 to** (name deleted) for the University to select proposals that will be submitted to the joint WCG/CHEC task team for final approval. The proposals would be evaluated by a sub-committee of the University Social Responsiveness Committee.

Format of proposal

The proposals should:

Demonstrate alignment with the criteria listed above

Provide information on the proposed outcomes and timelines

Provide a detailed budget

Not be longer than four pages

Progress Reports

Recipients of the grant will need to provide a report on the results of the project.

3 - Training of Patient Representatives

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Supporting the engagement (and influence!) of patients and relatives in innovation processes in the health care system by training them in how to use their role as patient representatives.	Danish Patients, the umbrella organization for 79 patient associations in Denmark, representing a total of 870.000 members. Funding: Helsefonden (The Health Fund) and Danish Regions (interest organisation for the five regions in Denmark)	Health care	National (Denmark)
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Two year programme (2011-2013) including training seminars (66 representatives were educated), a project handbook and a website with information material for patient representatives. The project also helped actors in the health care system in the recruitment of patients for dialogue processes and research projects. A patient representative is a person representing the view of patients in organs planning the development of the health care system. It could be the user councils in the public hospital, in parliamentary work groups or in research projects. The patient representatives were trained in representing the general perspective of patients and patients' relatives in the dialogue with the health care system. The training was designed as seminars. Here the patient representatives gained information about the organisation of the Danish health care system, was trained in how to support the knowledge, requirements and experiences of patients in the health care system and was trained in how to influence the decision taken by other actors in the health care system.	The assumption that the patients have knowledge valuable for the development of the health care system – but also the recognition that reel engagement of user groups with few resources (like patients) requires training. Through the work of the patient representatives the project aims to focus on the specific perspectives and knowledge of patients and their relatives – and thereby increasing the quality of the services in the public health care system	The two years project is finished, but many of the trained patients still represent the interest of patients and relatives in user councils etc. The patient representatives' evaluations on the training seminars were very positive.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3.Project definition 4.Research and Innovation Activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Patients			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
1. Health and Demographic change, 6. Inclusive and innovative societies			
Source of information contact details, link, references (more information)			
<p>Website for patient representatives (in Danish): http://www.danskepatienter.dk/aktivpatient Hand book for patient representatives (in Danish): http://danskepatienter.dk/sites/danskepatienter.dk/files/H%C3%A5ndbog%20for%20patientrepr%C3%A6senteranter_web.pdf . Website of Danish Patients: http://www.danskepatienter.dk/about-danish-patients Annette Wandel, Head of Quality and Policy, Danish Patients, aw@danskepatienter.dk</p>			

I - SSHRC-Insight – Partnership (Development) Grant

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Funding of collaborative research	Social Sciences and Humanities Research Council (Canada)	Social Sciences and Humanities	Canada
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The grants enable the development of new research questions, as well as experimentation with new methods, theoretical approaches and/or ideas. Funding is provided for research, research training and knowledge mobilization initiatives involving a formal partnered approach among postsecondary institutions, or between the academic and public, private and/or not-for-profit sectors. They can be disciplinary or interdisciplinary, and can include both Canadian and international partners. Partnership Grants undergo a two-stage adjudication process, involving a letter of intent and a formal application. Only applicants successful at the letter of intent stage will be invited to submit a formal application. Applicants successful at the letter of intent stage will be offered a grant worth up to \$20,000 to help in the preparation of the formal application—i.e., to further refine the question(s) to be addressed; to establish partnership arrangements, governance structure and/or approach/methodology; and to consolidate their collaborative activities.</p> <p>Partnership Grants must fit the objectives of the Insight or Connections Programme. Maximum grant \$500,000 per year, up to \$2.5 million in total. Duration 4 to 7 years. Smaller “Partnership Development Grants” support research in its initial Stages. Partnership Development Grant proposals, with a total value of \$75,000 to \$200,000, are expected to respond to the objectives of the Insight program or the Connection program, or a combination thereof. Partnership Development Grants provide support over one to three years to teams/partnerships, led by a project director, to: develop research and related activities in the social sciences and humanities,</p>	<p>Engagement is a key priority for SSHRC. As societies steadily increase their expectations about how the social sciences and humanities can contribute to economic, cultural, social, technological, environmental and intellectual well-being, SSHRC remains committed to engaging its stakeholder communities and demonstrating that the research it supports leads to benefits for Canadians. Through engagement, SSHRC fosters interchange with and among key audiences on university and college campuses, in communities, and across public, private and non-governmental organizations, to enhance informed decision-making on SSHRC programs, policies and directions. Partnership Grants support formal partnerships between academic researchers, businesses and other partners that will advance knowledge and understanding on critical issues of intellectual, social, economic and cultural significance. By fostering mutual co-operation and sharing of intellectual leadership, the grants allow partners to innovate, build institutional capacity and mobilize research knowledge in accessible ways. The grants may also be used to help establish partnered chairs and research centres. With the Insight programme SSHRC intends to build knowledge and understanding about people, societies and the world by supporting research excellence. The objectives of the Insight programme - besides other - are to fund research expertise that relates to societal challenges and opportunities and mobilizes research knowledge, to and from academic and nonacademic audiences, with the potential to lead</p>	<p>Since the programs were launched in 2011, the evaluation is scheduled to take place in 2016. The program is based on the highly successful and very positively evaluated CURA Programme (Community University Partnership Program). CURA was partly based on the Dutch Science Shop methodology. CURA was mirrored by certain French regional councils and the European Commission in FP7.</p> <p>A two-stage funding process allows formation of new networks, including new partners. This is usually valued by civil society organisations.</p> <p>A great majority of organizations involved in the partnerships as partners are Non-profit organizations. Non-profits organization can also apply and be the grant recipient of the partnership grants. SSHRC receives very few applications from non-profit organizations and just a handful of them have received grants as main recipient. They do contribute to partnership, mostly in-kind contribution though.</p>	

<p>including knowledge mobilization and the meaningful involvement of students and new scholars, by fostering new partnerships for research and related activities involving existing and/or potential partners; or design and test new partnership approaches for research and/or related activities that may result in best practices or models that either can be adapted by others or have the potential to be scaled up to a regional, national or international level. It is expected that students and new scholars will meaningfully participate in proposed initiatives. The quality of training, mentoring and employability plans for students and emerging scholars will be evaluated as an important part of the proposed initiative.</p>	<p>to intellectual, cultural, social and economic influence, benefit and impact. The goal of the Connection program is to realize the potential of social sciences and humanities research for intellectual, cultural, social and economic influence, benefit and impact on and beyond the campus by supporting specific activities and tools that facilitate the flow and exchange of research knowledge. With the partnership development grant or the letter-of-intent phase of the partnership grant application, SSHRC facilitates the formation of novel networks, writing a joint application and advancing existing networks to co-operate in new research</p>	
<p>Level in the RRI process 1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity 2, 3,and 4</p>		
<p>Inclusion: Choice of Participation Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other CSO</p>		
<p>Grand Challenge of Relevance 1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security Any/all; as long as it is social sciences/humanities research on these topics.</p>		
<p>Source of information contact details, link, references (more information) http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/partnership_grants_loi-subventions_partenariat_li-eng.aspx http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/partnership_grants_loi-subventions_partenariat_li-eng.aspx http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/partnership_development_grants-subventions_partenariat_developpement-eng.aspx</p>		
<p>Additional comments Text taken from SSHRC Website and PERARES D8.1 http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2014/01/WP8-Report-Europe-Final-14-January.pdf (p. 111-113). Information on CURA also on those pages.</p>		

5 - South African Council for Higher Education (CHE)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Quality Assessment Higher Education	Higher Education Quality Committee (HEQC) of the South African Council for Higher Education (CHE)	All	South Africa
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>In June 2004 the HEQC released its <i>Criteria for Institutional Audits</i>, including criteria on service-learning (Criterion 7) and community engagement (Criterion 18).</p> <p>The (general) criterion 2 states that objectives and mechanisms for quality management are integrated into institutional planning.</p> <p>Financial planning ensures adequate resource allocation for the development, improvement and monitoring of quality in the core activities of teaching and learning, research and community engagement.</p> <p>Criterion 18 states that: Quality-related arrangements for community engagement are formalized and integrated with those for teaching and learning, where appropriate, and are adequately resourced and monitored. In order to meet this criterion, the following are examples of what would be expected:</p> <p>(i) Policies and procedures for the quality management of community engagement.</p> <p>(ii) Integration of policies and procedures for community engagement with those for teaching and learning and research, where appropriate.</p> <p>(iii) Adequate resources allocated to facilitate quality delivery in community engagement.</p> <p>(iv) Regular review of the effectiveness of quality-related arrangements for community engagement.</p> <p>Criterion 7 states: In the case of institutions with service learning as part of their mission:</p> <ul style="list-style-type: none"> • Service learning programs which are integrated into institutional and academic planning, as part of the institution’s mission and strategic goals; • Adequate resources and enabling mechanisms (including incentives) to support the implementation of service learning, including staff and student capacity development; and 	<p>One of the priorities in the National Plan for Higher Education (Ministry of Education, 2001) is the enhancing of “responsiveness to regional and national needs, for academic programs, research, and community service” (White Paper, Department of Education, 1997: 19).</p> <p>The Founding Document (2001) of the HEQC of the CHE identified “knowledge based community service” as one of the three areas – along with teaching and learning, and research – for the programme accreditation and quality assurance of higher education. Subsequently, the HEQC incorporated community engagement and its service-learning component into its national quality assurance systems.</p> <p>Community engagement is defined as: Initiatives and processes through which the expertise of the higher education institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programs addressed at particular community needs (service learning programs).</p> <p>Service learning is defined as: Applied learning which is directed at specific community needs and is integrated into an academic programme and curriculum. It could be credit-bearing and assessed, and may or may not take place in a work environment.</p>	<p>Official criteria like these advance community engagement. They legitimize engaged scholarship, even strongly support it.</p> <p>There is a specific focus on including community engagement in the curriculum.</p> <p>Auditors do report specifically on engagement in the audit reports. This forces universities to be responsive. It also stimulates discussion on the issue, e.g. in conferences, thus advancing thinking on engagement.</p>	

<ul style="list-style-type: none"> • Review and monitoring arrangements to gauge the impact and outcomes of service learning programs on the institution, as well as on other participating constituencies. In November 2004 the HEQC released its <i>Criteria for Programme Accreditation</i>, including minimum requirements for service-learning (Criterion 1): In the case of institutions with service learning as part of their mission: • Service learning programs are integrated into institutional and academic planning, as part of the institution’s mission and strategic goals. • Enabling mechanisms (which may include incentives) are in place to support the implementation of service learning, including staff and student capacity development. 		
Level in the RRI process 1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity 2-3-4		
Inclusion: Choice of Participation Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other Any/all		
Grand Challenge of Relevance 1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security Any/all		
Source of information contact details, link, references (more information)		
<p>http://www.che.ac.za/sites/default/files/publications/CHE_Institutional-Audit-Criteria_June2004.pdf</p> <p>http://www.che.ac.za/sites/default/files/publications/CHE_accreditation_criteria_Nov2004_0.pdf</p> <p>Random examples of audit reports:</p> <p>University of Johannesburg: http://www.che.ac.za/sites/default/files/institutional_audits/institutional_audits_2009_uj_executive_summary.pdf</p> <p>University of Zululand: http://www.che.ac.za/sites/default/files/institutional_audits/institutional_audits_2010_unizul_executive_summary.pdf</p>		
Additional comments		
<p>This text is mainly taken from the CHE website:</p> <p>http://www.che.ac.za/media_and_publications/accreditation-and-national-reviews/community-engagement-higher-education</p> <p>http://www.che.ac.za/sites/default/files/publications/CHE_Institutional-Audit-Criteria_June2004.pdf</p> <p>http://www.che.ac.za/sites/default/files/publications/CHE_accreditation_criteria_Nov2004_0.pdf</p>		

5 - RCUK School University Partnerships Initiative (SUPI)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Catalyst scheme providing engagement between HEI and schools.	RCUK	Research; Education	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The School-University Partnerships Initiative is a three-year initiative to create structured and strategic mechanisms for HEIs to work in partnership with secondary schools and FE colleges. This partnership working will support researchers' direct engagement with students and bring contemporary and inspirational research contexts into formal and informal learning to enhance and enrich the curriculum.	<p>To support 12 universities to work in partnership with local schools to develop better engagements between researchers and pupils;</p> <p>To provide opportunities for researchers and teachers to exchange and develop expertise and resources;</p> <p>To inspire next generation of inquiring minds;</p> <p>To develop a learning model with most effective forms of engagement to be shared with wider sector.</p>	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Research and innovation activity			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Researchers, other: students and teachers			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
SUPI has not been designed with a particular Grand Challenge in mind.			
Source of information contact details, link, references (more information)			
https://www.publicengagement.ac.uk/sites/default/files/SUPI%20Briefing%20(Engage%2027th%20Nov%202013)%20for%20pdf.pdf http://www.rcuk.ac.uk/pe/PartnershipsInitiative/ Contact: Jenni Chambers (RCUK Public Engagement Policy Manager) Jenni.Chambers@rcuk.ac.uk Lucy Goldring, SUPI Project Officer, NCCPE lucy.goldring@uwe.ac.uk			

7 - Researcher Development Framework (RDF)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
RDF is a detailed operational framework to support professional and career development of UK researchers. The RDF has a series of 'Lenses' one of which is the 'Public engagement lens'	RDF has been developed RCUK and other UK Higher Education bodies. The Public Engagement lens has been developed by RCUK, Vitae and the National Coordinating Centre for Public Engagement (NCCPE) in consultation with the Beacons for Public Engagement and other individuals and organisations with an interest in public engagement.	Research; training; public engagement; career development resource	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
The RDF is a tool for planning, promoting and supporting the personal, professional and career development of researchers. It articulates the knowledge, behaviors and attitudes of researchers and encourages them to aspire to excellence through achieving higher levels of development across certain areas, identified as 'lenses', such as engineering, employability, enterprise and public engagement.	Support the training and career development of researchers. Using the RDF, the public engagement lens highlights how public engagement is part of the professional development of researchers and provides an overview of the key knowledge, behaviours and attributes typically developed by researchers that can be acquired through, or used in, public engagement activities.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Direct: 4. Research and Innovation Indirect: 2.Programme Development 3.Project definition			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Directly: Employees (may lead to involvement of other groups)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
The RDF has not been set up with a particular Grand Challenge in mind.			
Source of information contact details, link, references (more information)			
https://www.vitae.ac.uk/vitae-publications/rdf-related/introducing-the-vitae-researcher-development-framework-rdf-to-employers-2011.pdf https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/lenses-on-the-vitae-researcher-development-framework Contact Jenni Chambers (RCUK, Public Engagement Policy Manager) jenni.chambers@rcuk.ac.uk			
Additional comments			
The RDF contributes to researcher training and development in the UK by providing a strategic statement (the Researcher Development Statement or RDS) endorsed by RCUK, Universities UK and other leading national organisations, alongside a detailed operational framework (the RDF) The RDF is a detailed operational framework, used alongside the Research Development Statement (RDS) to support the implementation of a number of other policies including the Concordat to Support the Career Development of Researchers and the QAA Code of Practice for research degree programmes. Vitae (one of the partners contributing to the different lenses of the RDF) continues to develop RDF lenses to illustrate other aspects of being a researcher and welcomes suggestions for new lenses and collaborative lens development. Contact rdf@vitae.ac.uk			

3 - Research Excellence Framework (REF)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
National Research funding assessment framework	The UK's four higher education funding bodies (HEFCE, SFC, DEL, HEFCW)	Universities, higher education bodies and research organisations	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The REF's purpose is to produce assessment outcomes for each submission made by higher education institutions (HEIs). This process is based on a review of research submitted between 2008-13 inclusive.</p> <p>The funding bodies will use these outcomes to inform selective allocation of funding from 2015-16.</p> <p>The REF aims to: provide robust indicators for research excellence upon which to base distribution of funding distribution; reduce administrative burden; avoid undesirable behavioral incentives; promote equality and diversity; and produce a robust framework.</p>	<p>The REF is the new system for assessing the quality of research in UK HEIs. It will replace the Research Assessment Exercise (RAE).</p> <p>Public engagement will be included in impact assessment as part of REF. The new framework acknowledges the distinction between communication and engagement, stating that engagement must 'go beyond showing how research was disseminated'.</p> <p>The REF represents a substantial shift away from publication as a funding criteria and adds more emphasis on external impact (including engagement).</p>	<p>The REF assessment will be completed in 2014.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
REF is likely to affect levels 2, 3 and 4.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
REF supported projects are likely to include Civil Society Organization, Citizens, Affected, Consumers, Employees and Users.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
REF is likely to apply to all Grand Challenges given the range research topics undertaken at higher education institutions.			
Source of information contact details, link, references (more information)			
http://www.ref.ac.uk/ http://en.wikipedia.org/wiki/Research_Excellence_Framework http://www.bristol.ac.uk/public-engagement/staff/impact/ref.html http://www.sciencewise-erc.org.uk/cms/engagement-assessed-as-an-impact-in-new-research-excellence-framework/ http://www.heacademy.ac.uk/assets/documents/disciplines/hsc/PPI/PPI_commissioned_workshops/REF2014_and_how_public_involvement_can_add_real_value_tarpey.pdf			
Additional comments			
<p>Higher Education Funding Council for England (HEFCE); Scottish Funding Council (SFC); Department of Education and Learning (DEL); Higher Education Funding Council for Wales (HEFCW)</p> <p>Some criticisms have focused on the element that addresses 'impact' of research, since impact is defined as being outside the institution, and that if this type of research were pursued it may affect academic freedom.</p>			

)- Manifesto for Public Engagement

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Voluntary manifesto	The National Coordinating Centre for Public Engagement (UK), set up to capture, share and coordinated learning from the Beacons of Public Engagement initiative.	Universities and higher education bodies	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>The Manifesto vision is to encourage universities and research institutes to celebrate and share public engagement activity and to express a strategic commitment to engaging with the public.</p> <p>The aim is to get all university and research organisations to sign up to the Manifesto.</p>	<p>To encourage support and leadership for public engagement</p> <p>To support strategy and coordination through knowledge sharing and network building</p> <p>Create momentum and support around Beacons initiative</p>	<p>63 HEIs listed as signatories on NCCPE website</p> <p>Raises the profile of public engagement in higher education sector.</p> <p>Helps to institutionalize public engagement in university and research organisations</p> <p>Signing up to the Manifesto is voluntary and will not necessarily lead directly to more/improved public engagement.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
Does not directly engage public, but supports Universities which predominately engage at levels 3 & 4.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Universities that have signed the manifesto engage with Civil Society Organization, Citizens, Affected parties and Users			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
The Manifesto is aimed at universities and research institutions that work on numerous Grand Challenges.			
Source of information contact details, link, references (more information)			
http://www.publicengagement.ac.uk/why-does-it-matter/manifesto http://www.publicengagement.ac.uk/why-does-it-matter/manifesto/signatories http://www.publicengagement.ac.uk/why-does-it-matter/manifesto/manifesto-sign			

1 - INVOLVE (UK National Health Service advisory group)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
National advisory group	INVOLVE was established in 1996 and is part of, and funded by, the National Institute for Health Research.	Public involvement in Health research, Health	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
INVOLVE supports greater public involvement in the UK National Health Service (NHS), public health and social care research. They work in partnership with researchers, research commissioners and the public to maximize opportunities for public involvement, learn and share knowledge and experiences and support inclusion and active involvement in research of individuals and groups that are often excluded.	To bring together expertise, insight and experience in the field of public involvement in research, with the aim of advancing it as an essential part of the process by which research is identified, prioritised, designed, conducted and disseminated.	INVOLVE's research suggests public involvement can make positive contributions to research (Ennis, 2013, Brett, 2010) by influencing research topics and direction of research, project design and methods, recruitment and data collection, analysis and dissemination. Public involvement can also positively impact on the people involved in the research.	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3. Project definition and 4. Research and Innovation			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Civil Society Organisations, Citizens, Affected, Users (INVOLVE uses the term public to refer to patients, potential patients, care givers and people who use health and social care services.)			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
1. Health and Demographic change			
Source of information contact details, link, references (more information)			
Contacts: Sarah Buckland (Director) sbuckland@invo.org.uk Simon de Negri (Chair) simondenegri@googlemail.com References: http://www.invo.org.uk/ & http://www.nihr.ac.uk/Pages/default.aspx Ennis, L. & Wykes, T. (2013) Impact of patient involvement in mental health research: longitudinal study. The British Journal of Psychiatry, ePub ahead of print, doi: 10.1192/bjp.bp.112.119818 Brett J, Staniszewska S, Mockford C (2010) The PIRICOM Study. A Systematic Review of the Conceptualisation, Measurement, Impact and Outcomes of Patient and Public Involvement in Health and Social Care Research. London: United Kingdom Clinical Research Collaboration.			
Additional comments			
INVOLVE defines public involvement in research as research being carried out 'with' or 'by' members of the public rather than 'to', 'about' or 'for' them. This includes, for example, working with research funders to prioritise research, offering advice as members of a project steering group, commenting on and developing research materials, undertaking interviews with research participants. INVOLVE has a searchable database of published and unpublished research projects in the field of health, public health and social care. See http://www.invo.org.uk/resource-centre/research-project-database/			

- EDGE Model (set up by NCCPE)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Toolkit to help people assess progress towards engaging the public in research and increase organizational self-awareness. Culture change tool	National Coordinating Centre for Public Engagement (NCCPE)	Universities and higher education bodies	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The tool is designed to support discussion and dialogue within higher education institutions and to help frame strategies for supporting public engagement. The tool identifies three critical areas: Purpose, Processes and People, under which it makes best practice recommendations.	The EDGE tool draws on experiences of the institutions involved in the Beacons for Public Engagement initiative (which explored how higher education institutions can effectively support public engagement across subjects and activities) to help other institutions assess current support for public engagement and identify areas for change.	In Interviews several policy makers stated that the tool had seen widespread use among UK Universities and HEIs	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
The EDGE tool supports organisations at levels 2, 3 and 4.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
The EDGE tool was designed to support higher education institutions develop engagement strategies involving Civil Society Organization, Citizens, Affected, Consumers, Employees and Users			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
The EDGE tool has been designed to support organisations in which researchers have gone on to work on numerous grand challenges. However, the EDGE tool has not been designed with a particular Grand Challenge in mind.			
Source of information contact details, link, references (more information)			
http://www.publicengagement.ac.uk/support http://www.publicengagement.ac.uk/support/self-assess Contact: ncccpe.enquiries@uwe.ac.uk			

2 - Concordat for public engagement

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Voluntary concordat	RCUK	Interdisciplinary	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
To set out clear expectations for research organisations, researcher managers and supporters and researchers themselves with the aim of strengthening existing good practice in public engagement by ensuring it is valued, recognised and supported.	To create a greater focus on and help embed public engagement within research across all disciplines in the higher education and research sector by providing a single statement of expectations and responsibilities of research funders.	9 signatories (funding and professional bodies) and 37 listed supporting institutions) Despite being voluntary, the concordat has amassed a significant number of signatories Principles are used by institutions to develop public engagement strategies Creates a valuing culture for reflective practice	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
The Concordat has supported organisations and researchers at levels 1, 2, and 4			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
The Concordat has supported institutions which run projects involving Civil Society Organization, Citizens, Affected, Consumers, Employees, Users			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
The Concordat has supported researchers working on grand challenges.			
Source of information contact details, link, references (more information)			
http://www.rcuk.ac.uk/Publications/policy/perConcordat/ http://www.rcuk.ac.uk/pe/concordat/ http://www.publicengagement.ac.uk/why-does-it-matter/concordat http://www.open.ac.uk/blogs/per/?p=1227 http://blog.wellcome.ac.uk/2010/12/07/new-concordat-prioritises-public-engagement-with-research/ http://www.rcuk.ac.uk/RCUK-prod/assets/documents/scisoc/NCCPEIntrooverviewp8.pdf			

3 - Beacons for public engagement

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Funding scheme	Funded by HEFC for England, RCUK and the Wellcome Trust	Universities and higher education bodies	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
<p>This initiative was launched to support higher education institutions make a vital, strategic and valued contribution to 21st century society through public engagement.</p> <p>Six university-based collaborative centres were set up with a lifespan of four years to help staff and students to engage with the public.</p> <p>The mission is to support universities to increase quantity and quality of public engagement by:</p> <ul style="list-style-type: none"> promoting excellence, and embedding and formalizing public engagement Building capacity with staff and students Ensuring public engagement is addressed in strategic planning Creating networks across institutions Testing methods and promoting shared learning 	<p>The Beacons initiative were set up in 2008 in recognition of the need for both funding and support to improve the way higher education institutions engage with the public.</p> <p>The Beacons were also established to investigate how different institutions can go about embedding strategic support for public engagement into their systems and cultures.</p>	<p>The overall project evaluation highlighted a number achievements and barriers to public engagement:</p> <p>Significant barriers remain to development of truly supportive culture</p> <p>Good training supported capacity building but sustainability depends on continued institutional support</p> <p>Little evidence to support long term cascade effects of public engagement in strategic planning</p> <p>Partnerships and networks strengthened funded by the programme, longer term sustainability uncertain.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
The Beacons initiative has supported organisations and researchers at levels 2, 3 and 4.			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
The Beacons initiative has supported projects that have involved Civil Society Organizations, Citizens, Affected, Consumers, Employees and Users.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
The Beacons for Public Engagement initiative has provided funding and support to organisations and researchers working on numerous of Grand Challenges.			
Source of information contact details, link, references (more information)			
http://www.publicengagement.ac.uk/about/beacons http://www.ucl.ac.uk/public-engagement https://www.publicengagement.ac.uk/about/beacons/beacon-evaluations http://www.rcuk.ac.uk/RCUK-prod/assets/documents/scisoc/BeaconsEvaluationReviewFinalReport.pdf Contact: Lisa Adlington (Administrator) lisa.adlington@uwe.ac.uk			

1 - Living Knowledge

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Network	Science Shops	Any/all	Europe and beyond
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The international Living Knowledge Network (LK) is set up for people interested in building partnerships for public access to research. Members use the network platform and its tools for documentation and to exchange information, ideas, experiences and expertise on community-based research and science and society relations in general.</p> <p>Living Knowledge focuses on strategic issues and is active within political settings The network's activities range from strategic networking to training of individual skills and from information to mentoring of old and new practitioners in public engagement with research.</p> <p>The network has various communication tools, such as web site, mailing list and news letters.</p>	<p>Joining forces of Science Shops and similar, and those who support research for the benefit of CSOs, to create impact on research policies and advance daily work by sharing experiences (community of practice).</p>	<p>The Network has grown since its start in 2000, and organizes bi-annual conferences which attract approx. 300 persons.</p> <p>It enables both strategic influence on research policy and practical exchanges relating to the daily work.</p> <p>Changing consortia of members are active in co-operative projects, often funded by the EU.</p> <p>LK has a very loose organizational structure, and no core funding. The network is now investigating a formal, legal association structure (2014).</p> <p>Living Knowledge coordinates with GACER and various other, similar networks in other parts of the world.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1,2,3,4			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Mostly CSOs, but others as well.			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Any/all			
Source of information contact details, link, references (more information)			
http://www.livingknowledge.org/livingknowledge/			
Additional comments			
Henk Mulder, Engage2020 partner, is co-funder of the network.			
The website has many resources (reading lists, FAQs on Science Shops, contact information, and project outputs).			

5 - Concordat for Public Engagement

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Code of Conduct and Resource	RCUK (Research Councils UK)	Any/all	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The Concordat consists of a set of key principles for the future support of public engagement, and under each principle, an explanation of how it may be embedded into institutional practice.</p> <p>The Concordat's key principles:</p> <ol style="list-style-type: none"> 1.UK research organisations have a strategic commitment to public engagement 2.Researchers are recognised and valued for their involvement with public engagement activities 3.Researchers are enabled to participate in public engagement activities through appropriate training, support and opportunities 4.The signatories and supporters of this Concordat will undertake regular reviews of their and the wider research sector's progress in fostering public engagement across the UK 	<p>The Concordat for Engaging the Public with Research outlines the expectations and responsibilities of research funders with respect to public engagement, to help embed public engagement in universities and research institutes. This will enhance the future of research and benefit the UK society and economy.</p> <p>By setting out clear expectations for research organisations, researcher managers and supporters and researchers themselves, the Concordat aims to strengthen existing good practice in public engagement by ensuring it is valued, recognised and supported.</p>	<p>Recent development.</p> <p>Good for structural change in appreciation of engagement.</p> <p>There are now more than 50 signatories and supporters to the Concordat, which sets out strategic principles to ensure that public engagement is valued, recognised and supported across the research and higher education sectors as a fundamental tool to increasing the impact research has on society and the economy.</p> <p>Guidance to researchers is given in Pathways to Impact (Resource)</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
3,4			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Any/all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Any/all			
Source of information contact details, link, references (more information)			
Text taken from the website: http://www.rcuk.ac.uk/pe/Concordat/			
Additional comments			
Implementation is the role of individual research councils and can differ among them. Guidance to researchers is given in Pathways to Impact (Resource) http://www.rcuk.ac.uk/ke/impacts/			

5 - REF (Research Excellence Framework)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Rules/Funding	Higher Education Funding Councils	Any/all	UK
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The Research Excellence Framework (REF) is the new system for assessing the quality of research in UK higher education institutions (HEIs). A partial score is given for (societal) “impact” (counts 20%): The criteria for assessing impacts are ‘reach and significance’, based on case study descriptions. Impacts can be on the economy, society and/or culture, and are underpinned by excellent research. Impact includes, but is not limited to, an effect on, change or benefit to: the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding of an audience, beneficiary, community, constituency, organisation or individuals in any geographic location. Impact includes the reduction or prevention of harm, risk, cost or other negative effects.</p>	<p>The primary purpose of the REF is to produce assessment outcomes for each submission made by institutions:</p> <ul style="list-style-type: none"> •The funding bodies intend to use the assessment outcomes to inform the selective allocation of their research funding to HEIs, with effect from 2015-16. •The assessment provides accountability for public investment in research and produces evidence of the benefits of this investment. •The assessment outcomes provide benchmarking information and establish reputational yardsticks. 	<p>It will replace the Research Assessment Exercise (RAE) and will be completed in 2014. Case studies have to be submitted (about 1 case per 7.5-10 full time research or research/teaching staff). Since part of the score and thus part of the finance depends on the outcome, impact becomes important. This does support engagement as well (though impact could also be achieved without engagement). The first round of assessments is underway; publication will be Dec 2014. This will open the evaluative dialogue on REF.</p>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
2,3,4			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Any/all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Any/all			
Source of information contact details, link, references (more information)			
http://www.ref.ac.uk/			

7 - Rio+20

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Earth Summit with declaration “The Future We Want”	UN	Any/all (focus on sustainable development)	Global
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Engagement is important for sustainable development	Sustainability	Signed by Heads of State. Can transform thinking on sustainable development. No specific focus on research for sustainability (more on policies), but declaration can be seen as favourable to stimulate engagement in research and innovation as well	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
1			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
CSO, citizens, affected, unions			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
2,3,4,5 but 1 and 6 as well.			
Source of information contact details, link, references (more information)			
http://www.un.org/en/sustainablefuture/pdf/rio20%20concludes_press%20release.pdf			
http://www.uncsd2012.org/			
http://www.guninetwork.org/guni.report/heiw-5-2013 p6			
Additional comments			
C. Engaging major groups and other stakeholders			
42. We reaffirm the key role of all levels of government and legislative bodies in promoting sustainable development. We further acknowledge efforts and progress made at the local and subnational levels, and recognize the important role that such authorities and communities can play in implementing sustainable development, including by engaging citizens and stakeholders and providing them with relevant information, as appropriate , on the three dimensions of sustainable development. We further acknowledge the importance of involving all relevant decision makers in the planning and implementation of sustainable development policies.			
43. We underscore that broad public participation and access to information and judicial and administrative proceedings are essential to the promotion of sustainable development. Sustainable development requires the meaningful involvement and active participation of regional, national and subnational legislatures and judiciaries, and all major groups: women, children and youth, indigenous peoples, non-governmental organizations, local authorities, workers and trade unions, business and industry, the scientific and technological community, and farmers, as well as other stakeholders, including local communities, volunteer groups and foundations, migrants and families as well as			

older persons and persons with disabilities. In this regard, we agree to work more closely with the major groups and other stakeholders and encourage their active participation, as appropriate, in processes that contribute to decision-making, planning and implementation of policies and programmes for sustainable development at all levels.

44. **We acknowledge the role of civil society and the importance of enabling all members of civil society to be actively engaged in sustainable development. We recognize that improved participation of civil society depends upon, inter alia, strengthening access to information and building civil society capacity and an enabling environment.** We recognize that information and communications technology is facilitating the flow of information between governments and the public. In this regard, it is essential to work towards improved access to information and communications technology, especially broadband networks and services, and bridge the digital divide, recognizing the contribution of international cooperation in this regard.

45. **We underscore that women have a vital role to play in achieving sustainable development. We recognize the leadership role of women and we resolve to promote gender equality and women's empowerment and to ensure their full and effective participation in sustainable development policies, programmes and decision-making at all levels.**

46. **We acknowledge that the implementation of sustainable development will depend on the active engagement of both the public and the private sectors.** We recognize that the active participation of the private sector can contribute to the achievement of sustainable development, including through the important tool of public-private partnerships. We support national regulatory and policy frameworks that enable business and industry to advance sustainable development initiatives, taking into account the importance of corporate social responsibility. We call on the private sector to engage in responsible business practices, such as those promoted by the United Nations Global Compact.

47. We acknowledge the importance of corporate sustainability reporting and encourage companies, where appropriate, especially publicly listed and large companies, to consider integrating sustainability information into their reporting cycle. We encourage industry, interested governments and relevant stakeholders with the support of the United Nations system, as appropriate, to develop models for best practice and facilitate action for the integration of sustainability reporting, taking into account experiences from already existing frameworks and paying particular attention to the needs of developing countries, including for capacity building.

48. We recognize the important contribution of the scientific and technological community to sustainable development. We are committed to working with and fostering collaboration among the academic, scientific and technological community, in particular in developing countries, to close the technological gap between developing and developed countries and strengthen the science-policy interface as well as to foster international research collaboration on sustainable development.

49. **We stress the importance of the participation of indigenous peoples in the achievement of sustainable development.** We also recognize the importance of the United Nations Declaration on the Rights of Indigenous Peoples in the context of global, regional, national and subnational implementation of sustainable development strategies.

50. **We stress the importance of the active participation of young people in decision-making processes, as the issues we are addressing have a deep impact on present and future generations, and as the contribution of children and youth is vital to the achievement of sustainable development. We also recognize the need to promote intergenerational dialogue and solidarity by recognizing their views.**

51. **We stress the importance of the participation of workers and trade unions in the promotion of sustainable development. As the representatives of working people, trade unions are important partners in facilitating the achievement of sustainable development, in particular the social dimension. Information, education and training on sustainability at all levels, including in the workplace, are key to strengthening the capacity of workers and trade unions to support sustainable development.**

52. **We recognize that farmers, including small-scale farmers and fisher folk, pastoralists and foresters, can make important contributions to sustainable development through production activities that are environmentally sound, enhance food security and the livelihood of the poor, and invigorate production and sustained economic growth.**

53. **We note the valuable contributions that non-governmental organizations could and do make in promoting sustainable development through their well-established and diverse experience, expertise and capacity, especially in the area of analysis, sharing of information and knowledge, promotion of dialogue and support of implementation of sustainable development.**

3 - Division of Industry and Community Liaison at Malaysian universities

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Center of Excellence/Interface	Ministry of Higher Education Malaysia (2008)	Any/all	Malaysia
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
The Division of Industry and Community Liaison under a designated deputy vice chancellor will implement the universities third mission. Evolve from 'service' to full scale collaborative activities within research and teaching.	Establish a mutually beneficiary relationship between HEI and society.	Not specified	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
2,3,4			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Any/all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
1,6, any/all			
Source of information contact details, link, references (more information)			
http://www.guninetwork.org/guni.report/heiw-5-2013 p 97			
Additional comments			
Implemented in education, economic enhancement, health care, environment and heritage and culture. Example project: Sustainable Livelihood Approach at Albukhary Int. Univ. (People Planet Profit philosophy)			

)- Code of Conduct Responsible Nanoscience and Nanotechnologies Research

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Code of Conduct	European Commission	Nanotechnology	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/ activity	Evaluations (pro and cons etc.)	
Give guidelines for responsible R&I in nanotechnology	The huge investments in, and both the large potential benefits and potential negative impacts of nanotechnology;	<i>Unknown in how far the Code is used.</i>	
Level in the RRI process			
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity			
(2, 3), 4			
Inclusion: Choice of Participation			
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other			
Any/all			
Grand Challenge of Relevance			
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security			
Any/all where nano is involved			
Source of information contact details, link, references (more information)			
http://ec.europa.eu/research/science-society/document_library/pdf_06/nanocode-apr09_en.pdf			
Additional comments			
<p>3.1 Meaning. N&N research activities should be comprehensible to the public. They should respect fundamental rights and be conducted in the interest of the well-being of individuals and society in their design, implementation, dissemination and use.</p> <p>3.2 Sustainability. N&N research activities should be safe, ethical and contribute to sustainable development serving the sustainability objectives of the Community as well as contributing to the United Nations' Millennium Development Goals11. They should not harm or create a biological, physical or moral threat to people, animals, plants or the environment, at present or in the future.</p> <p>3.3 Precaution. N&N research activities should be conducted in accordance with the precautionary principle, anticipating potential environmental, health and safety impacts of N&N outcomes and taking due precautions, proportional to the level of protection, while encouraging progress for the benefit of society and the environment.</p> <p>3.4 Inclusiveness.Governance of N&N research activities should be guided by the principles of openness to all stakeholders, transparency and respect for the legitimate right of access to information. It should allow the participation in decision-making processes of all stakeholders involved in or concerned by N&N research activities.</p> <p>3.5 Excellence. N&N research activities should meet the best scientific standards, including standards underpinning the integrity of research and standards relating to Good Laboratory Practices.</p> <p>3.6 Innovation. Governance of N&N research activities should encourage maximum creativity, flexibility and planning ability for innovation and growth.</p> <p>3.7 Accountability. Researchers and research organisations should remain accountable for the social, environmental and human health impacts that their N&N research may impose on present and future generations</p>			

1 - BSG-CSO (Research for the Benefit of specific Groups: CSOs)

Set up			
Type of policy or activity	Who set it up?	Disciplinary areas of use	Geographical focus
Funding	European Commission under FP7	Any/all	Europe
Policy/ Activity Descriptions			
Mission, vision (what is the policy/activity about?)	Reasons for setting up the policy/activity	Evaluations (pro and cons etc.)	
<p>The funding scheme Research for the Benefit of Specific Groups – Civil Society Organisations (BSG) was introduced in 2007 under the Seventh Framework Programme (FP7) to allow CSOs to actively take part in Calls for Proposals. It aims to develop scientific knowledge related to CSO activities in order to contribute to public debate, and invites CSOs and ROs to form partnerships and combine their knowledge. Specifically, the funding scheme aims to:</p> <ul style="list-style-type: none"> •allow CSOs to find scientific responses to their needs; •provide researchers with new inputs and perspectives for their activities; •contribute to enriching public research agendas; •broaden public access to scientific results. <p>BSG – CSO can be made available in specific Calls for Proposals. When CSOs require scientific knowledge in a field covered by one of these calls, they source appropriate ROs to prepare a joint project. If the proposal is accepted, ROs and CSOs then combine their knowledge to conduct the planned activities.</p> <p>In addition to research activities, training, debates and dissemination activities can be supported through the scheme. The maximum funding rates of eligible costs vary according to the type of activities: research and technological development (RTD) (50 % or 75 % for non-profit public bodies, education establishments, non-profit research organisations and small and medium-sized enterprises (SMEs)); and management, training and dissemination (100 %).</p>	<p>Over the years, civil society organisations (CSOs) have been relied on to simply channel scientific results to members of the public, limiting the great potential of this resource. Fortunately, there is now a growing interest from both CSOs and researchers to exchange views and work together from the outset of the research process, creating a better symmetry between the needs of society and how science can address them.</p> <p>Formally, CSOs are defined as organisations that are non-governmental, not-for-profit, not representing commercial interests, and that pursue a common purpose for the public interest. They are responsible for articulating the opinions of various social spheres, and include environmental groups, minority groups, consumer representatives and patient organisations, to name just a few. As such, a good deal of scientific research is extremely relevant to their interests. CSOs also have valuable expertise and often enjoy close links with the people most likely to benefit from research. For their part, most researchers want the knowledge they generate to benefit society in some way, and CSOs can help make this happen.</p> <p>Research organisations (ROs) and CSOs can both benefit a great deal from working together. There are a number of factors, however, that hinder closer collaboration between the two. For many ROs, for example, engaging with CSOs and the wider public is viewed as an 'extracurricular activity', and researchers are not always rewarded for such work. Furthermore, application forms for research funding are configured for ROs, and are not really suited for the kind of contributions CSOs make to projects.</p>	<p>The impression is that the instrument was under-used, since it depended on EC-project officers in disciplinary or thematic calls would attach this funding scheme to specific calls. They were unfamiliar with it or thought it was only applied in SiS (which it wasn't). Also, administrative barriers existed.</p> <p>The Technopolis Evaluation of Sis (2012) gives a good evaluation. It states that the scheme was used in Environment (9) and SSH (2). Projects were approx 3 years with a budget of 1.8 Million Euro. The Environmental section generally regarded the scheme as positive, though there were practical issues in negotiation (task division, funding, etc) and it was clear that consortia were new and had not worked together before. In the Transport programme, efforts were made to use the scheme as well, and work programmes contained some topics thought to be relevant to CSOs, but no submitted proposals were funded.</p> <p>For the partners in the consortia, as stated in the Technopolis study, the opportunity to work together is new and both sides are 'having to adapt and learn from the other', but 'the experience of the case study projects has generally been very positive'. 'Both parties have knowledge, experience or resources that the other needs and the close cooperation ensures that both the research and the results from it are closely tied to the practical realities on the ground, and that CSOs are able to work more effectively as a result of scientific inputs, support and advice'.</p> <p>The partners in the consortia mention one big frustration, in the Technopolis study: 'the financial and administrative element. Firstly, the call documentation and instructions for proposers are not well adapted for actors beyond traditional academic / research circles, and it is felt that relevant documentation should be checked carefully to ensure it makes sense in the BSG-CSO situation. Secondly, the CSOs involved in projects can only be supported up to a rate of 50%, which is generally considered to be insufficient and</p>	

		inappropriate for the non-profit making bodies who often have very limited financial and other resources'.
Level in the RRI process		
1.Policy Formation 2.Programme Development 3.Project definition 4.Research and Innovation Activity		
3		
Inclusion: Choice of Participation		
Civil Society Organization, Citizens, Affected, Consumers, Employees, Users, other		
CSO		
Grand Challenge of Relevance		
1. Health and Demographic change 2. Food security and sustainable Agriculture 3.Clean and efficient energy 4.Green Transport 5.Climate change and resource efficiency 6. Inclusive and innovative societies 7. Security		
5,6 (but suitable to any/all)		
Source of information contact details, link, references (more information)		
http://ec.europa.eu/research/science-society/index.cfm?fuseaction=public.topic&id=1298&lang=1		
Additional comments		
Text taken from website http://ec.europa.eu/research/science-society/index.cfm?fuseaction=public.topic&id=1298&lang=1 Evaluation of SiS Report: http://ec.europa.eu/research/science-society/document_library/pdf_06/phase01-122012_en.pdf and future options for SiS : http://ec.europa.eu/research/science-society/document_library/pdf_06/phase02-122012_en.pdf		

Reports included in the first step of the scanning process

the MASIS-Report (Monitoring Policy and Research Activities on Science in Society in Europe), European Commission 2012

Public Engagement in Science; Report of the Science in Society Session, Portuguese Presidency Conference The Future of Science and Technology in Europe, Lisbon, 8-10 October 2007, ECDG Research 2008

Understanding Citizen Science & Environmental Monitoring, Roy, H.E., Pocock, M.J.O., Preston, C.D., Roy, D.B., Savage, J., Tweddle, J.C. & Robinson, L.D. Final Report on behalf of UK-EOF. NERC, Centre for Ecology & Hydrology and Natural History Museum. 2012

Transverscience Civil Society Organisations Seminar, Brussels, 9-10 October 2008, EC-DG Research, 2009

Participation of Civil Society Organisations in Research, Éric Gall, Glen Millot & Claudia Neubauer; STACS-Report (Science, Technology and Civil Society), 2009

Agricultural Innovation: Sustaining What Agriculture? For What European Bio-Economy?, Les Levidow, Development Policy and Practice (DPP), Open University; CREPE (Co-operative Research on Environmental Problems in Europe), 2011

Experiences of Incorporating the Needs of CSOs in Research Funding in the Republic of Ireland, E. Martin and E. McKenna, Queens University, Belfast (PERARES Internal Milestone Report 8.2, 2012)

Experiences of Incorporating the Needs of CSOs in Research Funding in the United Kingdom, E. Martin and E. McKenna, Queens University, Belfast (PERARES Internal Milestone Report 8.1, 2012)

Open Channels, Public Dialogue in Science and Technology, Parliamentary Office for Science and Technology, Report 153, 2001, UK

Inventory of Tools for Assessing University Capacity, Support for, and Outcomes of Community/Civic Engagement and Community-Engaged Scholarship, Lisa Wenger and Ashley MacInnis, Community-Engaged Scholarship, Canada, 2011

Evolution of Engagement Structures in Canadian Universities, Raïsa Mirza, Memorial University Office of Engagement, Canada, 2011

Terim Evaluation & Assessment of Future Options for Science in Society Actions, Technopolis Group & Fraunhofer ISI; Final Report Dec 2012

Research and Societal Engagement, European Research Advisory Board – Final Report, EURAB 07.013, 2007

Public Dialogue Review – Lessons from public dialogues commissioned by the RCUK, Rob Doubleday and Rachel Teubner, Center for Science and Policy, University of Cambridge, 2012

What the public say – Public engagement in national decision making, Simon Burall and Thea Shahrokh (Involve), Sciencewise/BIS

Bridges between Science, Society and Policy – Technology Assessment – Methods and Impacts, M. Decker and M. Ladikas (eds.), Springer, Germany, 2004

Participatory Technology Assessment – European perspectives, Simon Joss and Sergio Bellucci (eds.), 2002

ne information available through www.participationcompass.org and the National Coordinating Centre for Public Engagement in the UK, www.publicengagement.ac.uk, partizipation.at (Austria) or mitarbeit.de (Stiftung Mitarbeit, Germany)

ERARES, PF7 project, which aims at strengthen public engagement in research (PER) by involving researchers and Civil Society Organisations (CSOs) in the formulation of research agendas and the research process

OICES, EU funded project, (Views, Opinions and Ideas of Citizens in Europe of Science)

ivil Society for Sustainability, PF7 project, where researchers and CSOs work together on fostering transdisciplinary networks and research partnerships

IPROFOOD, PF7 project, which aims at finding find new ways to establish dialogue and mutual learning between industry, academia and civil society

aturium, an online platform to facilitate a broad reflection on future European policies, <https://ec.europa.eu/digital-agenda/futurium/en>

omium Culture, intersectorial platform which brings together universities, newspapers and businesses in Europe to promote knowledge sharing and “out of the box” thinking on issues regarding the development of a European knowledge society. <http://atomiumculture.eu/>