

If this message is not displayed properly, [click here](#) please.



## Newsletter 66

March 2021

---

### Content

[Editorial](#)  
[News on 9th Living Knowledge Conference](#)  
[Projects](#)  
[Related News](#)  
[Publications](#)  
[Conferences & Events](#)

---

### Editorial

Dear reader,

We started the Living Knowledge Network in 2000 because – besides all diversity - we shared the vision of community and stakeholder engagement being the core element to enable people to use their knowledge for a socially acceptable change of their natural and social environment. Only those can act who have understood the societal challenges and their options for action. So, we listen, we serve, we build on transparency and openness. We create sustainable regional

networks to set up new forms of citizen engagement focused on preventing or adapting to local problems, being aware of the need of and fighting for appropriate funding mechanisms to be implemented to amplify the enabling capacities of Civil Society Organisations as facilitators and mediators in multistakeholder activities to foster bottom-up social innovation. COVID didn't stop us, it only interfered our possibilities to exchange our experiences face to face. Therefore, a big thank you from all of us to Henk Mulder and his team in Groningen for all his efforts to keep the international exchange going on. I hope to see you at the Living Knowledge online festival this June.

Take care and stay healthy

Norbert Steinhaus

---

## First Living Knowledge Online Festival 28 June - 2 July 2021

### *9th Living Knowledge Conference postponed to 2022*

Unfortunately, due to the ongoing pandemic, it is still impossible to organize the 9th Living Knowledge Conference in 2021. The local organisers had to decide to postpone it again by a year. However, they will give all of you a warm welcome in 2022, in the city of Groningen, The Netherlands. The exact dates will be announced soon, and more information will follow.



To fill in the gap in physical conferences, the Living Knowledge Network will however organise an [online "festival"](#) from June 28 – July 2, 2021. It is a joint effort of Groningen University and international partners. You will be able to see and hear some presentations that were originally scheduled for the physical conference. And participate in a number of workshops and live sessions.

To make the best out of the situation, many presentations will be done by pre-recorded videos. This will allow you -in whatever time zone you are- to watch them when you want to and discuss them through a chat function. Video presentations will also limit connection problems we hope. During the festival, there will be a social corner to continue discussions, and we intend to organize a few thematic discussions. Like the live sessions and workshops, these will however be during European daytime only.

More information will be available soon, as we're still working on logistics (oh that perpetual uncertainty over the course of the pandemic...). But we do hope to meet and greet all of you soon, even if it has to be online for now!

---

## Projects

---

### LK's energy drive through six motivational videos

*UDL (InSPIRES) presents a series of videos on "Science Shop: Inspiration from experienced practitioners"*

As consortium partner of the European project InSPIRES, the Boutiques des Sciences (Science Shop) of the University of Lyon (UDL) has produced instructional videos to promote Science Shop structures as a possibility for diverse countries. The videos have been developed with the idea to enhance learning experiences from Science Shops practitioners or similar structures. They offer an insight of good practices for a proper implementation of participatory research projects.



They also highlight the complexity in involving all stakeholders in the process as well as the strengths of Science Shops as a link between science and society.

Through these videos, we hope to facilitate the implementation of new Science Shops or similar structures. The aim is to contribute to exchanging knowledge within community partners, policy makers as well as business/industrial/social entrepreneurs while fostering the development of a "global civil society".

The short-capsuled videos are entitled: «Science Shop: Inspiration from experienced practitioners», «Social demand and prioritisation based on the Science Shop model», «Reliable links with civil society», «Involving all stakeholders», «Methodology for sustainable partnerships with stakeholders» and «Strengths of a Science Shop».

They are structured around valuable insights from Gerard Straver, Florence Piron, Emma McKenna, Henk Mulder, Andrea Vargiu, Norbert Steinhaus, Florence Belaën as well as InSPIRES partners from Europe, Tunisia and Bolivia.

#### To view the videos, please visit:

[Video 0](#) - Inspiration from experienced practitioners

[Video 1](#) - Social demand & priority areas of research according to the "science shop" model

[Video 2](#) - Links of trust with civil society

[Video 3](#) - Involve all stakeholders

[Video 4](#) - Methodology for sustainable partnerships with stakeholders

[Video 5](#) - The strengths of the system



### **The InSPIRES Open Platform: an online repository for Science Shop structures and projects, which also includes a tool for self-reflection and impact evaluation.**

The InSPIRES consortium is thrilled to present the new online repository for Science Shop structures and their projects, developed in the last few years through a co-creation process with key actors from the community of practice. The objectives of the platform are, on the one hand, to propose a unique place where Science Shops, similar structures and civil society organizations from all over the world can register themselves and their projects to increase their international visibility and, on the other hand, offer a place to connect and learn from each other.

Evaluating science shop processes enables stakeholders to identify and measure impacts and transformative effects, learn about the quality of the process, share stories of success as well as the less successful experiences. Therefore, the InSPIRES Open Platform also offers a Self-Reflection and Impact Evaluation methodology and online tool for the global Science Shop community to use. The methodology was developed based on a review of the values and challenges found in self-reflection and impact evaluation methods which were shared by a range of researchers and projects such as RRI-Tools, MoRRI, and PERARES. The InSPIRES tool is composed of a personalized set of online evaluation questionnaires according to the stakeholder profile (civil society member, student, research and science shop coordinator), along four stages, to assess impacts and learning in the short, mid and long-term. Questionnaires are sent online, and responses are automatically analysed according to the dimensions (i) Knowledge Democracy, (ii) Citizen-led Research, (iii) Participatory Dynamics, (iv) Integrity and (v) Transformative Change. This tool also challenges the teams to go deeper through self-reflection scripts.

The platform will also offer training content in its next phases of development.

To discover the Platform, register your Science Shop unit, your projects, and use the monitoring and evaluation tool, please go to [this website](#).

### **New Project: Bridging Knowledge Cultures: The Knowledge for Change Consortium on Training for Community-Based Research**

In early 2020, the Social Sciences and Humanities Research Council of Canada (SSHRC) announced that the UNESCO Chair in Community-Based research, led by Drs. Budd Hall and Rajesh Tandon, has been granted a two-year Partnership Development Grant to support the research project titled "Bridging Knowledge Cultures: The Knowledge for Change Consortium on Training for Community-Based Research". The project focuses on 15 hubs of the Knowledge for Change Consortium (K4C) to gain a deeper understanding of the specific practices, norms and values that are in play in university and community settings as academics and their community partners work together to co-create knowledge in the distinct cultural, institutional and political environments where the hubs are located. At each hub, a research team made up of university and community members of the K4C will produce a case study that maps the knowledge cultures of its academic and non-academic partners, analyzing their power relations, the ways that knowledge is understood, constructed, validated and used in the hub, and the challenges found in working across knowledge cultures. The case studies will also showcase positive stories and examples of knowledge co-creation and development of trust and respect among hub partners and suggest recommendations to work across both trans-disciplinary and community-university boundaries. The project is expected to be concluded by October 2022 with the publication of a book containing all the case studies and a practical guide with recommendations to bridge knowledge cultures in community-university research partnerships

The overarching goal of this project is to identify and facilitate knowledge processes in each of the K4C hubs and learn how community and university partners can work together in a better way. The findings will be of use not only to the K4C Consortium, but also to the wider communities of partnership research.

Read more [here](#).

---

### 5th Cohort of the K4C Community Based Research Training

December 29, 2020 marked the completion of the Knowledge for Change (K4C) Mentor Training Programme for Cohort 5. For this cohort, we had mentors from around the globe including India, Ireland, Mexico, Colombia, and Canada. Cohort 5 also welcomed the partnership of three new local hubs – the UNITE Hub based in the UK, the Christ U Hub based in Bangalore, India and the Laval Hub based in Quebec, Canada. Each local hub is made up of at least a higher education institution and a civil society organisation collaborating on strengthening individual research capacities and professional skills using a variety of teaching methods. While this was the fifth cohort to undergo the training, this was the first time that we had to adapt the training to be completely online with the incorporation of Zoom sessions due to the COVID-19 pandemic. Mentors from previous cohorts had the opportunity to do a face-to-face learning residency as a part of the training.

The K4C Global Consortium is an initiative of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education.

To learn more about the K4C Mentor Training Programme, please visit [this website](#).

---

### Kick-off meeting of the DECODE project: European Deans Council for Designing

## Sustainability Impact Roadmaps

*The first meeting of the European project DECODE was held on the 9 December 2020. Five institutions have started to work together to foster the institutionalisation of Sustainable Development in university departments to spearhead their contributions to sustainability.*

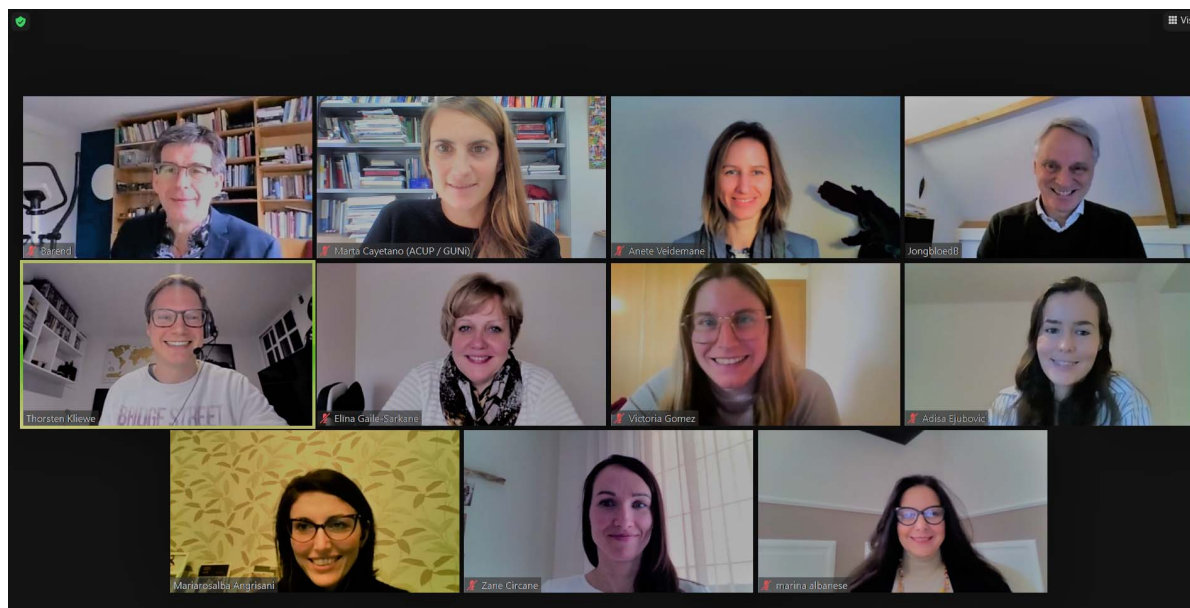
In December 2020, the DECODE Sustainability project hosted its formal kick-off meeting. Funded by the European Union's Erasmus+ Program KA2, the project aims at fostering the institutionalisation of Sustainable Development (SD) in university departments to spearhead their contributions to sustainability, which are key in addressing challenges in European societies, industries and economies.

The DECODE Sustainability project will develop a tool-based process to ensure an innovative, relevant and dynamic upskilling and collaborative approach that stimulates entrepreneurial and engaged thinking and acting in deans, aiming at strengthening their commitment and decisions towards increasing sustainability impacts. The main aim of the DECODE Sustainability project is creating departmental governance changes that are effective and efficient in the creation of sustainability impact. For this purpose, the project will facilitate the identification and understanding of key challenges and opportunities in integrating SD into HEI departments; create a vibrant "sustainability community" of deans and their representatives; dissect the complex task of departmental SD integration into smaller pieces (process steps, tools); foster deans' abilities to integrate SD as a cornerstone of their academic unit; and create a clear path and decisions to increase departmental contributions to SD.

Following a short pre-kick-off meeting held some weeks earlier, the meeting was hosted online\* and it was used to discuss the project's current activities, major challenges and strategic directions on a more detailed level. In engaging discussions, the project partners made major steps forward, especially with respect to the development of the project's branding, as well as the first Intellectual Output that will be created, namely the development of a Baseline Report on sustainability in higher education, with a focus placed on university faculties, departments and schools.

The kick-off meeting was the beginning of a three-year cooperation between the five consortium members. The DECODE project, which will last from 2020 to 2023, is led by the University Naples Federico II and ACEEU and the project consortium is composed by the University of Twente, the Riga Technical University and GUNi/ACUP (Global University Network for innovation).

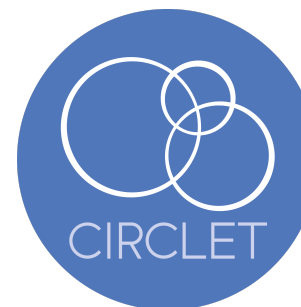
Follow @GUNi\_net on Twitter account and get updates and more information about the project. The website and other means of communication will be launched in the coming months.



## The CIRCLET Project

As we are now reaching the halfway point of the CIRCLET project, we'd like to pause and take stock.

As a consortium we've developed and run 2 activities to support educators who want to embed community engaged research and learning (CERL) into their modules, hosting a Learning Circle in each of the 5 partner institutions and running an online Continuing Professional Development (CPD) module. We have participants from an extensive range of academic areas such as computer science, dentistry, engineering, food science, languages, management, medicine and politics amongst others.



Each partner held 3 Learning Circle meetings alongside peer-support triads to support educators to reimagine their modules. So far, 50 educators have taken part. TU Dublin has also developed and run an online 5-ECTS CPD module with 10 participants from partner institutions. It has been an intensive learning experience, examining topics such as community engagement principles, practices and partnership and supporting student reflection and assessment.

Feedback from participants across project activities has been encouraging. They identify feeling more knowledgeable and feeling energised about implementing what they have learned in their own academic context. Many are starting small scale pilot CERL projects.

Over the next 6 months, we'll bring you examples of how CERL projects are implemented and evaluated with students and CSO partners and an interactive CERL map will be developed on [our website](#).



You can also follow us on Twitter @CIRCLET\_EU if you want to know more about the project.



## Related News

### Recent Online Events on the Study Report Research Field Analysis on science communication

Almost 400 colleagues registered for two recent online events to discuss the results and recommendations from the international Research Field Analysis on science communication, coordinated by Prof. Alexander Gerber in Germany.

Those who couldn't join the events or would like to keep them bookmarked, may want to have a look at the video-recordings on YouTube:

- [Webinar from 18 Jan 2021](#) with *Ayelet Baram-Tsabari, Emily Dawson, and Bruce Lewenstein*
- [Webinar 1 Feb 2021](#) with *Joan Leach, Lloyd Davis, Mitsuru Kudo, and Fabien Medvecky*, moderated by *Jenni Metcalfe*
- [Summary of findings and recommendations](#), presented by myself

The study report is open access (ISBN 978-3-947540-02-0) and can be [downloaded for free](#) as an e-book and audiobook.



[Public Understanding of Science Blog](#) online also recently published a blog-post summary of the main findings.

---

## New Community Engaged Learning Online Course



The Campus Engage Community Engaged Learning (CEL) course is an introductory programme for teaching staff in higher education, which explores the basic concepts and practical steps on how to integrate CEL into any teaching curriculum. The course is built around a series of video tutorials, solo and group activities, a selection of academic and grey reading material, and online case studies with community partners, students and academics.

See more information [here](#).

---

## News on Corvinus Science Shop

Corvinus Science Shop is now upgraded. From mid-February 2021 it is a Competence Centre serving not only the business school of Corvinus University of Budapest but the entire university. Besides strengthening science-society relationships and channelling community inquiries to teaching and learning, now it is a unit that officially promotes community engaged research and learning methodologies and competencies among students and faculty.



The science shop was opened in spring 2017. Since then, more than 1000 students in collaboration with 40 lecturers worked on 100 plus questions of 55 community partners.

---

## Cooperative and participatory research from the passers-by to solidarity action

ESSRG as a science shop is an experiment to practice and deepen the dialogue between science and society. Our (research) approach is often sympathetic and critical with the partner organisation and aims for collaboration, co-creation, and mutual learning.



Here are 6 of these running science shop

processes – as part of our InSPIRES project:

1. New Hungarian citizen science tool
2. Reading circles and roundtable discussion on food-sovereignty during COVID-19
3. Research agenda-setting for HerStory, a feminist activist-research group
4. Agroecology Mapping in Hungary
5. Somatic approaches and the wellbeing of vulnerable communities
6. InVisible Green – Participatory project for equal access to nature experience



Read more on [their website](#).

## Is there a future or an end of RRI in the EU?

ESSRG started a brief talk series in the Co-Change project with RRI professionals. Here are the first #COCHANGE2020 interviews with [René von Schomberg](#), [Emad Yaghmaei](#), [Mika Nieminen](#) and [Justine Lacey](#). Would you like to hear someone else's opinion here? Let us know.

## Science-policy-society mechanism: new podcast series

ESSRG colleague Éva Bánsági produces a [new podcast series](#) commissioned by the European Union science-policy-society mechanism, [EKLIPSE](#) about biodiversity and ecosystem services.



## The Citizen Science Award is back!



The Austrian Citizen Science Award had to be cancelled last year due to Covid-19, but the competition will take place in 2021! Organised by the OeAD Center for Citizen Science in Vienna, [eight citizen science projects from different research disciplines have been selected](#), and from April to June 2021, Austrian school classes and individual citizens will be invited to participate in the competition. With this initiative children, teenagers and adults can get an insight into research by contributing to actual scientific projects. The Citizen Science Award is one of several measures by the OeAD to reduce scepticism about science.

## An Empowering End

On 11 February 2021 the WUR Science Shop hosted, in close collaboration with a project commissioner, an online festival to finalize a project on creating fairer Africa – Europe relationships in the cocoa value chain. One of the main worries during the Covid pandemic has been how to tackle the end of a Science Shop project. Generally, in these events the aim is to gather all project participants in an energizing event – a party of some sorts – where results are discussed, all collaborators meet and engage with each other, discuss the topic, and envision the impact of the research. For almost one year they have been asking themselves if it was even possible to reach the same kind of energy in a socially distanced world, working out ways in which we could make it happen.

And so, they did! Their festival included Ghanaian music, various speakers, poems, and an interactive session featuring different breakout rooms and facilitators. Besides presenting the results, there was room for a wider exploration of the topic of African – European relations. Participants got to listen to students, researchers (Dutch and Ghanaian), entrepreneurs, activists – all invested in the topic and willing to contribute further. By the end of the festival, there was a vibrant energy: participants were hopeful, inspired by the mutual interest in the topic. There is no doubt that this is not the end of this project: they were able to channel inspiration and empowerment into this final event. And they are hoping they can continue channelling these into every final event, no matter how challenging it might be.

Footnote: the stream of the non-interactive part of the event can be re-watched on demand (link coming soon) for those interested

---

## Higher Education after the COVID-19 crisis: a GUNi initiative to build and share knowledge all over the world

The current health crisis that we are experiencing due to Covid-19, and the economic and social crises that are already on their way, put ourselves in a new, unexpected and complex context. Issues and challenges that we were already discussing such as the contradictions of globalization, technological development and power, environmental crisis, crisis of democracies and the welfare state, poverty and rampant inequality, crisis of international institutions, crisis of values... will become more apparent and widespread. The world will not be the same after this crisis, we will not be the same after this crisis, and higher education institutions and higher education systems will not be the same after this crisis. In the post-crisis situation, new expectations will be put on higher education institutions in terms of the links in the communities, in terms of teaching, in terms of international strategies and mobility, etc. and in terms of values themselves. Evidently, higher education institutions will have to operate in a very different economic, social and political climate.

It is this context that the Global University Network for Innovation (GUNi) launched the "Call for Contributions - Higher Education after the Covid-19 Crisis: A GUNi initiative to build and share knowledge all over the world". This special call aims to be a space for joint reflection given the current context that demands new questions and answers, and probably new values and criteria for teaching, for research and for the internal governance and organization of HEIs. 20 articles coming from different

corners of the world (India, Brasil, Chile, Spain, Poland, Venezuela, Mexico, UK ...) have been collected so far.

Feel free to explore them [here](#).

## Trait d'Union: a new research Third Place in the south of France city of Montpellier connects citizens and sciences

The "Trait d'Union" science shop was founded in 2018 in the south of France city of Montpellier, under supervision of the Maison des Sciences de l'Homme SUD (MSH SUD). Several local universities, research centres and civil associations are involved with and/or support Trait d'Union.



Trait d'Union gradually became, during its 2 years pilot phase, a research Third Place, and organized its activities into three axes: (1) students inquire on the regional scale to identify social research demands (2) from these demands, sciences-society projects are incubated and fairly co-constructed with all stakeholders (3) then, Trait d'Union insures and facilitates equity through projects implementation. In this way, Trait d'Union can provide support for different types of projects, as long as they allow collaboration between academics and other citizens, empower ground actors with sciences, and strengthen citizenship engagement of academics.

Trait d'Union relies on a strong regional network of academics and non-academics professionals. It attaches a great value on co-construction, fairness between research partners, and social & environmental "transformative potential" of monitored projects. During its pilot phase, Trait d'Union generated 10 student projects & internships, 2 collaborative research projects (one of which raised 1M € to unfold) and 1 seminar. Currently, 15 projects emerging from regional social demands are incubated, covering various fields such as agroecology, biodiversity conservation, health and social justice.



Thereby, by hosting & supporting Trait d'Union, MSH SUD provides an inclusive & operational dispositive to facilitate cooperation between society & sciences to all regional actors and citizens.

See their website [here](#).

## CESI's Research Shop Project Published in Pedagogy and Theatre of the Oppressed Journal

The Research Shop, one of five program areas at the Community Engaged Scholarship Institute (CESI) at the University of Guelph, recently partnered with Theatre of the Beat (TOTB) to carry out an evaluation of their Restorative Justice Theatre program. TOTB is a not-for-profit theatre company with a process rooted in restorative justice principles and a passion for promoting conversations around social justice. The Restorative Justice Theatre program works with incarcerated persons in the Grand Valley Institution for Women, a federal prison in Kitchener, Ontario.

The main objective of the project was to produce an evaluation report to be used by TOTB and Correctional Service of Canada to demonstrate the various impacts of this program. The researchers employed several research methods, including field notes, observation, surveys and interviews to create the [report](#), which was published by the Research Shop on the CESI website. In an effort to spread the results of the program more widely, TOTB and the Research Shop set a further goal of publishing the results in a peer reviewed journal. We are excited to share that [highlights from this evaluation](#) have now been published in the Pedagogy and Theatre of Oppressed Journal – marking the first peer-reviewed project from the Research Shop.

Read the [full peer reviewed report](#).

Read the [original Research Shop](#) report.

---

## Reflections from Students on a Unique Research Shop Project

In September of 2019, the Research Shop, part of the Community Engaged Scholarship Institute (CESI) at the University of Guelph, partnered with Community Living Guelph Wellington to assess the impact of their Campus Friends (CF) program. Following a mentorship-style format, CF connects University of Guelph student volunteers with adults who have a developmental disability, providing them with an opportunity to experience campus life. The goal of this project was to assess the extent to which CF was meeting the intended goals of the program, as well as to offer insights for ongoing improvement.

This collaboration stands out from the majority of projects carried out in the Research Shop, as it had a much longer data collection period, a significant number of data collection points, and perhaps most importantly, fostered close relationships between the researchers and the program participants. It was carried out by three Research Shop students: Project Manager Jordan Daniels (Anthropology), and Research Assistants Syvanne Avitzur (International Development and Neuroscience) and Patricia Butt (Rural Planning and Development), and once complete, a [report and summary](#) were published on the CESI website.

---

## Publications

---

### TEFCE Toolbox: a new framework to support greater societal impact of universities in Europe

*Newly launched 'TEFCE Toolbox' supports universities' community engagement without using metrics or ranking.*

The EU-funded project Towards a European Framework for Community Engagement in Higher Education (TEFCE) has launched the TEFCE Toolbox, an institutional self-reflection framework that supports universities to improve how they address societal needs through partnerships with their external communities.



Developed and piloted over two years through a process involving 180 experts and practitioners from eight EU Member States, the TEFCE Toolbox presents an innovative, robust and holistic framework to support universities' community engagement. The TEFCE Toolbox is available as a fully open-access resource at [TEFCE website](#) and on the [GUNi website > resources for teachers and researchers](#). While many policymakers agree on the importance of the universities' community engagement and societal impact, measuring community engagement is notoriously difficult. Community engagement always varies depending on the university, its communities and its external environment. For this reason, the TEFCE project team has argued that there is little value in comparing community engagement 'performance' between universities. Instead, the TEFCE project has developed a new framework to support community engagement, without using metrics, ranking or bureaucratic self-assessment questionnaires.

The TEFCE Toolbox is an institutional self-reflection framework for community engagement in higher education. It provides tools for universities and communities to identify community engagement practices and reflect on their achievements and room for improvement. Organised around seven thematic dimensions of community engagement in higher education, the TEFCE Toolbox guides users through a process to identify community engagement practices at their institution and then encourages participative discussions that result in a 'institutional community-engagement heatmap' for the university as a whole, indicating:

- the level of authenticity of community engagement practices
- the range of societal needs addressed through community engagement
- the diversity of communities engaged with
- the extent to which community engagement is spread across the university
- and the extent to which the engagement practices are sustainable.

The TEFCE Toolbox was developed by experts from the Institute for the Development of Education (Croatia), the Center for Higher Education Policy Studies (the Netherlands), the Centre for Higher Education Governance Ghent (CHEGG, Belgium) and the University of Rijeka (Croatia). The final version of the TEFCE Toolbox was the result of a co-creation process involving over 180 participants from eight countries over 18 months at four universities with diverse institutional profiles (University of Rijeka, Croatia; University of Twente, the Netherlands; Technische Universität Dresden, Germany; and Technological University Dublin, Ireland).

The TEFCE Toolbox has the potential to become a robust tool that will support universities in institutionalising their cooperation with the wider community. Universities interested in applying the TEFCE Toolbox can download the TEFCE Toolbox on the [website](#) and can receive support from the network of TEFCE experts and partner institutions in its implementation.



## New SwafS Success stories booklet published

23.2.2021 SiS.net has published a new booklet with collection of success stories from the Science with and for Society programme of Horizon 2020. The booklet is a collection of interviews with coordinators of four selected projects and can be accessed in one publication or as separate success stories.

As Horizon 2020 comes to an end, SiS.net, the network of SwafS National Contact Points, presents another collection of successful projects, the **SwafS Success Stories Booklet 2020**.

The projects contained in this publication represent four selected success stories that have been funded from the programme and illustrate clearly the importance of SwafS related activities within the field of research and innovation

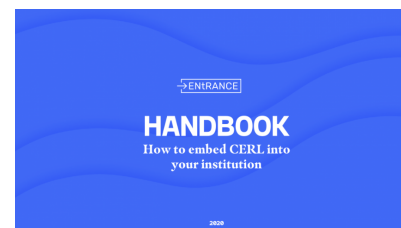
They also reflect the breadth and diversity of the programme and how Responsible Research and Innovation increases research excellence; how citizens develop climate change adaptation strategies; how polar research generates enthusiasm for science education; and what citizens really expect from good science communication.

All the Science with and for Society Success stories that the SiS.net project team has produced can be accessed in the **Success Stories page** on this website, as well as two booklets with collection of success stories from FP7 and Horizon 2020.



## How to embed Community engaged research and learning (CERL) into your institution?

Erasmus+ project ENtRANCE proudly presents its end result: an e-handbook on “How to embed Community Engaged Research and Learning (CERL) into your institution”, freely downloadable. The handbook offers concrete tools, training models and practices for teachers and educational policy advisors who want to incorporate CERL into their modules, curricula and higher education institutions.



ENtRANCE stands for ENGaged ReseArch coNnecting Community with higher Education. Through supporting students, teachers and researchers to collaborate with local communities and civil society organizations in research projects, the ENtRANCE-project (2018-2020) enhanced societal engagement in higher education institutions. It started with a large-scale needs study with civil society organisations and an impact study of Science Shop research. Based on the results, training models were designed for

higher education staff on how to put CERL into practice. Each partner institution conducted CERL pilot projects with multidisciplinary team of students, staff and civil society organisations. A selection of the pilots was described in case studies, documenting the collaboration process. All project results are now collected in the handbook.

The project was co-funded by the Erasmus+ programme of the European Union, and partner institutions of the project were Vrije Universiteit Brussel (BE), Maiêutica (PT), Vilnius college of Technologies & Design (LT), Wageningen University (NL) and LAB University of Applied Sciences (FIN).

## Launch of the 2nd GUNi International Conference on SDGs: Higher Education & Science Take Action. Summary Report

After a successful first edition of the International Conference on SDGs: Actors and Implementation, GUNi held the second edition of the [GUNi International Conference on Sustainable Development Goals: Higher Education and Science Take Action](#) on 5 and 6 March 2020 at Universitat Pompeu Fabra (UPF) in Barcelona.



The 2nd [GUNi International Conference on SDGs: Higher Education & Science Take Action Summary Report](#) has been published and it is now available on the GUNi website. Up to 104 authors have contributed to the Report. The publication is part of the long-term GUNi SDGs project by which GUNi wants to be one of the leading spaces for research, debate and reflection on the implementation of SDGs.



This Summary Report includes the article "Visions of European Climate Landscapes for 2030: Developing Climate Change Adaptation Scenarios in TeRRIFICA Summer Schools" (pages 141-147) from TeRRIFICA project, taking into account the topics and recommendations covered by the TeRRIFICA partners during the session organized in the framework of the project.

This second edition put the spotlight on how higher education institutions are embedding sustainable development in their core missions, and focused on showcasing, explaining and sharing scientific research, innovative practices, projects, programmes and initiatives that university communities are carrying out with the aim of implementing the 2030 Agenda. These included different perspectives and approaches: from research to teaching, institutional leadership and student initiatives. Taking a pragmatic and multidisciplinary approach, this International Conference brought together scholars, university professionals, students, experts and practitioners from all around the world.

## The Groningen Science Shops' annual report is here!

The six faculty science shops of the University of Groningen, The Netherlands, give a glimpse behind the scenes of a number of projects for social organizations that students carried out in 2019. Green Office (students for a sustainable university) and WIJS (vocational schools, university of applied science

and our university together for a liveable city) will also present themselves. Bilingual this year and artfully packaged by Kim Veenman.

You can read the report [here](#).

## New Open Access Book: Assessment of Responsible Innovation

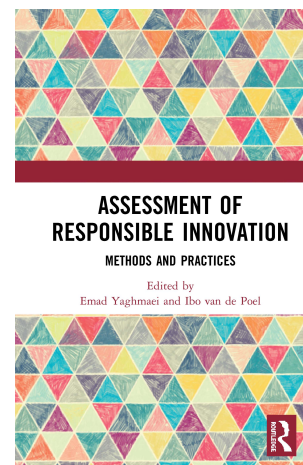
The book presents tools for measuring, monitoring, and reporting upon the Responsible Innovation process and the social, environmental, scientific, and economic impacts of innovations. This book aligns assessment tools and practices with the UN Sustainable Development Goals (SDGs). The presented tools help innovators mitigate their risk and strengthen their strategic planning. The prospects as well as the limitations of various Responsible Innovation assessment methods and practices are discussed scientifically, as well as their applicability in various contexts.

The book consists of three parts:

1. The first part reflects on Responsible Innovation and sets the background for the topic.
2. The second part focusses on Responsible Innovation in an industrial context and the challenges associated with the implementation hereof. Industry is an important context for Responsible Innovation since many innovations originates here. However, it is often overlooked.
3. Part three discusses (new) approaches, methods and metrics for the assessment of Responsible Innovation, focusing on the industrial context.

In-between the expert contributions, the book features best practices, which provide specific perspectives and ideas of how we can assess Responsible Innovation within stakeholders from different sectors: industry, government, academia, and civil society.

This book is freely available as a downloadable Open Access PDF [here](#).

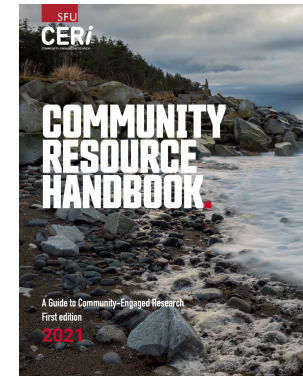


## Community Resource Handbook

Traditional research does not always prioritize community collaboration. Community-engaged research (CER) places academic and community partnership at the heart of research work. Bringing together these partnerships—which include different sets of priorities, experiences and skills—is not a straightforward or quick process. It takes time to build equitable and reciprocal relationships. By allowing communities to co-create knowledge, community-engaged research can build capacity for imagination, and enhance the capacity of communities to advocate for their

own well-being.

This handbook offers readers a practical and accessible guide for community-engaged research. It provides a fresh look at why CER matters as we take stock of our roles in a rapidly changing society.



This how-to guide walks you through the process of community-engaged research and shows its value to communities and the people working alongside them.

This handbook explains key facets of CER, highlighting CER research from SFU. Inside you'll find:

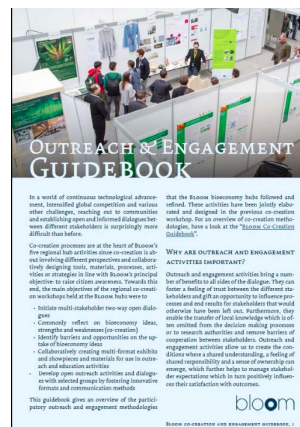
- Fundamentals and ethical principles of community-engaged research
- Participatory research methods use in CER projects
- Challenges and key considerations of doing CER
- Steps for planning a CER project

and much more! This handbook explores how co-creating knowledge with communities can build capacity for re-imagination in research. You can download the handbook [here](#).

---

## BLOOM Guidebooks on Co-Creation and Outreach & Engagement

The BLOOM project has officially come to an end in December 2020. But before finishing off the last guidebook has been published. The [guidebook on outreach and engagement](#) contains all you need to know about outreach and engagement in theory as well as practical methods and formats the hubs tested and implemented in their local settings in the context of bioeconomy. It involves “classics” like the World Café and newly designed and adapted ones by the hubs. This guidebook is the second one published in the BLOOM project. The first [guidebook is on co-creation](#) implementation and provides a summary and overview of some of the methodologies that have been used in the BLOOM project.



## Conferences & Events

### Living Knowledge Online Festival

28th June – 2nd July 2021, online

The festival is a joint effort of Groningen University and international partners. You will be able to see and hear some presentations that were originally scheduled for the physical conference. And participate in a number of workshops and live sessions. More information will be available soon, as we're still working on logistics.

Until then you can check [here](#) for additional information.

### Science Communication: Take a Step Back to Move Forward

16th - 19th November 2021, Metz (France)

Science&You 2021, international SciComm Conference organized by Université de Lorraine. This international science culture event is addressed to researchers, science communication professionals, and industry stakeholders.

Visit the conference website [here](#).

## UK Knowledge Mobilisation Forum

*22nd - 26th March 2021, UK*

The UK Knowledge Mobilisation Forum is an annual event for all those with a passion for ensuring that knowledge makes a positive difference to society. The Forum brings together practitioners, researchers, students, administrators and public representatives who are engaged in the art and science of sharing knowledge and ensuring that it can be used. The Forum is designed as a space for learning and reflection, providing an opportunity for sharing knowledge, experiences and methods and access to some of the most up to date thinking and practice in the field. Expect conversations, creativity and collaborative learning...and if you're wondering what we mean by 'knowledge' – we are as interested in practical know-how, skills and experience as in research findings or evaluation data.

Visit their website [here](#).

---

The views expressed in the notes, messages and links are those of the authors and owners of the website and are not necessarily endorsed by the publisher. Whilst every care has been taken, the publisher does not accept any liability for errors that may have occurred.

[Wissenschaftsladen Bonn e. V.](#)

Reuterstr. 157

D-53113 Bonn

Tel +49 228 201 61 22

[Living Knowledge Discussion](#)

[List Living Knowledge Website](#)

The newsletters are archived on the Living Knowledge website. Please recommend this newsletter to your colleagues and partner.

Editors:

[norbert.steinhaus@wilabonn.de](mailto:norbert.steinhaus@wilabonn.de)

[michaela.shields@wilabonn.de](mailto:michaela.shields@wilabonn.de)

[laura.steinhaus@wilabonn.de](mailto:laura.steinhaus@wilabonn.de)

You can **subscribe** or **unsubscribe** to the newsletter at any time by sending a message to [livingknowledge@wilabonn.de](mailto:livingknowledge@wilabonn.de)

Deutschland

[livingknowledge@wilabonn.de](mailto:livingknowledge@wilabonn.de)



