



Public Engagement Innovations for Horizon 2020

The Toolkit Website D4.2

Author: Luciano d'Andrea

January, 2017

Link to the Toolkit on Public Engagement with Science: toolkit.pe2020.eu



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]

The PE2020 Project

Year of implementation: February 2014 – January 2017

Web: <http://www.PE2020.eu>

Project consortium:



UNIVERSITY OF HELSINKI

UH

University of Helsinki, Finland



VU IBS

Vilnius University International Business School, Lithuania

LSC

UNIVERSITY OF LAPLAND
LAPIN YLIOPISTO

LSC

Laboratorio di Scienze della Cittadinanza, Italy

UL

University of Lapland, Finland

Contact information: Luciano d'Andrea, Laboratorio di Scienze della Cittadinanza (LSC)

E-mail: luciano.dandrea@scienzecittadinanza.org

Grant agreement no: 611826

Project acronym: PE2020

Project full title: Public Engagement Innovations for Horizon 2020

Project funding scheme: Seventh Framework Programme, Collaborative Project, Small or medium scale focused research project, SiS.2013.1.1.1-6: Tools and instruments for a better societal engagement in "Horizon 2020"

Project co-ordinator: Mikko Rask, University of Helsinki



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]

E-mail: mikko.rask@helsinki.fi

Project website: www.PE2020.eu

The PE2020 project

PE2020 was conceived with the aim to identify, analyse and refine innovative public engagement (PE) tools and instruments for dynamic governance in the field of Science in Society (SiS). PE2020 analyses the PE tools and instruments through a systemic and contextual perspective, and contributes to the potential and transferability of new governance innovations. PE2020 is allowing to create new knowledge of the status quo and trends in the field of PE in science, refines innovative PE tools and instruments and propose new ones.

The project is doing this by (1) developing a conceptual model that provides a systemic perspective of the dynamics of public and stakeholder engagement; (2) creating an updated inventory of current and prospective European PE innovations; (3) context-tailoring and piloting best practice PE processes related to the grand challenges of the Horizon 2020; and (4) developing an accessible net-based PE design toolkit that helps identify, evaluate and successfully transfer innovative PE practices among European countries.

New tools and instruments for public and societal engagement are necessary to boost the quality, capacity and legitimacy of European STI governance and to solve the looming problems related to the grand societal challenges of the Horizon 2020. In order to ensure practical relevance, the project is based on an intensive co-operation between researchers and science policy actors. PE2020 is expected to expand the capacity of European and national science policy actors to integrate better societal engagement by providing an easy access to new PE tools and instruments, to be included in the requirements and implementation of research in Horizon 2020 and beyond.

Acknowledgements

We are grateful for the funding that this project has received from the European Union's Seventh Framework Programme for research, technological development and demonstration under Grant Agreement no 611826.

Legal Notice

The sole responsibility for the content of this publication lies with the author/s. It does not necessarily reflect the opinion of the European Union. The European Commission is not responsible for any use that may be made of the information contained therein.



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]

Contents

Contents	4
1. Introduction	5
2. The introductory section of the toolkit	7
3. Section A: Strategic Framework	9
4. Section B: Methods and Tools	12
5. Section C: Institutional Anchorage	14
6. Section D: Societal Anchorage.....	17



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]

1. Introduction

One of the main outputs expected from the PE2020 project is the development of a **web-based toolkit** that, according to the Description of Work (DoW) of the project, "helps policy makers to adopt, adjust and implement (...) public engagement (PE) processes for their different needs".

Work package 4 has been precisely devoted to develop such a Toolkit, which has been uploaded online on January 2016 (toolkit.pe2020.eu). This document is aimed at providing a short description of the Toolkit, using snapshots of the website.

Overall, the size of the text uploaded on the website is about 700,000 characters (390 pages around). The structure of the website follows that planned in the Toolkit Design Document described above, i.e., an introduction ("The Toolkit") and four sections:

- Section A. Strategic Framework
- Section B. Methods and tools
- Section C. Institutional anchorage
- Section D. Societal anchorage

The toolkit is organised in a main text (around 15 pages) from which a set of resources of different kind are accessible through appropriate links.



PE2020

Toolkit on Public Engagement with Science

**Section A:
Strategic
Framework**

**Section B:
PE Methods &
Tools**

About
this
toolkit



Presentation
of the
PE2020
project

**Section C:
Institutional
Anchorage**

**Section D:
Societal
Anchorage**

[Send us your feedback](#)

About

For any issues or queries regarding this website, please contact:

- ✉ [Luciano d'Andrea](#), Laboratorio di Scienze della Cittadinanza (LSC)
- ✉ [Mikko Rask](#) - Project co-ordinator, University of Helsinki

PE2020

Feedback

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no: 611826.

Figure 1 - First page of the Toolkit



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]

2. The introductory section of the toolkit

The introductory section of the Toolkit is organised in three subsections:

- **Context and aims.** This subsection introduces the issue of PE in the context of the state of science and technology and describes the aims of the Toolkit.
- **The Toolkit and the project.** This subsection presents the PE2020 project and the links between the project results and the Toolkit.
- **Structure and features.** In this subsection, the structure and features of the Toolkit are introduced.



PE2020 **Toolkit on Public Engagement with Science**

[Home >](#)

About this toolkit

- [Context and aims](#)
- [The toolkit and the project](#)
- [Structure and features](#)

About **PE2020** **Feedback**

For any issues or queries regarding this website, please contact:

- ✉ [Luciano d'Andrea](#), Laboratorio di Scienze della Cittadinanza (LSC)
- ✉ [Mikko Bassi](#) - Project co-ordinator, University of Helsinki

 This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no: 611826.

Figure 2 – Access page to the Introductory section



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]

3. Section A: Strategic Framework

This section provides guidelines and resources for interpreting PE in the context of the many changes affecting science (which, in turn, are mirroring broader transformations across contemporary societies) and for appropriately placing PE in the current European policy framework. This section includes three subsections.

- **A1. Framing public engagement in a changing context.** This subsection concerns the changes affecting science in the context of the shift from modern to post-modern society.
- **A2. Why public engagement matters.** The focus here is on the importance of PE in creating new bridges between science and society and in dismantling those that are no longer used, adapt or effective.
- **A3. Policy responses.** In this subsection, two key issues are presented: the presence of a pro-PE social movement crossing institutional and national boundaries; the increased commitment of European Union on public engagement in science and innovation.



The image shows a screenshot of a website titled "PE2020 Toolkit on Public Engagement with Science". The header features the PE2020 logo (a group of stylized figures) and the title. Below the header is a navigation bar with "Index" and "Next" buttons. A "Home" button is also visible. The main content area displays "Section A - Strategic framework" with three sub-sections: "A1. Framing Public Engagement In A Changing Context", "A2. Why Public Engagement Matters", and "A3. Policy Responses". To the right of the sub-sections is a photograph of several people sitting around a table, engaged in a discussion. The footer contains an "About" section with contact information for Luciano d'Amico and Mikko Räsänen, a "PE2020" logo, and a "Feedback" section with a European Union logo and funding information.

Figure 3 – Access page to Section A



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]



Toolkit on Public Engagement with Science

[Index](#)

[Previous](#)

[Next](#)

[Home](#) > [Section A – Strategic framework](#)

A1. Framing public engagement in a changing context

In the last decades, public engagement (PE) with science and technology has been enjoying unprecedented developments, becoming a recurrent issue in the public debate on science and technology. In some national contexts, specific policies aimed at stimulating PE initiatives have been devised. Over time, a wide scientific literature developed addressing public engagement from different perspectives.

To grasp the actual potential role of public engagement today, it is however necessary to widen the interpretive framework to encompass another question: how science is changing.



Beyond modern society

Changes affecting science are part of a wide array of transformations touching contemporary societies as a whole. Usually such transformations are overall represented as a shift from modern society to a [new society](#), to which many names have been given (operationally, we will use here the concept of "post-modern society"). Despite the different interpretations developed in this regard, there is an overall convergence among scholars about the [main features](#) characterising it.

Most of them concern the changing relationship between **social structures** and **individual actors**. In the context of **modern society**, social structures (social norms, behavioural models, social roles, values, etc.) and the institutions of modernity supporting and reproducing them (political institutions, religious institutions, economic institutions, trade-unions, public administrations, etc.) were strong enough to exert a

Figure 4 – Example of main text from Section A. The links to resources pages provided in the Toolkit are marked in green.




4. Section B: Methods and Tools

This section is focused on PE methods and tools. It allows to categorise the many PE approaches and mechanisms, to plan and implement PE initiatives and to recognise recurrent obstacles and resistances. Connections of PE practices with policy cycle and research phases are also explored. This section includes four subsections.

- **B1. Types of public engagement and connections with the organisational processes.** In this subsection, different definitions and types of PE are described and different models connecting PE with the organisational processes are presented.
- **B2. Designing PE initiatives.** This subsection provides suggestions about how to design a PE initiative and how select the appropriate PE tools.
- **B3. Implementing PE initiatives.** The focus here is on the critical aspects connected to the implementation of PE initiatives, the skills required to develop PE and the need to ensure a follow up of any PE initiative carried out.
- **B4. Monitoring and evaluation.** This subsection deals with the development of an appropriate monitoring and evaluation process all along the implementation of PE initiatives.





Toolkit on Public Engagement with Science

[Index](#) [Previous](#) [Next](#)

[Home](#) > [Section B - PE Methods And Tools](#)

B2. Designing PE Initiatives

Designing PE initiatives is not an event, but a process, which implies different mental and operational steps.

Clarifying the objectives and understanding the context

The first step for the sponsor to be taken is clarifying which are the objectives pursued. This step is not trivial at all. It is primarily important to be aware of the **benefits** that PE may actually produce, thus avoiding to use participatory mechanisms when it is not useful or not appropriate.

Then, it is also necessary to **analyse the context** in which the initiative will occur, considering the variables of any kind (cultural, social, organisational, etc.) potentially concerned with the PE initiative. At the end of this stage, the sponsor should be able to understand what can be reasonably done and for which reasons.

Potential sponsors of PE initiatives should also be helped in their work by taking into consideration what we referred to as the "**right questions**" to be answered in order to develop a sound design process.

All this different steps may be useful to become aware that a **PE approach is not always necessary** and therefore to understand **when and to what extent** it is.



Figure 5 – Example of main text from Section B.



5. Section C: Institutional Anchorage

This section deals with how to permanently embed PE in the current practices of research institutions, by activating, implementing and evaluating a PE-oriented action plan involving leadership and staff. Examples of PE strategies, programmes and tools devised by research organisations are given. This section includes four subsections.

- **C1. Structurally embedding PE in the organisation.** This subsection explains why PE should become a permanent function of research organisations and how to use the approach of the Action Plan to favour such a process.
- **C2. Activating the process.** This subsection provides suggestions about how to activate an Action Plan, with special reference to three issues: establishing a team; assessing the current procedures, practices and attitudes; designing the Action Plan through participatory approaches.
- **C3. Involving leaderships and staff.** In this subsection, the pivotal issue of how involving leaderships and staff in embedding PE in the research organisation is deepened.
- **C4. Tools, strategies and sustainability.** This subsection deals with some key components of the process, i.e., identifying the actions to be carried out and the tools to be used, ensuring long-term sustainability to these actions, tailoring the Action Plan on the organisation's need and features, and activating negotiation processes.



The screenshot shows the PE2020 Toolkit on Public Engagement with Science website. The header features the PE2020 logo (a group of stylized figures) and the title "Toolkit on Public Engagement with Science". Below the header is a navigation bar with "Index", "Previous", and "Next" links. A "Home" link is also present. The main content area displays "Section C - Institutional Anchorage" with four sub-sections: "C1. Structurally Embedding PE In The Organisation", "C2. Activating The Process", "C3. Involving Leaderships And Staff", and "C4. Tools, Strategies And Sustainability". To the right of these sub-sections is a photograph of a group of people in a meeting. The footer contains an "About" section with contact information for Luciano d'Andrea and Mikko Rask, a "PE2020" section, and a "Feedback" section with a European Union logo and funding information.

Figure 6 – Access page to Section C.



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]

Index Previous Next

Making public engagement a permanent function of the organisation

In this framework, the need to embed public engagement in research institutions clearly emerges, so as to make it a permanent function of the organisation, strongly affecting the other functions (teaching, research, science communication, third mission, etc.). In this way, PE may also become a means for enhancing the overall management of the organisation, making its governance more dynamic. Hence the need to go beyond an event-based approach so as to understand it as a *general approach* to the management and governance of science and technology.

< > OVERCOMING AN EVENT-BASED APPROACH IN PUBLIC ENGAGEMENT (D1_5) X

Overcoming an event-based approach in public engagement with science and technology is considered necessary by many experts and stakeholders involved with science-in-society issues.

An example is given in the excerpt below, drawn from the Final Report of the EC-funded Science Technology and Governance in Europe: Challenges of Public Engagement (STAGE) Project.

“There is a tendency for initiatives to be completed and then immediately consigned to history as policy actors move on to the next challenge (or return to business as usual). It is essential that the experience of deliberative initiatives is brought together on a regular basis in order that lessons can be learnt from common experience. Given the richness of European experience in this area, there is considerable potential here for further reflection and policy development”.

Source:

- Hagendijk R., Healey P., Horst M., Irwin A. (2005) *Science, Technology and Governance in Europe: Challenges of Public Engagement*, STAGE Project (http://curis.ku.dk/ws/files/34380488/STAGE_%20Final_Report.pdf)

The need to overcome an event-based approach to PE is also felt outside the sphere of science and technology. The US Public Agenda’s Center for Advances in Public Engagement (CAPE), a research institution specialised in civic participation, in a publication of 2008 clearly expresses this need, referring to it as a shift from an event-oriented approach to capacity building.

“This report demonstrates that any university seeking to embed support for public engagement needs to go

Figure 7 – Example of resources pages from Section C. This kind of pages are edited as popup pages.



6. Section D: Societal Anchorage

This section dwells upon strategies and tools that research institutions may develop in order to contribute in making PE with science and innovation a current social practice, thus promoting the consolidation of a scientific citizenship. This section includes four subsections.

- **D1. Turning public engagement into a social practice.** This subsection explores the factors hindering the development of PE as a social practice and the link between PE and the building of a scientific citizenship.
- **D2. Communicating science and educating to public engagement.** This subsection deals with the need for enhancing science communication and strengthening training and education in order to favour a societal anchorage of PE.
- **D3. Networking and boundary work.** In this subsection, the importance of networking and boundary work is highlighted in order to support an enabling environment for scientific citizenship.
- **D4. Promoting the national policies on public engagement.** This subsection deals with the role that universities and research organisations – evidently not alone – may play to promote national policies on public engagement that, in many national contexts, are weak or even nonexistent.



The image shows a screenshot of a website titled "PE2020 Toolkit on Public Engagement with Science". The header features a logo with five stylized figures and the text "PE2020". Below the header is a navigation bar with "Index", "Previous", and "Next" links. The main content area displays "Section D - Societal Anchorage" with four sub-sections: "D1. Turning Public Engagement Into A Social Practice", "D2. Communicating Science And Educating To Public Engagement", "D3. Networking And Boundary Work", and "D4. Promoting The National Policies On Public Engagement". To the right of these sub-sections is a photograph of a large group of people seated at tables in a restaurant or event space. The footer contains an "About" section with contact information for Luciana d'Andrea and Mikko Rauh, a "PE2020" logo, and a "Feedback" section with a European Union logo and funding information.

Figure 8 – Access page to Section D.



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no [611826]

Index Previous

Besides direct actions aimed at favouring the entrenchment of public engagement in the local environment, universities and research organisations – evidently not alone – may also play a role to promote national policies on public engagement that, in many national contexts, are weak or even nonexistent.

Research organisations may play an important role, on at least two main fronts: the mobilisation of

TO KNOW MORE [E4_5]

A set of documents are listed here to know more about the issues dealt with in this section.

- Broese J.E.W. et al. (2013) *Voices for responsible research and innovation: engaging citizens to shape EU research policy on urban waste*, VOICE for innovation, Ecsite, European Commission (http://www.voicesforinnovation.eu/files/VOICES%20FOR%20RESPONSIBLE%20RESEARCH%20AND%20INNOVATION_ENGAGING%20CITIZENS_FOR%20RESPONSIBLE%20RESEARCH_AND_INNOVATION.pdf)
- Bridle R., Collings J., Cottrel J., Leopold A. (2013) *Communication Best-Practices for Renewable Energy (RE-COMMUNICATE) – Scoping Study*, IEA-RETD (http://iea-retd.org/wp-content/uploads/2013/04/IEA-RETD-RE-COMMUNICATE-Report_Final_20130403.pdf)
- Bussu S. (2015) *Public dialogue in science and technology: an international overview*, Sciencewise (<http://www.securepart.eu/download/public-dialogue-in-science-and-technology-an-international-overview150402150629.pdf>)
- Davies S. (2013) *Research staff and public engagement: a UK study*, Higher Education 66:725-739 (http://www.bath.ac.uk/marketing/public-engagement/assets/research_staff_and_PE.pdf)
- GLAAD-MAP (2008) *Communications Campaign Best Practices*, GLAAD-MAP (<https://www.lgbtmap.org/file/communications-campaign-best-practices.pdf>)
- Minister for Innovation, Industry, Science and Research (2010) *Inspiring Australia. A National Strategy for Engagement with the Sciences*, Commonwealth of Australia (<http://www.industry.gov.au/science/InspiringAustralia/Documents/InspiringAustraliaReport.pdf>)
- National Co-ordinating Centre for Public Engagement (year not available) *The history of the National Co-ordinating Centre for Public Engagement* (https://www.publicengagement.ac.uk/sites/default/files/publication/history_of_the_nccpe.pdf)
- Involve, Prikken I., Burall S. (2012). *Doing Public Dialogue. A support resources for research council staff*, Research Council UK, Involve, CSaP,

Figure 9 – Example of a page “To know more”. This kind of pages - edited as a popup page – are placed at the end of each subsection providing references of and links to the sources used.

