

N ■ **NEW**
■ **HORIZON**

FoodSafety4EU

**MULTI-STAKEHOLDER PLATFORM
FOR FOOD SAFETY IN EUROPE**

<https://foodsafety4.eu/>

ilse Marschalek, Centre for Social Innovation,
ZSI (Vienna)



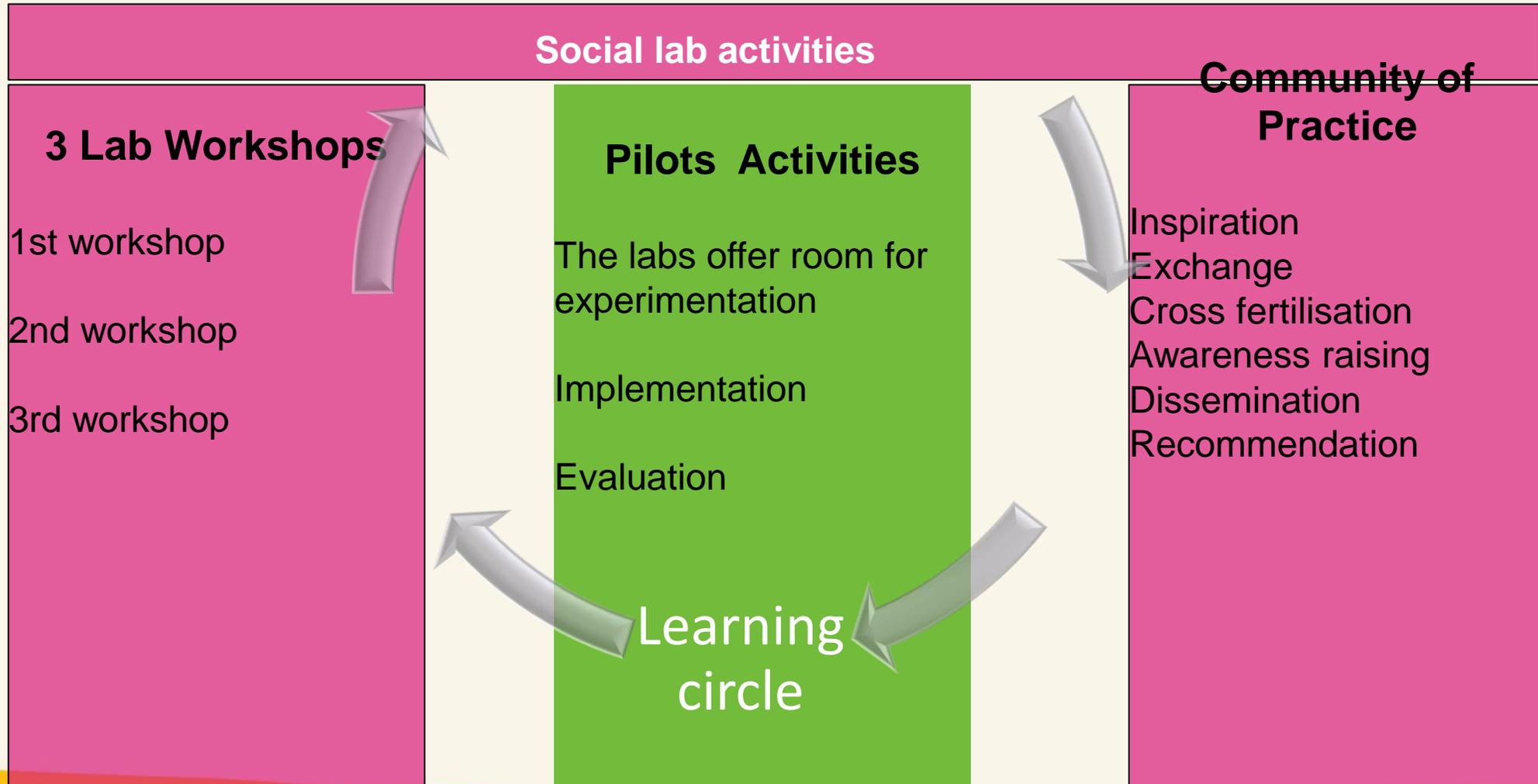
OBJECTIVES OF THE FSOLabs

- diagnosis of the current situation in the specific topic → barriers, needs, requirements, gaps, opportunities
- designing & implementing of social experiments to test overcoming the barriers or improve the situation
- reflect on the outcomes of the experiments & to learn for further experimenting and future embedding and scaling up of activities and tools

Lab approach – What is a Social Lab?

- Form a **team**
- Create a **process** – discussion and exchange, creativity and innovation, “testing passionate ideas”
- Social **experiments** – pilot activities
- Learning** cycles

WHAT IS A SOCIAL LAB?



A series of (3) Workshops per lab

WS 1: Ideation, co-creation and selection

Identifying selecting and setting up pilot ideas and actions according to relevant diagnosis aspects

WS 2: Discussing, Improving, Adapting

Feedback and gained experiences, Scrutinized and assessed against aspects RRI , SDGs, and important policies

WS 3: Evaluation and Scaling Up

Evaluation of pilot actions, options for further development, exploitations and recommendations

Workshop methods and techniques

- 1,5 or two-days workshops (f2f or online)
- Applied techniques to enforce creative processes, support participants, tackle group dynamics and offer networking opportunities
- Mix of many different formats, such as world café, plenary sessions, fishbowl conversations, speed-dating sessions, talking-stick conversations etc.
- Innovative workshop techniques such as *walkshops*
- Also the **intervals between the workshops** have to be used to keep the process alive.

Social lab manager

- Responsible for organising the entire lab process
- Connected the individual social lab with other labs and the project as a whole.
- Constant monitoring and support between lab workshops
- Important role in relation to pilot activities: information about resources, timelines, expectations, background material etc.

Social lab facilitator

- Responsible for designing and facilitating all 3 face-to-face workshops putting an emphasis on co-creative workshop techniques.
- Familiar with multi-stakeholder learning processes
- Help to shape the pilot ideas, support and motivated pilot hosts and teams

→ Competent staff with professional moderation skills as a pre-requisite, capable of designing the workshops in detail and offering adequate techniques, especially suitable for the co-creative and solution-oriented processes



Pilot hosts

- Social lab participants who volunteered for leading and implementing a pilot action
 - Invested much of their time throughout the process
 - Some received more support from their team members, others less than needed
 - Only one of the assigned roles of the lab teams which have to be played
 - These different roles need to be explained and named in a meaningful way. Lab participants have to know about the options for which they could sign in.
- *It needs room for not predefined roles which occur along the way allowing participants to create their own tasks*



Pilot activities – Co-create, implement and evaluate activities to reach the specific lab goals

Criteria:

- clear objectives and goals
- addressing one or more relevant aspects of the diagnosis
- doable within the upcoming 9 months
- hosted by one or more lab team members

Examples:

- Strategies and road maps
- revised papers
- specific communication actions
- establish platforms, boards or bodies
- co-create and implement offline or online tools



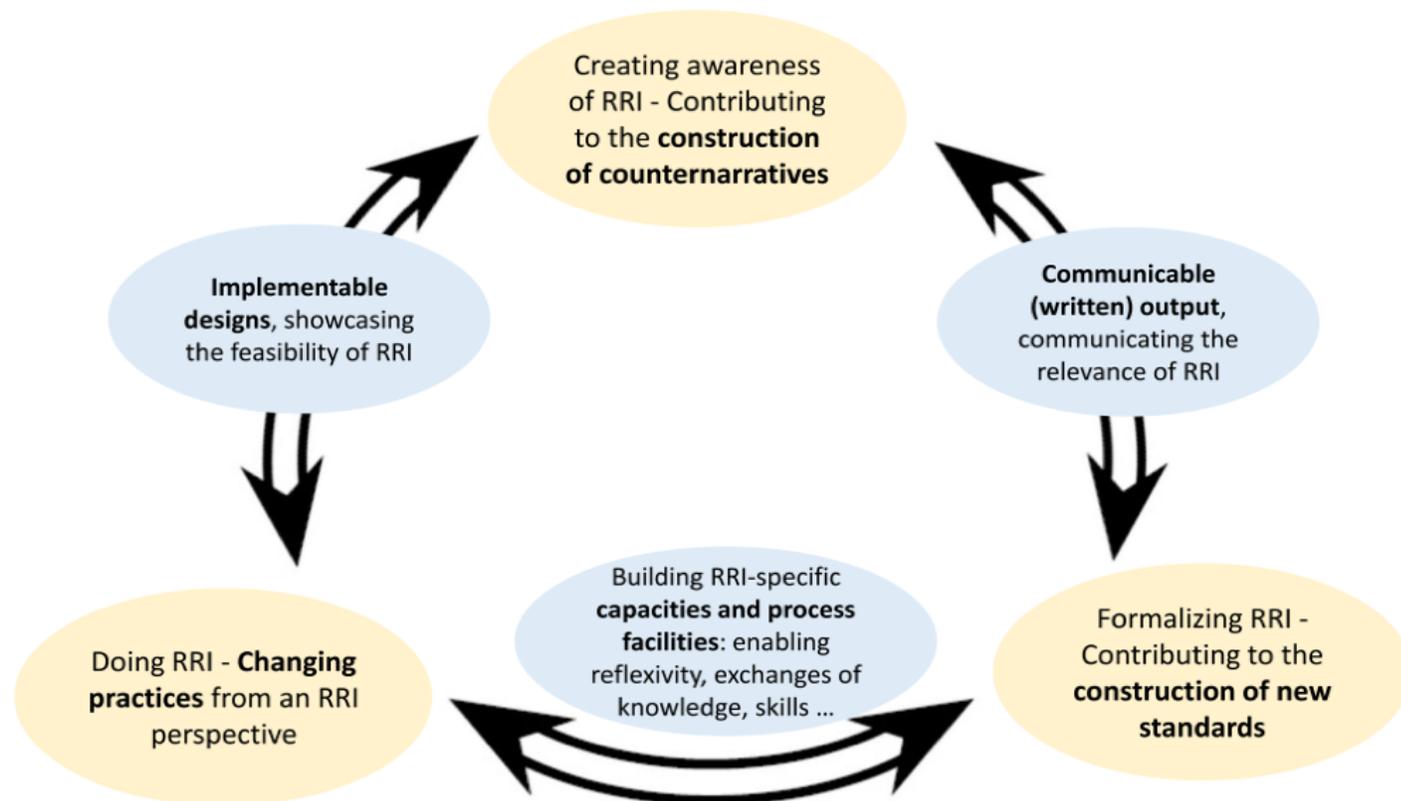
NewHoRRizon pilot actions as interventions

**NEW
HORIZON**

59 pilot actions carried out in
19 social labs

Detailed descriptions:

<https://newhorizon.eu/pilot-actions/>



(Cohen, J. et al, forthcoming)

NEWHC



**Disseminating RRI in the Research and Innovation Community of the Green Village
Delft**

- Make RRI a principle guiding the way innovations can be developed, tested and demonstrated in their experimental real-life setting in a highly innovative research Community, the Green Village at Delft University of Technology
- The first workshop happened at the Green Village in Delft, introducing participants to the concept of RRI, aiming at elaboration of the potential inclusion of RRI in their ongoing projects. The most realistic project is selected to put their ideas into practice within the frame of 6 months.
- The second workshop happened at GESIS in Leipzig and broadened the idea of RRI and evaluate their experiences.
- Both workshops were evaluated to establish guidelines for a practical use of the RRI principles within small innovative scientific communities with multi stakeholder's interests.



DOCUMENT ANALYSIS: Magna Charta

- The pilot objective was to go through the European Charter for Access to Research Infrastructures - Principles and Guidelines for Access and Related Services and revise it according the RRI principles.
- As all the RRI keys have been considered in respect to their inclusion and applicability to the Charter and which aspects were lacking and had to be integrated, the Charter once officially updated could inform any Research Infrastructure.
- By reworking the Charta as well as organising a workshop with the European Strategy Forum on Research Infrastructures (ESFRI) representatives as well as EC community in Brussels, presenting the results of this work raised awareness on RRI within this community.



- Diverse lab participants
- Different sets of interests and values
- Challenging dynamics and also ‘conflict of interests’ which need to be addressed by the facilitators and managing teams
- Group-forming activities released by the managing teams
- Participants needed to get sufficient motivation to stay active in the lab
- Also fresh ideas of newcomers needed to be integrated

- many social labs were successful in mobilizing and engaging stakeholders, *and* in helping them to act as agents of change

with

- Intrinsically motivated actors that are keen on changing their own context
- Methods that help participants developing a sense of agency and ownership
- Visions of an (RRI-) future *and* relate these to their own particular context in a practical manner (visioning, backcasting)
- Interventionist actions ('pilots') that were actually implementable, that participants felt were important to address, and that were considered meaningful in their professional context.

- The labs supported participants in capacity-building and in
- further developing initial ideas into designs and plans for concrete actions
- successful in supporting participants as agents of change
- use of reflection methods (in particular, formats that invited participants to reflect on their own institutional context)
- embed their ‘pilots’ in existing institutions in the R&I system, with a promise of thus inducing further institutional change
- Only a limited number of the 59 pilot actions explicitly focused on formalizing RRI in the form of changing rules and incentives
- still many ripple effects: contributing to institutional change, by helping to change standing practices e.g. by creating implementable designs
- **→ Although not always formal change in rules and regulations, but aware publics who can challenge aspects of a system in need of transformation**

N 7 main requirements for fruitful lab processes

1. Clear goals and methods and the associated expectations
2. Establishment of a process with flexible and adaptive structures
3. Competent and skilled staff guiding through the process
4. Openness, creativity and room for experimentation
5. An atmosphere of trust for mutual collaboration as a team
6. Designated roles and support for agents of change
7. Common development of ideas for creating visible effects

(Marschalek, i. et al., „Social labs as good practice for public engagement in research and innovation”, UCL press (forthcoming))

Further reading

- Cohen B.J. , Loeber, A. (2021), Changing the Research and Innovation System through Democratic Experimentation. A Guide to Good Practices for Responsible Research and Innovation. (Deliverable 8.3New HoRRizon). retrieved at: <https://newhorizon.eu/changing-the-research-and-innovation-system-through-democratic-experimentation-a-guide-to-good-practices-for-rri/>
- Hassan, Z. (2014). The social labs revolution: A new approach to solving our most complex challenges (First edition). Berrett-Koehler Publishers, Inc.
- Hoven, van den, J. (2013). Responsible Innovation, Managing the responsible emergence of science and innovation in society, in Owen R et al 2013; Wiley & sons, Ltd 2013, ISBN (HB): 9781119966364
- Marschalek, i., Unterfrauner, E., Handler, K., Seebacher, L. M., & Hofer, M. (2021). Synthesis Report on reflection and learning across Social Labs with regards to RRI (Deliverable D 7.4; New HoRRizon). Centre for Social Innovation.
- Timmermans, J., Blok, V., Braun, R., Wesselink, R., & Nielsen, R. Ø. (2020). Social labs as an inclusive methodology to implement and study social change: The case of responsible research and innovation. *Journal of Responsible Innovation*, 1–17. <https://doi.org/10.1080/23299460.2020.1787751>
- Wickson, F., Strand, R., & Kjølberg, K. L. (2015). The Walkshop Approach to Science and Technology Ethics. *Science and Engineering Ethics*, 21(1), 241–264. <https://doi.org/10.1007/s11948-014-9526-z>