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Newsletter 60, März 2018

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Editorial

Dear readers,

There are exciting years lying behind with an exciting project coming to its end. The EnRRICH consortium has built an understanding of Responsible Research and Innovation in the curriculum, piloted RRI teaching practices and with the EnRRICH tool developed a framework for RRI in higher education. Science Shops were successfully tested as means to incorporate RRI in the curriculum. This can be seen as groundwork not only for the two European projects, SciShops and InSPIRES which will develop new Science Shops to bring together community groups and researchers to better understand and solve local challenges in community-based participatory research. There is also another recently approved European project and it will take the EnRRICH results to a next level – 'ENTRANCE'. Exchange between established and new Science Shops, between finished and ongoing projects is in progress and I am looking forward to seeing many new faces in the upcoming 8th Living Knowledge Conference in May in Budapest.

Besides - the Living Knowledge basic concept, available on the LKN website, offers a good starting point for the upcoming discussions.

See you in Budapest!
Norbert Steinhaus

8th Living Knowledge Conference and Summer School

*** Early Bird registration until 30th March 2018 ***

We hope that you are just as much excited about the upcoming May conference as we are. The [LK8 programme](#) will feature the best of the 133 incoming proposals as well as distinguished [key note speakers](#). Beyond the welcoming atmosphere and the traditional soccer game, the programme is enriched with opportunities to dive into local culture and also to get to know each other on informal events. Have a look and sign up for the [social programmes](#) like the guided neighbourhood walk, theatre performance and board game. In case you don't have accommodation yet, we also collected [discounted hotel offers](#) for you in the vicinity.

Prior to the conference we warm up with a summer school about science shops and responsible research and innovation on 28th-29th May. We were delighted about the great interest and raised the number of seats available to 40 to be able to host two-third of the 66 applicant PhD students and professionals from 20 countries.

We look forward to meeting you all in Budapest! Remember to [register for the conference](#): early bird registration is open until 30th March. The [8th Living Knowledge Conference](#) will be held at Corvinus University of Budapest in Hungary from 30th May until 1st June 2018. Follow us on [facebook](#) / [twitter](#) / [website](#) or contact us via email: lk8budapest@uni-corvinus.hu



Requirements for Travel Fellowships Recipients

InSPIRES is a H2020 research project which main aim is to build effective cooperation between science and society by supporting the growth of Science Shops and enabling the expansion of responsible participatory research and innovation in Europe and abroad, in order to tackle key societal challenges that affect the world population.

For the 8th Living Knowledge conference in Budapest InSPIRES will provide 6 travel fellowships to contribute to the participation of students, junior researchers and civil society members. Priority will be given to applicants from LMIC.

The following information will be requested to the applicants:

Travel Fellowships – Prioritization criteria

Profile of individuals that will be considered:

1. Students
2. Junior researchers
3. Civil society members
4. Other: ...

Country profile (according with the World Bank definition):

1. LMIC
2. UIC

Abstract acceptance:

1. Yes
2. No

Will be prioritized students from LMIC with accepted abstracts. In case of several submissions with similar profile, the decision will be based on the motivation statement.

Motivation Statement

- Name and Surname
- Institution name and address
- Position
- Abstract submitted to LK accepted (if applicable – we might fund individuals that have not submitted any abstract which might be the case of CSOs members)
- Motivation paragraph
- Funds requested (please detail the amount requested: airfare, hotel, and visa fees if needed)

The Steering Committee in charge of evaluating the application is composed by all the PIs of the consortium.

Applications are welcomed until: 31st of March 2018

Participants will be informed by: Mid-April 2018.

Please send your applications to: inspires@isglobal.org

PROJECTS

EnRRICH

Second Policy Paper published: Embedding Responsible Research and Innovation in Higher Education Curricula: Practical approaches



Over the last 2.5 years, the Enhancing Responsible Research and Innovation through Curricula in Higher Education (EnRRICH) project has offered students and staff in HEIs across Europe a chance to pilot Responsible Research and Innovation in higher education curricula by participating in engaged research with Civil Society Organisation partners. Bringing Responsible Research and Innovation (RRI) into academic curricula offers positive impacts to all three missions of the modern Higher Education Institution (HEI), integrating them in one activity. It puts the research needs of Civil Society Organisations (CSOs) on the agenda in HEIs, influencing their research mission. It offers students an insight into the issues affecting communities today and gives them an experience of engaged research and an opportunity to bring their knowledge and skills to bear on societal challenges and sustainable development goals. It also gives HEIs an opportunity to impact local communities in a positive way by supporting students to carry out innovative research projects which directly address their needs. It has a positive effect on society, producing students who better understand citizenship and who have the potential to continue the transformation of the research and innovation system which RRI seeks to address. Read the full policy brief [here](#).

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Science Shops and teachings in Higher Education

Report on trialling of RRI teaching strategies including an executive summary of the completed pilots including case studies and teaching materials for widespread dissemination

This report provides a critical review of 9 exemplar pilots conducted as part of the EnRRICH Horizon 2020 project to embed responsible research and innovation (RRI) in higher education curricula. Facilitative organisational elements are first identified such as linking with Science Shop entities and leveraging relevant policies. The 9 pilots are then interrogated to uncover common approaches and areas of divergence and to unpack the learning from the pilots. The review highlights the benefit of pedagogical approaches such as inquiry-based learning and community-based research to foster RRI competences in students. It also demonstrates that students' understanding can be broadened beyond their discipline through the use of an RRI lens, and, conversely, that interdisciplinary programmes are particularly suited to the integration of RRI in curricula. Continue reading [here](#).

Framework and resources for a professional development workshop for academic staff to support the integration of RRI in Higher Education curricula

This report is primarily targeted at units which support staff development relating to teaching and learning such as teaching and learning centres or academic development units. The framework presented in this report also has resonance for research units wishing to develop capacity among research staff. It can also be used by Science Shops, entities which provide independent, participatory research support in response to concerns experienced by civil society. The community-based research approach facilitated through Science Shops has been identified by the EnRRICH project team as uniquely suited to support the embedding of RRI in Higher Education curricula. Read the full version [here](#).

Lessons learned and main recommendations emerging from evaluation activities of the EnRRICH project

This deliverable summarizes the learning outcomes of formative evaluation activities run within the EnRRICH Project (Work Package 6, Task 1). Its contents are also based on relevant inputs emerging from summative evaluation and discussion with stakeholders for evaluating RRI embedding in Higher Education Institutions' curricula (Work Package 6, Tasks 2 and 3). Full text is accessible [here](#).

Report on Science Shop pilots and exchanges

The target audience of this report are Science Shop staff members, intermediaries between science and society, people active and interested in community based research, participatory action research, service-learning and all other approaches that can be used by Science Shop type structures. Although they may or may not call themselves a 'Science Shop' depending on their cultural context or

Read the full report [here](#).

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The European Parliament hosts the Policymakers Workshop on embedding Responsible Research and Innovation in higher education curricula

The EnRRICH consortium and the Member of the European Parliament Lieve Wierinck hosted a workshop on Policy and Practice towards Transforming Higher Education through Responsible Research and Innovation (RRI) and Sustainable Development Goals on the 24th January in Brussels. The workshop addressed key challenges for European Higher Education and developed a pipeline of engaged researchers who contributed to tackle grand societal challenges and Sustainable Development Goals. GUNi was present by the hand of Josep M. Vilalta, GUNi's director, so as to support GUNi's strategic lines to strengthen the role of higher education in society.



Read the full article on [Guni's website](#).

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RELATED NEWS

Corvinus Science Shop - 2nd semester in the making

Following on from the six course projects in the autumn semester, Corvinus Science Shop this spring has eighteen projects and two thesis works in the „pipeline”, covering topics from HR, communication, CSR to logistics and social economy. We generally find events to be very useful in engaging lecturers and CSOs in meaningful dialogues and setting up quality collaborations. The picture shows the introduction of River and City Association (valyo.hu) on the January "Research Week" workshop with 20+ lecturers present. This organisation works on making the River Danube more accessible as a living space and emphasise the positive effects of natural habitats for local citizens. The workshop's ice-breaker exercise was for everyone to tell about their relationship with the river and the space quickly filled with wonderful stories. The connection opened up between the community representatives and the university colleagues, which resulted in engagement and three course projects this semester with hopefully more to come in the future.



Corvinus Science Shop is on a good path to be a well-integrated part of the Business School, an important element of its social impact and global responsibility initiative. We are happy for these processes and the growing interest of the leadership, lecturers, students and the community.

Look forward to meeting the Living Knowledge community here in Budapest in May on the 8th Living Knowledge conference!

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Science Shop Annual Student Awards

A Science Shop provides students with opportunities to apply their knowledge and learning in real-life settings, and provides community groups with access to the expertise of the university. The project is a demonstration of the University's commitment to make a positive impact on society and links to the University's Civic Charter. Queen's Science Shop has been working to help other universities across Europe to embed this curricular engagement and has been funded by the EC to do this under the EnRRICH project. This year's Science Shop annual awards took place at UU Belfast campus. The QUB awards were presented by Prof David Jones. The awards were decided by an independent judging panel including representatives from NSPCC, NICVA, Queen's Student Union and Ulster Student's Union.



First prize for Queen's University went to Mark McEvoy, a Masters student from the School of Mechanical Engineering, who worked with Mourne Heritage Trust in Co. Down.



Second Prize winners were and Hannah Sankannawar, Stephany Escudero, Ryan McGuire, Stephanie Gheddy, Ronan Savage and Deborah Madden from the Gibson Institute for Land, Food and the Environment in the School of Biological Sciences at Queen's University. They worked with Climate NI which is an intersectoral network devoted to increasing understanding and action around climate change impacts and risks within Northern Ireland. The students assessed the relationship between perceptions of climate risks and associated responses among Small and Medium Enterprises in Northern Ireland using the Climate UK Business Resilience Health Check tool. There is overwhelming evidence that Climate Change poses a serious threat to the security and functions of businesses, especially SMEs. This project is of particular relevance as it

provides feed back on the assessment tool as well as an insight into the current state of SMEs in NI in terms of their awareness, preparation and adaptation to climate change.

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How can we get the public more engaged on environmental issues?

This was the opening question from Bernie Connolly, coordinator of Cork Environmental Forum (CEF), Ireland, upon her first meeting with researcher academic, Ruth Hally. Ruth and her University College Cork (UCC) colleagues Catherine O'Mahony and Kenneth Burns are members of the EnRRICH project (Enhancing Responsible Research and Innovation through Curricula in Higher Education) and one of their key objectives over the project's lifetime was to establish a Community-based Participatory Research module for postgraduate students in UCC. This accredited module is now in its third year, with Cork Environmental Forum as the current partner, and is in high demand among UCC PhD students with students already enrolled for the 2019 iteration.





The UCC EnRRICH members along with their colleague Martin Galvin use the Sustainable Development Goals (United Nations, 2015) as a frame to ensure that each year they work with a diverse range of community groups. In 2018, students from a wide range of disciplines (e.g. food business, psychology, medicine, music, digital humanities) worked with CEF community members to support the

organisation in its development. Using an appreciative enquiry method, students encouraged members to reflect on the organisation's past with a view to identifying future pathways for the organisation. The 2018 module is near completion but students will continue to engage in the CBPR process through co-creating a poster for the Living Knowledge conference in Budapest, May/June 2018.

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ENtRANCE project launched in Brussels



As EnRRICH will come to an end soon, we are delighted to let you know that another recently approved European project will take the EnRRICH results to a next level. From 2018 until

2020 five European Higher education institutions (co-ordinator Vrije Universiteit Brussel, Instituto Universitário da Maia, Lahti University of Applied Sciences, Wageningen University and Vilnius College of Technologies and Design) in the Erasmus+ ENtRANCE project will enhance social responsibility of students, staff and of the institutions in general through delivering scientific research support to their local communities. The project partners came together in Brussels on the 27th and 28th of February to prepare and discuss this work during the official project kick-off.

ENtRANCE stands for ENgaged ReseArch coNnecting Community with higher Education and proposes a flexible and multidisciplinary learning approach involving students and researchers/lecturers in collaborative research projects with civil society organisations (CSOs).



An action-training programme will be developed, including seminars, field action in close collaborations with organizations and citizens, the set-up of local multidisciplinary working groups, workshops, and online transnational collaborative interactions. Pilots will run in each partner country (B, NL, PT, FIN, LT) involving all target groups (students, staff, CSOs) through multidisciplinary teams in order to answer societal issues raised by the CSOs. Furthermore, the project initial exploration activities – Science Shop need analysis and impact study - will result into new information on the state of the art concerning public engagement and actual research needs faced by civil society in the participant countries.

ENtRANCE is co-funded by the Erasmus+ programme of the European Union.

More information will be online starting from April 2018 at www.entrance-project.eu.

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Novel research agenda-setting on nature-inspired therapies in Hungary



At ESSRG, in the frame of the InSPIRES project, the overall objective is to generate dialogue among the relevant sectors and prepare a novel research agenda on green care services, therapeutic approaches which integrate the power of nature. In Western and Northern Europe green care is an emerging sector,

whereas, in Hungary, this concept is nearly unknown. Interestingly, some health and social care providers have already been offering this kind of services.

At the first stage of the research agenda-setting process, we attempted to map those Hungarian initiatives, organisations and experts who apply alternative, green care services to people who struggle with mental health challenges. We have been conducting semi-structured interviews with several knowledge holders.

During this process, we found unique initiatives, for instance, an expert in psychopedagogy who developed a connection-centred animal-assisted therapy, a clinical psychologist who invented herding-therapy or a group of professional cavers who have been holding cave therapy sessions to children with special needs for almost 20 years.

In parallel, we have been organising Science Cafés to introduce these initiatives to a broader audience, to identify further relevant stakeholders and to initiate dialogue around research needs in a participatory way. In January we organised our first Science Café discussion. More than 40 participants listened to the psychologist, Noémi Pieké's thought-provoking lecture about her connection-centred animal-assisted therapeutic method. Her presentation was then followed by discussion. The audience was interested in the process of choosing and preparing animals for therapeutic work, the ongoing psychological dynamics during the sessions and the dog and small animal therapist training led by Noémi and her colleague Hadassa Jakabos (who was our guest at our second event in February).

You can watch a short video about the event here: <https://goo.gl/TiximT>

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ESSRG Science Shop joined Dynaversity project



The past 20 years have seen a lively development of experiences of on farm and in garden conservation of crop varieties fostered by social practices valorising territories, landraces and sustainable food systems. Several seed networks have been established (i.e., Spanish Red De Semillas, French Réseau Semences

Paysannes and Italian Rete Semi Rurali) as well as many seed saver groups (e.g. Austrian Arche Noah, the Swiss Pro Specie Rara and Irish Seed Saver Association), involving gardeners as well as conscious consumers and ethical purchasing groups.

This diversity of actors and experiences represents the core network of DYNAVERSITY project, funded under the EU Horizon 2020 Research and Innovation program (Grant Agreement n. 773814) for three years, ending in October 2020. DYNAVERSITY aims at fostering co-construction and active networking between diverse actors, such as farmers, gardeners, natural parks, seed craftsmen, community seed banks, researchers, ex situ actors, consumers establishing new forms of seed networking and socio-environmental knowledge and practices. The project partners will represent the diversity by including farmers associations, seed networks as well as researchers in different fields, from the genetic resources to social sciences who will help developing reflexive approaches about the diversity of management approaches and describing players in the field of in situ and on farm conservation. A Sharing Knowledge and Experience Platform (SKEP) has been set up representing actors coming from research, ex situ networks and communities of practice to enlarge, integrate and enrich the work done within the project. The project's overall goal is to facilitate exchange and integration of scientific as well as practical knowledge on how to best manage diversity in agriculture and to promote an institutional framework for new dynamic seed systems and strategies for innovative, participatory and integrated governance in the PGRFA communities, aiming at an increased use of genetic resources in breeding activities and in the food systems.

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Framing Multiple Research Partnerships in Probing Structural Inequities

Toronto is a city of neighbourhoods, which has made it a central and largest Canadian urban landscape known for its social and cultural diversity and economic vitality. Toronto receives more than half of Canada's national immigration; with the majority of people living here identify themselves as visible minorities (51.5 per cent based on Canada's 2016 census). A large number of immigrants have settled into the inner city core previously occupied by the non-immigrant poor. There is ample evidence that local governments in different regions and policy jurisdictions have embarked on revitalization strategies to sustain social cohesion, improve community safety and economic conditions in mixed ethno-racial neighbourhoods. These plans are designed to deliver high priority services, aim to maintain a balance between economic growth and higher level of poverty to prevent future inequities in these communities.

"We are using CBR and CBPR interchangeably as a method of inquiry to apply community assets to articulate and address the depth of the issues authentically rooted in the community."

Our study focuses on the Regent Park in Toronto, a typical multiethnic, multiracial and marginalized neighbourhood located in the city core. The research aims at discussing the interface between science and society and intends to probe the development of strategic partnerships to enhance understanding of structural inequities. The results will foster the understanding of collaborative research between the civil society actors and universities and multiple institutes interested in community engaged scholarship.

At LK8 in Budapest a presentation on this CBPR project will unfold the attempts at tackling some of the remedial and multiple partnership governance issues through the application of CBPR and RRI (responsible research and innovation) keys and social innovation.

Contact: Khan Rahi, Community-Based Research Practitioner and Lecturer. Affiliated with The Loka Institute (USA) & Canadian Community-Based Research Network (Canada), ksrahi@sympatico.ca

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Service / Learning to promote the Sustainable Development

Table 1. Stages of the Sustainable Development subject

Stage	Professors and work at the university	Organizations and students out of the university
1st	Theory	Introduction of organizations. Student's team choose organization.
2 nd	4 workshops about the activity of the students within the organizations	Study of organizations. Student proposals and activities in order to improve the sustainability of organizations
3rd	3 sessions presenting the students work. Evaluation	

About two years ago, the subject of Sustainable Development was projected as a service / learning framework. This way, the teaching staff wants to give

response to the student's demand of immersing in reality and experimenting the challenges raised by sustainable development goals.

This subject is in the third year of the degree in Environmental Sciences at the University of Barcelona, and gives a complex multidisciplinary vision of the social actors involved in social change to sustainability.

With this aim, the professors programmed a new learning plan and asked civil organizations to participate in the project (15 organizations for this course 2017-2018)

The structure programme consists of three stages (Table 1). On the first one, the professors explain some issues of the theory, concepts and experiences related to transitioning to sustainability. At the same time, the organizations come to university to explain their experiences (characteristics/reality) and the students choose that they would like to work with. Then the students form the teams (4 students per organization).

In the second stage, which takes around a month, each group makes a report on the organization and diagnoses the problem they will work on. Next, they act on the proposals they made in order to improve some of the organization pain points.

All teams write a final report and explain their work to all students in three final sessions to which the organizations are also invited.

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Science Shops and Science Museums for diverse community-based empowering innovation in the food system

The Commission is planning to “future-proof” European food systems by emphasising sustainability, resilience, competitiveness and



inclusiveness, through its [#Food2030EU](#) policy framework. FIT4FOOD2030 seeks to contribute to these efforts by creating a platform that fosters RRI and use transformative learning processes to build competences among citizens who are not currently actively integrated in decision-making.

The Platform has 3 inter-connected components. First, the EU Think Thank acts as a link between the Commission and the Member States. Second, Policy Labs are meant to make use of the existing networks to align public and private policies and programmes on FNS. Third, City Labs are tasked with developing and piloting action-oriented trainings for local stakeholders: they will learn together and contribute to finding solutions to the challenges faced by our food systems, identifying the gaps and needs in formal and informal education, at different levels all the while paying special attention to STEAM practices.

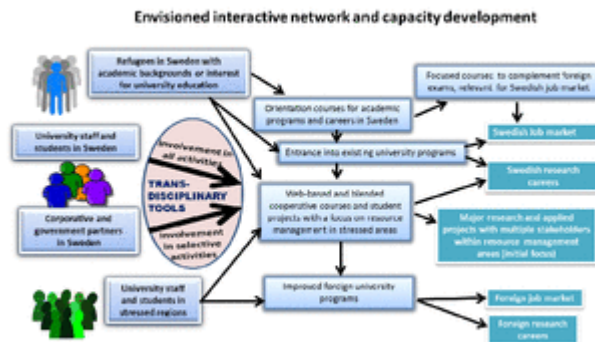
The City Labs will be run by science shops (in [Amsterdam](#), [Barcelona](#), [Budapest](#)) as well as local science museums ([Athens](#), [Milan](#), [Sofia](#) and [Tartu](#)). This will enrich the platform with the engagement of a wide array of stakeholders by connecting with the network of the Milan Urban Food Policy Pact, allowing for the integration of the greatest diversity of actors.

Together, the City Labs will establish an EU-wide network, embodying a multitude of local stakeholders. The knowledge generated will feed into the development of transformative hands-on educational modules and trainings that build competences on food and nutrition.

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KERMIT (Knowledge Exchange for Resource Management and International Trust)

The KERMIT project aims to optimize the value of immigrant knowledge and personal contacts while at the same time providing job-market training and network-building skills. More specifically, the cultural background, language skills, former education and overall homeland life experience are considered as an asset rather a hindrance to overcome. Although the role of Science Shops within KERMIT needs to be developed, the concepts



of
community-
based
research are
directly in
line with the
envisioned
cooperation
between
societal
stakeholders.

KERMIT is
newly started
and runs as
a cooperative
project
between the
University of
Gothenburg,
private
companies
and the
Swedish
Migration
and
Employment
Agencies, as
well as
foreign
partner
universities
and
companies

The main activities are connected to case studies dealing with international resource management and that can combine the goals of different partner organizations (see illustration). Immigrants have led case studies from Nigeria, Syria, Iraq and Iran. To prepare for the case studies, a web-based, methods course on transdisciplinary tools for case-study modeling is offered. Also, yearly web-based workshops bring together experience from participants at diverse partner organizations.

From the university perspective KERMIT also serves to connect with other international networks and universities, using the case studies for initiation of research and cooperative educational activities. Participating businesses benefit from international networks that can promote development projects. We are actively reaching out to enlarge our cooperative network, so please take contact with us if you believe the KERMIT project can complement your own. Project leader: Rodney Stevens (stevens@gvc.gu.se).

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Project based inquiry learning at the Technical University of Berlin



At the Technical University of Berlin (TUB) students have the possibility to design their own research and teaching in so called Project Laboratories (Projektwerkstaetten) and tu projects. They comprise a similar

methodological orientation and content while including a stronger focus on involving first-year students.

The courses are independently initiated, designed and led by students. Their methodology ranges from preliminary project based learning up to strictly conducting the whole process of learning through research. The practical orientation of the program facilitates the accessibility for students with varying backgrounds and activates their inquiring mind while teaching important key competencies.

The projects are scientifically supported by specialist areas and by TUB's science shop kubus concerning all other issues. Each semester, interested students can submit their ideas. If accepted, two tutors are funded for two years to conduct the project. They are obliged to hand in mid-term and final reports. Participating students have the possibility

to obtain study credit points.

The overall topic of the program is to foster sustainability issues and to activate socially useful and environmentally friendly thinking and acting. The interdisciplinary projects deal with issues and apply methods which are insufficiently represented in the official teaching standards. The participating students test innovative teaching, learning and research concepts. Approved good practice courses or successful elements can be subsequently transferred into the official standard of teaching at TUB.

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Berlin and the global south – getting the scientific dialogue right

On January 27th the Sustainable Energy Education & Research for All (SEER4ALL) initiative started its work with a symposium at the Technical



University Berlin (TUB). Over 100 participants, 8 speakers and 20 sustainable initiatives presented and discussed the relevant issues concerning sustainable energy for the global South with focus on education and research. The association Microenergy-Systems and the science shop kubus at the Technical University Berlin initiated SEER4ALL to create awareness for the needs of developing countries in the global south and to support the knowledge transfer from research to civil society. For a concrete and diverse dialogue a lecture series followed, during the next five months every week current research

from different fields at the TUB was presented and discussed, for example the summer school project “Greening Africa Together”. Parallel to the lectures workshops were organized to strengthen the network around research on sustainable energy solutions. “Energize the Bottom of the Pyramid” (eBoP) was another interactive 2-day workshop. This training integrated in-depth research with practical guidance on how to design and develop inclusive business models. With a special education game SEER4ALL took also part at the “Day of the open Door” at the German Chancellery and presented and reflected the topics to a younger audience from the civil society. A third project group exists since May 2017. Eight students meet regularly at the Naturwacht Marienfelde, a local nature education center for young people and children. In the so called “creative biogas lab” the students maintain a small biogas plant and design a culture sensitive user manual. More information [here](#).

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Student organized Service Learning



The “creative biogas lab” developed out of the SEER4ALL network and the research of the student Catherina Clausnitzer on small-sized biogas plants. It aims to address the obstacles international researchers and workers in developing countries in the global South have to deal with when alternative and more sustainable technologies get to be implemented. Important is not a movement from the “white” scientist’s perspective to the

“other”, but more essentially a critical reflection of the own role and an adapted communication tool for small-sized biogas plants. As a student organized Service Learning project, the participants of the “creative biogas lab” met frequently every week to maintenance and improve a biogas plant that was built by a former sustainable project called “Energy-Seminar” of the Technische Universität Berlin (TUB).

The biogas plant is part of the educational program of a local nature conservation station supported by the NGO Naturschutzbund Deutschland (NABU). The engagement and motivation of the participants led 2018 to an official concept for a project laboratory at the TUB. As a full seminar linked to the official curriculum students from different disciplines come together and learn more about the biogas technology, how to install it and communicate the scientific and practical knowledge on an eye to eye level. More information [here](#).

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Participatory development of a city guide App – Science Shop Vechta/Cloppenburg launched new project with and for society

In the scope of a new project, Science Shop Vechta/Cloppenburg aims to develop an App for a cultural city tour on a participatory way. Which parts of their city would different groups like to show? What are places that “need to be seen”? Science Shop Vechta/Cloppenburg asks those questions to several stakeholders and everyone interested in participating. The gathered input will be used for developing a digital city guide, available as an App for mobile devices. Aim is to choose the Points-Of-Interest together with civil society. Different

aspects of local cultural heritage from various societal groups will be included into the information provided to users. The Points-Of-Interest can be historically, architecturally, geographically or culturally relevant. The App is going to provide the participatory gained data designed fitting for target groups and further details can be added directly through the App.

The project KulTour Cloppenburg is funded by the German Federal Ministry of Agriculture and Food in the program “LandKULTUR – kulturelle Aktivitäten und Teilhabe in ländlichen Räumen” (LandCULTURE – cultural activities and participation in rural areas). It is led by Prof. Dr. June H. Park (professor for design pedagogic at University of Vechta) and will be realized by Science Shop Vechta/Cloppenburg.

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UVic Repair Café



After graduating from High School in Germany, I seized the opportunity to conduct an internship at the University of Victoria (UVic) in Canada. I worked

in the Community Based Research Laboratory (CBRL) by Jutta Gutberlet in the context of the project “Mapping Waste Governance”. There, I got assigned to my own small project and examined the e-waste handling in Canada, more accurate in British Columbia and Québec, as well as the popularity of the Repair Café movement in Victoria and its surrounding municipalities. Additionally, I organised the first Repair Café (named “Knowledge sharing and repairing!”) on the UVic campus which turned out to be a great success. Over the three hour-duration of the event, we counted 20 attendees, which are surprisingly many considering it was the first time something like this occurred. Next to collective repairs, we had excessive talks about sustainability-related topics and addressed the wish for further events. However, the most surprising and pleasant outcome were not the successful repairs, but the prospect of different departments on campus collaborating with each other, e.g. giving guest lectures.

A final report examining the above mentioned in detail can be found on both the [website of the CBRL](#) and on the [webpage of the science shop “kubus”](#).

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Education 4 Equality: Going beyond Genderstereotypes



The
Eras
mus
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proje
ct
Educ
ation
for

Equality is about education for gender equality and the perception of the diversity of gender and life styles in kindergartens and elementary schools. Partner organizations from Italy, Spain, Austria and Sweden combine their experiences and specific concerns and develop common foundations and concrete pedagogical approaches.

The first tool, the "[Gender Culture Model](#)", is already available for download. It discusses the common starting points as well as specific gender and gender education developments in the partner countries; legal bases and obligations of the EU states; and the conceptual framework for the implementation of equality and diversity education in kindergarten and school. The overcoming of gender stereotypes and one-dimensional notions of living together, for example in families, is the focus of attention.

More information about E4E can be found on the project website:

<http://www.education4equality.eu/v>

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REPORTS & PAPERS

Effective stakeholder and public engagement in the bioeconomy: Good practices, lessons learned and recommendations for future research



Over a period of three years, BioSTEP has designed and implemented a wide range of

participatory tools to engage citizens and various stakeholder groups in discussions about the future development of Europe's bioeconomy. These tools covered different modes of participation, ranging from education and information activities to intensive stakeholder dialogues and the co-creation of regional bioeconomy roadmaps. The objectives of this conference were to:

- Present and discuss practical lessons learned from the application of BioSTEP's participatory tools.
- Discuss how the lessons learned from BioSTEP can inform ongoing and future activities of the EU Bioeconomy Stakeholders Panel and the update of the EU Bioeconomy Strategy and its Action Plan.
- Present and discuss recommendations for future research that emerged from the application of BioSTEP's participatory tools.

The conference was attended approx. 80 bioeconomy stakeholders, including industry

representatives, representatives of regional bioeconomy clusters, representatives of non-governmental and civil society organisations, policy-makers, researchers, and consultants. Overall, stakeholders from 17 different Member States participated in the conference; stakeholders from Belgium (as the official seat of many European associations and institutions), Germany and the Netherlands represented the majority of the participants. This conference was the final event of the BioSTEP project. Read the full proceedings [here](#).

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PUBLICATIONS & ARTICLES

Support tool for promoting societal engagement in research

The EU-funded project [PROSO](#) has published a [Support Tool](#) for promoting engagement of citizens and third sector actors in research and in research and innovation policy. The support tool offers information and inspiration to



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can make valuable
contributions to
promoting societal
engagement in
research-related
processes.
PROSO has found
a number of factors
that can negatively
affect the
willingness of

citizens and third sector actors to get involved with research and with research and innovation policy. Key barriers of societal engagement are: lack of relevance; lack of impact; lack of trust and critical views of others; lack of knowledge and skills; lack of time and finances; and lack of legitimacy. For each barrier this Support Tool presents several policy and practice options. The options are sorted by the types of actor that seem most relevant for taking action, namely policy makers and governmental agencies, research funding organizations and research councils, public and private research

organizations and (other) engagement performing organizations, and third sector actors. The Support Tool is the main outcome of the PROSO project (project duration: 01.01.2016 – 28.02.2018). It is available for download at <http://www.proso-project.eu/prososupportool/>

Research for all: New issue published



Research for All presents the first in a series of occasional features focusing on engaged

research in a specific sector. This time we investigate schools and researchers working together, with articles on young people contributing to research (Colthurst & Tuite; Parker), sharing research findings in the classroom (Tagg & Jafry), collaboration with school management for effective health research (Hewitt et al.), enabling better school-university knowledge exchange

(Morris et al.) and transitions for students (Michels & Eijkelhof), and the implications of student volunteers supporting after-school clubs (Tansy & Gallo). The issue also presents contributions related to health (Baker & Courtney; Moberg et al.; Grant et al.; Mclean et al.), the green economy (Ward et al.) and English for speakers of other languages (Mclean et al.), and on subjects that are key to everyone involved in engaged research, notably project evaluation (Reed et al.), impact measurement (Grant et al.) and modes of sharing knowledge (editorial). A book review (Hemsley & Gordon-Smith) highlights the difficulty in using one resource to address different audiences.

Read the issue [here](#).

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Stakeholder Engagement Handbook



The BiodivERsA Stakeholder Engagement Handbook is a non-academic practical guide for researchers planning and carrying

out research projects. It is designed to assist research teams identify relevant stakeholders to engage with in order to enhance the impact of their work. The Handbook draws upon exiting literature

and presents case studies that provide clear, simple guidance, which considers 'why', 'who', 'when' and 'how' to engage.

Access the handbook [here](#).

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CONFERENCES & EVENTS

Final FoTTRIS Conference: Mind the R&I Gap - Co-RRR in Response to big challenges

27th March, 9a.m.-6p.m., La Tricoterie in Brussels, Belgium

We invite you to join the Final FoTTRIS Conference and to get deeper knowledge and skills on the FoTTRIS approach to RRI! The conference will present the lessons learnt and will share methods and tools on how to address glocal challenges.

Join us and find out:

- How to support the emergence of positive change at the local level;
- How to engage local stakeholders in transdisciplinary

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- processes;
- How to set up a Co-RRRI Competence Cell and more!

Find out more here: <http://fotrris-h2020.eu/fotrris-final-conference/>

Register here:

<https://www.eventbrite.it/e/fotrris-final-conference-mind-the-ri-gap-tickets-43388598466>

**EUA 2018 Annual Conference -
Engaged and responsible universities
shaping Europe**

*5 - 6 April 2018, University of Zurich,
Zurich, Switzerland*

The 2018 EUA Annual Conference will discuss universities' pivotal role in generating knowledge, developing intercultural understanding and fostering civic engagement through their core missions.

More information can be found [here](#).

**2nd HEIRRI Conference: “Education
towards a responsible society,
transforming universities through
RRI”**

*27th April, 2018, Aula der
Wissenschaften in Vienna, Austria*

The 2nd HEIRRI Conference “Education towards a responsible society, transforming universities through RRI” will present the results of nearly three years of project activities designed to promote the integration of RRI within the education of scientists, engineers and other professionals involved in the R&D process.

Participants, including high-level education representatives, academics, industry, international associations and other stakeholders, will have the opportunity to discuss the HEIRRI training programmes, to join debates on the future of RRI in Europe and beyond, to discover other initiatives on RRI training, and to engage in multidisciplinary sessions. Have a look at the:

- [Welcome note from the HEIRRI coordinator](#)
- [Preliminary conference programme](#)
- [Keynote speakers](#)
- Free registration is open. Please, fill in [this form](#) with your personal information
- 2nd HEIRRI Conference website: www.heirri.eu/2nd-heirri-

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[conference](#)

8th Living Knowledge Conference

*30th May – 1st June 2018, Corvinus
University of Budapest, Budapest,
Hungary*

The LK8 Conference is aimed at academics, practitioners, activists, social innovators, research funders, science educators and communicators, citizen scientists, policy makers, non-governmental organisations, artists, interested community groups and citizens.

Deadline for contributions: 10 January
2018

Deadline for summer school applications:
2 February

Notification of acceptance/rejection of
contributions and summer school
applications: 23 February

Online registration opens: 23 February
Early bird rate by 30 March

Link to website:

www.livingknowledge.org/lk8/ and
[Facebook event](#).

International ECSA Conference 2018

3-5 June 2018, Maison Communale de Plainpalais, Geneva, Switzerland

The European Citizen Science Association ECSA draws on a wide and diverse network of members and supporters from Europe and internationally. They represent a mixture of research institutes, museums, universities, NGO's, SMEs and other local and national Citizen Science groups that cover different fields, such as biological science, do-it-yourself approaches, environmental mapping and social sciences. The community is bound together by a strong commitment to advance participatory research, either by conducting citizen science projects or by supporting them through activities like communication or funding. For more information visit the [conference website](#).

Annual ECSITE Conference in Geneva

5th-9th June 2018, Geneva, Switzerland

1,100 professionals will be getting together for the largest science communication conference in Europe next June in Switzerland. The 29th edition

of the Ecsite Conference is hosted by the Natural History Museum of Geneva in partnership with CERN, University of Geneva Scienscope, and Campus Biotech.

Open to all professionals who engage audiences with science and technology, the Ecsite conference offers an intense mix of intellectual stimulation, experimental formats and inspiring human encounters.

Find out more here:

<http://www.ecsite.eu/annual-conference>

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1st Conference on Decolonizing Education

6 - 8 June 2018, University of Embu, Kenya

The conference re-envisioning ways in which education can be transformed in order to help Africa address its challenges. Topics include: Decolonising education: Why does it really matter?, Indigenous education, Science education and culturally responsive approaches, Reinvisioning the art of education for Africa, Sustainable Development Goals in education and more.

Visit the [Conference website](#) for more information or contact

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Decolonizingconference@embuni.ac.ke

**ESOF 2018 – EuroScience Open
Forum - Sharing Science: Towards
New Horizons**

9-14 July 2018, Toulouse, France

The ESOF 2018 theme is "Sharing Science: Towards New Horizons". Sharing Science is a key factor of progress, innovation and dialogue with the society. ESOF is an interdisciplinary forum, which seeks to showcase the full spectrum of scientific breakthroughs from a broad range of disciplines, including human sciences, as well as science in culture and poetry.

Find out more on their [website](#).

**SDG-Conference: Towards Zero
Hunger - Partnerships for impact**

*30 - 31 August 2018, Wageningen
Campus, Netherlands*

The conference is centred around Sustainable Development Goals (SDGs): end hunger, achieve food security and

improved nutrition, and promote sustainable agriculture (SDG2) and create partnerships (SDG17).

This conference brings together key stakeholders to discuss their views and contributions for achieving the SDGs, and to take action towards reaching the targets and partnerships.

To reach zero hunger, new sustainable, inclusive and resilient food systems matching local needs and circumstances and taking into account higher scale-levels conditions are required. Designing and promoting such solutions requires the involvement of all parties that are playing a role in the food system, i.e. governments, research, industry, civil society, and financial institutions. It asks for the application of transdisciplinary and multi-actor approaches to co-innovation and co-investment.

Find out more [here](#) or write an email to sdg.conference@wur.nl.
[Call for contributions](#) is open until March 15th

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**Co-Create! - Co-creation of curricula,
tools and educational scenarios for
building soft competences for
personal development and
employability**

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*17 -18 September 2018, Science Centre
AHHAA in Tartu, Estonia*

The conference “Co-Create!” aims at presenting case studies, experiences and theoretical reflections related to the need of adopting participatory processes engaging schools, scientists and other societal actors as co-producers of curricula and educational scenarios. The conference is built around the organizers’ experiences within Erasmus Plus projects, in particular, DIYPES - Do It Yourself! A participative approach to increase participation and engagement of high school students in Physical Education and Sport classes.

Find out more [here](#) or contact adriana.valente@cnr.it, petru.sandu@publichealth.ro and valentina.tudisca@irpps.cnr.it .
Call for paper is open until April 11th
Registration for conference closes August 14th

**International Conference on
Humanities and Higher Education:
Generating Synergies between
Science, Technology and Humanities**

19-20 November 2018, CosmoCaixa

Science Museum, Barcelona, Spain

The forthcoming [GUNi Conference](#) will be a space to showcase cases of excellence and good practice in integration and synergies between humanities, science and technology in higher education institutions and research centres and is addressed to national and international experts from universities, institutions, organizations, business and other agencies. The practices showcased in the Conference will also appear in the HEIW7 Report.

GUNi is making an open call to all GUNi members to submit their experiences and good practices in integration between humanities, science and technology to be showcased and explained during the event. If you are interested in submitting a proposal, please send an email expressing interest to info@guninetwork.org and we will contact you with further details. More information [here](#).

Further information will be provided in the coming weeks. Look at the [Conference website](#) regularly for updates!

**Citizen Science Association
Conference**

*13 - 16 March 2019, North Carolina
Museum of Natural Sciences in Raleigh,
USA*

This event addresses a wide range of topics related to research partnerships, under many different terms (not just “citizen science”), and is a convening that thrives on people expanding the way we think about what makes such partnerships relevant, effective, and done with integrity for both research and engagement. This year there will be a strong representation on environmental justice topics (Raleigh is the birthplace of the environmental justice movement).

Find out more here:

<http://citizenscience.org/2018/02/23/2019-conference-invitation/>

They are also looking for groups that may be interested in hosting parallel events in relationship to this conference. [Get in touch!](#)

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