

AURORA

AURORA

Research & Innovation

Inventory of inspiring engagement practices

Deliverable 7.1



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Introduction

The Aurora Alliance is a network of European universities who already have a history of engagement and are committed to achieving societal impact through research and education. The overarching aim of Aurora is to engage communities and societal actors in order to achieve social impact and to develop a common educational approach to integrate social impact into curricula.

This deliverable is part of work package 7 (WP7) of the Aurora RI, which complements the Aurora Alliance. It specifically focuses on how to successfully embed citizen and societal engagement in research and educational activities. For WP7 we view citizen and societal engagement as an overarching term referring to a variety of approaches that are actively used to involve citizens or societal organizations, including those in disadvantaged communities, in the production of scientific knowledge and (technological) solutions for societal challenges. Engagement approaches can range from consultation – where citizens are informed or consulted – to more deliberative and co-productive approaches – where citizens have more decision-making control (de Weger 2022). As such engagement approaches can take many different forms, including more bottom-up mobilisation or more structured and organised involvement of citizens in agenda-setting, decision-making and knowledge production processes. For example, citizens may be involved in scientific research as data collectors, interpreters, or co-designers. Ultimately, the aim is to increase the meaningful engagement of a wider group of citizens, civil society and public/city authorities in research, innovation, and education.

The aim of WP7 is to help build a knowledge base on citizen engagement approaches and to help build the engagement capacity and skills of staff and students alike. To this end, this deliverable includes an inventory of inspiring practices of citizen and societal engagement practices amongst Aurora partners (and beyond). Recent research shows that to ensure citizen engagement is meaningful, it is important to approach engagement with the right mindset and to support the practices with facilitative organizational structures and processes (Hueske Willems & Hockerts 2023; Shanley et al 2022; Fraaije 2022; Powell et al 2011). Traditionally the citizen engagement literature has focused on **‘hardware’** (the practical tools, methodologies, instruments) that can be used to engage citizens and societal actors, offering practitioners a rich diversity of available methods, formats and tools to engage citizens. However, more recent literature has shown that merely focusing on **hardware** is insufficient to ensure citizens and societal actors are involved more (meaning)fully in research and knowledge production. More recently, authors have pointed out that **software** (the cultures, values and skills within organisations and communities) and **orgware** (the organizational and institutional conditions, structures and processes surrounding engagement practices) are equally if not more important to investigate as these highlight how these hamper or facilitate meaningful engagement (Hueske, Willems & Hockerts 2023). For this reason, we did not only seek to identify the **hardware** used for citizen engagement in these approaches. Through the lens of **orgware** and **software**, we also reflexively examined the underlying experiences and what **software** and **orgware** is needed to further embed engagement practices in organisations (Hueske, Willems & Hockerts 2023). In this way, we hope to improve partners’ reflexivity and awareness of how to improve their own engagement practices.

Approach to collecting the stories behind the inspiring engagement practices

Collecting the inspiring practices

In order to collect the inspiring practices, we first asked the Aurora partners to collect 1-3 practices from their university on citizen and/or societal engagement. In this way, we aimed not only to collect practices from across Europe, but also to stimulate dialogue between the Aurora partners and their stakeholders and thus to enhance our learning capacity regarding engagement. To enhance the partners' learning and reflexivity, we also decided to name the practices 'inspiring' instead of 'best'. All the inspiring practices provided a rich source for learning. For the next WPs and deliverables, we plan to enable partners to talk more openly about not only their hopes and dreams, but also their struggles.

To support partners in reaching out to colleagues and stakeholders who were inspiring them to (better) engage with citizens and/or societal partners and to ensure uniformity in the posed questions, we developed a template, a sort of topic guide, for partners to use during their conversations (*See Appendix I*). This template is based on our previous research (Hueske, Willems & Hockerts 2023; Schuijjer 2020; De Weger 2022; Wilsdon et al 2005) and enabled partners to uncover the '**hardware**', '**orgware**', and '**software**' that enabled or hindered the engagement of citizens or societal actors. The template specifically asked after the:

- **Hardware**: types of interventions (including aims, roles);
- Citizens' and societal actors' **timing and level of involvement**
- **Software** and **Orgware** of engaging with citizens or societal actors

Based on partners' discussions with their colleagues or stakeholders from the inspiring practices, the partners wrote 'two-pagers' describing how, when, why citizens/societal actors are engaged and the underlying experiences. We reviewed these two-pagers and asked partners for further clarifications when required.

Analysing and clustering the inspiring practices

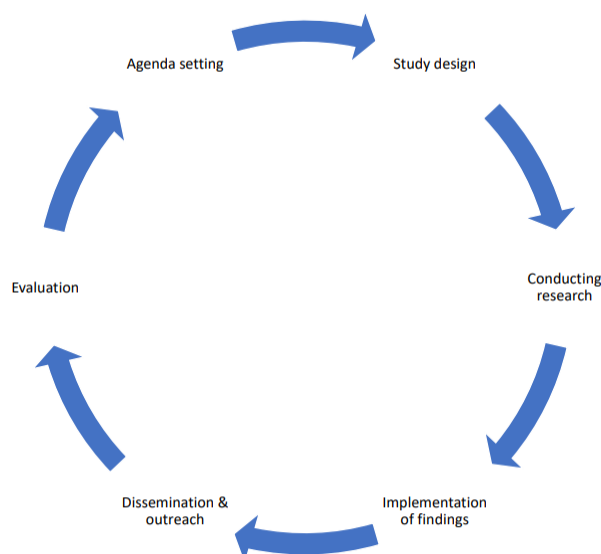
Firstly, we used known engagement frameworks and typologies in order to analyse and cluster the wide variety of inspiring practices that the partners had collected. For example, to assess at which level citizens or societal actors were engaged, we used different frameworks, including Rowe & Frewer's (2005) typology for engagement, Turbe et al's (2019) typology for citizen science, and Ash & Clayton's (2009) framework for service learning. Rowe & Frewer (2005) stipulate that there are three levels of engagement—i.e., consultation whereby citizens share information with organisations, communication whereby citizens and organisations enter in dialogue, and participation whereby citizens have an active role in planning, design, decision-making and implementation. Turbe et al's 2019 typology for citizen science identifies how citizens can influence different phases of the policy cycle, while Ash & Clayton's framework highlights the role of reflection during the different phases of Service Learning and the desired outcomes per phase. Ultimately we were able to place the practices on two spectrums: (1) relating to the level of citizens'/societal actors' involvement and influence (*see Figure 1*); (2) phase(s) of the research in which citizens are engaged (*see Figure 2*).

IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION 					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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^ **Figure 1:** Spectrum of Public Participation (Source: International Association for Public Participation)

< **Figure 2:** Spectrum of Citizen/societal actor phase of involvement (Adapted from: Ehde et al 2013)

Secondly, we used thematic analysis (Braun & Clarke, 2006) to examine the underlying experiences and what is needed to further embed engagement practices within organisations—through the lens of **orgware** and **hardware**.

Hardware: types of interventions

To date, we collected 22 inspiring practices (See Figure 3; See Appendix II for summary of inspiring practices). Broadly speaking we saw four different types of engagement approaches:

- **Citizen science projects** whereby citizens were mostly engaged in the collecting and interpreting of data. Citizen science is often used as a methodology where citizens help in collecting and classifying data or can involve communities initiating projects researching certain issues in their own communities (Kullenberg & Kasperowski 2016). An example of a citizen science project included in the collected inspiring practices is the Indoor Air Quality Project in Tarragona. In this project students collect and analyse the indoor air quality in their schools. Students are also included in implementing corrective measures and disseminating the results to their parents.
- **Community service learning (CSL)** is a pedagogy that promotes students' learning through their active participation in experiences of community engagement (Folgueiras et al 2020). Students learn how to produce knowledge that contributes to society and how to collaborate with communities to solve (local) social problems. An example of a CSL project in the collected inspiring practices is 'UNIAKTIV' which is a Centre for Societal Learning and Civic Responsibility. The centre initiates, develops and supports cooperation projects which combine civic engagement and university teaching in the university's curricula (and beyond). On average the Centre coordinates 9-10 CSL courses with about 30 community projects (e.g. design thinking courses, projects where students come together with community organisations like museums and non-profit to implement projects together).
- Implementation of **engagement methodologies** to help researchers, communities, policymakers and the private sector to collaborate with each other (e.g., facilitating specific workshop methods). An example of such a practice is the GenderLAB project, where a design thinking workshop format was developed (in a cross-organisational collaboration) with the aim of raising awareness to gender inequality issues in organisations and communities. The workshop format allows participants to describe and come up with suitable solutions for broad, societal issues (e.g. women's underrepresentation in STEM) and organisations' specific problems (e.g. challenges regarding hiring female directors, unequal hiring practices).
- **Outreach and recruitment** practices, whereby the focus projects was on reaching out to (disadvantaged) citizens to ensure that their lived experiences were better represented in research and with the aim of raising awareness for the problems that were being researched. An example of such a project is the "Human Rights Education for African Male Patients: Preventing Prostate Cancer" where socio-linguistic mediators and key community figures (e.g. local priest) were included to reach out to African male refugees living in Naples.

Overarching aims for engagement

When collecting the inspiring practices, partners had also asked colleagues and stakeholders about the aims of the citizen engagement aspects within the inspiring practices and the potential impact of citizen engagement. We distinguish between three different overarching aims underlying the citizen engagement activities of the inspiring practices. Some of the practices obviously (tried to) address more than one of these aims, but here we will focus on their stated main, overarching aim. We would also like to underscore we do not posit here that any of these aims are better than the others.

Firstly, four of the practices engaged citizens and/or societal actors with the aim of **improving data collection**:

- Viel-falter Tagfalter-Monitoring – Biodiversity Monitoring of Butterflies (*Germany*)

- Indoor & outdoor monitoring of volatile organic compounds in school buildings (*Spain*)
- Field names in Tirol (*Austria*)
- Human Rights Education for African male patients: preventing prostate cancer (*Italy*)
- Including marginalised women in a nationwide study on trauma (*Iceland*)

The idea behind each of the(se practices was that by adding citizens as additional data collectors the research and data would be improved as the research could be conducted on a bigger scale. Furthermore, reaching out to (disadvantaged) citizens and enabling them to collect data also allowed the projects to tap into new sources of information, knowledge, and perspectives. Moreover, citizen engagement in the research was also expected to build better connections between citizens and scientists and to improve citizens' scientific literacy and understanding of the topic being researched.

Secondly, nine of the projects engaged citizens and societal actors hoping **to raise (political) awareness for broad and complex societal issues (e.g., climate crisis, gender inequality, economic, environmental sustainability).**

- Community Service Learning Athena Institute (*the Netherlands*)
- GenderLAB (*Denmark*)
- Emotional Maps (*Czech Republic*)
- UNIAKTIV (*Germany*)
- The Science Shop (*the Netherlands*)
- Public Engagement Office (*the Netherlands*)
- Catalyst (*the Netherlands*)
- Wageningen Dialogo Centrum (*the Netherlands*)
- Future Urban Studios (*the Netherlands*)
- Creating cross-cultural spaces and places (*Iceland*)
- Academic Activism (*Iceland*)

To varying degrees, these projects tried to address these issues by not just focusing on the scientific and technological components in these issues, but also by taking into account the experiential knowledge that people have and the norms, values, and feelings involved. These practices maintain good relationships with various social groups (e.g, Community Service Learning Athena keeps tabs with specific Amsterdam regions), civil society organisations (e.g., community organisations, for-profit organisations, schools), municipalities and policymakers. This network is used both to respond quickly to problems they observe in society and to ensure their research findings are received and understood by the right groups. Some of the inspiring practices also sought to garner political attention to the impact science and technology has on society and to examine to what extent science can be used for policy development and the addressing of societal problems.

Thirdly, six of the initiatives were engaging citizens and societal actors with the aim of **democratising (a) science and technology and (b) governance and policy making:**

- University of East Anglia Citizens Academy (*United Kingdom*)

- Institute for Societal Resilience (*the Netherlands*)
- Dutch Autism Register (*the Netherlands*)
- School for Participation (*the Netherlands*)
- Catalyst (*the Netherlands*)
- Responsible Research and Innovation (RRI) tools (*the Netherlands*)

For these practices, engaging citizens and societal actors represented a way to better align research and policies to (a wider range) of citizens' lived experiences, needs and interests. Some of the approaches were focused on ensuring a broader representation of a wider range of citizens within research (e.g., the Citizens Academy and the Dutch Autism Register). While some of the other interventions were also focused on ensuring that other actors (like policymakers) developed the skills required to obtain and process a wide range of citizens' perspectives for the development of their own policies (e.g., Catalyst, School for Participation) -- in other words, to have constructive dialogue with citizens who may have conflicting perspectives on important societal topics. Some of the practices also aimed to improve the engagement skills of other professionals.

Citizens' and societal actors' timing and level of involvement

Previous studies have shown that citizens and societal actors are often invited to practices that ostensibly aim to create dialogue, democratise science or enable alignment between policy and citizens' experiences and values, but that the chosen **hardware** (i.e. tools, formats, methodologies) provides little space for citizens' contribution (Hueske, Willems & Hockerts 2023). This is often because the underlying **software** (i.e. mindsets, cultures and skills) and **orgware** (i.e. the organisational structures and processes) hinder the timing and level of citizens' and societal actors' involvement. For example, previous literature has extensively shown that the timing of engagement significantly impacts the level of influence that citizens and societal actors have—and that often citizens and societal actors are involved at a later stage which limits their influence (Hueske, Willems & Hockerts 2023; de Weger 2022). In the section below, we present our analysis of *when* (i.e. phase of citizens/societal actors' involvement) and *to what extent* citizens and societal actors engage (i.e. level of engagement & interaction).

Overall, the findings suggest that the level of citizens' involvement and interaction influences the phase(s) of their involvement in the research process. The practices engage citizens and societal actors during different phases of the research and to varying extents. For example, we saw that citizens and actors are *informed* and *consulted* during one specific phase of the research process (e.g. contributing to the data collection in the *conduct* phase; speaking with researchers about which topics should be set on the *research agenda*).; However, whenever citizens and actors are engaged or interacted with to a higher degree (e.g. in *involvement*, *collaboration* and *empowerment*), they usually play a role in multiple phases of the research process (See *Figure III*). In the section that follows, we will examine to what extent the interaction between the **hardware**, **software**, and **orgware** influenced the respective placing of the practices within these spectrums (See *Figure 3* and *Appendix II*)

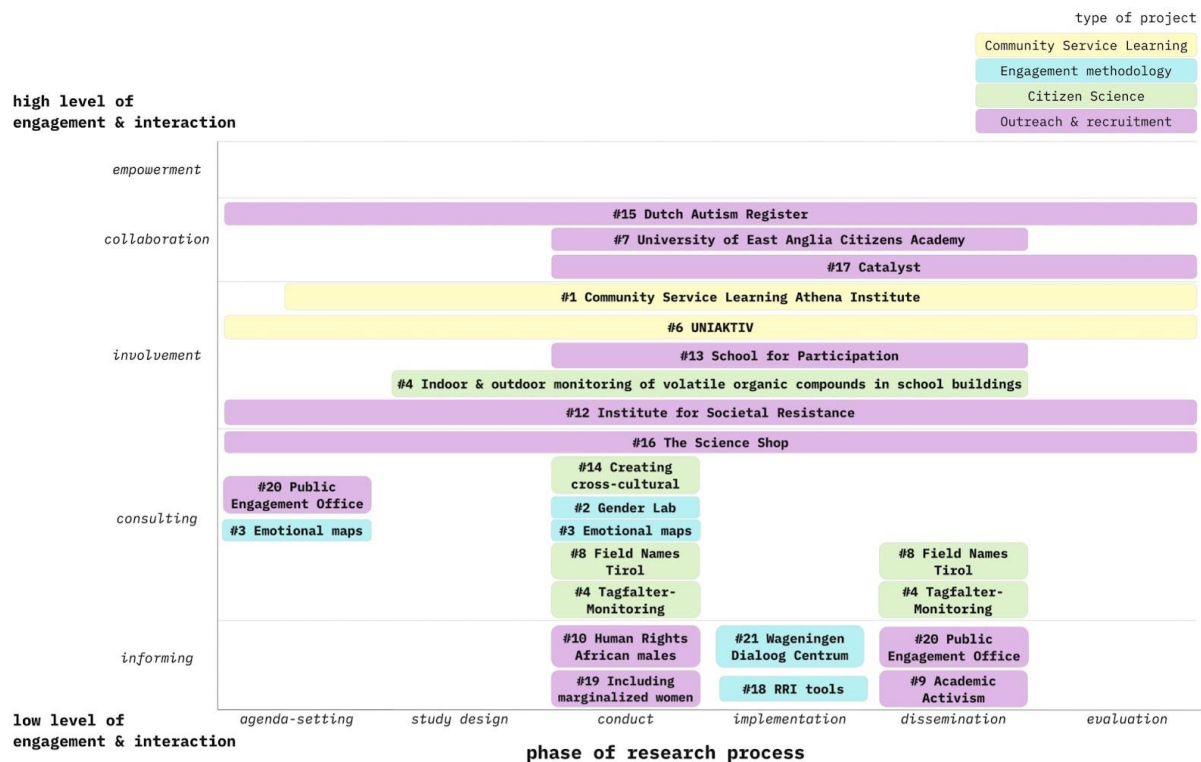


Figure 3. The timing of citizens' and actors' engagement of the 22 inspiring practice (x-axis) and their level of citizens' and societal actors' involvement and interaction (y-axis).

Software and orgware of engaging with citizens and societal actors

When collecting the inspiring practices, partners asked colleagues and stakeholders not only about the types of practices that were being implemented (i.e. **hardware**), but also asked after the **software** and **orgware** by asking them about their experiences when engaging citizens and societal partners, including what problems they had encountered, what they had experienced as important facets to ensure meaningful engagement and any steps that were being undertaken to ensure engagement was being embedded within the organisation. The 22 inspiring practices were being implemented in different organisations and countries and were thus being impacted by different types of software and orgware—e.g. working within different legal and regulatory frameworks; working with different organisational cultures, processes and structures.

Software

We start by examining the **software** as a thorough understanding of the software is crucial to ensuring engagement is meaningful. Furthermore, the examination of the overarching aims and the placing of the practices according to their phase and level of engagement (See Figure III) hints at the fact that the **software** has created a misalignment between the overarching aims (with lofty goals such as the democratisation of science and policy) and the actual timing of citizens' and societal actors' level of influence.

Many partners and inspiring practices' stakeholders had experienced there was insufficiently a culture regarding engagement. For example, many felt that their wider organisations were not fully convinced of the value or added benefit of engagement practices, which meant that

there was not a clear organisation-wide culture of reaching out to and including citizens or societal partners. For example, CSL and outreach and recruitment practices' partners had experienced that the mindset and culture of engagement was insufficiently embedded within their organisation and were therefore hampered in further improving and embedding their practices. Some partners, for example those involved in the UEA Citizens' Academy and those involved in UNIAKTIV had mentioned that they wished their organisations would develop a clear vision and mission statement highlighting and underscoring for everyone in the organisation the importance of engaging with citizens and/or societal actors. While most partners had experienced a lack of skills for both involved engagement practitioners as well as in some cases the involved citizens. For example, the Science Shop had suggested that universities' communication departments should be supported to provide better support to projects in reaching out to and engaging citizens and societal actors. They stated that they currently experienced a lack of skills or capacity to support engagement activities—which meant that there was more often than not a focus on disseminating scientific knowledge to as wide a range of audiences as possible, instead of co-creating knowledge. While the GenderLAB felt that a lack of knowledge and awareness of citizens and societal actors regarding the causes and potential solutions for gender inequality hampered the success of the practice.

Within this deliverable the impact of how current **software** hampered the meaningful engagement of citizens or societal actors is perhaps evidenced by the fact that most of the practices involve citizens and societal actors in the later stages of the research phases—and the disconnect between the higher stated overarching aims and the actual level of citizens' and societal actors' involvement and influence, e.g. School for Participation aims to *empower* citizens but due to external and practical limitations their practices are at the level of *involvement* (See Figure III & Appendix II). Interestingly, the template especially called for a reflection on software (See Appendix I); however most of the answers from the practices related to the hardware in their organisation or provided a limited amount of information on software. This implies that the reflection on organisations' (and communities') cultures, mindsets and skills was limited and that there is still limited awareness of how the 'codes, values and norms' influence research, the importance of improving the software that hinders the meaningful engagement of citizens/societal actors and the further embedding of engagement practices. This is in line with previous literature which had already highlighted that software is key to the success of engagement practices, but harder to identify, access and thus to change (Hueske, Willems & Hockerts 2023; de Weger 2022).

Orgware

Orgware enables (or hinders) the embedding of the **software** and **hardware**. Most of the experiences that partners had described could be classified as orgware-related. Many partners had experienced a lack of prioritisation and continuity regarding engagement within their organisations. This lack of prioritisation and continuity was especially partners' experiences of lack of resources (i.e. time and financing). Practically all partners had described how they experienced a lack of funding and time for engagement activities and how it limited the extent to which they could actually engage citizens and societal actors. Many partners (from all three types of practices) stated that engagement activities were not part of their day-to-day jobs which meant that they were having to do engagement related activities outside of their official remit—though there were some notable exceptions: e.g. UNIAKTIV and the Public Engagement Office whose specific remit was to engage and connect citizens, societal actors and researchers. Additionally, some of the partners had highlighted they had experienced a lack of facilitating governance structures. For example, partners involved with UEA had mentioned that they wished their organisation would develop clear guidelines underscoring what 'good

engagement' looked like and what skills were involved, while CSL practices like UNIAKTIV and Athena had mentioned how making certificates or credits available to students taking part in engagement activities would help to showcase to students that engagement activities should be an integral part of research projects. While many of the partners, e.g. Viel-Falter Tagfalter Monitoring, Human Rights Education for African Male Patients: Preventing Prostate Cancer, and UNIAKTIV had stated they would like engagement activities to be included in their own job descriptions and some even suggested making engagement activities to count towards researchers' tenure track.

Such experiences are in line with previous literature which have highlighted how organisational structures and processes provide few incentives for researchers to engage citizens and societal actors in research (Hueske, Willems & Hockerts 2023; Kupper et al 2022). Many of the engagement activities in these practices, and those described in the broader literature, are dependent on researchers who are convinced enough of the benefits of engaging with citizens and societal actors to conduct these activities outside of their day-to-day jobs. Often when one of these convinced researchers leaves the organisation, engagement activities fall flat. The experiences also further underscore the need to develop (physical) spaces where citizens, researchers, and policymakers interact in an environment that is safe for all on a regular basis (Fraaije 2022; De Weger 2022). Furthermore, the findings also highlight the need to develop guidelines and management styles that provide researchers with the time, space and motivation to engage with citizens and societal actors as part of their day-to-day jobs (Hueske, Willems & Hockerts 2023). Previous literature has suggested however, that organisations can be supported in developing the right **orgware** by regulatory and commissioning bodies by incorporating engagement activities and lay experts as a fundamental part in their research calls and other funding sources (De Weger 2022).

Ultimately, the above examination of the **software** and **orgware** show that to further embed engagement practices, institutions should first of all reflect on the current **software** and how this facilitates and hinders engagement practices. Consequently, organisations should implement the right **orgware** so that partners have the space, time, and resources to reach out to and meaningfully engage a wider range of citizens and societal actors during an earlier research phase.

Next steps for Aurora Alliance

The inspiring practices we have collected are from the Aurora partners and complemented by additional ones from the Netherlands. Using the learnings from these inspiring practices as a basis, we plan to co-create a Community of Practice so that we may increase Aurora partners' learning capacity regarding citizen and societal engagement. For this WP, we had asked partners how they would like to continue to learn and improve their engagement practices and it was clear that the partners felt a need to support each other and to exchange ideas on how to further embed citizen and societal engagement within their institutes.

Furthermore, the inspiring practices will inform the Capacity Matrix, the next deliverable of WP7. Using the learnings from this deliverable, we aim to develop the Capacity Matrix as a tool that enables the partners to reflect on and assess their **hardware**, **software** and **orgware**; specifically what they have in place currently and what is needed to further improve and embed their engagement practices. The Capacity Matrix will allow partners to assess their practices according to:

- Their current engagement practices and corresponding tools, methods and formats and what they should consider implementing (hardware)

- Their current framing, mindsets and skills and how these could adapt these (software)
- Their current organizational processes, structures, and (financial) investments and how they should consider adapting these (orgware)

Conclusion

For this deliverable we set out to create an inventory of inspiring practices regarding citizen and societal engagement practices among Aurora partners (and beyond). We identified the hardware, the software and orgware that these approaches apply and hold. In this way, we also examined the experiences and support needs to further embed engagement practices within organisations.

We found that broadly speaking there are four different types of practices being implemented (i.e. citizen science projects, community service learning, engagement methodologies, outreach and recruitment approaches). While the practices were different in nature and had different overarching aims, we found that they had similar hindering experiences relating to their orgware and software. The findings indicate that there is a mismatch between the overarching aims and the timing of citizen and societal actors' engagement and citizens' and societal actors' level of influence. Our examination suggests this is related to a lack of awareness regarding software underlying the practices and how this often hampers the engagement of citizens and societal actors—e.g. the idea that informing, consulting and raising awareness with citizens automatically leads to collaboration as equals or empowerment. Furthermore, the deliverable suggests that while there are many motivated partners who believe in the benefit of engaging citizens and societal actors, they still experience the need for universities to further embed engagement within their organisations—e.g., by developing engagement vision and mission statements, guidelines and ensuring engagement activities are part and parcel of researchers' 'normal' job description (orgware).

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Appendix I: Template for inspiring practices

AURORA ALLIANCE – Research and innovation for societal impact

D7.1: An inventory of best practices on citizen engagement amongst Aurora partners and beyond

Collect 1-3 best practices from your university of **citizen engagement** (involvement of the *broadest range of citizens* in policy and practice of science) and/or **societal engagement** (the active involvement of *societal organisations (CSOs) and public authorities* in the policy and practice of scientific research). Note that for the WP we are particularly interested in what we call **software** - *culture, values, skills* - and **orgware** - how can we improve the *embedding* of such practices in organizations such as universities -, and less in **hardware** - tools, formats, procedures.

We encourage you to approach the organizers of the inspiring practice for a short (30 mins) interview in order to answer the following questions:

1. Can you please describe the inspiring practice of [citizen/societal engagement – replace with specific activity and how it is called by the interviewee] that you organize/have initiated?
2. What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)
3. Who (citizens/societal organizations) is supposed to be engaged?
4. In what are they supposed to be engaged?
5. Who is doing the engagement?
6. Who is the partner within the university for whom the engagement activities are organized?
7. What is crucial for the success of the engagement [**skills, culture, values needed**]?
8. What problems did you come across when you initiated it [**skills, culture, values needed**]?
9. What is done to embed this societal/citizen engagement (activities) in the organization/institute?
10. Do you measure the impact of your societal engagement? If so, how?
11. What do you consider another inspiring practice of engaging society in your university?

Appendix II: Extended table highlighting citizens' and societal actors' timing and level of involvement

Phase of research process; in which part of the research process are citizens involved, i.e. in the agenda-setting, in the research conduct, in implementation, in dissemination or in evaluation.

Level of interaction and involvement; to what extent citizens can impact the proceedings and decisions

Name	Type of project	Phase of research process	Level of involvement & interaction
#1 CSL Athena	CSL	Agenda-setting, Design, Conduct, Implementation, Dissemination, Evaluation.	Primarily involved , but also aspects of collaboration & empowerment. It depends on the specific project to what extent the commission party is empowered, it is usually more involved than empowered as the commissioning party often chooses to take a role in the background. It is student-led, meaning that the students take the information by the commissioner to design and conduct a research, but they are free to go for their own preference.
#2 Gender Lab	Methodology	Conduct.	Consult. Participants of this workshop method come together to discuss a problem and its definitions and to think about potential solutions. They are not involved in implementing that decision. Difficult to assess though, as this is a workshop method.
#3 Emotional Maps	Methodology	Agenda-setting, Conduct.	Consult. Participants of this workshop method come together to discuss a problem and its definitions and to think about potential solutions. They are not involved in implementing that

Name	Type of project	Phase of research process	Level of involvement & interaction
			decision. Difficult to assess though, as this is a workshop method. Citizens can explain the problems they encounter. “It makes the area more understandable for citizens, citizens learn to understand the processes and citizens appreciate that they can participate in the concrete output”. - citizens better understand what policy-makers are doing, and why.
#4 Viel-falter	Citizen science	Conduct & Dissemination.	Consult. Through citizen science project volunteers help survey butterfly population in a specific geographical area.
#5 Indoor air quality	Citizen science	Design, Conduct, Implementing, Dissemination.	Primary and middle school students are involved and collaborate within the framework of the research as set by the principal researchers.
#6 UNIAKTIV	CSL	Citizens are involved in all phases of the research.	Primarily involved than to collaborate & empower. It depends on the specific project to what extent the commission party is empowered, it is usually more involved than empowered as the commissioning party often chooses to take a role in the background. It is student-led, meaning that the students take the information by the commissioner to design and conduct a research, but they are free to go for their own preference.
#7 Citizens Academy	Outreach & recruitment	Conduct, implementation & dissemination	In the two case studies (from smoking to e-cigarettes; and dehydration in caring homes),

Name	Type of project	Phase of research process	Level of involvement & interaction
			citizens are involved/collaborating in the research conduct, implementation and dissemination.
#8 Field Names Tirol	Outreach & recruitment	Conduct & Dissemination.	Involved , “They [researchers] met with citizens or community in order to draw the field names on the materials”
#9 Academic Activism		Dissemination & Informing	Informing : combining academic knowledge regarding the LGBTQ+ history in Iceland with grassroots work by collaborating with NGOs, e.g. to ensure queer women’s work and writing is no longer hidden in the archives.
#10 Human Rights African males	Outreach & recruitment	Conduct	Informing and Consulting . Partly informing as the participants first and foremost provide data. But also consulting “ <i>it is crucial that we correctly focus on their needs</i> ”
#12 Institute for Societal Resistance	Outreach & recruitment	Intention is every phase	Intention is collaboration/empowerment , but may be involvement primarily. The researcher is central in the work of the institute, not the citizens.
#13 School for participation	Outreach & recruitment	Citizens are in the digital inclusiveness project involved from the conduct phase onwards .	The researchers state that citizens were primarily involved due to time constrictions.

Name	Type of project	Phase of research process	Level of involvement & interaction
#14 Creating cross-cultural spaces and places	Conduct	Consult	Consult: the project aims to reduce social isolation by offering a platform for asylum seekers to meet, connect and socialize. Students from the university conducted a satisfaction survey which will inform further research.
#15 NAR	Outreach & recruitment	All phases via various methods.	• survey for agenda setting • people with autism are involved in the research conduct. • Panels to review work, agenda, implementation etc. • Ambassador to stimulate implementation. Empowerment ranges from consulting to empowerment.
#16 Wetenschapswinkel	Outreach & recruitment	All phases via various methods	Citizens (mostly societal organisations) set the agenda, but are then only consulted /involved, mostly because of their own preference for this role. Student researchers take control of the research.
#17 Catalyst	Outreach & recruitment	Conduct, Implementation, Dissemination, Evaluation All phases except for agenda setting: research direction was already set by municipality.	Involvement / collaboration Citizens and policymakers entered into dialogue in order to design policies for a smart city which was better aligned to citizens' experiences and needs.

Name	Type of project	Phase of research process	Level of involvement & interaction
#18 RRI tools	Methodology	Informing	Implementation: RRI tool aimed at opening up the innovation process to everyone, including policymakers, researchers, education, business sector and civil society organisations. The training is delivered in a multi-stakeholder setting
#19 Including marginalised women in nationwide study on trauma	Outreach & recruitment	Informing	Informing: Participants (marginalized women who had faced complex issues such as isolation, abuse, violence, homelessness) answered an extensive web-based questionnaire. Researchers worked with grassroot organisations whom the women trust and provide ongoing support to enable their participation
#20 Public Engagement Office	Outreach & recruitment	Usually via dissemination. In project Even over morgen agenda-setting	Informing in dissemination. Consulting in Even over Morgen.
#21 Centrum voor Dialoog	Methodology	Informing	Implementation
#22 VU Urban Future Studio	Outreach & recruitment	All phases via various methods	Intention is collaboration/empowerment , but may be involvement primarily. Stakeholders tend to be policymakers, but the aim is to empower citizens and policymakers to create a sustainable future.

Appendix III: Inspiring practices—two-pagers

#1 Community Service Learning—Athena Institute

Athena Institute Vrije Universiteit, the Netherlands

Description inspiring practice – societal engagement

Community Service Learning is a project that combines pedagogy, education and public engagement. It brings together teachers, students and societal partners in solving societal issues with a multi-stakeholder engagement model. The aim is to integrate the research work with the work of societal organizations. To learn from them what is happening in society, what the different practices are and how the students, as researchers, can enrich those.

We engage societal organizations such as CSOs, social groups, grassroots organizations, advocates for certain issues. Currently we focus on two broad themes: sustainability and health and well-being (mobility, loneliness).

The used engagement model is based on *reciprocity*. Stakeholders get benefits, experiences, competences and values. In the process they might get new insights, they learn to reflect on their own agency. Stakeholders look outward for solutions, but we help them to understand what expertise is already present in their own communities.

The CSL team strives for connecting science and society through education. There are research components, but most of it is through coursework.

Engaging society in scientific practice/process

When connecting science and society it is often difficult to cross boundaries. There is a lot of tacit knowledge in society, but we need to translate it to be able to use it in scientific practice. The knowledge and insights that we get from collaborating with societal organizations is brought in as new input into solving the issues that people deal with. But this does not always work out. It is hard to integrate knowledge from different knowledge practices, as it is hard to translate scientific knowledge to something that is usable in society as well. We do feel like these knowledges are complementary. We have been able in several research projects to find integration.

An example is the research project about loneliness in the city. The past years we have collaborated with many different societal stakeholders in Amsterdam Nieuw West. We notice that many of these stakeholders are concerned about loneliness. Nieuw West is a very heterogeneous neighborhood. There are many people with a different background, there is a diversity of nationalities, plural culturalism, some of the people disenfranchised and marginalized, there are refugees and immigrants with no proper integration. During the pandemic, loneliness seemed to become a serious problem. That is why the CSL team decided to collaborate with stakeholders on this issue. How is loneliness affecting populations? We were able to uncover different nuances of loneliness, but also, we focused on how people are still resilient in these circumstances?

The outcomes: great amount of public engagement activities, public events, photo exhibitions, that featured their own photographs.

“Software”

Unique is that CSL works with students as intermediaries between science and society. Societal actors can feel intimidated by hardcore scientists. Students are on the threshold of

science and society. They are novices, and eager to learn and respect the knowledge of stakeholders.

For our research projects, the questions come from society. They provide the question that we discover and explore. They contribute to setting our research agenda. We organize meet and match meetings, where we ask for the issues that are prominent in societal organizations. Then we address these through collaboration with students. Often first we need to build consensus on what the question actually is, there often is a deeper nuance. We identify the main question together. We even have a course that focuses just on that. This is called participatory research, in which all stakeholders are engaged and they provide experiential knowledge. The commissioners (societal organizations) are engaged as much as possible through the whole research process.

We offer learning labs, toolboxes and resources for methods, support also one on one.

“Orgware”

CSL has been in existence for the past three years, but now it is time to adapt and optimize, scale up, so that it can be more engaging and more accessible to the public.

After three years we have developed trust, and found societal actors to be willing to engage with us. We have presence in Nieuw West (a neighbourhood in Amsterdam). The societal actors there have trust in what we do. They feel that what we do is a good way of engaging the people with science, that they can explore science and scientific practice. Making a change, however, is a process.

For teachers involved in CSL it is crucial to be really interested in transforming the courses into initiatives or activities in which society is engaged. But this is not enough. We need incentives for the teachers. Because most of them are already overworked. Some are highly motivated, but not everybody is. We need to consider how to motivate them. For example by having criteria in the tenure track or career profiles for CSL, or as part of the funding from within universities, or outside, grants, or add CSL competences to the teaching education certificates.

CSL is a component of the courses of our own institute (Athena Institute), but we also offer elective and honours courses, internship across all faculties.

Originally, we worked with a bottom up approach, but now we feel the need to get political commitment from the university, top down. In the new vision and mission of the VU CSL is clearly an important part. Vrije Universiteit has an interest in embedding CSL more and more. Students are building competences.

It has been really helpful to be part of the Aurora Alliance, where other universities conduct CSL as well (Taragonna).

#2 GenderLAB

Copenhagen Business School, Denmark

1. *Can you please describe the inspiring practice of GenderLAB that you organize/have initiated?*

The GenderLAB format was developed in a cross-disciplinary project between Copenhagen Business School and KVINFO. It was tested with help from the following collaboration partners: The Royal Institute of Technology (KTH) in Stockholm and the GODESS Institute at Hanken School of Economics in Helsinki. Particularly involved in the project were: Prof. Sara Louise Muhr, Prof. Stina Teilmann-Lock, Bontu Lucie Guschke, Jannick Friis Christensen and Rebekka Mahler, Ellen Månsson and Kai Inga Basner. The GenderLAB format is innovative and co-creative and was developed based on highly specialized, cross-disciplinary academic knowledge and in-depth practical experiences. As we conduct more GenderLABs and receive participant feedback, the format continuously adapts and more exercises are developed.

The project on Co-creating Gender Equality from Classroom to Organizations: Innovations in Nordic Welfare Societies brought together a diverse set of stakeholders in three Nordic countries – Denmark, Sweden and Finland – to combine three interrelated topics in an exploratory and co-creative workshop concept: Gender-influenced educational choices, due to norms of masculinity in leadership, and gendered organizational norms.

GenderLAB is a workshop format and was developed by the Copenhagen Business School, KVINFO, Hanken School of Economics, the GODESS Institute and the KTH Royal Institute of Technology—with support from researchers. GenderLAB is a design thinking workshop and aims to raise awareness to gender inequality issues. The workshop format helps to frame the problems (in communities, organisations) and to develop solutions in a participatory manner.

GenderLAB is suitable for use across a broad range of audiences, including (but not limited to) students, business and academic leaders, educators and NGO representatives. It aims to bring people together to innovatively address challenges around diversity, in particular relating to gender equality. Its flexible format can be used with both homogeneous and heterogeneous groups of participants (for example, with participants from a focal organisation or from different organisations). It allows tackling both broad, societal issues (e.g. women's lacking representation in STEM – science, technology, engineering and mathematics) as well as very specific problem statements (e.g. a particular challenge regarding the hiring of female directors in a given organisation). The GenderLAB format has been successfully applied to find new solutions for a number of organizations across the Nordics. For example, it has resulted in more representation during the Danish Defence and Roskilde Festival. GenderLAB has also helped develop formats that can be used for teaching or other workshops regarding stimulating more women in STEM (Available here: CBS.dk/GenderLAB).

GenderLAB uses design thinking to offer an agile process that enables participants to brainstorm ideas and quickly test solutions to pressing social challenges where gender and diversity play a key role. GenderLAB brings together individuals with different knowledge and perspectives to explore and co-create solutions, policies, action strategies, etc. It fosters collaboration and interaction between different perspectives in order to ensure rich conversations and to help generate new insights. GenderLAB structures conversations on ambitions, scale and impact of ideas and possible solutions to a problem. These conversations are accompanied by norm-critical exercises that are based on knowledge on gender and diversity. This contributes to raising awareness, disrupting and transgressing commonly held assumptions and unconscious biases among participants.

At its core, GenderLAB consists of a series of exercises grouped in 6 steps that any group (ideally 4-5 people, maximum 8-10) can undertake in order to jointly find new solutions for problems relating to gender equality and diversity. Importantly, GenderLAB was designed so that it can be structured in different ways, from a format of a 90-minute-long session up to in-depth day-long workshops. The following explains how GenderLAB can be implemented in 90 minutes (plus any additional explanations on the problem and debriefing that organisers may wish to add), which makes this useful in particular for small groups.

- Table/seating for all participants
- Pens for all participants
- Post-its (ideally in two sizes with different colours)
- Posters (ideally A2-sized, otherwise replace each A2 with two A3)
- Paper (A4-sized)
- Min. 3 participants + 1 facilitator. Suggested group size of per table: 6-8; For larger crowds: several groups + facilitators work in parallel
- 1 challenge that affects a number of different stakeholders, preferably based on actual data (for example from a case organization)
- 1 envelope (per group) containing enough strips of paper for each participant in the group. The strips have roles written on them that relate to those affected by or working/living in the context surrounding the problem (i.e. stakeholders), for example: manager, customer, student, neighbour, politician, etc.
- Timers (for example the stopwatch/timer functions on a mobile phone) for the facilitators and the LAB leader

GenderLAB as outlined here is strictly timed in order to keep its duration to 90 minutes. The durations for each step are deliberately set to be short in order to maintain momentum and to keep the group discussions on topic. Participants may experience the fast pace as mildly stressful, however, this is an important feature of GenderLAB and at the end, the high amount of solutions generated often creates a sense of achievement and deep satisfaction. We therefore recommend to rigorously keep to the schedule and thus equip facilitators with timers in order to do so. If desired, any topics or reflections that are out of GenderLAB's immediate scope can be discussed after GenderLAB, in a collective debriefing.

Step	Name	Description	Duration
1	Norm-critical exercise	(1) Presentation of participants and reflection on norms and their influence on us (basis to Step 5)	15 minutes
2	Points-of-view	Participants use both brain hemispheres by writing and drawing their point of view of the problem at hand	15 minutes
3	Ideation (1) - brain - storming	Generating solutions to the problem: from one's own point of view	15 minutes
4	Ideation (2) – brain - storming	Generating solutions to the problem: from an assigned point of view	15 minutes
5	Norm-critical exercise	(2) Exercise on own biases and/or privileges (based on Step 1)	15 minutes
6	Bingo selection of ideas	The three criteria to choose solutions based on: What can your case organization do tomorrow? What can they do in the long run? What is the most 'out there'/wild idea or solution?	15 minutes

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

The overall process of GenderLAB is facilitated by design thinking, which is a practical approach for tackling complex challenges that present so-called wicked problems, that is, problems that do not have one definitive solution but can be addressed in many different ways and with different results. Photo: Mayra Navarrete

5 Design thinking is action-oriented and, thus, emphasises a maximum output of possible solutions to the identified problems. To this end, design thinking offers a structure of three overall phases: Phase (1) focuses on identifying needs and defining problems, in phase (2) ideas are generated and developed, phase (3) is about delivering and testing ideas. Part of these phases is the mutual development of empathy between different audiences that can challenge assumptions and foster understanding of different people's challenges and needs.

A. Awareness raising for gender problems

Involve participants to come up with solutions, so these solutions are more accepted than top down proposals. Participants think about, draw and finally describe main issues together and agree on problems, so they learn that there are different understandings of the problem

B. Usual 2 rounds of idea generation

First one is brainstorming, for the second round everyone is assigned a role (CEO, HR manager, new employee etc.) and they take this perspective for the ideation

Last round, they decide together on problems, decision criteria could be that this is to be implementable tomorrow, it is out of the box thinking or solution on individual or organizational level, thereby the decisions are prioritized and 1-3 are chosen

This procedure creates ownership to a problem.

There could be additional workshops to go into planning the implementation.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

Staff of companies or other organizations, but also students in courses in form of real life cases from companies and students work on stereotypes. They come to CBS or KVINFO, CBS does not reach out

4. *In what are they supposed to be engaged?*

Awareness for gender problems, engage in and develop solutions. Can be eye-opening to learn how colleagues see the problem.

5. *Who is doing the engagement?*

KVINFO, supported by researchers or solely

6. *Who is the partner within the university for whom the engagement activities are organized?*

Doesn't apply, method was developed jointly, now mainly applied by KVINFO

Researchers learn about how gender problems are talked about by different practitioners, which can inspire their research

Less conscious exchange than field work; more dissemination than data collection

Also used to develop teaching and learning course for leveraging diversity as educator

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

Course format is less dependent on participants' motivation, the involvement moves everybody

Depends a bit on their previous awareness and knowledge about gender issues

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

Needs a certain knowledge/understanding by the audience to engage those who don't know or are resistant

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

Is on the website, affiliated with one of the platforms (interdepartmental initiatives at CBS), no promotion by CBS directly, more by the members, no ownership by institution

10. *Do you measure the impact of your societal engagement? If so, how?*

Not currently being measured.

11. *What do you consider another inspiring practice of engaging society?*

N.A.

#3 Emotional Maps

Palacky University, Czech Republic

1. *Can you please describe the inspiring practice of so called “Emotional maps” that you organize?*

Emotional mapping, as understood in the field of participatory planning, is a method that allows citizens and municipalities to initiate a map-based dialogue concerning the current and future state of public space, drawing upon the citizen experiences of that place. In other words, the emotional maps represent a projection of human emotions into the public space. They serve as a tool that enables the users (citizens) to visualize their own emotional perception of that space by choosing which feelings, experiences and interests to place on the map.

The method is simple, based on plotting the feelings on a standard online map of a concrete locality (city), for example via our application on www.pocitovemapy.cz. Participants answer concrete questions by clicking on the map and selecting the relevant area. The data are collected over a given period of time and then analyzed in GIS. Based on this analysis, emotional maps are then created.

As the results are visualized, they are clearly understandable not only for researchers and stakeholders (policy makers) working with them and using them in further research and decision-making processes, but also directly for the involved participants (citizens) who can learn about and understand how the decisions are taken on the level of local politics and public administration, and what role they can play in it.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

Emotional maps and emotional mapping are activities that are usually used in the first phases of the community mapping and the process of creating the knowledge about the common space and our environment. They are frequently used for example for mapping of safety perception.

The maps are linked to the concept of GeoParticipation (public participation in local decision-making process) and used by local policy makers for purposes of improving the local transportation structure, concepts of urban planning, strategies of economic investment or better informed security services.

In research, emotional maps are used in fields such as geography, geoinformatics, political sciences, sociology, environmental psychology or economics. They bring researchers, students and citizens together to solve societal and other issues related to and defined by these disciplines. The collaboration with the public also provides researchers with new ideas and up-to-date topics for projects with broad audience reach and strong societal impact. For example, within the Aurora network I have been involved in a project in which the main objective is to map landslides and associated natural hazards around Seyðisfjörður, Iceland.

From the perspective of a social scientist, the emotional maps help to gain data, but also qualitative insights into the research process. Map outputs can be verified or supplemented by quantitative research (surveys) and other tools.

3. *Who is supposed to be engaged?*

Citizens are the main actors. We choose respondents based on:

- a. their necessary experience and interests during fieldwork (for example, if researchers are mapping the safety of road crossings, all pedestrians are asked to participate);
- b. quotas;
- c. Researchers ask the public to participate online, for example via pocitovemapy.cz.
- d. In some cases, researchers also work with organisations such as Local Agenda 21. Agenda 21 is the plan of action to achieve sustainable development that was adopted by the world leaders at the United Nations Conference on Environment and Development held in Rio de Janeiro 1992. Agenda 21 is present in many European cities, in the Czech Republic we cooperate with these cities especially in the creation and reconstruction of smaller areas, i.e. parks, housing estates or squares.

4. *In what are they supposed to be engaged?*

The main objective of our current project is citizens participation in spatial urban planning. However, researchers are trying to expand the content to enrich the physical concept (dealing with the questions as to where to grow a lawn, to build an alley, or to plant low or high trees) with the impact of citizens' expectations in a broader sense. Researchers ask questions like: When a city rebuilds a square, what do citizens expect from this? Will the space be car-free? Will it be commercial? Or a gathering place for city residents?

Researchers have created an application that can be used in the study of different types of knowledge, for example, the analysis of the influence of the media on the formation of geographical ideas, the perception of the role of the university, the intensity of social issues, etc. The application will be used primarily in academic research, but can also be used to improve the communication of elected representatives of the local governance structure.

5. *Who is doing the engagement?*

Mainly researchers and students from the fields of geography, social sciences, sociology, political sciences, and social work.

6. *Who is the partner within the university for whom the engagement activities are organized?*

Department of Development and Environmental Studies from the Faculty of Science is the main department carrying out the work and exploiting the results. Researchers collaborate with other colleagues, mainly in the field of geoinformatics and social sciences. However, this tool can be applied also in social media analytics, medicine, patient care, etc.

7. *What is crucial for the success of the engagement?*

Motivating the citizens to contribute to the improvement of the quality of life in a given geographic area and being able to gather the data from citizens with the required experience is crucial. Securing the technical aspects of the process that largely relies on advanced software is a must.

Being aware of the different target groups among the involved citizens requires developing a relevant set of questions that will provide the researchers with the relevant data, but at the same time it will be motivating, interesting and understandable for the citizens and show them useful results on the created maps.

8. *What problems did you come across when you initiated it?*

It is mainly a problem of perception of the possibilities and importance of this involvement.

Emotional mapping is a tool that provides recommendations to stakeholders, but the real impact depends on how they will use them. The stakeholders are very often local policy makers who do not see the importance, high potential and benefits of using this tool as part of decision-making process. Sometimes it's a matter of conservative attitude: they prefer to use more traditional, even though less effective tools to involve citizens (like public opinion polls) or to base their decisions on expert recommendation only.

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

Emotional maps are one of the most inspiring and innovative tools used by our department, and it gives us a wide range of opportunities to collaborate with the municipalities on local, regional and national level. Further analysis of the GeoParticipatory spatial tools that we use in our current project will allow us to apply for other projects in cooperation with stakeholders from the non-academic sector. With these projects, we aim to establish long-lasting networks of experts and stakeholders from which the whole university will benefit.

Science today cannot exist on its own, it must be engaged, developing a so-called third role. In an age of disinformation and fake news, it is increasingly important to engage citizens in the process of knowledge. This is a normative task (values). At least where possible.

11. *Do you measure the impact of your societal engagement? If so, how?*

Currently, direct impact is not yet being measured. However, we can monitor the growing numbers of emotional maps created in our application on pocitovemapy.cz (more than 50 maps created since 2015). We are also gathering feedback via media monitoring (articles in regional newspapers, online news portals or TV reports).

11. *What do you consider another inspiring practice of engaging society in your university?*

The engagement of society can foster interdisciplinary research and connect more topics and disciplines to work with the same tools. There are future opportunities in research on the legislative and institutional context of citizen involvement in health care in the Czech Republic. The dynamics of the relationship between health care users and health care institutions, for example in mandatory vaccination and mental health care reform, can be explored through emotional maps looking at the role of mass and digital media in civic engagement, etc.

#4 Viel-Falter Tagfalter-Monitoring

University of Innsbruck, Austria

1. *Can you please describe the inspiring practice of “Viel-falter Tagfalter-Monitoring” that you organize/have initiated?*

In Viel-Falter: Butterfly Monitoring volunteers, together with researchers from the Department of Ecology of the University of Innsbruck, observe, identify and count butterflies. The aim is to representatively monitor the development of butterfly populations in order to provide scientific basis for evidence-based environmental politics and aid protection measures on national and international scale. Structured citizen science observations were combined with recurring expert assessments. Volunteers are engaged in the systematic butterfly surveys to complement detailed surveys carried out by experts and hence increase the temporal survey resolution. At the same time public awareness and engagement for insect conservation in mountain regions is promoted.

The targeted combination of professional butterfly surveys and observations of committed volunteers makes for a scientifically solid, low-cost and long-term investigation into butterfly populations, currently in Vorarlberg, Tyrol and South Tyrol. In this way, Viel-Falter makes an essential contribution to biodiversity monitoring in the Alps. Education and public relations work complements the scientific survey of Viel-Falter as an important aspect. Regular and continued training will help volunteers and other interested people to improve their general and specialist knowledge on species.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

The vision of the project is for decisions to be based on scientific knowledge instead of blind guesses when it comes to maintaining regional biodiversity. Long-term monitoring of the butterfly population – carried out jointly by interested volunteers and researchers – is an important contribution to sustained and affordable biodiversity monitoring in Austria and to butterfly monitoring in Europe.

The aims are:

- a) Systematic and long-term monitoring of butterfly stands and of the quality of butterfly habitats (so far in Tyrol and Vorarlberg)
- b) Building a reference data set on the occurrence and development of butterfly populations in the Alps
- c) Making an essential contribution to monitoring biodiversity against changes in land use and Global Change
- d) Acting as a beacon project – with a view to expanding it into other federal provinces and Austria
- e) Raising awareness of the importance of biodiversity and encouraging the maintenance of precious habitats, especially grassland ecosystems within the cultural landscape

The outcomes of the project are a plethora of scientific publications, theses, presentations, and different media articles. During the last four years, more than 90 volunteers conducted 1200

assessments at 98 different sites and observed more than 6000 butterfly individuals. At more than 50 public events (excursion, presentations, exhibition, etc.) approximately 13.000 people were directly reached. More than 110 media contributions (TV, Radio, articles etc.) reported on the butterfly monitoring and its aims. (see Rüdissler et al., 4-Jahresbericht 2021: Tagfalter-Monitoring Tirol 2018-2021, p. 31-47; <https://viel-falter.at/cms/materialien-3/veroeffentlichungen/>; <https://viel-falter.at/cms/materialien-3/presse/>). The gathered data hence leads to scientific research and outreach activities.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

Anyone interested in butterflies can observe butterflies in predefined places with the help of simple identification tools. The observations will be carried out several times between May and September. No previous knowledge is required. The Viel-Falter team will offer personal training tailored to the individual volunteer.

As no specific target group is being aimed at the composition of the volunteers is very diverse. The cooperation with NGOs, schools, museums, and other public structures helps with acquiring people from different backgrounds.

Diverse spectrum of citizens: children, to retired people.

4. *In what are they supposed to be engaged?*

As described in 1.), the volunteers monitor predefined sites in addition to experts to enhance spatial and temporal data resolution. This allows for a cost-efficient long-term monitoring of areas. Volunteers are also invited to participate in socializing and outreach activities.

5. *Who is doing the engagement?*

Different groups are responsible for the engagement of volunteers. Johannes Rüdissler and his team are the main contact point for volunteers. Together with the communications office of the Universität Innsbruck outreach activities are planned and conducted.

To ensure good data quality, intensive and personal training and support of the volunteers involved is of great importance. A new online course now aims to reach even more interested people and to further improve the quality of the training. The course explains what biodiversity monitoring is and why it is needed, and what butterfly monitoring is and how it works. <https://www.citizen-science.at/blog/erster-mooc-zum-viel-falter-tag-falter-monitoring> A website is additionally used to communicate with volunteers and the public (<https://viel-falter.at/cms/>) and also partially train them in identifying different butterflies (<https://www.viel-falter.at/game>).

6. *Who is the partner within the university for whom the engagement activities are organized?*

See answers to 5.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

A good management of the volunteers and of their needs is crucial for the success of the engagement. Also, the volunteers are not seen as lesser than the experts but rather as peers with different tasks and only together the full potential of the project is realized. The activities and enrollments possess a very low-threshold without being under-complex. A separate master's thesis was written on this topic, which served as the basis for the measures to achieve the appropriate balance between low-threshold and necessary complexity.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

It was challenging to keep the volunteers engaged as they are not able to choose on their own which areas they are to monitor. It was necessary to provide them other activities so that they could monitor different areas at a later point in time.

A big problem is that there is no strategy for such long-term (citizen science) projects at the university. Funding is always dependent on calls and thus only contributed for a small number of years and due to legal circumstances regarding fixed-term employment contracts the upkeep of the project is difficult.

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

As there is a deficit of institutional support within the organisation the importance and value of this activities are regularly communicated and promoted within the institution and amongst peers. This includes the writing of scientific publications (<https://pos.sissa.it/393/007>, https://jcom.sissa.it/archive/17/03/JCOM_1703_2018_L01, <https://link.springer.com/article/10.1007/s10841-017-0010-3>) on the topic as well as conference presentation and public reports.

10. *Do you measure the impact of your societal engagement? If so, how?*

The impact of the societal engagement itself is not being tracked properly at the moment but could be in the future. Only operative data is available like the number of volunteers, number of assessments, etc. or the amount of publications and outreach activities (see 2.)

11. *What do you consider another inspiring practice of engaging society in your university?*

Dr. Gerhardm Rampls project "Flurnamendokumentation im Bundesland Tirol" (Field names in Tyrol) did run from 2007-2017 and was citizen science even before the term was know widely. In this project, scientists together with local historians and citizens compiled an exhaustive list of ca. 120.000 field names within the 277 municipalities of Tyrol.

#5 Indoor & outdoor monitoring of volatile organic compounds in school buildings

Rovira i Virgili University, Spain

Inspiring practice

Our project consists in analyze the air quality indoor in some schools of Tarragona. Students lead this research, by selecting the most interesting points to be analysed, installing the passive sampling devices, working to analyse the samples and doing the result interpretation to get the conclusions. Then they start implementing corrective measures to improve the air quality in the school. Also, they take an active part in the dissemination of this results, introducing to the student's parents the result of the research. Three scientific publications with high impact index were done with project's results.

This project has two main objectives, the first one is to find out the indoor air quality in some Tarragonna schools and the second one is to make the students lead a real scientific project.

The results from the study are a detailed analysis of the air quality at the school. These results led to application of corrective measures and improve the air quality. We consider this and inspiring practice due to it is a real research project, lead by students, with a corrective measures applied to improve the air quality of their own classrooms. Other objectives of these practices are to create vocations in STEM professions and to concern students about the importance to preserve the environment.

The research group CROMA (URV) has long held an interest in the characterization of the air quality from the environment, however, indoor quality air has achieved a more prominent role in studies of environmental research of late. Sant Pau Apòstol (Tarragona) school was interested in analyses the air quality in the center, in addition, this school is interested in make their students participate in scientific projects, so we consider the collaboration beneficial from both parts. Researchers and technicians from university worked together with students, families and teachers from the school with the same aim.

Students lead the project, they design the different steps to follow, the sampling points, participate also in the analysis and doing the statistics to get the results and they also interpret it with the help of the experts and technicians form the university. Finally, they are also the responsible to disseminate the results of their research to their families, and teachers and school staff.

Skills, culture, values needed

The activity was repeated several times, especially with the aim to study the air quality of the school before and after the pandemic. Different groups and classes of students were involved in the project. However, we detected that some skills and values are needed to be developed correctly. Students participate as volunteers in this project and they have to be interested in sciences and be good at them. Also, they organized themselves- In some cases, the group of people interested in the project was quite big, so they divide the volunteers in different groups and each group were responsible from a specific part of the project, even though, all of them participate in every single part. Students were assigned to a group depending on their preferences and abilities, for example, good communication skills are needed to participate in the dissemination part.

- Participatory research: students, teachers and families were involved
- Bottom up approach

- Win-win project (schools and researchers)

No important problems were detected during the project. However, it was quite difficult to include in the student's timetable, time to do the activities. Also, we want this project to be completely voluntary; this is because we want motivated students to lead it. This makes that in some classes we got only few students interested in it, while, in other cases, almost all the class wanted to take part from the research group. To solve that, students should organize by themselves, guided by university experts, to achieve all students participate in the project actively.

Impact of the engagement

We really do not measure the impact of our project. Corrective measures were applied in the school to improve the air quality indoor and expecting that it could help students and teachers be more concentrated when being at the center.

Orgware

- Difficulties to evaluate the impact on the students (teachers and researchers are overworked)
- Incorporate the project in the course subjects to work on it transversally and motivate them more
- Lack of citizens science culture in the university

#6 UNIAKTIV

University of Duisburg-Essen, Germany

1. *Can you please describe the inspiring practice of [citizen/societal engagement – replace with specific activity and how it is called by the interviewee] that you organize/have initiated?*

University of Duisburg-Essen's Center for Societal Learning and Civic Responsibility is a central unit to initiate, develop and support cooperation projects which combine civic engagement and university teaching in the university's curricula and beyond. Originally founded and developed in a series of (mostly third party funded) projects in the Organizational Development Lab (Prof. Dr. W. Stark), UNI-AKTIV became a university-wide central service in 2013 and is now a core part of the UDE's central strategy for societal transfer (2021).

As an intermediate structure between campus and community, UNIAKTIV aims at connecting and enabling UDE faculty, courses and students from all departments to "organized engagement" (Backhaus-Maul 2021) for social, cultural, and ecological matters; i.e. actors, organizations and initiatives of the local, regional, national to international civil society. Accordingly, main tasks include the facilitation of such cooperation, i.e. the acquisition, support and (didactical) training of UDE faculty as well as the acquisition and management of community partner organizations and the facilitation of the actual cooperation. Also, students are supported in matters of civic engagement.

UNIAKTIV mainly draws on Service Learning (Furco 1996, Altenschmidt & Miller 2016), Design Thinking (Brown 2008, Plattner et al. 2009), and Community-based Research (Strand et al. 2003). Apart from guiding methodological, didactical and operational issues (**Hardware**), these frameworks also heavily influence UNIAKTIV's culture, values, and cooperation attitude (**Software**) as well as the implementation strategy (**Orgware**).

Results include an average nine to ten Service Learning courses with an estimated thirty community projects and 200-250 participants in total per semester (with a drawback during the pandemic); regular consultancy of faculty, project proposals, faculty from different universities on national and international level. Frequent acquisition of third-party funded projects; a range of prizes and competitions (including the Jimmy Carter Partnership Award); and frequent appearances of SL-projects in academic and public newspapers.

Received initial funding in 2007 and also external funding to find out if Service Learning would work in German setting. Supporting faculty to set up service learning courses, within disciplines but also transdisciplinary ([UNIAKTIV: UNIAKTIV](#))

Example: training physics teachers to teach according to SDGs and local tree watering/water shortage. Conducting and designing workshops for local communities (e.g. interested residents, primary schools, etc).

Example: Nonprofit PR, students from all disciplines coming together to conduct projects for saving bees (e.g. for museums, local clubs, etc)

Example: campaigning for global issues, raising awareness for social issues, training students in how to raise awareness

Example: direct service (students handing out soup, direct volunteering → missing academic link; students look for their own engagement and reflect within class about their experience); indirect service (scientifically related service projects)

Example: Design thinking course: getting students together from different universities. In creative lab get a challenge from a local lab (e.g. designing a local public space, about methodically designing local spaces).

The centre also has a facilitator role regarding the engagement between universities and external stakeholders.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

The aim of the Centre is to combine research with societal impact and to train students in not just doing research, but also in how to leverage the research findings for societal impact & transformation. The Centre hopes to provide connections between local communities, local organisations and researchers/students.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

Through the Service Learning project, the centre engages local organisations, residents, non-profits and different faculties in the university. Aim is to connect those different actors

4. *In what are they supposed to be engaged?*

They're largely engaged through Service Learning projects (see above for examples of such projects)

5. *Who is doing the engagement?*

The Centre and the various students enrolled in their modules

6. *Who is the partner within the university for whom the engagement activities are organized?*

The Centre organises the engagement activities (See above & below for more specifics)

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

- Developed a tool for identifying success factors for Service Learning: what patterns are relevant for community service learning
- Everyone within the university believes in the benefits of service learning for the community partners, which is why Joerg & Karsten both have permanent & full time contracts, underlining the university's commitment to service learning
- Have developed their own network and database for community partners/stakeholders who are interested in service learning (about 300-400 local organisations). Saves time reaching out to external partners
- They also work with a local engagement organisation to leverage and engage external/societal partners
- Collaborate with external partners/faculties who are interested in service learning
- Set up a small certificate/credits for students who engage in service learning (stimulates their engagement)

- Service learning is slowly being embedded within the university, but it would be helpful if they received their President's support too, for strategic embedding of service learning within the university

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

- Service learning is still a bit fragmented and students are rarely required to do service learning. Students do have some modules where they learn about the methodology for service learning. No specific modules which makes it harder to implement Service Learning within the University
- Barriers & enablers are two sides of the same coins look at the Service Learning factsheet from Sarju
- Got loads of data from the service learning projects, but not enough capacity to process/evaluate the data properly
- Evaluation for courses there's a standard format for evaluating them. But standardised sheets do not cover all the rich experiences that students gather. They have developed their own evaluation sheet for students, but do not have capacity to use that qual data properly (to measure impact on student experiences/satisfaction) or to leverage those positive evaluations to get more footing within the university
- Has experienced German uni as having different 'war lords' battling for resources and attention
- Service learning is hindered by lack of theoretical underpinning. Service learning examines different phenomena which makes it difficult to further develop without a strong theoretical/methodological underpinning.
- Civic engagement within German Uni's is not recognised (it's all based on research), not enough attention on societal transfer or civic engagement. Recognition through funding, tenure, (Irish model: university of Galway which recognise civic engagement and service learning within the career path)

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

- Need to develop theoretical underpinning for Service Learning (for this they need time for research) → time to connect theoretical & practical fieldwork
- Specific places/topics for service learning. Universities deal with different modes of learning & epistemology
- Need time to further develop the methodology: standardisation/methodology which can take into account the complexity of the wicked problems under investigation.
- Would be good to know who else does Civic Engagement/Service Learning (in Europe/German) → Who else is in the field? Who else has a Support Centre → What are the different approaches, who is doing it, how?
- Exchange learnings regarding Service learning with other institutes applying such approaches to learn from each other. Maybe there's scope for the Aurora project to support such learning

10. *Do you measure the impact of your societal engagement? If so, how?*

Unclear, and limited capacity to measure such impact

11. *What do you consider another inspiring practice of engaging society in your university?*

- University of Minnesota (Andy Cirkow? Service Learning theoretician)

#7 Citizens Academy

University of East Anglia, United Kingdom

1. *Can you please describe the inspiring practice of [citizen/societal engagement – replace with specific activity and how it is called by the interviewee] that you organize/have initiated?*

Formally launched in May 2022, based within UEA's Faculty of Medicine and Health (at the moment), the Citizens Academy represents a coordinated approach to involving members of the public, patients, and experts with relevant experience across all aspects of research and teaching. It aims to provide a central 'hub' to bring together PPIE activities (Patient and Public Involvement and Engagement) including recruitment of participants, training resources, mentorship of participants, and the adoption of a coordinated approach to payment policy and good practice guidelines.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

It is important that health research represents the wider population, including minority groups and/or those who may find it difficult to engage. We are all 'citizens' with relevant experiences to share, and it is vital we learn from each other.

The Citizens Academy seeks to

- More proactively develop new areas for patient and public involvement and engagement, in an inclusive and collaborative manner;
- Shape – or in some cases re-shape – new research plans, and maximise value.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

Public, healthcare experts in various settings (hospitals, GP surgeries, social care), patients, researchers, patients' families, charities, voluntary organisations, commercial suppliers.

4. *In what are they supposed to be engaged?*

Involvement can happen in many different ways, at many different levels.

On the one hand, engagement is about informing researchers of real world problems and issues, based on lived experiences, on unmet needs and on preferred outcomes. By advising research teams what they should be asking, researching, testing – based on direct experience - this will helpfully better shape the research questions, ensure that we are using the right language, and maintain the focus on optimum patient focused outcomes.

But on the other hand, it can be broader than that. For example, PPIE may also be actively involved in managing and delivering research, and in dissemination.

Some research teams may take a fully integrated 'co-production' approach where the PPIE works alongside the research team to co-develop and co-deliver research, others may have more of a 'light touch' approach, making use of experts by experience who may contribute in specific ways, such as attending an advisory group.

All PPIE models and types have their place, but we are actively trying to move away from one off brief consultation(s) or advice (where there may be a clear benefit for the university/researcher without a reciprocal benefit for the PPIE participant).

5. *Who is doing the engagement?*

Often, researchers are driving the engagement, with the public, healthcare experts in various settings (hospitals, GP surgeries, social care), patients, patients' families, charities, voluntary organisations, commercial suppliers. But also we encourage the public to come forward and engage with us.

Indeed, we have more 'user-led' approaches planned, for example our co-production call for community groups to undertake small projects, led by communities themselves, to identify critical health and social care needs of the community that we serve.

6. *Who is the partner within the university for whom the engagement activities are organized?*

The Citizens Academy has only just been launched within UEA's Faculty of Medicine and Health. The plan is to establish the initiative, and then over time extend it across all of the University's four Faculties.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

It is important to value all contributions and involvement from differing perspectives; to listen to different perspectives and appreciate context; to go 'the extra mile' to ensure that those involved in the Citizens Academy represent the wider population, including minority groups; to work transparently to ensure involvement is a reciprocal relationship; to be diligent in making every effort to offer involvement opportunities to those who may find it difficult to engage or require reasonable adjustments; and to persevere in championing public and patient involvement in all aspects of our work.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

We needed to ensure the Citizens Academy worked with, and took with us, the existing PPIE structures already operational in the region. That is why the Academy was designed to work collaboratively with pre-existing structures for PPIE already in place, collaborating and supporting ongoing and new PPIE work within hospitals, voluntary organisations and charities that UEA regularly partners with.

We also needed to have many things in place prior to launch – mission and values agreed, governance structure up and running, best practice guidelines pulled together.

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

- Formal governance structure with widespread, inclusive participation, including external bodies PPIE bodies.
- Agreed Mission, Values and Five Year Plan (including rolling out across all UEA Faculties).
- Extensive internal and external communications.

10. *Do you measure the impact of your societal engagement? If so, how?*

It is early days, but the launch feedback from the general public was very supportive and encouraging, including: "Happy that people are doing something to improve things";

"Fully supportive of this research, to find out what can be done better/differently"; and

“Hope the Citizens Academy will offer training and build capacity of the public through seminars and workshops”.

In addition, UEA was invited to UK Houses of Parliament with the Royal Physiological Society as one of the case studies they featured to show how research has led to change in practice in care homes.

Change will be demonstrable in the long term as we see a true and sustained culture shift from the past academic model of consultation with patients to the current approach of integrated PPIE where there is mutual benefit and reciprocity.

12. *What do you consider another inspiring practice of engaging society in your university?*

N.A.

#8 Field Names in Tyrol

University of Innsbruck, Austria

1. Can you please describe the inspiring practice of “Field names in Tyrol” that you organize/have initiated?

After several failed attempts to map the field names in Tyrol in a centralized way using only university staff, a citizen science pilot project was started in 2007 to involve the population as knowledge carriers. At the time, almost no one was talking about citizen science, and thus there was little experience in implementing such projects, as evidenced by the iterative development of the data collection process.

Initially, the project was to be set up like a wiki, in which the field names would be collected and then only corrected by the citizens. This idea was discarded due to the difficult quality control of the delivered contributions. It was decided to enter into a cooperation with the Tiroler Bildungsforum / Tyrolean Educational Forum, which supports volunteer chroniclers in every Tyrolean municipality and cooperates with the chroniclers' association, who were then used as multipliers. These chroniclers, who were already anchored in their communities and recruited at district-wide chronicler days, were to receive all the necessary (map) materials. They then met with citizens of their community in order to draw in the field names on these (map) materials.

The project structure was thus divided into two parts: The researchers provided the organizational framework, supplied the necessary technology and materials, performed quality control, and served as an interface between other stakeholders such as the university or the province of Tyrol. The chroniclers of the respective communities did the fieldwork, met with citizens, and processed the materials provided by the researchers. There were little or no guidelines as to how the chroniclers had to organize their meetings with the citizens, as long as they adhered to the methodological guidelines.

From 2007 to 2009, a pilot of the project ran without sound funding in order to be able to assess its turnover, which went very positively, which is why there was funding from the province of Tyrol together with the university from 2009 to 2017. During these years, field names were collected and compiled in all municipalities of Tyrol, plotted on an [interactive online map](#) and subsequently also made available online as an open access dataset based on the FAIR categories for all interested parties. Since 2017, the project has continued without separate funding in a reduced version and efforts are currently being made to collect further [phonetic data](#), as this is not yet available for all field names.

2. What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)

The goal was to systematically collect the field names in Tyrol, to pick up loose ends of previous projects and to make the collected data available for research, especially onomastics. Since there was little experience with citizen science projects in Austria at the start of the project, the researchers were effectively pioneers in this field and were able to, or had to, overcome reservations within the scientific community about involving citizens in research. In this respect, the project not only influenced the research of the participating researchers, who published various (popular) scientific articles based on the data, but also the acceptance of citizen science approaches within the research community. In addition to all this, the field names in Tyrol became an [UNESCO intangible national cultural heritage](#) in 2018.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

The Tyrolean Education Forum was involved as an interface to the chroniclers' association, with whose members work was done to activate the citizens in the individual communities for the data collection.

4. *In what are they supposed to be engaged?*

The citizens served to collect data on the various field names in the Tyrolean municipalities. The chroniclers acted as an interface between the citizens and the researchers.

5. *Who is doing the engagement?*

The project relied throughout on the personal enthusiasm of the participating researchers, who put more work and energy into the project than they were obliged to. It was also the researchers themselves who had to convince the chroniclers to participate in the project at various meetings. The exchange with the citizens was then organized by the chroniclers, except for a final event at the end of the funded project, which was planned centrally and brought the various participating stakeholders together. Many more activities of this kind would have been welcome, but the necessary financial and, above all, time resources were not available.

6. *Who is the partner within the university for whom the engagement activities are organized?*

There are various partners within the university with whom this project was carried out. First of all, there were colleagues from the department of linguistics who participated and where the project was located within the onomastics. There was assistance from the department of computer science, which offered support in technical matters and also announced MA theses among the students, who thus programmed the IT infrastructure for the project. There were also other individual researchers who supported the project. The cooperation with the public relations office was rather low, but there was no special focus on PR activities within the project.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

On the one hand, it was of utmost importance that the technical infrastructure of the project functioned properly. This does not only mean the processing of the received data, but above all the backup of the same and the maintenance of any published websites. At the beginning of the project, there was a failure of a hard drive, of which there was no current backup, so the data for entire municipalities had to be surveyed again, which dampened not only the motivation of the chroniclers, but also that of the citizens.

On the other hand, the chroniclers had to be well served, since they served as multipliers for the project. Their needs had to be focused so that they could participate in the project in their limited time and also win over the citizens for data collection. To be able to do this seriously, the chroniclers had to be seen and accepted as equal partners who also had their own motivations for their participation.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

The question of further and continuous funding of the project was always given, as the project was neither a third mission format nor basic research. From 2009 to 2017, the project had a very comfortable financial situation due to the joint funding between the province of Tyrol and the university, but it was also subject to hard deadlines on the part of the processing office at

the province of Tyrol, which often clashed with the time schedules at the universities and those of the required data collection.

Another problem was that the success of the project depended on the personal commitment of researchers, who carried out activities beyond the scope of their employment contracts and thus drove the survey forward.

The development of the necessary technical infrastructure was also a difficulty, since this technical equipment not only had to be purchased, but also the handling of it had to be learned. This is still dependent on individual researchers who have the technical know-how and the necessary experience in the project's data management, which makes organizational learning with regard to this project much more difficult.

Overall communication of the project was also problematic, so that participants did not always see themselves as part of a larger effort at all times. This led to conflicts when, for example, the chroniclers were not serviced quickly enough, or when attempts were made to homogenize spelling across the entire project, which often led to an affront among the citizens. In order not to endanger the project, the field names given by the citizens were not homogenized in the project funded by the province of Tyrol, which can now also be found on the project website. The homogenization of the data is planned for a later planned creation or publication of a book of field names for Tyrol.

9. What is done to embed this societal/citizen engagement (activities) in the organization/institute?

The continuation of the project is part of Dr. Rampl's job profile. Beyond that, there is little to no institutional support to institutionalize the project on an ongoing and continuous basis. Nevertheless, the project functions as a very early example of citizen science and it served or still serves as a best practice inside and outside the university how citizen engagement can be designed, even if there are more modern methods for it in the meantime.

10. Do you measure the impact of your societal engagement? If so, how?

This has not been or will not be measured due to lack of time and financial resources.

11. What do you consider another inspiring practice of engaging society in your university?

N.A.

#9 Academic Activism—The Queer History

University of Iceland

Academic activism: Using action and research to bring out societal change.

„As we all know, history is important. It is important for all of us to know who we are and where we come from, to learn from the past so we can understand the present and aim for making the world a little bit better.“

1. *Can you, please, describe the inspiring practice of “Academic Activism” that you organize/have initiated?*

Academic activism has been an important part of the work that's been done in the past eight years with colleagues and historians. Before we started working together on research projects we were all involved in queer activism and had been working with LGBT organisations for years. Our collaboration, which started in 2016, was thus an organic continuation of our activism, incited and inspired by what we saw as urgent need.

In 2016, Icelandic queer history had not been studied from an academic perspective and very little queer research was being conducted in the humanities. Some very important grassroots work had been done on Iceland's gay and lesbian history, but the few historical bits and pieces that we could read about only made it more obvious how little we knew. We therefore realised we had to create projects and do some serious research.

When we got together in 2016 and decided to start our first project, we were all either working on independent research or finishing our studies. We were not employed by a university or an institution and we were not earning research points, we were trying to start our careers and struggling to make a living, and at the same time involved in queer organisational work and surrounded by people who were just as thirsty for knowing more about the queer past as we were.

Two examples of academic activism – where we combined academic writing with grassroots work and collaboration with NGOs:

Our first project was a peer-reviewed book with six articles, published in 2017. In the process we realised that the only woman who was discussed in the book was Sappho, who was very far from being Icelandic and died a very long time ago. Historical sources on queer women, seemed to be harder to find or attract less attention than information on queer men, but we also suspected that we had not been looking for the right things in the right places.

We therefore started a new project, called *Huldukonur / Hidden women: queer women in the archives*. Its aims were to systematically search for sources on women's queer sexualities before the 1960s, and, more importantly, to make these sources available to scholars, students, and the public, and explain how they can be used, what they can tell us and how they can change our ideas about the past. We did not see this as our own research, but a platform for people to explore this history, create more projects, and incite discussions.

We worked in collaboration with Samtökin 78 / The national queer organisation, and received generous funding from the Icelandic Equality Fund. The result was a website, huldukonur.is, which opened in January 2020, and has already lead to the publication of peer-reviewed articles, inspired history students in their search for Bachelor projects, and the teaching material we wrote has been taught in Secondary schools.

<https://huldukonur.is/>

Another project that me and Íris started, together with Ynda Eldborg, and worked on with The national queer organisation and The national museum of Iceland is *The Rainbow Tread*, which opened in 2018. The rainbow thread is a queer guide through the main exhibition at The national museum, where guests can choose to explore the exhibition, which focuses on the history of Iceland and the Icelandic nation-state, from a queer perspective. <https://www.thjodminjasafn.is/english/for-visitors/the-national-museum/visitor-informations/audio-guide/a-rainbow-thread>

Now things have changed, me and Íris are academic employees at the University of Iceland and Hafþís is writing her PhD dissertation here. The question then arises: How can we continue our academic activism in the University? How can universities help their researchers to do academic activism?

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

See above. Deconstructing the silence and historical exclusion of queer lives and LGBTI identities is an important part of contemporary queer activism, because as we all know, history is important. It is important for all of us to know who we are and where we come from, to learn from the past so we can understand the present and aim for making the world a little bit better. Our enthusiasm for doing research on Icelandic queer history was thus both personal and professional, driven by a collective need for knowing and understanding more.

3. *Who (citizens/societal organisations) is supposed to be engaged?*

The LGBTI+ community in Iceland and their friends, family and supporters.

4. *In what are they supposed to be engaged?*

See above. "Academic activism", exploring, studying and discussing queer history and culture with the aim of working towards equality and increased visibility and representation of queer sexualities and genders in both contemporary culture and other aspects of our society.

5. *Who is doing the engagement?*

Queer academics working in Icelandic universities. The academics have for several years worked closely with the board of The National Queer Organisation of Iceland (Samtökin '78), engage in organizational work and organize various events for the LGBTI+ community.

6. *Who is the partner within the university for whom the engagement activities are organized?*

See above.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

Will to learn about past and present societies and cultures, and how discourses and knowledge change and vary, and enthusiasm to use this knowledge and awareness in present day queer activism.

The motivation we need most is a reward and reward system (points system) within the universities that gives real weight to such projects.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

There is a lack of initiative and responsibility from large government agencies such as the UI and the National Museum. They rarely show initiative when it comes to projects about queer culture and experience, although they may welcome other people's initiatives. That was also the case with the National Museum, we were welcomed but the initiative and drive came from us and as a result it cannot be assumed that such projects will continue to be carried out when the grassroots initiative ends. This is also the case elsewhere, for example, at the National Theatre of Iceland, which staged a hugely popular performance on queer personal experiences, but the initiative and all the work came from a queer grassroots group, not the National Theatre itself.

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

N.A.

10. *Do you measure the impact of your societal engagement? If so, how?*

N.A.

11. *What do you consider another inspiring practice of engaging society in your university?*

N.A.

#10 Human rights education for African male patients: Preventing prostate cancer

University of Naples Federico II, Italy

1. *Can you please describe the inspiring practice of “Human rights education for African male patients: preventing prostate cancer” that you organize/have initiated?*

The “Human rights education for African male patients: preventing prostate cancer” project arises from medical literature that has recently demonstrated how the risk of prostate cancer in Black men is higher than in the Caucasian ones. More specifically, these studies have demonstrated that the African male population has a genetic factor that predisposes it to prostate cancer even at a young age (less than 50 years old). This risk increases when African men immigrate to Western countries, especially in the US, because of their lifestyle and nutrition. In Europe and in the US they assume greasier foods and red meat that increase the risk to develop an aggressive prostate cancer.

At the same time, we have experienced how the African male population living in the Neapolitan province often ignore these risks. Above all, through local NGOs and thanks to teaching and scientific projects already led at the Department of Law of the University of Naples Federico II, we know that immigrants often do not have any awareness of their health right, nor about their health care, here in Italy. They come from poor African villages where medical care is often run not by doctors but by sorcerers.

These factors have shown us the importance of developing a socio-medical iterative process capable of involving both the Federico II, local NGOs with their mediators, and the African male population living in the province of Naples.

The project started with a pilot experiment: we are recruiting 100 African men (30-70 years) through different local NGOs. Thanks to mediators working with these NGOs, we administer them a questionnaire in order to collect necessary data (name, surname, age, birth country, family background, and so on). Then, they will be subjected to a specific clinical exam (i.e. PSA, prostatic specific antigen). If the exam will be negative, they still will be monitored in the medium and long period (3-5 years). If the exam is positive, they will be followed at the Department of Urology of the Policlinico (University of Naples Federico II).

Near this phase, which is a clinical one, we would implement an iterative process of co-creation, promoting the cooperation with the NGOs involved in the project. This second step aims to improve participants’ awareness concerning their health as a universal human right. In this sense, participants will also be involved in seminars and other cultural initiatives that will be organized with the NGOs’ contribution.

The project is also part of a larger program called Third Mission that is led by the University Federico II as the whole of practices that aim to reduce the gap between the University and social and urban contexts where it arises and works. Phrased differently, the academic Third Mission attempts to bring the University closer to social, economic, political spaces where it operates, through cultural practices capable of including citizens, institutions, political authorities, associations, and so on.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

The main goal was to identify at an early state prostate cancer in the young African male population living in Naples province. Then, the project also aims to collect data available for

scientific research, especially in terms of cancer risk factors (genetic ones, food, lifestyle, etc.). Last but not least, the practice attempts to develop iterative processes of co-creation capable of increasing immigrants' awareness concerning their health as a fundamental right and all the linked care options. In this sense, we will try to stimulate cooperation with the NGOs involved in the practice, especially through the filter of their mediators.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

First, the pilot project involves 100 African men, aged 30-70, who volunteered to participate in the program. Second, local NGOs made recruitment possible with their socio-linguistic mediators and a local priest. They highlight the benefits of the research and purpose of their blood sample taken. The priest for these participants has been able to gain their trust and increase their understanding of the study.

4. *In what are they supposed to be engaged?*

The African immigrants served to collect data on prostate cancer (i.e. their predisposition to have prostate cancer). The NGOs work as a filter between immigrants and the academic researchers. Their mediators will make possible a co-creation process focused on the importance of the health, medical care, fundamental rights and their protection.

The participants seem mostly involved as participants: firstly to have their blood samples taken, secondly to express and share their thoughts and conceptualisations of HIV through art-based research approaches.

5. *Who is doing the engagement?*

The recruitment has been possible through the cooperation between academic researchers, NGOs, Anglican church. All these stakeholders are participating with enthusiasm, trying to convince immigrants of the importance of the project and, more in general, of their health and medical care. Financial resources will mainly come from the University of Naples Federico II and they will allow not only the clinical activities but also cultural meetings which are necessary to promote the health literacy through the participants.

The priest and NGO mostly do the recruitment, using practical needs as motivator (e.g. food, legal advice)

After the recruitment and blood exams, they will also meet the participants in order to understand how they conceptualise HIV and prostate cancer and what their corresponding care needs are.

Researchers will meet the participants by going to the local places. The aim is to show that researchers want participants to feel safe by going to their own safe and trusted environments within their own communities. The expectation is that this will help the building of relationships.

6. *Who is the partner within the university for whom the engagement activities are organized?*

There are various partners within the university with whom this project was carried out. Firstly, the project involves colleagues coming from the Department of Law and the School of Medicine, both of the University

of Naples. The delegate's Rector, responsible of the Third Mission at the Federico II, and the delegate to the immigration are cooperating.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

First, the recruitment is crucial for the success of the engagement. Second, the clinical part needs the medical and technical infrastructure of the Policlinico and these activities constitute the core of the project. Then, data need to be processed and elaborated in order to implement the scientific literature and to evaluate the impact of the project. Third, concerning the cultural and social part of the project, it is fundamental to motivate the participants. All of them have hard personal stories, often with a background of exploitation. They come from poor African countries; they have left their families back, facing hard journeys through the Mediterranean. Some of them have also experienced slavery in Lybia. Finally, they have a cultural background that is very different from our values and cultural heritage. They may be wary of doctors, clinical exams or not motivated. All these factors make hard the engagement and it is crucial that we correctly focus on their needs, also making them aware that they are fundamental partners in the project. The chroniclers had to be well served, since they served as multipliers for the project.

These harrowing experiences make it important that the research project and involved NGO take time to address their primary needs (e.g. food, legal assistance). Using key figures in their communities (e.g. priest) to reach out to participants helps to build trust and up the recruitment rate.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

The project started a couple of months ago. The recruitment has been not easy and we have different NGOs, mediators, volunteers.

Second, we now have to face the financial issue, because the PSA exams need reagents and qualified personnel at clinical laboratories.

Another key point for the success of the project is the personal commitment of researchers, who carried out activities beyond the scope of their employment contracts and thus drove the survey forward.

Recruitment is biggest problem right now. As they are participating in a blood research project (blood diagnostics) there's a cultural barrier. Participants feel like their blood is sacred to their life/it represents their live and are reluctant to have their blood samples taken.

Difficult to assess/measure social impact of research as clinical/scientific project perspective is seen as very different from social impact: Two different perspectives and goals. So how do you bring that together? *(Leverage citizen participation as a way to bridge social impact & science perspective → participants have a fundamental right not just to good care but also to be involved as active participants in science/research.*

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

As I have already explained, the project is part of a broader academic program, called Third Mission. So, it is strongly supported by the University as a good practice of civile society engagement. We also hope that the collected data can be used in the scientific literature on the prostate cancer and so doing the study will have a continuity, especially through the work of my research team.

Using community figures (like priests)

Art based outreach (e.g. painting murals): how do they visualise the concept of HIV. Bringing perspectives together by citizen participation and creative/interactive sessions (bringing participants and researchers together)

10. *Do you measure the impact of your societal engagement? If so, how?*

This has not been measured since the project is started a couple of months ago and we are only at the beginning. Nevertheless, we will try to measure its impact at the end. Difficult to measure social impact of a clinical research project as the project is conducted from a scientific/clinical perspective and that's seen as separate from social impact.

11. *What do you consider another inspiring practice of engaging society in your university?*
N.A.

#12 Institute for Societal Resilience

Vrije Universiteit Amsterdam, the Netherlands

1. *Can you please describe the inspiring practice that you organize/have initiated?*

The Institute for Societal Resilience is a research institute that brings together VU researchers from the Faculty of Social Sciences. The institute consists of labs, which are each focused on a research theme that need to be studied from a perspective that goes beyond single disciplines in collaboration with society. The social science researchers that work together in the labs write research proposals together and conduct the research in collaboration.

2. *What is the aim of these practices? What are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

Aim

The overarching mission is to stimulate social science with and for society. A crucial part of such a research process is the co-production of knowledge in which scientific researchers as well as professionals from the field and people with experiential knowledge take part. The interactions that are part of such an approach allow for new perspectives to emerge and inspire researchers. Societal engagement entails embracing complexity and making this complexity visible. This is important, because it is the complex problems for which the involvement of societal stakeholders is necessary. Ideally it would also have societal effects, i.e., it contributes to making society a better place.

Impact

The most direct impact that the institute has on research practices is that it provides researchers with access to a network of societal partners and to inspiring meetings with a diversity of researchers, professionals, and others to discuss the research theme. The societal impact can mainly be found in the advisory reports that are produced together, or the discussion meetings, and presentations of results of the collective research process.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

The institute facilitates collaboration with different groups in society, governmental bodies, NGOs, all kinds of organizations.

4. *In what are they supposed to be engaged? Who is doing the engagement?*

The societal partners are engaged in the process of knowledge production. Ideally, researchers explore together what the problem is, and what needs to be done. We establish problem definitions together. This creates co-ownership of the research, which stimulates equality in how it is conducted. Our point of departure is that scientific expertise is different but not worth more or less than any other expertise. If such a collaboration works well, networks of stakeholders start approaching us when they have problems or ideas, but most of the time it is still the other way around.

5. *Who is the partner within the university for whom the engagement activities are organized?*

Answered in the above.

6. *What is crucial for the success of the engagement [skills, culture, values needed]?*

Sensitivity to societal developments

As a researcher you need to be sensitive to what is going on in The Hague for example, or in the *College van Wethouders*. You need to be able to anticipate on developments, on what will resonate in society. As an institute we are skilled in doing that. We foresee a number of problems that will arise soon - in the near future - and we build networks in anticipation of these problems, and we draw attention to it. As such we are making our collaborations more responsive to what society needs.

Continuity

In order to stimulate knowledge production conducted within collaborative agreements it is important that these last over time. This has a financial as well as a societal component. Sometimes, for example when a societal partner has funds at its disposal, then it is relatively easy to raise money to conduct the research. Some projects have very clear societal relevancy but the societal partners involved do not have any money. We need both kinds of projects, we need both *tweede en derde geldstroommiddelen*.

Connectivity

The lab offers a structure and space for creativity on research themes that should be approached from beyond single disciplines, in terms of content and collaboration. The labs offer a structure to connect to the world outside of academia, but also between the different faculties.

Flexibility

No lab is the same. Thinking in terms of a blueprint does not work for us. The only common denominator is that the collaborative effort adopts a way of working that is focused on a societal problem or a problem-based way of working. It is important every time to search for a fitting collaboration at that specific time. That is why the labs are minimally institutionalized. It needs to be flexible, not rigid, in order to be able to anticipate societal changes, and problems. Because it is hardly institutionalized we need to find other ways to sustainably embed it in the university.

Focus on concrete problems

An example of a successful collaboration is the Refugee Academy. They work together with the Dutch Council for Refugees (*Stichting Vluchtelingenwerk*) to set up the research agenda, they collaborated in writing a report for the National Ombudsman. Because the network of refugees is rather large, and they consistently give refugees a voice in the research, they gained agency, and have acquired a position in the discussions. What makes the collaboration strong is that Halleh Ghorashi herself (i.e. the Professor in the lead) and others who work in the project as researchers were refugees themselves in the past. This makes the societal problem very concrete and recognizable.

In other labs this has been less successful. An example is the Safety and Resilience lab, which focuses on radicalization among other research themes. The weak spot of this lab was that it did not become sufficiently recognizable. The theme of “safety” remained rather abstract, and broad. It was difficult to embed it sustainably in the institute. It was too much dependent on the leading researcher, who left. But when he left, it became really difficult to maintain the network.

7. *What problems did you come across when you initiated it [skills, culture, values needed]?*

Productive collaboration

There weren't many hiccups, or problems, other than how are we going to collaborate while our frames and problem definitions are so different. It proved to be important to make these differences explicit. But those are not barriers, this is part of a productive research process in which different partners have shared ownership of the research process.

Continuity

Continuity remains a problem. How can you make sure that a lab is continuously fed by researchers and societal actors over longer periods? How can we make sure the lab remains sensitive to the developments in the field? Sometimes this clashes with scientific research agenda's or programs.

Participation with no strings attached

Researchers from the Faculty of Social Sciences are not obligated to take part in a lab. They do it because they think they can learn or gain something, or that they can contribute. Researchers who don't feel the need to involve societal perspectives in their research, who rather stay within the boundaries of their own discipline and write articles, they do not participate. It is important to strike a balance between the inherent connection that researcher feel or not, and the aim to be inclusive of as many researchers as possible.

The institute has caused some envy in the past. People who were active in a lab were perceived to be overly successful in getting research grants. Others were asking how much of these grants were from the faculty. We tried to solve this by being transparent, but it is all about perception. It proved to be very important to think about how you communicate internally, and to also have an inclusive and connecting attitude within the faculty.

Brokership

At first, we came up with a number of abstract research themes that would bring researchers together in thematic labs. But soon it became apparent that we needed to take up a role of brokership in our effort to connect the inner world of the university with the world outside, and to bring the different partner together in researching societal issues, that is, wicked problems. Instead of abstract research themes we needed concrete problem that people recognize. This allowed translation to the different worlds and as such it became easier to adopt a broker role in the process.

8. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

Structure

The institute does not have any employees; we do not have FTEs. This is on purpose because it would make the organizational structure needlessly difficult. The scientific researchers of the institute have positions at the research department of the faculty instead. This also allows from talking about multidisciplinary themes without the usual hierarchical structure of research groups. It allows for collaboration with some distance. Still the collaborations are not without strings attached. They write research proposals in teams, and they are bound by conducting the research collaboratively.

The initiative to become part of a lab is with the researchers themselves. An example is the SIM (Societal Impact of Digital Media) lab, which is dedicated to questions around media technology. The lab is focused on a variety of forms of communication, but it is also interested in question into the effects on people of being digitally connected to other people 24/7. This is the kind of instrumental knowledge that researchers from other department might be interested in as well. They can join the labs by simply reaching out to its organizers/initiators.

Fluidity

Each lab is a project group, and as such it is a sequence of projects. The point is that connections between different partners, and different project arise. As such a lab should not be rigid, it should be fluid in who it includes when, it needs to be able to move with the developments in and outside the university.

Some of the collaborations that came up with the institute are successful, others less so. And sometimes the success is for a short period of time. It has become clear that labs have a life cycle, and that the institutional structures should be fluid enough to accommodate not only the initiation of new ones but also the decision to end them.

Research support

We collaborate with the research support desk. They support us when we do large grant applications.

9. Do you measure the impact of your societal engagement? If so, how?

I currently work on a new initiative. This I call a dashboard, which makes the societal engagement activities in our university visible.

It is difficult to measure impact. What kinds of impact should we distinguish, how can you do this in a convincing way? It is possible to monitor the input and the output, but to measure the outcome of our research is difficult, the impact even more so. Should we connect with other measures such as the STGs? What fits best? It is relevant for communicating with the outside world, and internally, for improving our research and education. But not everything can be counted. We would have to work with narratives and make our mission really visible. We need a clear focus on what we aim for with the institute.

10. What do you consider another inspiring practice of engaging society in your university?

#13 School for Participation

Amsterdam University Medical Centre, the Netherlands

1. Can you please describe the inspiring practice of participation and organization that you organize/have initiated?

The School for Participation is an initiative of the Participation and Diversity Section of the Ethics, Law and Humanities Department, at Amsterdam University Medical Center. The section is at the forefront of participatory action research and participation in the domains of research, care and policy. The School for Participation offers a range of training sessions and workshops, as well as networking opportunities and transformative trajectories for companies.

The idea behind their approach is the assumption that setting the right stage for 'participation' is complex: participation processes are dynamic and context-dependent, and are influenced by power relations and hard-to-change routines. The good intentions that researchers and civil society organizations in designing participatory projects have do not always lead to the desired outcome. The School for Participation therefore states that there is a need for manuals, and concrete tips and tricks on how to start a participatory project, which also takes into account the surprises that cannot be anticipated in advance. Central to designing a participatory project is the idea that *doing work together* is necessary for successful participatory projects. To achieve this, School for Participation assumes several principles that can be found in the table underneath.

One of the projects that School for Participation is involved in, is a project in Amsterdam that focuses on digital inequality. Not everyone has equal access to the online world, and thus risks being excluded in a lot of aspects in everyday life. School for Participation investigated what people in vulnerable circumstances in relation to digital technologies cannot yet do, do not yet have and whether they are motivated or not. Researchers from the School for Participation were asked by the City of Amsterdam to conduct a participatory process on digital inequality among citizens in order to provide insight into the upcoming policy for digital inclusion. Due to the political timeframe, the results needed to be available in seven months; which implied that involving all layers of 'citizens of Amsterdam' would be challenging, implying that real meaningful participation would be hard to achieve. The municipality, however, could not offer more time or money; their staff were curious to see what new insights participation would bring to their understanding, but could not yet sell the innovative approach to higher levels to free up more funds. Above all, they had to inform the alderman about possible policy implications and priorities for action within the scheduled time.

Table 1. The seven underpinning values and ethical principles of PHR, as defined by ICPHR (2013).

Mutual respect	Developing research relationships based on mutual respect.
Equality and inclusion	Encouraging and enabling people from a range of backgrounds and identities (e.g. ethnicity, faith, class, education, sex, sexual orientation, (dis)ability, age) to lead, design and take part in the research,
Democratic participation	Encouraging and enabling all participants to contribute meaningfully to decision-making and other aspects of the research process according to skills, interests and collective needs.
Active learning	Seeing research collaboration and the process of research as providing opportunities to learn from each other
Making a difference	Promoting research that creates positive change for communities of place, interest or identity.
Collective action	Individuals and groups working together to achieve change.
Personal integrity	Participants behaving reliably, honestly and in a transparent and trustworthy fashion.

The researchers engaged volunteers and professionals working with families in deprived areas of Amsterdam and, through their networks, involved parents and children living in such areas. The research question and design were developed by the researchers in cooperation with the policy-makers. Interviews, participant observations, work sessions, co-creation workshops and focus groups were conducted, in which different forms of knowledge were put on the table and valued: the knowledge of adult citizens, children, volunteers, educators, policy-makers and researchers; experiential, theoretical, practical, intuitive, and emotional ways of knowing were all valued, exchanged in dialogue sessions and brought together in a final report and agenda for action.

This specific project helped the researchers to have a better understanding of what constitutes 'good' participatory action research. The project itself was shaped and controlled by policy-makers and researchers, therewith putting citizens in the role of consultants while policy-makers functioned at the level of cooperation in each phase of the project. The researchers stated that they could not engage enough citizens in cycles of action and reflection over time, but involving the people working for the municipality made them better understood for whom they work, and they felt the urgency for action and the importance for (future) participation. Furthermore, the researchers could not pay enough attention to power issues in such a way that each voice would have been heard, dialogue encouraged and joint ownership created. As a consequence, the power of the insiders' voice was limited; citizens could not fully show and develop their competences as owners and solvers of the problem.

2. *What is the aim of these practices? How does it impact research/innovation activities? (Why is this an inspiring practice)?*

3. *Who (citizens/societal organizations) is supposed to be engaged? In what are they supposed to be engaged? Who is doing the engagement?*

Directly, School for Participation aims to train researchers and policy makers in participatory thinking and acting in research. In doing so, these researchers and policy makers are more prone to involve citizens throughout the whole process of doing research and deliberation. The research areas that are of extra importance to School for Participation are predominantly youth care and health care, basically everywhere with an inequality issue. Indirectly, the School for Participation aims to engage people in vulnerable circumstances who are rarely involved in research or policy-making. They investigate what is required to provide these citizens with 'a seat at the table', i.e. engage them in research, policy, welfare and health care.

4. *In what are they supposed to be engaged?*

See above answers.

5. *Who is doing the engagement?*

See above answers.

6. *Who is the partner within the university for whom the engagement activities are organized?*

School for Participation is part of Amsterdam University Medical Center. Engagement activities are organized with other researchers, societal organizations, experts, policy-makers and citizens, and are thus not focused on partners within the university.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

Central to designing a participation project is the idea that performing activities together is necessary for successful participatory projects. To achieve this, School for Participation

assumes several principles (Dedding *et al.*, 2022), i.e. building 'communicative spaces'; pooling different sources of knowledge; grounding: creating a contextualized understanding; navigating power relations; dealing with emotions, and; fostering ethical foundations. In recent research by Goedhart *et al.* (2021), it is stated that strategies, tools and methods for citizen inclusion in research and policy-making are important, but at the same time context-dependent. Researchers need to keep asking: what works, for whom and why? Collaborating with experts by experience from the start is therefore very important. Next, it was found that there is insufficient attention to the research and policy culture. Tight deadlines and low budgets limit the possibilities of creating the right engagement conditions. Attention from researchers, research funders, policymakers and advocacy groups is needed to ensure that people in more vulnerable circumstances have a say in policy and research.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

Not answered.

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

Not answered.

10. *Do you measure the impact of your societal engagement? If so, how?*

Not answered.

11. *What do you consider another inspiring practice of engaging society in your university?*

N.A.

#14 Creating cross-cultural spaces and places: A community outreach collaboration between the Red Cross and the School of Education

University of Iceland

A pilot community outreach activity developed at the Department of Education and Diversity and the Red Cross Social Support for Asylum Seekers Programme (SSASP).

1. Can you please describe the inspiring practice of “Creating cross-cultural spaces and places” that you organize/have initiated?

The project brings together the Social Support for Asylum Seekers Programme (SSASP) and in its first phase, the MEX courses run by the Faculty of Education and Diversity. Project participants during the pilot stage were Menntavísindasvið (MVS) students enrolled in MEX courses and SSASP beneficiaries.

The collaboration aims to create cross-cultural spaces and places where asylum seekers and MVS students engage in a relational approach, encouraging learning with the other, as opposed to learning about or from the other. The pilot creates opportunities for participants to experience and understand diverse cultural backgrounds and lived realities.

The project supports the aim of the RC's SSASP, which is to help reduce social isolation by offering a platform for asylum seekers to meet, connect, socialise and in this specific activity of the broader RC programme, develop English language skills. For MVS students, the pilot provides active engagement in activities and events for and with asylum seekers during their application waiting period. English language learning was one of the activities prioritised in a Satisfaction Survey led by the RC.

Six students engaged in the design and implementation of an English language class as a support service for asylum seekers. The English language programme responded to the specific language learning needs and social circumstances of the target group.

2. What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)

See above. The practice is aimed at reducing the social isolation and at improving the integration of asylum seekers.

3. Who (citizens/societal organizations) is supposed to be engaged?

See above. The university collaborates with the societal partner of the Red Cross and together with them reach out to asylum seekers.

4. In what are they supposed to be engaged?

The collaboration provides an opportunity for participants and students to connect and learn about diverse lived experiences in the context of the English language and social support programme.

Criteria for successful completion of the pilot course included student participation in and critical reflection of the design, implementation and evaluation of the programme; and a collectively compiled final report. Drawing on reflections posted online, collected during meetings and a final workshop the final report includes a brief introduction to the project, reflections on the course design and implementation and on being a volunteer, and a set of

final recommendations for future collaboration between the RC and the University of Iceland to support a community-based outreach activity for asylum seekers.

It was also stated that the next phase of the pilot would be to incorporate the activity into an existing course. This is already happening this semester and the activity continues to run as part of the course called: Volunteering: projects aimed at education and welfare - [UGLA - Course Catalogue 2022-2023 > UME005M Volunteering: Projects aiming at education and welfare \(hi.is\)](#).

Many of the students involved in the pilot enrolled in the above course. It is important to emphasise that the collaboration between MVS and the RC continues to developed based on lessons learned. A survey on how the participants experienced the English language classes is currently underway. Challenges include the sustainability of the activity, given that the above course is only run once a year. The RC activity needs to be run throughout the year to ensure consistency for participants and to increase recognition of the importance of community-based activities for university students. These are issues that are currently being discussed.

5. *Who is doing the engagement?*

See above, the university through the students is engaging asylum seekers in the research. While the university has established a close working relationship with the Red Cross.

6. *Who is the partner within the university for whom the engagement activities are organized?*

See above, the Red Cross

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

Identifying roles and responsibilities of the two institutions involved to ensure students and participants both benefit from the experience. Additionally, identifying and funding the right staff to take on these roles and training for the students (especially in English language teaching).

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

A lack of clear roles and responsibilities and funding that can engage with societal partners and citizens on a continuous basis. Furthermore, students are expected to be English teachers without training or experience because they are not from the teacher education department.

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

Attempts are being made to formalize the collaboration by housing the activity under a course, which gives students ECTS for participation. We are still working on offering this course in each semester. Identifying a person to act as the coordinator of this initiative is a challenge in terms of funding as is sustained funding of the initiative once the pilot phase is over.

10. *Do you measure the impact of your societal engagement? If so, how?*

Student assignments in the form of reflective journals and a final report; and a final evaluation survey on the experiences of participants attending the English course.

11. *What do you consider another inspiring practice of engaging society in your university?*

N.A.

#15 Dutch Autism Register (NAR)

Vrije Universiteit Amsterdam, the Netherlands

1. *Can you please describe the inspiring practice of the Dutch Autism Register (NAR) that you organize/have initiated?*

The NAR is part of a Dutch collaborative research effort in which people with a developmental disorder, autism in this case, are engaged in setting the research agenda, the actual research, the dissemination of results and the collaboration with societal partners.

In 2013, the Dutch Autism Association held a large-scale membership survey for the fourth time. However, the results of these surveys could not be compared with those of previous years because they were filled by different respondents each year, meaning that individuals were not followed in their life course. The Dutch Autism Register (NAR) was founded to overcome this problem, in cooperation with the Vrije Universiteit of Amsterdam. The Dutch Autism Register was established to gain insight into the causes of the specific development of individuals with autism, over the span of multiple years. Over 1,600 people eventually enrolled in the NAR.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

The aim of the research is to better our understanding of autism and to help people with autism. The NAR helps to track the life course of people with autism for a longer period of time. This is done through online questionnaires. The questionnaires collect data on a large scale about the life situation of autistic people in the Netherlands. Through these data, the researchers can see how people with autism match and differ in their life course.

The data from the NAR are valuable for research to help stimulate the development of people with autism and improve their quality of life. The researchers work(ed) closely with people with autism during the development of the NAR. After each online questionnaire, the main outcomes are processed in an online interactive dashboard: 'NAR in figures'. In this way, NAR results and figures are made accessible to a wide audience. Journalists can draw from it, as can policymakers, researchers and anyone who wants to know more about how autistic people in the Netherlands are doing.

Besides reporting and fact sheets, the data is also used for several articles in 'Autisme Magazine'. 'Autisme Magazine' is the magazine of the Dutch Autism Society. Each quarter, a full-page article will delve deeper into part of the results, linking the results both to the latest scientific insights and to the latest developments in practice

3. *Who (citizens/societal organizations) is supposed to be engaged? In what are they supposed to be engaged?*

Parents of autistic children, autistic adults themselves, as well as social workers and scientists, all have questions about autism. By repeatedly taking questionnaires from and about a large group of autistic people and following them over a long period of time allows the researcher to examine what the living situation of people with autism looks like and which factors have a significant influence on their life course and quality of life. More specifically, it covers topics such as social relationships, work, leisure, well-being, cultural differences, diagnosis, age, internet use, lifestyle, etc.

These people are not only engaged via a questionnaire but can also be involved in 'sounding board panels'. This is a group of 8 people that represent the population (i.e. parent of young child with autism, parents of mentally disabled child with autism, young adult with autism, parents person with autism, etc). A general panel meets once a year and then reviews topics, feedback, communication and future research ideas.

4. *In what are they supposed to be engaged?*

See above answers.

5. *Who is doing the engagement?*

The research team consists of researchers at the Vrije Universiteit Amsterdam, as well as people who have autism themselves and have become part of the research team, following the mantra '*nothing about us without us*'. Furthermore, an ambassador with autism is present at all meetings. The ambassador himself also actively goes to all kinds of parties (justice, police, policymakers, municipalities) to give them insight into the NAR, so that better conditions can be created for people with autism in negotiations with these parties. The data manager is autistic and occasionally there are also student interns, who then, if all goes well, are sometimes authors on a paper.

6. *Who is the partner within the university for whom the engagement activities are organized?*

A group of autism researchers from the Vrije Universiteit. At one point, at the start of the NAR, these researchers were reproached for having a preconception of the values, ideas and thoughts of people with autism by providing possible answers in the questionnaire. In response, the researchers asked the questionnaire participants an open question: '*what do you think autism research should be about?*'. Respondents could state their preference and their responses were analyzed to eventually constitute the 'autism research agenda'.

7. *What is crucial for the success of the engagement [skills, culture, values needed]? / What problems did you come across when you initiated it [skills, culture, values needed]?*

The principal investigator previously felt some reluctance from his direct environment regarding the increase of public engagement in his research. It was said, regularly by supervisors focused on theoretic rigor, that too much engagement would lead to a political agenda and inevitably cause his objectivity as a researcher to be undermined: "*just hold on to your scientific perspective*" he was often told. He disagreed: he is convinced that cooperation with people with autism and being open with them is the way to go, without it compromising his scientific integrity. One strategy that he applies in his strive to maintain his objectivity and independence is by the start of a research that the outcome might have adverse effects, and that that too should be published as well.

Another encountered problem is that often the research team had to apply for subsidies to continue the NAR. Now an eight-year project has been secured, which gives peace of mind, but before each year brought uncertainty about the continuance of the NAR. The in-place strategy now is by ensuring that people need the data. Especially not just autistic people, but also people from municipalities, people on the labor market, people from employment agencies, people who are in education, etc .

8. *What problems did you come across when you initiated it? [skills, culture, values]*

See above for answers/

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

See above for answers.

10. *Do you measure the impact of your societal engagement? If so, how?*

We are very interested in impact measurement, so if you can help with that we would love to hear from you! We haven't an idea about how we should approach this.

11. *What do you consider another inspiring practice of engaging society in your university?*

N.A.

#16 De Wetenschapswinkel (The Science Shop)

Rijksuniversiteit Groningen, the Netherlands

1. *Can you please describe the inspiring practice of De Wetenschapswinkel that you organize/have initiated?*

The Wetenschapswinkel functions as an intermediary by connecting civil society organisations and non-profit institution organisations that have a certain research question with (student) researchers within the university of Wageningen. The aim is to involve groups in society in scientific research and to co-create direct, positive change together. The Wetenschapswinkel has a network function that involves finding the right expertise within the university to help design a research project. Students are used for this purpose: students can then conduct research for credits, for example in a master's thesis, or as part of their regular education. The research themes that Wetenschapswinkel works on are, due to its location in agricultural areas and the connection with Wageningen University, Changing Food Production, Health and Nutrition, Green Transitions, Nature and Ecology, City and Country.

To illustrate the practice of the Wetenschapswinkel, an example is provided. The Changing Production theme is one theme in which the Wetenschapswinkel is involved. The Sociale Moestuin (Social Kitchen Garden) is a project that was once started as a civic initiative and grassroots movement where communities could grow their own fruit and vegetables in gardens. The Sociale Moestuin now receives annual sponsorships and funds, and employs 58 people that work towards an inclusive society. There is intensive cooperation with schools, foundations and organisations such as the Food Bank and, in addition, the garden contributes to caring for green spaces in the neighborhood and people with a narrow budget.

However, the Moestuin organisation is experiencing internal growth problems after 10 years. The financial structure is uncertain and too dependent on short-term sponsor recruitment. At the same time, the reputation is of such a high level that new questions and proposals keep coming. A process was needed to consolidate the results achieved with better internal organisation, and to identify opportunities through an external scan. The Moestuin contacted the Wetenschapswinkel to create a research project about this question and various student projects, supervised by the Wetenschapswinkel, have been working on this ever since.

The Wetenschapswinkel follows a certain step-to-step approach in these projects. (Step 1 - **Orientation**) During an initial orientation interview, they look at what opportunities are available for a project within the university. (Step 2 - **Experts**) The Wetenschapswinkel searches within the university for experts to conduct or supervise the research. The Wetenschapswinkel puts together a guidance committee that includes one or more representatives from the commissioning party. In addition, the Wetenschapswinkel often involves other organisations related to the research question in the research. This creates a broad support base. (Step 3 - **Research proposal**) The Wetenschapswinkel turns the application into a concrete research proposal. This states how the researchers will conduct the research. (Step 4 - **Research**) After the start of the research, the commissioning organisation remains closely involved in the progress, including through the guidance committee. The committee regularly discusses the progress and results of the research. During the research, the Wetenschapswinkel remains responsible for coordination. The Wetenschapswinkel ensures that cooperation between the commissioning organisation and the researchers runs smoothly. In addition, during this phase, the Wetenschapswinkel and the organisation start thinking about the report/end product of the research. This could be a report but also, for example, a discussion meeting or a digital

presentation. (Step 5 - **Concluding the research**) Once the research is completed, the Wetenschapswinkel provides support for the final product of the research (see also step 4). And then with the follow-up steps such as assistance in applying the research recommendations but also in, for example, preparing a press release or organising a symposium.

2. *What is the aim of these practices? How does it impact research/innovation activities? (Why is this an inspiring practice)*

See above for answers.

3. *Who (citizens/societal organisations) is supposed to be engaged?*

Foundations, organisations or interest groups but also enterprising citizens who have a research question can call on the Wetenschapswinkel of Wageningen University & Research (WUR) when they do not have sufficient (financial) resources to conduct their own research. For example, into the feasibility of a proposed plan or to find answers to specific questions.

11. *In what are they supposed to be engaged?*

See above for answers.

12. *Who is doing the engagement?*

In the beta faculty, they have one fte (full time employment), so it is very small. This faculty is big, with a thousand PhD students, and something like 6000 students. If you spread it across the whole university, I think we have something like 3 fte with our colleagues in other faculties added. Then we still reach 12 per cent of all students

13. *Who is the partner within the university for whom the engagement activities are organized?*

Groningen University

14. *What is crucial for the success of the engagement [skills, culture, values needed]?*

- *“So you need to know which researchers or students would be suitable for that to go there to do research and answer a question.”*
- *“It starts with listening and translating it into the scientific question. And at the end you have results. You have to translate those back into an understandable piece of text or an understandable answer to the social question.” > **Inclusiveness** is an important element in the practice of the Wetenschapswinkel. Many organisations that reach out to the Wetenschapswinkel do not have too many financial resources but are able to receive help in the form of a research project because of the non-profit nature of the Wetenschapswinkel.*
- *“Our prerequisite is that everything we do should become public, because it is all with taxpayers' money and a lot of people should benefit. So actually also open Science.” > **Open Science & Transparency**.*

15. *What problems did you come across when you initiated it [skills, culture, values needed]?*

- *“You always want more and a lot of things fall by the wayside. Well, I don't know how it is with you, but we just run from one project to another, and then you sometimes forget to make publicity. Or just when the student is back on the doorstep or a social*

organisation is waiting for an answer, that takes precedence, and that sometimes comes at the expense of long-term publicity or efforts you should be making.”

16. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

The Wetenschapswinkel relies on intensive contacts with both society and teachers within the university.

17. *Do you measure the impact of your societal engagement? If so, how?*

N.A.

18. *What do you consider another inspiring practice of engaging society in your university?*

N.A.

#17 Catalyst, Athene Institute

Vrije Universiteit Amsterdam, the Netherlands

1. *Can you please describe the inspiring practice of [citizen/societal engagement – replace with specific activity and how it is called by the interviewee] that you organize/have initiated?*

The Catalyst project was based on the learnings from a previous project called 'Kiem' (where especially professionals were interviewed, while the learnings from Catalyst was in turn applied to a project called 'Perimeter'. Catalyst, a project which took place before the COVID-19 pandemic (making engagement and dialogue easier as it was conducted face-to-face). The premise of the project was that the municipality of Amsterdam wanted to design a 'smart city' but policymakers had not previously considered what residents' needs and expectations for a smart city design were. Through Catalyst, the researchers wanted to enable residents to take part in a conversation about how the smart city of Amsterdam should be designed. The aim was to apply engagement practices which would attract residents beyond the 'usual suspects' (e.g. retired, higher educated); opening up the dialogue and ensuring a wider range of citizens with diverse perspectives and experiences were included, the development of the smart city would be more fair. Additionally, from a scientific perspective, the assumption was that by including a wider range of citizens and perspectives, the research findings would be richer and more representative.

To this end, the project had applied the 'theatre dialogue' methodology and had developed a 'smart city board game' (forgoing the term 'smart city' altogether as this was assumed to exclude too many groups of residents). During the theatre dialogues, residents and professionals were placed together by the researchers. It highlighted the importance of aligning the practice

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

The aim of the practice is to gain insight into a diverse range of resident perspectives and experiences and to adapt and align policies and technologies accordingly. Another aim is to help professionals gain insight into how to have inclusive dialogues with a diverse range of citizens (the Perimeter project will look at how to normalise dialogues within municipalities).

The project has highlighted that it was more difficult to teach professionals (like policymakers) to have constructive and inclusive dialogues with citizens than it actually was to reach out to and engage the citizens about smart city design. The practice highlights the importance of aligning approaches to citizens' interests and to ensure that they feel heard and valued.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

The practice aimed to engage with residents deemed 'harder-to-reach' (e.g. young parents and professionals who have limited time) AND more vulnerable: e.g. (low-income citizens, BAME, vulnerable health); as both harder-to-reach groups and the more vulnerable are often not included in dialogue. The project recruited citizens through community spaces (e.g. town halls). While the smart city professionals largely were municipality professionals.

4. *In what are they supposed to be engaged?*

Through theatre dialogues and smart city board games, residents were engaged in the development of the Amsterdam Smart City.

5. *Who is doing the engagement?*

In Catalyst the researchers were still doing the engagement. In the follow-up project, the focus is on transferring the engagement skills onto the policymakers to enable them to hold inclusive dialogue with residents

6. *Who is the partner within the university for whom the engagement activities are organised?*

The researchers within Athena Institute were shaping and conducting the engagement activities on behalf of the municipality of Amsterdam.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

A lot more time and capacity is needed when trying to reach out to and engage with residents beyond the 'usual suspects'. You need professionals (policymakers and tech innovators) who are transdisciplinary so that they don't just focus on the data and the design, but focus especially on the social issues facing citizens, citizens' experiences and needs and to see the value and benefit of citizen engagement. In this way, you can create a sense of urgency and a culture within the organisations of citizen engagement.

These newly trained professionals then need time and space to be able to build relationships with citizens and other professionals.

8. *What problems did you come across when you initiated it [skills, cultures, values]?*

The researchers and professionals had different ideas regarding the content of the theatre dialogues. The researchers wanted to involve conflict within the theatre dialogues as a way to motivate citizens to take part and to spark more interesting debate. Whereas the involved policymakers felt they had already done a lot of engagement and wanted to steer away from conflict as their focus was on creating support for the smart city designs.

This difference in approach highlighted the importance for researchers to prepare the policymakers up front that conflict can actually motivate and interest citizens more and can help bring up more interesting and diverse perspectives. Professionals should be taught beforehand that for successful engagement and dialogue it is important not just to highlight the benefits of technology, but actually the problems and societal issues. This will help to align policies and products to a range of citizens' positive and negative experiences.

9. *What is done to embed this societal/citizen engagement (activities) in the organisation/institute?*

The follow-up projects are focussing on normalising dialogue within the organisations (beyond the university); e.g. through educating policymakers and developing new relationships. The researchers are currently writing up the rapport together with the professionals; this helps to learn together about which activities are inspiring and why.

10. *Do you measure the impact of your societal engagement? If so, how?*

N.A.

11. *What do you consider another inspiring practice of engaging society in your university?*

N.A.

#18 Responsible Research and Innovation Tools

The Netherlands

1. *Can you please describe the inspiring practice of RRI tools?*

Responsible Research and Innovation (RRI) is a term used by the European Union's Framework Programmes to describe scientific research and technological development processes that take into account effects and potential impacts on the environment and society. It is an empirical method to assess governance in research and innovation; it is normative guideline for researchers and policy-makers to adhere to research and policy-making related to science and technology; it is an European governance concept; and, less of a positive note, it can be used as greenwashing. All of these statements are related to each other. In its essence, it is about what the term 'responsible' means and implies in research and innovation. The European Commission formulated five domains in which RRI should play a role: *ethics, societal engagement, gender equality, open access/science and science education*.

RRI became an integral part of the European Commission's vision of how research should be conducted around the year of 2010. In new applications for research funding in the Horizon 2020 (the EC's funding program), terms like RRI and later also Public Engagement and Science Communication became an integral part. Researchers had to indicate in their applications how they would ensure and implement these principles within their research. This did not always go well, perhaps also due to the lack of expertise of the people controlling and assessing these applications. For example, some research groups back then started implementing public engagement (and thus RRI) by means of producing a newsletter, which to many is not *real* public engagement. This led to much cynicism among the people who initially really believed in introducing RRI: in their view, RRI was not meant to 'greenwash' research and innovation by just ticking some of the boxes that are part of the research application.

RRI Tools was a three year long project funded under the European Commission to foster RRI in Europe with a view to a harmonious and efficient relationship between science and European society (2014-2017). The 27 consortia partners collaboratively created a website (<https://rri-tools.eu>) with a toolbox for people (ie. research financers, policy-makers, researchers, educators) looking to apply RRI in their practice. The website consists of an innovative and creative set of tools comprising practical digital resources and actions aimed at raising awareness, training, disseminating and implementing RRI. It was addressed and designed by all stakeholders of the R&I chain of value but especially focused on policy makers in order to significantly impact the future of R&I governance. Tools are based on collective reflection and built on good RRI existing practices.

The website is still used and updated to this day, as many people make use of the tools and training.

2. *Who (citizens/societal organizations) is supposed to be engaged?*

RRI aims to open up the innovation process to everyone. So, policy makers, the research community, the education community, business and industry, and civil society organizations. The training is usually delivered in a multi-stakeholder setting, so that everyone who needs to be involved in RRI is present. Occasional sessions are stakeholder or sector specific

3. *In what are they supposed to be engaged?*

Not applicable.

4. *Who is doing the engagement?*

Not applicable.

5. *Who is the partner within the university for whom the engagement activities are organized?*

Not applicable.

6. *What problems did you come across when you initiated it [skills, culture, values needed]? / Do you measure the impact of your societal engagement? If so, how?*

As mentioned before, many researchers involved in RRI felt cynical as the operationalisation of RRI by the EC became a *checkbox exercise*, meaning that researchers applying for funding did not have to actually do real public engagement. At some point of RRI in the Horizon 2020 project, an internal evaluation was started to assess whether RRI was successful at all. However, this evaluation with researchers was reduced to one yes/no question ("*have you conducted any Public Engagement?*"), therewith completely discarding the pluriformity of Public Engagement (e.g. the timing and shape of PE, and the publics involved, etc.). This project (NewHoRRizon) has a website with tools and outcomes (<https://newhorizon.eu>).

The interviewee of this 2-pager stated that he had become less cynical about these *checkbox exercises* over time. The checkboxes can change an organization or the routines of an individual person, as they force you to think beforehand about what the outcomes of your PE are going to mean in your project. An important condition is that the checkboxes are well-formulated and extensive, instead of just conveying one question such as "*are you going to conduct PE in your research?*".

The end of RRI was when a new head of the EC was appointed. When a new head comes to a department, that person wants to make his/her mark. So, the new head of the EC started a new movement, *Open access, open to society, open to innovation*. As a result, RRI no longer got funding, and it had died a quiet death. Fortunately, the way of thinking in RRI is nowadays so normal in research and innovation that we no longer need the term to do RRI.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

See above for answers.

8. *What problems did you come across when you initiated it [skills, culture, values]?*

See above for answers

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

See above for answers.

10. *Do you measure the impact of your societal engagement? If so, how?*

N.A.

11. *What do you consider another inspiring practice of engaging society in your university?*

N.A.

#19 Including marginalised women in a nationwide study on trauma

University of Iceland

The SAGA cohort is a unique nationwide study on the impact of trauma on women 's health. The target population were all women, 18 years or older, residing in Iceland in February 2018. From February 2018 till June 2019 participants answered an extensive web-based questionnaire. A total of 31.811 women participated in the study.

Participation involved answering an extensive online questionnaire on history of trauma and health, as well as current symptoms of mental and physical morbidities. The participating women provided an informed consent for record linkage to the nationwide health registers as well as to genetic data at deCODE Genetics. The web-based questionnaire could only be entered by using an electronic ID.

The results were then prospectively followed for diagnoses of major physical diseases and mental disorders. Various research projects have followed, based on the results and many are ongoing or starting. The SAGA cohort was and is led by the Centre of Public Health Science at the University of Iceland. <https://epiresearch.hi.is/> <https://afallasaga.is/english/>

The majority of individuals are at some point during their life course exposed to trauma or severe adversities. Women are frequently, and often early on in their lives, subjected to violence; indeed, the World Health Organization estimate suggest that one in every three women are globally subjected to sexual or physical violence. Accumulating evidence suggests that such trauma may affect psychological but also physical health. Yet, large undertakings are needed to significantly advance our understanding of the complex association between trauma exposure and long-term morbidities.

Faculty of Medicine – Centre of Public Health, has now started a research project with the aim to fill a certain gap in the nationwide study: The experience and voice of marginalized women in Iceland.

Many marginalized women face difficult obstacles, handicaps, isolation, exclusion, abuse and even violence in their daily life. Some have no permanent address, are homeless, do not have access to any technical equipment, such as computers, and sometimes have limited knowledge or ability to use them. Some do not possess a digital ID, or do not have the capacity to use it. There is often a lack of trust or even a need to live incognito. For these reasons, and many more, few of these women are likely to have participated in the SAGA study. However, their story, voice and experience can be extremely important for the results and need to be included in the study.

To be able to reach this vulnerable group and hopefully include their stories in the SAGA cohort, the professor will be collaborating with CSOs, grassroots and organizations whom these women trust and who can possibly reach them. Among them are shelters for homeless women, volunteers from charities who care for drug addicts in the streets, different CSOs who may have connections with certain segments of these marginalized groups.

If and when a woman agrees to participate in the study, each individual case needs to be looked into: Does she need technical assistance, can she write (type), how is it best for her to articulate herself, is it certain that she understands the questions? How to protect her

personal identity in these circumstances? But mainly: It can be expected that many of the questions regarding violence, health, childhood etc. can be deeply troubling for the women and often specialists in mental health and trauma will need to be present or available and special training must be provided for all involved. All participants will be offered to choose if they want to answer themselves, alone, or if they want assistance or further guidance.

This project is still at a vulnerable stage and there are yet certain issues that need to be looked into before it formally starts. But all main official permissions are ready and hopefully the project can start soon, including marginalized women in this nationwide studyS.

The overarching aim of the SAGA cohort is to significantly advance our understanding of the role of trauma and major adversities in women's health. The specific aims are to improve understanding of:

1. the lifetime prevalence of various trauma and major adversities among Icelandic women
2. the health consequences suffered by women exposed to trauma or major adversities
3. the genetic contribution to varying health trajectories following exposure to trauma

The SAGA cohort is one of the largest scientific undertakings specifically designed for improved understanding of the impact of trauma on women's health and the potential genetic underpinnings of varying trajectories of health after exposure to such trauma. As such, the results may in the future contribute to prevention and treatment of adverse health consequences suffered by the large populations exposed to trauma.

#20 Centrum voor Wetenschap & Culture (Centre for Science & Culture) (Public Engagement Office)

University of Utrecht, the Netherlands

1. *Can you please describe the inspiring practice of Centrum voor Wetenschap & Cultuur, ie. the Centre for Science & Culture, that you organize?*

The Centre for Science and Culture (CWC) is Utrecht University's central meeting place for science, culture and society. With activities and expertise in the areas of broad academic and cultural education, and science communication and education, CWC contributes to Utrecht University's profile and ambitions in terms of education, research and social impact. Central to this is the wide variety of interactions between science, scientists and publics, ranging from the involvement of a wide audience with science (or public engagement), outreach events in festivals and citizen science, to the broad education of students. CWC consists of several bodies that organize outreach events and collaborations with scientists.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice) What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

In 2017, we started to investigate how we can take public engagement to the next level within Utrecht University and we made a programme for that. That was a three-year programme, which was completed in 2020. After that three-year programme, we submitted another application to the UU Executive Board and were once again given the resources and time to do a five-year programme again, to build on what we had done in the first three years.

We looked at what knowledge and training needs the scientists had. For example, training sessions were conducted in collaboration with the research support office. *How do you get knowledge valorisation in your applications away from "we're going to make a platform or a website"?* Central to this: helping researchers and broadening their outlook. We have also been working on developing our own training courses to make the scientists' message more accessible to the public, e.g. for nursing homes, in science cafes, etc.. This is enriching in terms of experience for both parties.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

Young researchers and primary schools. One of the main programmes are *De Wetenschapsknooppunten* (Science hubs) that organize projects for primary school pupils and professionalization for (prospective) teachers. *De Wetenschapsknooppunten* are located in eleven Dutch universities and function as regional networks in which universities, (primary) schools, school boards and teacher training institutes cooperate. The hubs are committed to the development of young children into critical world citizens, who are driven by curiosity to ask good questions, search for answers and value them. Novice scientists are involved in these outreach events: they go to the school to talk about their research, guided by the programme makers.

Difficult-to-reach audiences and scientists. Another programme that focuses more on public engagement in science is *Even over morgen* (Let's talk about tomorrow). This programme was designed to collect values and priorities from people from the community who do not usually come into contact with science or Utrecht University. The programme makers created a dialogue event, in which library visitors in seven Utrecht neighborhood libraries and researchers from Utrecht University and University Medical Center Utrecht

partaked. The invited researchers looked for questions and insights that could lead to new research or a surprising twist in existing research. This programme ensured that more than 500 questions were collected about what Utrechters consider important for the future.

4. *In what are they supposed to be engaged?*

We use the term public engagement in a wide sense. It refers to a broad palette of activities that includes interaction between science, scientists and the public, citizens, so not only in their professional role. Interactive forms of science communication and citizen science can also be part of this. In the context of open science, public engagement is a term that is used in a much broader sense, meaning all forms of interaction between science and society, including transdisciplinary research and collaboration with stakeholders.

5. *Who is doing the engagement?*

The Programme Office is the heart of CWC. Here, creative people work together with scientists and others on engaged programmes and events for various target groups. The Office consists of programme makers that organize outreach programmes, within the university and outside of the university, connecting scientists with citizens. The strength of CWC lies in that the programme makers are familiar with the ins and outs of science in their master's degree, but who also have the knowledge to translate the scientific message into the characteristics of the target group.

6. *Who is the partner within the university for whom the engagement activities are organized?*

Another part of CWC is the Utrecht University Museum (UMU). The museum is a family museum where young and old actively learn about scientific research of Utrecht University and Utrecht researchers past and present. UMU focuses on science education and communication and uses its rich collection of academic heritage for this purpose. Because the museum is embedded in Utrecht University, it has short lines to current research and close cooperation with high-level scientists. The museum is not so much about disseminating knowledge, but more about the scientific process, the impact of scientific research and increasing our understanding of how science works. To this end, it focuses on scientific wisdom, learning by doing and active public participation.

Parnassos Culture Centre is another partner of the Center. Parnassos is the cultural center of Utrecht University. Visual arts, dance, writing, photography, music and theater: all art disciplines are represented. In this way, Parnasso contributes to (civic) education and the development of academic skills in students, staff, alumni and other interested parties.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

Connecting each time to the prevailing narrative at the right moments, such as the emergence of the Open Science programme.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

- There is much more willingness from the betasciences to participate in outreach events in relation to alpha and gamma sciences as it is easier to make beta scientific work visible to audiences.
- There is insufficient visibility on the quality of the undertaken activities. Due to the size of activities the center is affiliated with (40/50), it is difficult to get involved in

every activity. This a point of attention this year, they would like to know whether a researcher giving a talk on, for example, black holes connects with the target group.

- The support from the communication department varies a lot from faculty to faculty. Often these departments rather market scientific research and education instead of support citizen engagement

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

See above for answers.

10. *Do you measure the impact of your societal engagement? If so, how?*

Not specifically. Measuring impact is a tricky term. The whole word 'measure' is actually a bit misleading in a sense. It does mean being able to say something about the quality of the means you use to communicate or interact with audiences. And if you don't have an idea about what you are triggering, it's hard to say anything about that. That is why we place more value on "*how do you do societal engagement well?*" instead of everyone having to do it and trying to express it in quantitative numbers. Everyone has a certain sense of 'how it is supposed to be done, and that's why our goal is to get that conversation going about that inside our university.

11. *What do you consider another inspiring practice for engaging society in your university?*

N.A.

#21 Centrum voor Dialoog (Centre for Dialogue)

Wageningen University, the Netherlands

1. *Can you please describe the inspiring practice of Wageningen Center for Dialogue that you organize/have initiated?*

The Centre for Dialogue, initiated by Radboud University and Wageningen University, pays attention to conversations around social issues. Central to this is the goal of improving the quality of these difficult situations. They do this by sharing articles, websites, blogs and tweets about conversations in society, but above all, offer a Dialogue training course, intended for people for whom having difficult conversations is part of their work.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

Difficult to establish. Participation is not part of , but among the target group (officials, policymakers, professionals) the conditions for participation, i.e. reflexive listening to the other, are created.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

The main target audience is practitioners. Officials, policymakers, professionals. Anything to teach them some reflexivity and conditions for full dialogue. They are also often approached by these people themselves for training. Most effective here are the training sessions that involve an entire department / company, so that conversations about local culture can continue afterwards.

4. *In what are they supposed to be engaged?*

A training course consists of two moments. The first moment consists of a theoretical exercise in the morning with the group. What problems do participants experience when they engage in conversation with people outside their bubble? What do they want to work on? And, what exactly are the prerequisites for having a full-fledged dialogue? In the afternoon, the theory is put into practice with improvisation actors. Difficult conversations, for instance with global warming deniers, are reenacted so that participants feel what it is like to enter into a conversation or dialogue in a different way. After six weeks, a reflection moment is organised, during which the lessons learned from the first session are reviewed and other situations can be played with the improv actors.

5. *Who is doing the engagement?*

The actors and the scientist, plus possibly a facilitator.

6. *Who is the partner within the university for whom the engagement activities are organized?*

At one point, the demand for the training was so high that the scientists who developed it hosted it at the Radboud Academy.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

The team that developed the training believes that dialogue/communication is only partly about content, and should be much more about the relationship between the conversation partners. When you know someone well, you can start the conversation much better. Most of the participants she trains are precisely not concerned with the relationship, but rather with convincing the other person and focusing on solving a particular problem. It is easy to

communicate within our own bubble, exploring those dynamics within it is interesting, but being able to step outside the bubble is the most important thing for a good conversation.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

Actually no difficulties, they really enjoyed it. Getting commissions to give their training was never really their business, which is why it was outsourced to the municipality. Outside working hours became too much to do this in addition to scientific and teaching work.

9. *What is done to embed this societal/citizen engagement (activities) in the organization/institute?*

See above for answers.

10. *Do you measure the impact of your societal engagement? If so, how?*

There are evaluations at the end, but they mainly notice a lot of enthusiasm from the participants. The actual impact cannot be measured.

11. *What do you consider another inspiring practice for engaging society in your university?*

N.A.

#22 Urban Futures Studio

Utrecht University, the Netherlands

1. *Can you please describe the inspiring practice that you organized/have initiated?*

The Urban Futures Studio examines what innovative technologies and solutions can be applied to radically address the challenges of our time, e.g. climate crisis, social injustice. The overarching question for all the projects of the Studio is: can we make cities better places? The Studio specifically focuses on how (local, national, international) politics influences societal perceptions of the future (and the possible solutions) and examines 'daring imaginations of alternative futures' and then connects these to urban networks and coalitions that could mobilise and implement these. The Studio aims to understand current techniques of futuring and to enhance the transformative capacities of cities by exploring new techniques of futuring.

The Studio works on a project (almost consultancy like) basis and works at the intersection of science, art, and policy. In most of these projects, to enable this intersection, engagement and dialogue is stimulated between researchers, policymakers, communities and societal actors. For example, one project stimulates citizen engagement to achieve inclusive energy transitions within cities and enables collaboration between citizens and local governments. The research project focuses on how energy transition policies in urban neighbourhoods shape the interaction between citizens and governments. The aim is to better understand how citizen engagement can be designed in an inclusive way that incorporates diverse backgrounds and needs and contributes to shared images of sustainable future neighbourhoods. Another example is the 'mixed classroom project' whereby students and policymakers learn together and from each other on subjects like sustainability, the circular economy, food systems.

2. *What is the aim of these practices? How are the results/outcomes of it? How does it impact research/innovation activities? (Why is this an inspiring practice)*

The Studio is not very mission-driven. The overarching goal is to contribute to a sustainable future and to address social (structural) issues. The idea behind this aim is that the social reality that we currently inhabit is not a given and that the rituals surrounding it can be changed to improve this reality.

3. *Who (citizens/societal organizations) is supposed to be engaged?*

The Studio largely engages policymakers on a national and local level, students and sustainability professionals. Sometimes they also engage with residents in order to involve them in the decision-making regarding the energy transition in their own neighbourhoods.

4. *In what are they supposed to be engaged?*

The Studio often works with one-off projects whereby the norms and values underlying policies and future scenarios are examined. The stakeholders involved in the project varies widely and is dependent on the project and the commissioners of the research. When a ministry is the commissioner of the research project, sometimes it is the Studio's job to educate the policymakers in the importance of involving citizens in the decisions that impact their own neighbourhoods and lives.

5. *Who is doing the engagement?*

Largely the researchers and students, but there is one communication staff member.

6. *Who is the partner within the university for whom the engagement activities are organized?*

See above answers.

7. *What is crucial for the success of the engagement [skills, culture, values needed]?*

The value and importance of engagement is definitely understood and felt within the university. However, the university sees it as an important task to help the policy field to recognise this importance too. This means that ongoing dialogue and interaction between communities/societal actors, science/research, and policy/political actors about how to ensure the latest evidence and findings are used to create the maximum (beneficial) social impact. The university should play a role in stimulating and creating this dialogue.

8. *What problems did you come across when you initiated it [skills, culture, values needed]?*

While the university largely understands the benefit of engagement, there is not enough awareness about how complicated and difficult and time consuming engagement can be. Additionally, there is a high staff turnover because of the short-term contracts. This means that some staff members who have short-term contracts are afraid to experiment and make mistakes (for fear of losing their jobs). Additionally, the university would benefit from creating a training programme for innovative engagement practices. This would help create the space, time and skills to try new engagement activities. The university should create the time and space to innovate.

Secondly, the renown and authority of the studio is very dependent on how the outside world views the director.

9. *What is done to embed this societal/citizen engagement (activities) in the organisation?*

They are currently trying to formulate a clearer vision for the Studio and to make it clearer what the role of the Studio should be.

In general a Community of Practice (with other Aurora partners) would be beneficial to further develop and embed engagement practices. The way the Studio views the world is often different from other organisations as it has a different intellectual background, this makes it interesting for the Studio to learn from others' perspectives and backgrounds. The Community of Practice could also help to develop a sort of guideline, but one that understands and examines epistemological differences.

10. *Do you measure the impact of your societal engagement? If so, how?*

N.A.

11. *What do you consider another inspiring practice of engaging society in your university?*

N.A.