



D4.2: RRI Toolkit Advocacy programme

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Document description



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1. Executive Summary

This document provides an overview of the RRI Tools advocacy programme that has been developed by the project consortium, outlining the advocacy materials developed and overall approach and detailing progress to date in implementing the programme, as well as planned activities over the remainder of the project.

2. Introduction

This document, D4.2 sets out the RRI Tools advocacy programme and instruments, which aim to bring the concept of Responsible Research and Innovation and the RRI Toolkit developed by the project to hard-to-reach stakeholders – specifically policy and decision makers, who have previously been identified as a stakeholder group that is less likely to attend the training and workshops organised by the Training programme of the project.

3. Objectives

The objectives of the advocacy programme are:

1. To introduce policy and decision makers into the concept of Responsible Research and Innovation, and its component parts
2. To help policy and decision makers understand their roles within RRI and enable them to know how to act
3. To build knowledge of the RRI Toolkit amongst relevant policy and decision makers
To encourage policy and decision makers to engage with their local hubs on RRI issues
4. To involve policy and decision makers in the community of practice being developed by the hubs and to join the online forum, with a view to securing the life of the hub/community of practice after the project funding.

4. Target audience

- Policy and decisionmakers in national, regional and local government bodies and public institutions
- Policy and decision makers in European Commission

5. Activity to date

The RRI Tools Advocacy strategy has been planned in two stages:

Stage 1: Prior to and during the development of the RRI Toolkit v1.0 (M12-27)

Stage 2: After the launching of the RRI Toolkit v1.0 and until the end of the project (M27-M36)

5.1 Stage 1: Prior to and during the development of the RRI Toolkit v1.0 (M12-27)

During this stage, we aimed to enter into/maintain a dialogue with policymakers/stakeholders, such that they understand the concept and opportunities of RRI and why we were developing the Toolkit. We also aimed to collect feedback input into the Toolkit development, understand its value and feel a sense of ownership.

Aims:

1. To help hubs understand the policy landscape within which they are working
2. To build an awareness of RRI with policy and decision makers within national government bodies and public institutions and within EU
3. To maintain dialogue with stakeholders, elicit feedback on the RRI Toolkit development and to build/manage expectations about the Toolkit

4. To encourage hubs to support one another and share good practice

Key messages

- RRI means doing research differently but could bring significant benefits
- The RRI toolkit project is developing ways to support you in making these changes
- The RRI Hub is the place in our country where you can get help and advice on RRI
- You are a key part in making this happen and we want to hear your views on how we can support that

Activities

Prior to starting this Stage 1, during the first year of the project Within WP1&2, the RRI Tools Hubs received guidelines for the implementation of the stakeholder consultation in relation to RRI in their local contexts ([D2.1 Guidelines for the implementation of the stakeholder consultation in relation to RRI](#)). These Guidelines included a first step consisting on doing a mapping of stakeholders. This action served two main objectives: to identify the profiles of organisations and individuals that are target users of the RRI Toolkit, as well as to give an initial overview of the attitudes, needs and constraints of the five stakeholder groups.

Based on the stakeholder mapping, the Hubs were asked to develop a list of the key **stakeholders** they wanted to target in this phase of activity.

The first activities that were organised were the **Stakeholder Consultation Workshops**, where the so called Second Spheres of the Hubs were established. These Spheres are constituted by key stakeholders in each country that act as multipliers. The workshops were organised following the methodology described in the D2.1 mentioned above. They took place during months 9 and 10 and aimed to ensure that the development of the RRI Toolkit took into account the users' needs and constraints. A total of more than 400 institutions from 30 countries were engaged and a final

report ([D2.2 Report on the analysis of opportunities, obstacles and needs of the stakeholder groups in RRI practices in Europe](#)) was published with the results of the consultation.

The creation of these second spheres was seen as the start of the **Community of Practice**. After the workshops, the Hubs maintained a continuous communication and engagement plan with them, who contributed significantly to the dissemination of RRI and the RRI Tools project.

Actions mainly targeted to policy and decision makers at European level are prioritized for the advocacy plan of the project. Therefore, RRI Tools' partners participated in the EARMA (European Association of Research Managers and Administrators) Annual Meeting 2015 in Leiden. They gave an introductory talk on the principles of RRI and the project, and facilitated a participatory workshop where attendees were invited to reflect on Opportunities and Obstacles of implementing RRI.

EARMA represents the community of Research Managers and Administrators (RM&As) in Europe. Their members work in industry, academia, the public and private sectors and work with the EU Commission, national and international funding agencies. This community acts as a networking forum, a learning platform, and a place to share experiences and best practice among RM&As throughout EARMA and in the wider RM&A community.

EARMA is an active member of the wider international RM&A community and is a founding member of the International Network of Research Management Societies (INORMS). Their members work at the forefront of building the European Research Area. They form the interface between research funding organisations and the scientific community, bridging cultural and legal differences between countries, and between academia and industry, contributing to policy consultations, and managing the smooth running of research projects

Other target audiences mentioned above are policy and decisionmakers in national, regional and local government bodies and public institutions. Therefore, some actions

aimed at the National Contact Points were also implemented. RRI Tools was presented in two National Contact Points Meetings in Tallin, Estonia (8 -10 June 2015) and in Madrid, Spain (9 December 2015).

During Stage one, and in concrete during the second year of the project (i.e. from M13-M27) the Hubs were asked to draw up a plan for contacting the key stakeholders and a regular series of events and meetings to engage with them. These plans were discussed and shared during a **Hubs meeting** that was organised in **Lisbon** on M16, where the Hubs had also the opportunity to invite members of their Second Sphere during a public event.

These plans included a wide range of activities to be organised with policy and decision makers. Find below some of the activities taking place over the last two years:

A seminar with the First Chamber of the **Swedish** to discuss the challenges and opportunities surrounding RRI in Sweden and Europe

One-to-one meetings with senior **UK** government civil servants and politicians, to brief them on the importance of RRI and how it fits in with their portfolios

Multi-stakeholder workshop in **Berlin** organised with Hub member "Forschungswende". "What lessons can be learned from H2020 and RRI for the new German Hi-Tech Research Strategy"

Meeting with representatives of Ministry of Science, **Montenegro**

Meeting with the Minister of Science of **Republika Srpska** (Bosnia & Herzegovina)

Meeting with the State Secretary for Science in **Serbia**



Meeting with the **Flanders** department of Economy, Science and Innovation



31 meetings with representatives of the different stakeholders in **Spain**, with a main focus on policy and decision makers coming from industry & business, CSOs, university, research community, PE experts, etc.

Once a first beta version of the Toolkit had been developed, an **international meeting** was organised in Brussels during M23 where more than 80 policy and decision makers from 14 European countries met during two days to give feedback for the Toolkit. The RRI Tools External Experts Meeting meeting was held on 19-20 November in Brussels (find the programme in Appendix 1). The attendees were mainly representatives of the R&I Community: EC officers, coordinators of other Responsible Research and Innovation (RRI) projects, representatives of different stakeholder groups, and key issue experts. During the meeting, they also discussed on how RRI Tools could be steered in the right direction to have the maximum impact possible. The methodologies used to facilitate the participatory activities are explained in detail at Appendix 2. After the event, [a two-minute video](#) with highlights of the event was published on social media. Photos of the High level meeting were also shared via [flicker](#).

The feedback from that meeting was incorporated into the RRI Toolkit and finally a first version was published on M27. During that month all the Hubs organised intense **dissemination campaigns to announce the launch of the RRI Toolkit**.

Stage 2: Post Tools development (M27-M36)

Aims:

1. To build knowledge of the Responsible Research and Innovation (RRI) Toolkit amongst relevant policy and decision makers

2. To help policy and decision makers understand their roles within RRI and enable them to know how to act
3. To encourage policymakers to engage with their local hubs on RRI issues
4. To involve policymakers in the community of practice being developed by the hubs and to join the online forum, with a view to securing the life of the hub/community of practice after the project funding.

Messages:

- RRI means doing research differently but could bring significant benefits
- The RRI toolkit offers ways to support you in playing your part in making these changes
- The RRI Hub is the place in your country (and Europe) where you can get help and advice on RRI

Actions:

From the launch of the toolkit onwards, the advocacy programme has been designed to run alongside the training workshops, with the aim of bringing the toolkit to hard-to-reach stakeholders described above.

Hubs have been asked to develop a **new version** of their local **advocacy plan**, involving at least 10 advocacy meetings over the final year. They have also been asked to give thought to the target audience, in light of their work to attract the range of stakeholders to the training workshops.

These new plans included a wide range of activities to be organised with policy and decision makers. Find below some of the activities foreseen until the end of the project:



Hub coordinators are currently working on the update of their advocacy plans for 2016. More details of one-to-one advocacy meetings foreseen throughout this year will be provided in deliverable 4.3. Simultaneously, Hubs are also implementing their training programmes, which will lead to over 50 training events all around Europe (further details on training events can be found in deliverable 4.1).

6. Support for Hubs

A range of support has been offered to the Hubs in their advocacy work:

- Assessment (peer to peer and from the advocacy team) during the **Consortium meetings** and the **Hubs meeting** organised in Lisbon in M16. A regular series of '**hub-chats**' which are skype calls in which groups of hubs 'meet' with the hub-coordination team and the advocacy team, to discuss any issues that are arising in their programmes

and to share successes

- Clear **guidelines** on what the hubs should be aiming to achieve and where to find help to achieve that (appendix 3).
- Regular monitoring and **one to one feedback** and advice on advocacy plans
- A “**Guide to Advocating on RRI**” has been produced to give practical advice to hubs (appendix 4).
- The **train the trainers (T3) workshop**, which took place in M26, included a half-day session on advocacy and communicating with policymakers. In particular, we received a training presentation from the Head of Policy at the Wellcome Trust on “How to advocate” and the material from this presentation is available to hubs. A **further T3 workshop** to be held on M31 in Barcelona will support advocacy work further.

7. Monitoring and Documenting Advocacy meetings

Apart from the two Training, advocacy and dissemination Plans that the Hubs have elaborated, Hubs are also asked to document their advocacy meetings, with a view to reviewing these on a six-monthly basis. The monitoring form is attached as Appendix 5. As well as documenting the advocacy meetings, the form is designed to enhance the effectiveness of the meetings, encouraging hubs to document and consider follow up actions, as appropriate. Feedback is also given during the hub-chat meetings on an ongoing basis.

8. Appendixes

Appendix 1: Programme of the Shaping the RRI Toolkit External Experts Meeting

RRI Tools. Towards a better future through Responsible Research and Innovation

November 19th – November 20th 2015. Cervantes Institute, Brussels

November 19th	1st Day of the Conference
10:00–10:30	<i>Registration and coffee</i>
10:30–11:00	Welcoming Remarks Mr. Peter Droell, Director – Innovation Union and European Research Area, Directorate-General for Research and Innovation, European Commission. Mr. Ignasi López Verdeguer, Director of the Department of Science of “la Caixa” Foundation.
11:00–11:25	What you do when you do RRI Prof. Jacqueline Broerse, Director of the Athena Institute, VU University Amsterdam
11:25–11:45	<i>Coffee break</i>
11:45–12:15	RRI in Europe: from needs through promising practices to training in RRI Prof. Steve Miller, Professor of Science Communication, Department of Science and Technology Studies, University College London.
12:15–13:00	Into the Toolkit Dr. Daniel Garcia, Department of Science of “la Caixa” Foundation.
13:00–14:00	<i>Lunch</i>
14:00–15:40	The RRI Toolkit in practice I: Accessing its contents
14:00 – 14:10	General introduction to the working sessions Ms. Rosina Malagrida, Head of Public Engagement on Health Research, Institut de Recerca de la Sida IrsiCaixa. Parallel working sessions to analyse and provide feedback on the RRI Toolkit from diverse angles. Analysis of challenges and resources for each stakeholder group and policy agenda
14:10 – 14:55	I.A. Entering the RRI Toolkit as one stakeholder
14:55 – 15:40	I.B. Entering the RRI Toolkit by each policy agenda

15:40 – 16:00 *Coffee break*

16:00–17:30 The RRI Toolkit in practice II: Working on scenarios

Parallel working sessions to analyse and provide feedback on the RRI Toolkit under different scenarios.

II.A. Setting research agendas in different contexts. Moderated by King Baudouin Foundation

II.B. Creating a framework to encourage and support RRI at universities and research centres. Moderated by University College London

II.C. Designing a project proposal aligned with the RRI principles. Moderated by Athena Institute and Euroscience

II.D. Innovating in a more sustainable and socially acceptable way. Moderated by European Business Network

II.E. Introducing R&I responsibility at formal and informal education. Moderated by Ecsite, European Schoolnet and Experimentarium.

II.F. Co-creating community-based participatory research. Moderated by Bonn Science Shop

17:30–18:00 Plenary discussion and wrap up

19:00 *Dinner at Hotel Bloom - Rue Royale 250, 1210, Brussels*

November 20th 2nd Day of the Conference

8:30–9:00 *Arrivals and coffee*

9:00–10:30 Round table – The future of RRI.

- Mr. Philippe Galliy, Head of Sector for Responsible Research and Innovation in H2020, DG Research & Innovation, European Commission.
- Claudia Neubauer, Fondation Charles Léopold Mayer
- Gerrit Rauws, Director at King Baudouin Foundation
- Gema Revuelta, Director of the Studies Center on Science, Communication and Society, University Pompeu Fabra. Coordinator of the HEIRRI project.
- Prof. Dr. Arie Rip, Professor of Philosophy of Science and Technology in the School of Management and Governance of the University of Twent
- Hilary Sutcliffe, Director of MATTER

Moderator: Jean Pierre Alix, Euroscience.

10:30–11:00 *Coffee break*

11:00–12:30 Avenues for collaboration

Parallel working sessions to design ways on how the projects of the attendees and RRI Tools can work together during 2016. Attendees are invited to bring and share information on the actions, resources, and events of their own projects during these parallel working sessions.

8.1.1. **A_Deepening the understanding of RRI.** How to advance on establishing an RRI framework, quality criteria and assessment tools.

8.1.2. Moderators: Athena Institute and Centre for Social Innovation.

B_Training on RRI. How to share resources and join forces on the training of RRI and its diverse aspects.

Moderated by University College London.

C_Spreading the word on RRI. How can we mutually benefit: opportunities for cross-collaboration in upcoming advocacy and dissemination actions.

Moderated by Euroscience

D_New tools for RRI Which other tools to foster RRI among the different stakeholders are currently under development or urgently needed.

Moderated by “la Caixa” Foundation

12:30–13:00 Wrap up.

World Café

Discussion activity

Developed by IrsiCaixa

Facilitated by IrsiCaixa and partners

RRI TOOLS External Expert meeting, Brussels 19-20 November 2015

Theme: Exploring the RRI Toolkit and putting it into practice in different scenarios

Table Facilitators and rapporters¹:

Round 1 (stakeholder tables) ²		Round 1 (PA tables)		Round 2 (scenarios)	
Business & Industry	European Business Network (EBN) (Room 7, 2nd floor)	Governance	KBF (Room 6, 2nd floor)	Setting the Research Agendas in different contexts	KBF (Room 3, 1st floor)
Researchers	Euroscience & Athena (Room 5, 1st floor)	Ethics	Athena (Room 3, 1st floor)	Creating a framework to encourage and support RRI at universities and research centres	UCL (Room 4, 1st floor)
Policy Makers	University College London (UCL) (Room 3, 1st floor)	Open Access	Cariplo Foundation (Room 7, 2nd floor)	Designing a project proposal aligned with the RRI principles	Euroscience & Athena (Room 5, 1st Floor)
CSOs	WilaBonn (Room 6, 2nd floor)	Science Education	EUN and ECSITE (Room 5, 1st floor)	Innovating in a more sustainable and socially acceptable way	EBN (Room 6, 2nd floor)
Educators	Eropean SchoolNet (EUN) & European Networks of Science Centres and Museums (ECSITE) and Experimentarium (Room 4, 1st floor)	Gender equality	Experimentarium (Room 8, 2nd floor)	Introducing RRI at formal and informal education	EUN, ECSITE and Experimentarium (Room 7, 2nd floor)
		Public Engagement	IrsiCaixa (Room 4, 1st floor)	Co-creating community based participatory research	WilaBonn (Room 8, 2nd floor)

¹ (Need: Computers for every couple, rent extra ones just in case. Extra tables for facilitators. Hour glasses. And other needs identified below. Facilitators will always have one spare Flipchart for general comments.). Rapporters: assure that the conclusions on the flipcharts and post its are understandable. Take pictures of the results and send them together with a word document with the main conclusions before the 1st of December.

² The distribution of these first stakeholder tables will already be done by the Coordinating Team. The rest of tables will not be previously distributed.

Presentation

Welcome to the World Café Discussion Activity. Today's discussions are divided in two rounds and you will be seated at different tables with different experts and different subjects to discuss. Below you will find the timetable.

In a first round, you will work in a table where all participants will belong to one sort of stakeholder and all together, you will give feedback on the **introductory pages for stakeholders** developed by RRI Tools, i.e. the so called stakeholder landings. You will latter move to another table to join policy agenda experts. Again, you will analyze the **introductory pages for the policy agendas** (PA) identified by the EC (public engagement, open access, gender equality, ethics, governance and science education), i.e. the PA landings. During a second round, you will join a multistakeholder table where you will put the toolkit³ into practice to analyze its usefulness in a concrete **scenario**.

The **discussion** follows a sequence of questions and exercises. This sequence is presented and explained in this guideline. The guideline helps you and the other participants to exchange ideas about the topic and create the end product of each discussion table. You will be assisted in this task by a table **facilitator**.

Please carefully read the questions for yourself and discuss them with the group. Allow the table facilitator to guide you through it. Respect everybody's contribution, as it is valuable to the discussion. Enjoy the exchange of ideas!

³ To enter the Toolkit: <http://int-flc4.everisdigitalchannels.com/toolkit#>
Login: administrador Password: PQXQyB

Programme

The RRI Toolkit in practice I: First exploration (in two different tables)

1st Discussion round		Activity	Time schedule	Page
14.00	First exploration of the Toolkit (stakeholder tables)	Personal introduction	10 min.	5
		Introduction of the Toolkit for your stakeholder	10 min.	
		Question 1. Entering the RRI Toolkit as one stakeholder	20 min.	
14.40	Move to PA tables		10 min.	
14.50	Further exploration (policy agenda tables):	Personal introduction	10 min.	6
		Introduction of the Toolkit for your Policy Agenda	10 min.	
		Question 2. Entering the RRI Toolkit through one Policy Agenda	20 min.	
15.30	Break	Coffee and tea	20 min.	

The RRI Toolkit II: Working on scenarios

2nd Discussion round		Activity	Time schedule	Page
16.00	First exploration of the scenarios and the toolkit (scenario tables)	Introduction of the scenario by facilitator	10 min.	7
		Question 1. Defining the work plan of the scenario and the resources needed to implement it	30 min.	7
	Further exploration	Questions 2 &3. How the RRI Toolkit helps actors in each scenario & how to enrich the Toolkit for your scenario Question 4. Share the results with the group	30 min. 20 min.	7-9

Round 1 (stakeholder tables): First exploration of the RRI Toolkit –Part I

Personal introduction (10 min)

Take 30 sec. each to introduce yourselves to your fellow table members in order to create a better understanding of each other's frames. Share most essential information such as name, affiliation, nationality and your RRI driver in one sentence, i.e.: what do you think of RRI and what is your contribution to it?. Write on post its what your contribution to RRI is (they will be useful again during another exercise described below).

Introduction of the RRI Toolkit for your stakeholder

The facilitator will read the texts as a small introduction to the different parts of the landing and toolkit and show at the same time the RRI Tools website. After each short presentation, she will facilitate the discussions to answer to the questions as described below.

Presentation 1- Introduction to the landing and toolkit for your stakeholder (10 min)

The facilitator presents the different sections of the landing:

- RRI for your stakeholder means... See the video
- Clusters identified in the section "Putting RRI into practice"
- Examples of the different sorts of resources (library, tools, projects and inspiring practices) as highlighted on the landing.
- Policy agendas and process dimensions section of the landing.

Then, very briefly, the facilitator enters the toolkit and gives a demonstration on how to use the filters, including the ones by stakeholder. The facilitator explains that this exercise will help RRI Tools to get feedback on the stakeholder landings.

Question 1⁴. Entering the RRI Toolkit as one stakeholder

Question 1.1 General comments on the landing (5 min): Individually, take a look at the landing for your stakeholder using your own computer or looking at the poster where the landing has been printed. Reflect on whether you find it **useful, meaningful** and with an **appropriate look and feel**. Then go to the flipchart and respond to questions 1 to 4 with the bookmarks.

Question 1.2 Landing's section "Putting RRI into practice" (5 min): It identifies the main **fields of action** faced by each group of stakeholders. Individually, stick the post its where you indicated your contribution to RRI under each of the fields of action printed on the poster. Do they fit under the clusters identified? Are these the fields of action you would highlight? Are there any important ones missing? If that is the case, write them on separate post its.

Question 1.3 Share the results with the group (10 min): Think if there are any changes you would like to suggest, write them on separate post its and stick them on the printed landing.

The Facilitator invites attendees to move to another table to join one PA.

⁴ (Need: landing printed and flipchart with title: *STK Landing*" with the following questions: 1.To what extent is the landing useful for the stakeholder targeted? 2. How appropriate is the language? 3. How suitable is the look and feel? 4.To what extent is the video appropriate?)

Round 1 (Policy agenda tables): First exploration of the RRI Toolkit –Part II

Personal introduction (10 min)

Take 30 sec. each to introduce yourselves to your fellow table members. Share most essential information (such as name, affiliation, nationality and your RRI driver, i.e.: what do you think of RRI and what is your contribution to it?) in order to create a better understanding of each other's frames.

Introduction of the RRI Toolkit for your PA

Presentation 2- Introduction to the landing of one Policy Agenda (PA) (10 min)

The facilitator presents the different sections of the landing and present in detail the following sections:

- RRI for your PA means... See the video
- Clusters identified in the section "Putting RRI into practice"
- Examples of the different sorts of resources (library, tools, projects and inspiring practices) as highlighted on the landing.
- Policy agendas and stakeholder section of the landing.

The facilitator explains that this exercise will help RRI Tools to get feedback on the PA landings.

Question 2. Entering the RRI Toolkit through one Policy Agenda

Question 2.1. PA landing at a glance⁵ (8 min): Individually, take a look at the landing for your PA using your own computer or looking at the poster where the landing has been printed. Reflect on whether you find it **useful, meaningful** and with an **appropriate look and feel**. Then go to the flipchart and respond to questions 1 to 4 with the bookmarks.

Question 2.2 Share the results with the group (12 min): Think if there are any changes you would like to suggest, write them on separate post its and stick them on the printed landing.

The Facilitator invites attendees to move to the coffee break and to move latter to one scenario table.

⁵ (Need: all PA landings printed with flipcharts beside with title: "**PA Landing**" with the following questions: 1.To what extent is the landing useful for the PA? 2. How appropriate is the language? 3. How suitable is the look and feel? 4.To what extent is the video appropriate?)

Round 2: Working on scenarios

Introduction of the scenario

Presentation: Introduction to the scenarios (10 min): The facilitator presents the scenario (one per table)

- Setting the Research Agendas in different contexts
- Creating a framework to encourage and support RRI at universities and research centres
- Designing a project proposal aligned with the RRI principles
- Innovating in a more sustainable and socially acceptable way
- Introducing RRI at formal and informal education
- Co-creating community based participatory research

The facilitator reads the texts describing the scenarios that can be found in the Annex.

The facilitator explains that we invite you to reflect on the scenario suggested and to imagine a possible action plan for which you will be able to surf the Toolkit and identify useful resources among the different typologies (library, projects, inspiring practices and tools).

We recommend you take into account the four sets of process dimensions that are conducive to RRI processes:

- Process Dimensions: 1) Anticipation and Reflection, 2) Openness and Transparency, 3) Inclusion and Diversity and 4) Responsiveness and Adaptive change

And also the different policy agendas:

- Policy agendas: 1) Public Engagement, 2) Open Access, 3) Ethics, 4) Gender equality, 5) Science Education, 6) Governance

Question 1⁶. Defining the work plan for your scenario and the resources needed to implement it (30 min)

As a group of experts on the scenario described in the Annex, and without looking at the Toolkit, draw an action plan with the different main phases to implement it. Use a flipchart to describe the **action plan** and make sure you all agree on it.

Think for a couple of minutes on what resources stakeholders might **need** to implement such actions. Write them on separate cards. Form three groups and assign different cards to each group.

Question 2⁷. How the Toolkit helps actors in each scenario (15 min). Each group enters into the Toolkit and searches within the different types of resources: promising practices, projects, tools and publications. Do you identify resources that meet the needs assigned. To what extent do you find the resources useful for the needs identified? Go to the Flipchart

⁶ Need: Cards and flipchart with title: Scenario Work Plan.

⁷ Need: orange and green post its at each table. Horizontal flipchart with title: “Name of Scenario”.
Question: Overall, to what extent is the Toolkit useful for this scenario?. Very useful / Not useful

“Scenario: name of scenario” and locate your card indicating how far the Toolkit fulfils this need.

Question 3. Enriching the Toolkit (15 min): Each group reflects on whether there any resources missing for the assigned needs. If you identify missing resources and they already exist, please write them on a **green card** indicating where to find them. If they do not exist, write them on **orange card** and indicate whether there are any actors/projects working on them or if you think they are not being developed.

Question 4. Share the results with the group (20 min): One spoke person from each group presents the conclusions on whether the Toolkit offers interesting resources for the needs and on how to enrich it and sticks the green and orange cards under the assigned needs already stuck on the flipchart. If the group comes up with resources that do not fit the assigned needs, do not hesitate to include them on the flipchart.

Choose one spoke person to present the results in the plenary Wrap up session.

The facilitator invites participants to move to the plenary Wrap up session where **one spoke person** will present the scenario, the work plan and the conclusions on the usefulness of the Toolkit and on how to enrich it.

Annex. Description of the scenarios

- I. **Setting the Research Agenda** (in different research contexts)

A report issued by the national government indicates that there is a serious mismatch between the focus of research institutes, reflected in their research agenda, and the needs of the projected users of this research.

The priorities of researchers, academia and sponsors often ignore urgent needs, questions and expertise of the final user.

These users (taxpaying citizens, professionals, costumers, patients, ...) are seldom involved in setting research agendas.

Hence, the government demands the creation of a new mind-set with regard to policy and priority setting in research and a new methodology to effectuate this in order to maximize the impact of their investments in vital fields like healthcare, education, infrastructure and energy.

- II. **Creating a framework to encourage and support responsible research and innovation at universities and research centres**

One of your main research funders has drawn up a framework for RRI, and is encouraging applicants for funding to take this into account and – where appropriate – include RRI principles in research proposals. How can the university / research centre support (and train?) its individual researchers to enable them to do this, and to ensure that what goes into their research proposal does get carried out during the project?

- III. **Designing a project proposal aligned with the RRI principles**

You are a researchers who wants to design a project proposal to respond to the following Call for Proposals:

Purpose

Project proposals should demonstrate a multi-scale approach, with strong interconnections between local, regional and global dimensions. They should include assessments on the past, current and future state of X. Proposals must cross disciplinary boundaries between the natural and the social sciences, should include interdisciplinary, multinational approach, and demonstrate clear relevance to user needs. Research outputs should be targeted at either (public and/or private) decision-making or innovation challenges (technological, organizational and institutional).

Who can apply

Proposals can be submitted only by

 - international consortia of researchers
 - who co-design research questions with relevant stakeholders
 - and who bring together natural scientists, social scientists, and research users (policy makers, regulators, NGOs, communities, and industry).

Assessment criteria of research proposals

1. Scientific merit
2. User Engagement and Societal/Broader Impacts
3. Degree of inter-disciplinarity and quality of personnel of the Consortium

IV. Innovating in a more sustainable and socially acceptable way

A young dynamic start up in the field of nanotechnologies realised the need to better understand the needs and concerns of their community to make sure their products are desired. They acknowledge that there are now some products in the market which might not be well accepted by some CSOs, such as socks with nanoparticles. They decide to run/organise workshops to analyse the needs and expectations of their potential end users and to end up defining a frame for responsible innovation for their company.

How do RRI Toolkit support them?

V. Introducing RRI at formal and informal education

Teachers are planning to organise a science fair in collaboration with a science museum. The science fair is to be built around students showing to their peers how they contributed to a research project that was done in collaboration with a (university?) research centre. The science fair wishes to highlight how research can be done responsibly.

VI. **Co-creating community based participatory research⁸: Local Climate Protection through bio-energy⁹**

In a fruit production region with a huge variety and big proportion of fruit farmers (apples, pears, plums, cherries) but also small scale forest owners, the question arises what to do with wood waste (trunks of replaced fruit trees, timber from thinning forest parcels etc.)

Can the use of these waste materials make a contribution to the reduction CO₂ footprint of the region and also contribute to the economic stabilization of the region by selling raw materials for the energy production? Are there options for a different energy plant production once the fields are cleared from fruit trees?

Issues to be considered : *Who initiates the research?, energy producing plants (local, foreign), Biodiversity and ecology, landscape planning, cascade use of plant material (package/fruit before burning/fermenting), ethical issues (plate or tank), patents, sustainability, ...*

⁸ In simplest terms, *community-based participatory research (CBPR)* enlists those who are most affected by a community issue – typically in collaboration or partnership with others who have research skills – to conduct research on and analyze that issue, with the goal of devising strategies to resolve it. In other words, community-based participatory research adds to or replaces academic and other professional research with research done by community members, so that research results both come from and go directly back to the people who need them most and can make the best use of them.

⁹ Since the beginning of the 20th century the economy and everyday life are based in the industrialized and emerging countries on the use of fossil fuels: oil, coal and natural gas. It is proven that the thereby liberated carbon dioxide is a major cause of the greenhouse effect and hence climate change. Therefore, and also because fossil fuels will run out in the foreseeable future, for the last twenty years, the use of renewable energy is promoted: solar and wind energy, hydropower, geothermal and biomass energy.

The energetic use of biomass includes various organic wastes, but the most important is plant material. Wood and woody parts of plants and plant oils can be burned directly, all other biogenic fuels is obtained only by fermentation or chemical conversion of the plant material

Appendix 3: Briefing for Hubs on Training and Advocacy

Following the T3 workshop, we promised to clarify many of the issues raised about the shape and format that hubs workshops should take in the months ahead. This note aims to clarify many of these questions and to outline the management team's expectations of the workshops.

Overall, alongside the Toolkit, the training workshops and advocacy meetings are one of the project's main outputs. The impact of the workshops will also determine the project's legacy – whether or not we make a lasting change in our countries. This is a significant undertaking and we therefore want to be ambitious in our plans for the sessions:

- We should be targeting stakeholders at the highest level
- We should be aiming for training workshops that bring stakeholders together and add value by providing networking opportunities, not just information transfer
- Our advocacy programme supports the training workshops, but delivering information and informal training on the toolkit and RRI to stakeholders who are hard to attract to workshops
- We are well resourced to deliver a significant programme of advocacy and advocacy, so we should be aiming to do considerably more than we are contractually required to do
- As the only project currently funded by the European Commission to develop and deliver RRI training, we should be confident that we are the right people to be delivering this.

Contractual requirements

The description of work specifies that each Hub should deliver:

“At least two major dissemination and training workshops. Those events will be at a national level, and eventually cover other neighbouring countries. Each Hub will be responsible for organising the event and recruiting participants. Key participants will

have been identified in the stakeholder mapping exercise (WP2) and the events will aim to maximise attendance, multiplying the potential stakeholders at each event.

Local requirements could show the need to focus on specific stakeholders and/or RRI key components; the Hubs are in charge of identifying this profile and adapting the training modules suitable for it with the help of WP4.

“Each Hub will organise and implement the advocacy programme in parallel to the trainings on the RRI Toolkit, looking towards a constructive synergy, concentration of efforts and focus of attention in a rather short period of time, with the aim of maximising impact at all levels and thus ensuring the future sustainability of the project. The advocacy programme would comprise at least the following characteristics, all of them specifically addressed to policy makers: specific, skill-training, modules for pre-existent or new formal training courses; a campaign to raise awareness on RRI in national government bodies and public institutions; specific actions directed to develop trust in the results that might arise from their implementation and use of the RRI Toolkit at a European level; specific action directed to validate the RRI Toolkit and outcomes at a decision-making level; high-level meetings with representatives of the most relevant policy making institutions.”

Training Format

At the T3 workshop, we delivered material that we felt could form a useful basis of a training workshop. It is up to you how you use them. The workshops should however be aiming to deliver the learning outcomes agreed in the learning outcomes document.

You will be best placed to decide how to organise these sessions. Things you might want to consider:

- We asked stakeholders what they wanted out of the training during the initial stages of the project, as part of our November 2014 workshops. These needs are documented in D2.2 and could provide useful information when planning your workshops.

- You are free to decide whether to deliver training in stakeholder groups or across stakeholders – or you could use break out groups to deliver to a combination of the two. If you decide to train in stakeholder groups, you might want to consider what additional activities will you need to programme to make sure that you are also building a community of practice in your country, and to address the ‘need’ identified in D2.2 for networking opportunities
- Do you want to focus your training on particular topics? The European Commission’s Grand Challenges might help you identify topics
- Do you want to deliver repeat training sessions that develop over time to a ‘core’ of trainees, or are you aiming at new people each session. If you work with the same group, how can you use the time in between sessions to help develop trainees thinking?
- Can the self-reflection tool help you focus training for particular groups? Can it help monitor progress?
- The Showcases presented at T3 were developed around projects that had been identified as the most ‘promising practices’ during WP1. They were rigorously selected via the criteria that Athena developed during years one and two of the project. While there are other projects featured on the toolkit, and undoubtedly others in your own country, the Showcases have been carefully selected to help spread good practice. They have also been documented in detail (shared on Basecamp), with the aim of enabling you to feel authentic in delivering them, without first hand interactions with the projects being described – this is not an unusual way of delivering training.

Advocacy

Alongside the training workshops, task T4.2 of the RRI Toolkit Project aims to develop an advocacy programme. The purpose of this programme is to bring the toolkit to

hard-to-reach stakeholders – specifically policymakers, who have previously been identified as a stakeholder group that is less likely to attend the training and workshops organised by the project.

Last year we asked each hub to develop an advocacy plan to fill this gap – to help hubs maintain communication with stakeholders already identified, to build a ‘community of practice’ as well as to build relationships with harder to reach stakeholders. Over the past year, a number of activities have been taking place in response to this plan. As the project moves into the final year however, it is time for the advocacy plan to also move to a new phase, in order to engage policymakers further in the material and ideas being produced by the project.

1. To build knowledge of the Responsible Research and Innovation (RRI) Toolkit amongst relevant policymakers
2. To help policymakers understand their roles within RRI and enable them to know how to act
3. To encourage policymakers to engage with their local hubs on RRI issues
4. To involve policymakers in the community of practice being developed by the hubs and to join the online forum, with a view to securing the life of the hub/community of practice after the project funding.

We will therefore be supporting Hubs to develop their final year’s advocacy plan, to supplement the work being delivered in the training workshops. Specifically, the advocacy plan will target:

- Policymakers in national government bodies and public institutions
- Policymakers in European Commission

Things to think about when planning advocacy work:

- You should be aiming for around 10 advocacy meetings over the next 9 months. They can be as simple as one-to-one conversations with key policymakers over coffee.

- Do you need to update your target audience in light of your experience reaching people for training workshops?
- Dave Carr presented some useful tips for advocating with policymakers at the T3 workshop. His slides are on basecamp
- While you won't want to run through the advocacy activities, the showcases might offer useful case studies to bring the idea to life in your meetings
- You might also want to show people the Toolkit website and ask them to sign up to the community – you can do that there and then with a smartphone or tablet
- Think about how you can follow up the advocacy meetings – even a short email with a link to the toolkit will be helpful.

Resources and expectations

Each Hub has been allocated at least 7 person months for WP4 (Training on the toolkit and advocacy).

Practical organisation of each workshop should take no more than 20 days and advocacy meetings no more than three, which means that each hub should have the staff resources to organise and deliver up to 8-10 days of training workshops – or a combination of workshops, advocacy meetings and new training material. The contractual requirement of two workshops per hub should be a minimum target.

With those resources, we should be aiming to deliver training or advocacy to a minimum of 100 people per hub. You might, for example, break this down as:

Two training workshops x 20 people	= 40
Ten group meeting x 4 people	= 40
Twenty individual meetings	= 20

We are keen for Hubs to adjust their delivery plan as they see appropriate, but we hope that this provides a useful indication of the scale activity expected over the next 9 months.

Support

The next Train the Trainers workshop (T3.2) will be taking place in Barcelona on 4-6 July 2016. In this session we hope that Hubs will be able to share their experiences of what works and what doesn't work from their first one or two training workshop and advocacy sessions.

In the meantime, we will be arranging a series of Hub Chats, to help you share lessons and support one another as you organise your first trainings. To help facilitate those, we would like to gather the information outlined in the form attached. The aim of gathering this information is to identify areas where we can provide advice and support, and link you up with other hubs having similar questions.

The existing training materials and showcases are currently on Basecamp here:

<https://basecamp.com/2325824/projects/4557072/attachments>

(all of the showcases are in the T3 sendout ZIP)

Over the next few weeks we will be cataloguing these materials more clearly and will update you further in due course. The Showcases are also undergoing further development, with finalised versions being available mid-June.

We will also be developing advocacy materials over the next few weeks, including a letter of introduction from the project overall, which could be of use when contacting senior politicians. We will make sure that there is the opportunity to request any other particular advocacy material during the proposed hub-chats (below).

Hubs Training and Advocacy Information Request

1. What workshops do you have planned between now and July? (please give dates and locations)
2. Who are you targeting? How will you attract the trainees?
3. How do you plan to engage with them before and after the training?
4. What are your initial thoughts for the programme? (please give draft timetable)
5. Which of you will be delivering the training? Are you involving anyone else (outside the Hub)?
6. What questions/concerns do you have about this session?

We would be grateful if you could share these details on basecamp (in the Hubs folder) by 18th April 2016.



Advocating for RRI

March 2016



This guide is based with permission on work
previously produced by Think-Lab
www.think-lab.co.uk



Over the next few months, through our advocacy work, hubs will be setting out to bring the toolkit to hard-to-reach stakeholders – specifically policymakers. This paper gives practical advice to hubs about approaching policymakers.

Step 1 – Know your Audience

Learn how Government works

To influence policy, the first step is to understand how legislation and public policy is developed and made in your country. There are many guides that will help you learn more about these processes – for instance, your country’s parliament should include a guide to the policymaking and legislative process. You will have already done some of this work for your first year’s advocacy planning.

Getting to know the people involved in the policy process – the officials staff and advisers – is important if you want to make an impact in the early stages of policy thinking too.

If there is no directory or website listing their names in your country, you will need to think creatively about how to identify these people:

- If you already know an official in a related area, asking their advice on who to contact can help
- Officials often speak at conferences of relevant to their subject area, so checking programmes and speakers lists for such events can be helpful

- Responding to a relevant government consultation might bring you to the attention of the relevant official
- Members of advisory bodies are usually listed on websites and are often University Researchers so can be contacted much more easily
- In some countries, government officials tend to move posts frequently, so maintain contact to keep track of them

Above all, this is a big and long-term networking job – the time and effort you have put in to building these relationships over the first few years of the project will really pay off now.

Don’t forget regional and local government

The role of regional and local authorities in matters such as economic development and innovation, climate change, education and health is significant. Local politicians can also be more accessible than National politicians.

Step 2: Develop a campaign

The things you need to think about when developing an effective advocacy campaign are the same things you think about when developing any effective communications strategy:

1. Market Research

Is there a specific policy that you are trying to influence? What stage is it at in the decision-making process? Is it in discussion, draft or has a firm proposal been made? Is there a realistic chance of changing it at this stage? Who is leading the work on this policy?

Keeping informed of pending legislation relevant to science and innovation will be important, so see if you can sign up to your government's website for regular updates, for instance.

2. What is your message/position?

The key messages you should be seeking to deliver through the RRI tools project are:

- RRI means doing research differently but could bring significant benefits
- The RRI toolkit offers ways to support you in playing your part in making these changes
- The RRI Hub is the place in your country (and Europe) where you can get help and advice on RRI

Beyond that, are there any particular decisions you want to influence? What do you want to happen? Plan these out in advance and be clear about your asks.

3. Know your audience

As well as knowing who will be making the decision and when, who do they take advice from? Who are potential allies and who are potential opponents? Who can introduce you? Mapping these out will help you target the right people with the right information.

4. How can you reach them?

The approach you take to developing your campaign needs to depend upon the best ways of catching your audience's attention. Approaches to think about:

- Do you know anyone who can introduce you?
- Are there any relevant consultations that you could respond to?
- Are there any external events happening that your message could chime with?
- Is your target policymaker speaking at a conference? Think about attending and introducing yourself afterwards and asking for a meeting.
- Could you raise your points during the Q&A after a

“The things to think about when planning an advocacy campaign are the same things you think about in planning any campaign”

Step 3: Present your case

Evidence

Policymakers, whether civil servants or politicians, need evidence for the basis of their decisions. If you want your case to be heard, present them with the evidence.

The showcases and provocations, as well as the multitude of information on the RRI Tools website, can help you

But don't forget your audience

Think about the policymakers objectives and present your evidence in a way that demonstrates how it relates to their policy objectives.

Be clear about what you want

Ministers, politicians and policymakers are busy people, so be prepared to get to the point and be clear about what you are asking them to. If they want more detail they'll ask. Think about leaving a briefing note – the best kind will be a one-page bulleted document.

Know your stuff

Contrary to popular opinion, ministers and policymakers are usually very knowledgeable on their brief. You need to be similarly well informed and prepared to answer any questions they might have about RRI – what's the background and history to the matter? What is your evidence that this is useful? Where has it come from? What other evidence, perhaps to the contrary, is there and why is yours the most robust? The RRI tools policy briefs should help you with that.

Seize your moment

It's very rare to get invited in for an hours' meeting with a politician. But you might get 30 seconds with them when you shake hands at a reception or conference. Make sure you have the point you want to make ready in a 10 second sound bite, which you can then follow up by email or in a meeting.

Appendix 5: Advocacy Monitoring Form



Advocacy Meeting Report

Name of Hub:

Date of Meeting:

Attendees and organisations:

Main Topic(s) Discussed

Main Outcome(s)

Action Point(s)