



D 4.3 STAKEHOLDER ENGAGEMENT WORKSHOP METHODS AND TRAINING MATERIALS

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1. Introduction

GRRIP aims to embed sustainable RRI practices in four research performing organisations (RPO) and one Research Funding Organisation (RFO) in the Marine and Maritime (M&M) sector through Action Plans (APs) for institutional and culture change.

Establishing structures and processes that support the five case study sites engage, incorporate and reflect on the knowledge and expertise within the local and regional communities is an essential component of institutionalising RRI. The five GRRIP case study sites will set up a working group consisting of representatives from academia (within the sites), industry, public authorities and civil society. The group will work collaboratively to co-develop structures and initiatives for ongoing societal consideration and input into institutional agenda-setting and research processes in the respective RPO and RFO. The training of the QH is essential to ensure everyone understands clearly the purpose of the QH engagement, are equipped and have.

This document describes the approach adopted in developing GRRIP QH Training Materials and Training Workshops (T4.3). It follows the refinement of the QH members by each case study site (T4.1.2) and aligns with steps for QH engagement outlined in QH Guidelines (D4.2). The purpose of the document is to provide an understanding of the key factors and steps taken to develop the GRRIP QH Training Materials and the GRRIP Stakeholder Workshops for the five sites. It includes the considerations for coordinating and facilitating multi-stakeholder remote workshops and how this process can be evaluated. The content is intended for practitioners interested in setting-up and organising co-creative multi-stakeholder processes engagements, particularly those in the M&M sector.

The training materials consist of practical supports to ensure clear and meaningful participation of the stakeholders representing the four helices in the co-design and implementation of the RRI Action Plans over the lifecycle of the GRRIP project, and beyond. An updated version of the Training and Workshop materials, including the customised materials used for each case study site, will be uploaded in October. This will include the insights from D5.2 RPO/RFOs Self-Tailored Audit Plans.

A central objective of the GRRIP project includes establishing structures to facilitate, promote and maximise real sustainable engagement with, and input from stakeholders representing the four helices. Each of the five RPO/RFOs will implement the QH (stakeholder) model in order to obtain balanced participation and input from all four helices of the QH (academia, industry, public authorities and citizens) as to their needs and views. The GRRIP Training Materials and Workshops play a critical role in fostering purposeful interaction amongst divergent sets of stakeholders from organisations, groups and individuals.





1.1 The objectives of the GRRIP Training Materials & Workshop(s)

1. Provide the national and international context and drivers for embedding RRI in the case study site for GRRIP stakeholders
2. Highlight the importance of incorporating unique experiences and knowledge of the stakeholders in solving the M&M global and local challenges
3. Prepare the GRRIP stakeholders with the relevant knowledge so they can engage effectively in the sites GRRIP stakeholder working group and Action Plan co-creation process;
4. Facilitate interactive workshop sessions for GRRIP stakeholders which merge different expertise and support collaborative problem solving related to the sites RRI Action Plan creation and implementation
5. Motivate GRRIP stakeholder involvement in the co-creation process during and beyond the lifespan of the project

The following section summarises the key points from the literature conducted in WP3.2 (SoA Review of EU Projects with QH Involvement) and from D4.2 QH Engagement Guidelines in developing the Training Materials and Workshop. These points were reflected upon by the task leaders and partners (EUR, UNESCO and DCU) prior to the development of the materials and are addressed in the development of both the training materials and the workshop.

2. GRRIP Stakeholder Training Materials

To support the development of training materials and a workshop format which represents the overarching goals of the GRRIP project while incorporating site specific and localised data, the task leader (DCU), together with the task partners (UNESCO and EUR) conducted a review of the recommendations from relevant GRRIP SoA and set out a schedule of workshops and consultation sessions with GRRIP sites to develop the materials.

2.1 Key considerations in developing GRRIP training materials and workshops

A review of D3.1 SoA report on RRI APs excellence, barriers and mitigation, reflection and evaluation, D3.2 SoA on QH platform establishment and engagement and D4.2 QH Engagement Guidelines was conducted.

The points below represent the key points raised in these documents were central in preparing D4.3.

- Training can be a key means of engaging and **motivating QH to participate** in a meaningful way is through training (D4.2)



- **RRI is an unfamiliar term.** The survey carried in 4.2.3 indicated that 50% of respondents to the survey said that they have low familiarity with RRI. A key component of motivating stakeholders is bringing the **language and meaning of RRI into an understandable and accessible** way for all members of the stakeholders represented on the GRRIP demo sites working group.
- **Ensure that expectations from RPO and QH are discussed and co-design a plan of interactions/objectives** agreed upon with allocated and realistic timeline (D3.2)
- A co-creation process can enable organizations/projects to find a connection between groups that would normally not collaborate; raise awareness and sensitivity towards important issues with certain groups/individuals - create a safe space for sharing - **create a common understanding - empower minority perspectives.**” (Sneeuw, et al., 2018 in D3.2).
- Select and adopt tools which facilitate the stakeholders to **create connection, deepen understanding and trust with groups would not normally collaborate with** (i.e. local associations, SMEs and policy makers)
- Create opportunities to discuss and debate diverse set of opinions and formulate interests and objectives in a shared RRI vision (D3.1)

2.1.1 The role of GRRIP training materials

The GRRIP Training Materials aim to primarily satisfy Objective 2: *Prepare the GRRIP stakeholders with the relevant knowledge so they can engage effectively in the sites GRRIP stakeholder working group and Action Plan co-creation process;*

The training will adopt a blended learning approach using asynchronous training, where the working group participants review materials (GRRIP Training Materials) on their own and synchronous training, where the group will come together with the facilitator (the GRRIP Stakeholder Workshops). Given the reduced capacity to engage in face-to-face setting since the onset of the Covid-19 pandemic, this approach is relevant to meet to the learning objectives as tasks can be distributed over multiple deliver methods.

This approach will consist of preparing and sharing essential materials the GRRIP stakeholders can read and engage with to support their understanding of RRI, the project goals, the key challenge the group aims to tackle collectively as well as some relevant examples of how co-creation and RRI has been implemented successfully.

The formats of the GRRIP Training materials include PDF documents, multi-media documents (videos, Powerpoint Slides, Q&A chat function on the collaboration tools (Refer to Table 2 & 3). The materials will be produced in English, but if available, localised examples of RRI in practice will be incorporated in Spanish (Plocan) and in French (IUML). The materials’ developed will consist of a shared set of materials issued to all sites as well as site-specific materials, which will be provided based on the interventions being actioned. The more generalised materials will support stakeholders associated with primarily used to contextualise RRI and address topics such as (Appendix 1):



- What is RRI? - RRI contextualised in the M&M sector
- How is RRI practiced? - case study examples
- The relevance of RRI for the stakeholder sectors

Given that GRRIP is a Coordination Support Action (CSA) funded project, the materials used to contextualise RRI will be largely drawn from existing EC funded projects and relevant literature. Based on understanding the needs identified from Audit Report (5.2), and in particular the results Stakeholder Survey, which reveals the median gender, age, education and professional background of the participants as well as their understanding, awareness and barriers in implementing RRI dimensions relative to the sites, a suite of customised materials will be created. Although the statistical insights from D5.2 and the SWOT (Appendix 2) for each site will be shared and discussed during the Stakeholder Workshop series, a report will be placed on the GRRIP Platform so stakeholder can read and reflect on the insights prior to the workshop, in their own time.

The training materials will be placed on the dedicated GRRIP platform (D4.1) with prompts issued to participants when new material is uploaded. A support function will be available to participants so they can get clarification on the materials. Further specifics on how this will operate will be shared following the agreed selection of the GRRIP Stakeholder Platform.

2.2 GRRIP Training Material Preparation Process

Figure 1 highlights the steps undertaken to develop and customise the QH stakeholder materials.

A workshop, run over two hours, included representatives from the GRRIP RPOs and RFO and the task contributors (DCU, UNESCO, EUR) took place on the following two days in June:

- Session A: 15th June with WavEC, Swansea and Nantes
- Session B: 16th June with Plocan and MaREI

A primary focus of the Step 1 workshop was on carrying out a collective training needs analysis for the GRRIP Training Materials. The content included a discussion on the reasons why we train the GRRIP stakeholders, the role of GRRIP Stakeholders in the GRRIP project, a reflection on the challenges in engaging the stakeholders and what customisation of the materials/workshops will consist of (Refer to Appendix 3) for slides.



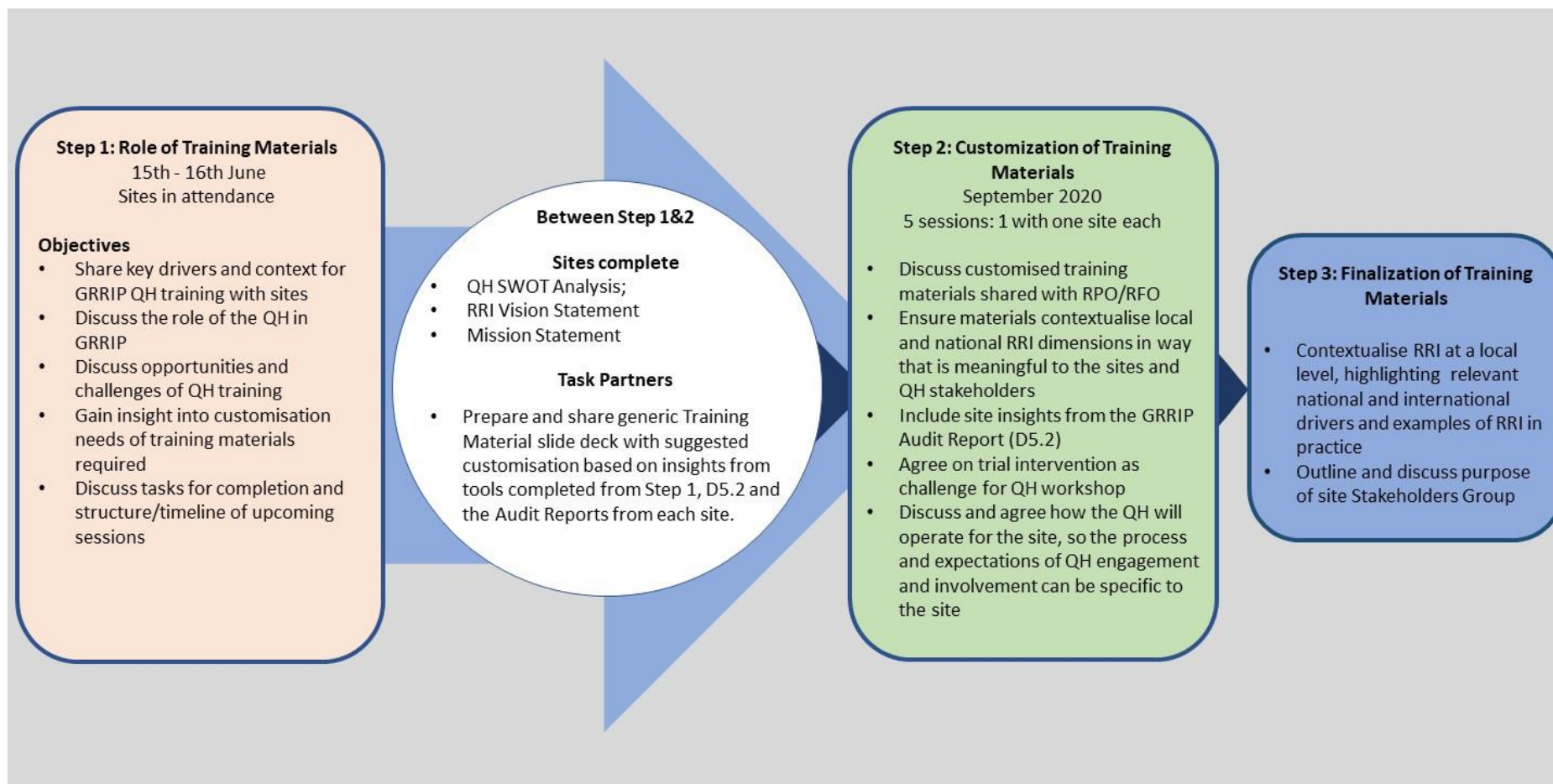


Figure 1 Process of Preparing the GRRIP Training Materials



Following Step 1, site representatives were tasked with populating a series of tools (SWOT analysis, Mission Statement and RRI Vision Statement) (Appendix 2). These tools supplement the data from D5.2 Audit Reports in gaining insight into the extent the site currently engages with external stakeholders, the challenges associated with engaging as well as the future goals and opportunities. These exercises provide insight into the terminology and language used for RRI at a local level as well as the main national and institutional policies which align with the RRI dimensions.

In parallel, a draft set of Training Materials, consisting of slides, multi-media content and PDFs were prepared based on the key points raised in the GRRIP research and during the first session held with site partners in June. Feedback included having case study examples so stakeholders can engage and understand what RRI is and what it ‘looks like’ in practice. Other points included the importance of getting ‘buy-in’ from the stakeholders to the project and creating opportunities for their stakeholders to connect with each other as the project progresses (e.g. industry stakeholders connecting with industry stakeholders across sites). These points were considered in the development of the materials and the workshops.

Due to reduced availability of the partners during the month of August, Step 2, the workshop focused on customising the training materials was scheduled for September 2020. The customisation of materials will focus on incorporating insights from finalised version of D5.2 GRRIP Audit Report and the data gathering tools (Appendix 2), to ensure that the workshop reflects the language and context unique to each site. The customised materials for each site will be shared in September and will be finalised following a consultation with each site RPO/RFO at the end of that month.

The workshops with the GRRIP stakeholders for each site will take place in October 2020. The series will consist of a minimum of three workshops in order to support stakeholder have sufficient scope to participate in a time effective manner through the blended learning approach. The topics and content for workshop 1 (Getting to GRRIPs with RRI) and workshop 2 (Co-Creating Plans for Shared Success) are outlined in section 3.2.6 of this document.

3. GRRIP Stakeholder Workshops

The GRRIP Stakeholder Workshops provide a structured setting for the non-linear process of thinking and learning and purposeful interaction amongst a divergent set of organisations, groups and/or individuals. By adopting co-creative approaches, the workshops aim to acknowledge the unique set of experiences, knowledge and networks that the representatives from each of the four helices can offer. The GRRIP Stakeholder Workshops offer a structured setting to engage the diverse the group of stakeholders to participate in a collaborative problem-solving process of tackling a shared challenge, while also helping the stakeholder achieve their individual goals. Merging the knowledge of a diverse group of stakeholders



together encourages the creation of new ideas, knowledge and solutions, which would not have been possible otherwise (ACCOMPLISSH 2018).

In the case of the GRRIP project, the challenge faced by each site will be related to developing a systematic approach to embedding RRI institutional and culture change in the RFO/RPO so the site reflects the values, needs and beliefs of society in a sustainable way. The specific challenges present for each site in embedding RRI will be clear following the analysis of results from D5.2 and the development of the RRI Maturity level (T5.4). The creation of solutions to raise the RRI Maturity level will include the selection and implementation of relevant interventions (T6.1.1 and T6.1.2).

The GRRIP Stakeholder Workshops act as a vehicle for fostering a reflexive institutional culture which respects the knowledge of the community and supports the principles of partnership (Epistemicide- DeSousa Santos,2007).

Through a series of workshops, the GRRIP Stakeholder Group will engage in co-creative problem-solving on Action Plan creation and implementation, ensuring that the institutional policies, procedures and initiatives align with societal needs and values.

3.1 Key considerations for GRRIP Stakeholder Workshops

The following section outlines some considerations for the consortium in preparing and delivering the GRRIP Stakeholder Workshops. The main objectives of the GRRIP Stakeholder Workshop Series are detailed in 2.1.

A core consideration in getting buy-in from stakeholders and ensuring full participation in the interactive co-creative process is the **language** in which the workshops will be delivered. Based on a short survey issued to site partners, it was requested that the workshops in ECN be delivered in French and in Spanish for workshop held in Plocan. WavEC, UCC and Swansea will hold their workshops in English.

As noted in D4.2, recent events with Covid-19 have proved that a society is very adaptable and there is a huge increase of online interaction driven by “**virtual by necessity**”. Online stakeholder engagement can now be seen as a crucial mechanism for long-term dynamic stakeholder relationships.

During the T4.3 Training Material Session held in June (refer to Figure 1), site representatives from Plocan, WaVEC, Swansea, UCC and ECN were asked if they envisaged the session with the stakeholders would take place virtually or physically. All sites responded that GRRIP Stakeholder Workshops will take place virtually due to the pandemic. Following this confirmation, a process of developing the remote GRRIP Stakeholder Workshop commenced.



Performing collaborative and deliberation exercises with a multi-stakeholder group, particularly with a group that has not worked together previously, can be challenging when the physical space is removed. It is not as simple as transferring the techniques you use in a room full of people to an online collaborative setting (Tippin, Kalbach and Chin 2008).

Section 5 outlines the key steps undertaken by the GRRIP project partners to acquire relevant knowledge, skills and competences to develop and facilitate online GRRIP multi-stakeholder co-creation workshops.

3.2 Moving GRRIP Stakeholder Workshops Online

The key considerations for coordinating and facilitating online GRRIP Stakeholder workshops and the steps taken to prepare and deliver the GRRIP Training Materials through online workshops are detailed below.

3.2.1 Consultations & Courses on Online Workshops

Given the dearth of experience amongst the consortium, and indeed amongst many engagement practitioners, in coordinating and facilitating the remote multi-stakeholder co-creation processes, the task leader engaged in a series of consultations with leading engagement practitioners. These practitioners have experience in delivering and supporting others facilitate online stakeholder workshops.

Table 1 outlines the series of engagements undertaken, the person and their organisation. These support from the practitioners from each organisation consisted of sharing the lessons learned from trailing and testing online workshop formats for multi-stakeholder interaction and deliberation.

Table 1 Outline of the Undertaken Series of Stakeholder Engagements

Meeting Date	Person	Title	Organisation
29.6.2020	Dr. Sophie Duncan	Director	National Coordinating Centre for Public Engagement, United Kingdom
1.7.2020			



13.7.2020	Dr. Sarah Bowman	Director of Strategic Engagement and Impact	Trinity College Dublin & Campus Engage, Ireland
17.6.2020	Mairéad Hurley	Head of Research and Learning	Science Gallery, Dublin
28.5.2020	Marzia Mazzonetto	Co-Founders	Sticky Dot Ltd.
12.6.2020	Maria Zolotonsa		Moving Dialogue Online Series. 5 Workshops x 2 hours
25.6.2020			
9.7.2020	Michael Creek		<ul style="list-style-type: none"> • Workshop 1: A shift in mindset • Workshop 2: Workshop Tools • Workshop 3: Facilitation Skills • Workshop 4: Multi-stakeholder processes • Workshop 5: Planning and Follow-up
23.7.2020			

3.2.2 Benefits & Opportunities of Online Stakeholder Workshops

In this section, the benefits and opportunities presented with moving the GRRIP Stakeholder Workshops online are presented. These benefits were discussed through the Sticky Dot workshops series (2020):

3.2.2.1 *Reduced cost*

One of the main benefits of running online workshops is the large reduction in costs. In a report produced by Forrester (2018), following seven year analysis of its adoption of the online platform MURAL, it noted that IBM avoided in-person costs of \$3.2 million over three a year period due to its reduction in basic supplies such as sticky notes, poster boards, and catered meals that would normally be part of a multiday, face-to-face workshop. This report also revealed that the company avoided the travel costs of \$16.4M over a three-year period based on 2 participants attending at the cost of \$1,200 to attend each workshop (Forrester 2018).

Running online workshops can result in significant reduction in travel costs incurred for GRRIP Consortium partners as well as the stakeholders themselves travelling to the workshop location to attend the session. The reduction in travel at national and European level will also lead to positive impacts on Carbon Footprint. The cost of running the workshops themselves are also reduced. There is no requirement to have catering provisions available for stakeholders or parking expenses covered.



The reduced costs could provide increased scope for GRRIP to reallocate funds to another area of high priority. For example, it could support mutual learning and implementation across sites by exposing the sites to increased opportunities to engage, consult and learn from esteemed practitioners and groups who have successfully embedded RRI to solve M&M based challenges in their research centres and communities. This will be based on the training and support needs identified by sites through WP7 (Implementation) and will be further discussed amongst the consortium partners through Steering Committee meetings at the appropriate time.

3.2.2.2 Increased flexibility & efficiency

4.2.1 Identified ‘time’ as a common barrier in industry participation in RRI related engagement activities. This challenge was also raised by the site representatives during initial consultation sessions on training workshops carried out in June 2020.

Given the challenges associated with engaging for long periods online, it is advised to divide the workshop into shorter segments, running for 2-3 hours per segment, over multiple days as oppose to having them run for the similar duration as the face-to-face setting (usually over a day/two days). Local input into the preferred time of day to run the session would also be considered, adding further to flexible nature of using the online methodology. Dividing up the workshop topics into segments and assign onboarding or preparatory work to participants is a great opportunity for the stakeholders to reflect and engage in the content of the sessions at multiple stages over the workshop series (Tippin. M, Kalbach, J, Chin D 2018).

3.2.2.3 Balanced participation

Regardless of the platform, people by their nature contribute in different ways. Graham Smith, Professor of Politics at the Centre for the Study of Democracy at the University of Westminster claims that online participation may well suit people who are not particularly gregarious, outgoing or extroverted, and who may be reluctant to speak in a face to face environment, they may come into their own in an online context (Smith, 2020). Jeffrey (2009) also supports Smiths argument when stating that the web can be a good tool in allowing anonymity and therefore can encourage greater stakeholder involvement. Tippin et al (2018) claim brainstorming ideas through use of tools can be more effective, scalable and anonymous than using the traditional ‘post-it-note’ format.

During the GRRIP Stakeholder Workshop series, the use of a variety of tools will be adopted to support a diverse range of participatory tendencies of those involved.

3.2.2.4 Transparency

Due to the real-time collaborative engagement using online tools, such as Padlet or Miro, the level of transparency in relation to prioritisation exercises and agenda setting can be heightened. This will be particularly relevant for GRRIP, as the sites engage with a diverse



range of stakeholders and include their opinions and expertise in co-creation and implementation of Action Plans.

3.2.3 Challenges and limitations

While there are many benefits and opportunities associated with moving opportunities for stakeholder engagement online, it can also present some challenges and limitations. These were also discussed during the consultation sessions held and were considered in the preparation of the GRRIP Stakeholder Workshops. They include:

3.2.3.1 Technological limitations

Ensuring stable connection for the facilitator and all participants is essential while running online workshops. Unfortunately, this can be a challenge, particularly if participants are connecting from a range of different countries using different service providers and devices. It is essential that the team delivering the workshop set-up and test the collaboration platform and tools thoroughly in advance of the session and assign co-hosting responsibilities to others on the team, should the main host's connection or laptop suffer from bad connection or fail to load one of the tools successfully.

To support participants that might not be as familiar with the chosen collaborative platform and with the tools selected, the facilitator will be available 15 minutes prior to the session to support with any queries or support required from the GRRIP Stakeholders.

Participants might also suffer from poor connectivity. To avoid repeating elements of the session for partners which may have some time lapses due to poor connectivity, the GRRIP Stakeholder Workshops will be recorded and shared with participants following the sessions.

3.2.3.2 Inclusiveness & group dynamics

Due to the relatively new nature of online workshop engagements coupled with the fact that the GRRIP Stakeholder Groups have not previously met collectively as a group, supporting the participants engage in various stages of group development (forming, storming, norming and performing (Tuckman and Jensen, 1977) is essential.

With reduced capacity for lengthy breakout sessions and discussion can also result in online workshops being more susceptible to groupthink. In breakout sessions for example, one of the GRRIP support team will be present to moderate the conversation to avoid this where possible.

Creek (2020) emphasises that each stakeholder and stakeholder group is unique. This is also the case for the GRRIP Stakeholder Groups. Despite having a common remit of working with the sites involved in GRRIP, each stakeholder and group will be unique. The work completed in T4.1 Identification of QH Representatives coupled with the SWOT Analysis



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(Appendix A) provides essential alignment process before customising the workshop materials and initiating engagement with the Stakeholder Group connected to each site.

To encourage an inclusive environment, participants will be issued with the names of those participating in each GRRIP Stakeholder Workshop along with the contact details of the support team in advance. A chat channel on Slack will also be set-up with onboarding materials and an opportunity for participants to familiarise themselves with the subject matter, introduce themselves and ask questions to the organisers. These materials will include the presentation slides used during the live sessions.

Tippin, Kalbach, and Chin (2018) note that much of the non-verbal communication goes away in virtual workshops. To fill this gap, they recommend using simple and non-technical check-ins with groups. These include the use of webcams to nod heads, requesting thumbs-up etc., over the course of the sessions as a means of enhancing non-verbal communication. This of course, also supports the partners remain engaged using simple low-tech techniques.

3.2.3.3 Distractions

Given that many professionals are working from home during the pandemic, the level of virtual conferences, workshops and Zoom calls have, for many, reached unprecedented levels. It is therefore a common assumption that attention spans in online workshops can be more limited than in a face-to-face setting. For many currently, they are also juggling care-giving duties as well as working from home, which can intensify the level of distraction.

Incorporating a range of different techniques, such as ice-breakers, discussions in breakout rooms, self-reporting on virtual tabs are useful means of keeping audiences engaged over the workshop timeframe. Following a strict time schedule is central to ensuring that participants remain engaged and curbs distraction (Mazzonetto et al, 2020).

3.2.4 Facilitating an online workshop

While costs of running an online workshop are significantly less than face-to-face, more facilitation support is required using online formats. Given the compacted nature of online sessions coupled with the fact that facilitators are on camera, engaging the participants at each stage of the session, support is required to ensure that all levels of workshop flow smoothly. The team at Sticky Dot recommend having three people running the sessions. The roles these people perform include:

- A. a person to moderate the chat function,
- B. a person to manage the online breakout rooms; and
- C. a person to manage the conversation/slides



Tippin, Kalbach, and Chin (2018) highlight that the creation of breakout rooms online can be less fluid than in person and recommend exploring ways to reach similar outcomes leveraging individual work followed by share-outs by all the group.

3.2.4.1 The role of online facilitator

Tips for Running an Online Workshop

1. *Enable waiting room*
2. *Provide a meeting password to participants*
3. *Choose the right platform*
4. *Timing: less is more, everything goes faster*
5. *Provide information on how to use the tools prior to the meeting*
6. *Do a technical run-through*
7. *Recruit extra facilitators for online*

Ref Sticky Dot 2020

Figure 2 Tips for Running an Online Workshop

The role of facilitator in the GRRIP Stakeholder Workshops is to progress and support the co-creative process over time. The co-creative process requires a facilitator not to make independent decisions but to facilitate the process of group decision making (ACCOMPLISSH 2018). The GRRIP Stakeholder Workshops will be facilitated by DCU and supported by representatives from UNESCO, iCorSA, HSRW, UCC.

As mentioned in 5.2.3, there are several challenges and limitations in delivering online workshops. To overcome these challenges, the facilitator, with the aid of the support team should:

- Communicate each step of the workshop process in a clearly and repeatedly. In online workshops where body language etc are restricted, this is more important than ever before (Tippin et al, 2018, Mazzonetto et al, 2020).
- Use multiple channels to engage participants, creating a flow through adopting different modes of interaction to keep participants engaged (Tippin, Kalbach, and Chin 2018)
- Be comfortable with each tool and have confidence in supporting others use them
- Create an atmosphere which generates trust (ACCOMPLISH 2018)
- Motivate stakeholders to participate and encourage participation from all participants



- Ensure that process of group participation and decision is conducted fairly with perspectives equally valued by stakeholders involved (ACCOMPLISH 2018)
- Develop a decision-making methodology with stakeholders, so diverse perspectives and contributions are valued, discussed, and respected as part of the working group (ACCOMPLISSH 2018)
- Continually evaluate the process and redirecting the conversation by asking questions and offering inspiration to progress the workshop agenda
- Identify and summarise key discussion points amongst stakeholders with diverse backgrounds and agendas (Mazzonetto et al 2020)

3.2.5 Selecting the appropriate collaboration tools

With the onset of the pandemic, the use of both online collaboration platforms and tools is undoubtedly at unprecedented levels. Tippin, Kalbach and Chin (2018), suggest selecting the relevant tool based on the following assessment questions:

- Does everyone have access?
- Does everyone know how to use the tools?
- Which tools are critical for the interaction?
- Which tools work with each other?

Table 2 highlights the list of reviewed collaboration platforms and tools for the GRRIP Stakeholder workshops (Mazzonetto et al 2020). It includes the key accessibility and usability features of the tools.



Table 2 Reviewed Collaboration Platforms and Tools for the GRRIP Stakeholder Workshops

Tool	Price	Participants	Advantages	Disadvantages
Zoom	Free: up to 40 mins Paid: from €13.99 per month GRRIP has a business account set-up	Up to 100	-Built-in tools for screen sharing -Built in recording and transcripts -Meeting scheduling	-Only paid version has good encryption -Security questions during pandemic
GoToMeeting	€10.75/month	Up to 150	-Easy to join -Stable connection	-No free version -No polling or whiteboard function
Microsoft Teams	MS Teams from €5 to €20 per user/month GRRIP Consortium has subscription to via UCC, the lead partner	Up to 1000	-Ability to collaborate on documents without leaving the platform - Allows chat via text, voice conversation or video meeting -Scheduling meeting	-Not convenient if do not use Microsoft products -No polling or whiteboard function
Google Meet	Premium version free until 30 Sept 2020	Up to 100	-Integration with other google products and services available	-No recording function

The online collaboration tools featured in Table 3 below were shared during the Sticky Dot Moving Dialogue Online Workshop (Mazzonetto et al, 2020). These tools can support the facilitation of interactive co-creative processes during GRRIP Stakeholder Workshops. These tools were also reviewed in line with the assessment questions above, the anticipated group size of the GRRIP Stakeholder Group and based on the usability experience of the consortium workshop facilitators.

Table 3 Online Collaboration Tools for the GRRIP Stakeholder Workshops

Digital White Boardboards	Presentations, Collaborative Files
<p>Padlet</p> <ul style="list-style-type: none"> • 3 Padlets in a free plan • Accessible • Intuitive interface • Can add notes, text, images, videos to a wall • Web based • Padlet can be exported in a range of formats 	<p>Mentimeter</p> <ul style="list-style-type: none"> • 2 slides with free account • Collects polls, data and opinions from participants • Get insights on participant interaction • GRRIP has a subscription for this tool
<p>Miro</p> <ul style="list-style-type: none"> • 3 boards under free scheme • Range of templates • No comments permitted on free board • Export function to range of formats 	<p>Slido</p> <ul style="list-style-type: none"> • More options with free account • Integration with google slides • No image polls option with free account
<p>MURAL</p> <ul style="list-style-type: none"> • Free 30 days trial • Discussion Board • Real Time Editing • Task Management • Mind Mapping Software 	

A key consideration in selecting the appropriate platform and tools for interactive online workshops, is also the group size. Tippin, Kalbach and Chin (2018) suggest using the combination of the following platforms and tools for group sizes which align with GRRIP Stakeholder Workshops:

- **5 to 15 participants:** this group size still holds an intimate feeling. There is more time for conversation and sharing. They suggest used shared documents or Google Slides in such a small collaborative environment. Miro, Mural as well.
- **15 to 35 participants:** at this scale there is limited time for participants to speak freely during the session. It is suggested to use web collaboration tools that allow sharing of ideas on a virtual flip chart (whiteboard), polls / voting or Mural / Miro/ Padlet.

The expected number of those attending each session per site along with the accessibility questions for the platforms and tools outlined in Table 2 and 3 will be surveyed with the sites working group and Stakeholders. The final selection of the collaboration platform and tools will be selected following this collaborative assessment.



In line with WP10, ensuring the privacy and data security of the participants and the data collected is critical in the selection of the tools, how the workshops are delivered and associated data is stored.

To ensure the GRRIP Stakeholder Workshops are compliant with Article 13 of GDPR, consent to participate and store the information from the session must be received in advance of each workshop and privacy information in relation to the workshop will be shared. This can be done in parallel with the registration process.

Given that many of the collaborative platforms and whiteboard tools have servers based in the USA (Zoom, Microsoft), where the headquarters are based, GRRIP will need to introduce additional measures to manage personal data processing, if a US company is selected. Useful measures shared during the Sticky Dot workshop (2020) included the following and will be adopted by GRRIP:

- Enable a waiting room function to ensure registered users are permitted entry
- Authenticate profiles so entry to registered users is permitted only

Based on necessity to deliver the training and working objectives outlined in Section 1 in light of the knowledge gained on moving multi-stakeholder co-creative processes online, the following methodology and draft schedule is proposed.

3.2.6 Workshop Methodology & Schedule

The described methodology is subject to change following the consultation sessions with the sites in September. A final version of the approach and schedule will be available in October 2020. The tools mentioned are proposed tools. As mentioned in 3.2.5, the final selection of tools will take place following a group assessment of platforms and tools presented in Table 2 and 3.

Table 4 Overview of the GRRIP Stakeholder Workshops

Steps	Time before session	Activities	Tool/Platform
-------	---------------------	------------	---------------



Preparation/	3 weeks prior	-Support to each site prepare a customised invitation to the workshop for all stakeholders	Teams
Onboarding	2 weeks prior	-GRRIP stakeholders register via Eventbrite link containing workshop description, schedule, consent form	Eventbrite
	2 weeks prior	Engage and train the facilitation team on the tools and the co-creative process	Teams
	1 week-workshop day	Open Slack Community and invite participants to join: include schedule of workshop, contact detail, tutorial on how to use the platforms and tools. Share materials on what is RRI and	Slack
	2 hours	Share relevant videos/ insights on what is RRI, key examples of how stakeholder engagement in M&M sector and co-creation processes consist of in Slack Channel to foster greater understanding of the subject matter and context	Zoom,Slack
	15 mins	Connect with facilitation team, test platforms and tools. Do a final run-through Support team log in to ensure tech works. Set up waiting room and permit participants. Be available at 10 mins prior to start time for tech support	Zoom,Slack Padlet

Workshop 1

Getting to GRRIPs with RRI

Content	<ul style="list-style-type: none"> • General introduction and clear explanation of workshop process and aims • Contextualising exercises – why are we here? Reflect on expectations and challenges of stakeholder engagement, both in the short and long term • Reflection on audit results • Breakout rooms to discuss challenges and prioritise solutions • Discuss process for solving the challenges and groups contribution (Action Plan) • Discuss Terms of Reference: Engagement Cycle and Stakeholder Platform. Conduct Poll 	Zoom,Slack, Padlet
Contextualisation and shared understanding		
Post Workshop 1	<ul style="list-style-type: none"> • Provide summary of outcomes discussed • Issue link to evaluation survey • Share relevant material/articles/videos based on the discussions to encourage future buy-in 	

Workshop 2

(3 weeks post workshop 1)

Co-Create for Shared Progress



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 820283

Preparation	<ul style="list-style-type: none"> • Share details of the GRRIP Interventions • Share highlights of the audit • Have Q&A channel available 	Slack/ GRRIP Platform
Workshop Content	<ul style="list-style-type: none"> • Provide brief summary of the audit and interventions • Create breakout rooms with different mix of stakeholders identifying and prioritising interventions (40 mins) • Group convene, share results and prioritise interventions 	Zoom, Padlet
Post Workshop 2	<ul style="list-style-type: none"> • Provide summary of outcomes discussed • Issue link to evaluation survey • Share draft Action Plan with interventions discussed • Request feedback from stakeholders over a two-week time period • Post feedback to GRRIP platform 	
Workshop 3 Jan/Feb 2021	Implementing and Sustaining Change practices	
Content	<p>*This is a preliminary schedule and may vary based on the outputs</p> <ul style="list-style-type: none"> • Focus on operationalising interventions • Creating opportunities to connect with communities • Challenges and opportunities faced • Learning from international cases 	

3.2.7 Evaluation of GRRIP Stakeholder Workshops

In an online environment, it can prove more difficult to ‘read the room’. As a result, the need for more structure and formal evaluation processes increases.

Checking in with stakeholders and getting feedback on their experience will be essential to ensure that the content and format supports the sites create a collaborative and sustainable working partnership with the GRRIP stakeholders. It is essential to make sure the objectives of GRRIP setting up and facilitating sustainable engagement with and input from the stakeholders from the four helices (Industry, societal actors, policy and other RPOs) are met. As highlighted in D3.2 and in D4.2, creating an environment which fosters trust with and amongst the stakeholder group is critical. Monitoring and assessing experiences of the stakeholders will support the development and continuance of the co-creative process for each GRRIP site.



The ACCOMPLISSH (2018) created a tool to assess the process and dynamics of the training and co-creation process which assesses three dimensions of collaboration: the cognitive dimension, the emotional and the interactional dimension. Using a Likert Scale survey, this tool can give valuable insights into the levels of trust, efficiencies and collaborative understanding of those involved in the GRRIP stakeholder workshops. T4.3 Task Leader will liaise with WP8 to finalise the evaluation process for the sites. The tool will be included in the updated version of the document which will be uploaded to the portal in October.

4. Limitations and version updates

As detailed in the above sections, this first iteration of the deliverable is being submitted prior to the customisation of the training materials with each site. This is due to the fact that the D5.2 Audit Results are also being submitted during the same time period, end of August 2020. The interactions of the GRRIP Stakeholders with site working groups and across the site locations will also be supported by the QH Platform Platform (D4.1). The methodology for this platform was also submitted during the same time period. This document will be reviewed and supplemented to reflect this methodology.

Sessions with sites have been organised for September 2020. Prior and during these sessions, the materials for the workshops in each site will be further developed and finalised. In this document, the co-creation of Action Plans for each site with stakeholders is set over a workshop series and further workshops will be organised during the implementation phase of the project. The planning of these workshops align with T6.3, QH Engagement Cycles. This concept will be further discussed with sites in September and will be further refined to suit the needs, capacity of stakeholders involved in the process.

As detailed in Section 3, moving the workshops online is a new experience for all in the consortium, hence an element of informed experimentation in processes and tools used will be an integral part of developing and delivering the suite of training provisions.

Based on the above, an updated version of D4.3 will be uploaded to the portal following the completion of the workshops.



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Appendix 1 Responsible Research and Innovation D4.3 examples



The following text and videos are draft examples of the supplementary content that will be shared on the GRRIP platform prior to the GRRIP stakeholder workshops. This material will support with the stakeholder on-boarding process. It will provide knowledge on what RRI is and the relevance to the Marine and Maritime Sector. A full portfolio of the content shared with sites will be contained in the upcoming version of this deliverable.

What is Responsible Research and Innovation?

Responsible Research and Innovation (RRI) implies that research performing Organisations and societal actors (citizens, policy makers, companies, non-governmental organisations, etc.) work together during the entire research process in order to better align its outcomes with the values, needs, concerns and expectations of society. Research becomes more inclusive by involving more voices, experiences and perspectives from society. RRI is not about dissemination. The aim is to make RRI an inherent component of innovative research, fostering public engagement and enabling easier access to scientific results. In contrast to the deficit model, the focus is on knowledge and experiences available in society and relevant for research. The goal is to further positive societal impact by exploring possible scenarios and to co-create the future. Five key dimensions have been defined for RRI: ethics, gender equality, open access & data, science education, public engagement. The goal of the GRRIP project is to support research performing organisation in the marine and maritime sector in adopting RRI. The marine and maritime (M&M) sector has a high priority for the EU. Engagement of all stakeholders is envisioned through the quadruple helix approach (QH). Besides academia (1) and industry (2), the QH approach also sees the public sector (3) and citizens/end-users (4) as active participants in (rather than as passive recipients of) research and its outcomes, and as drivers of inclusive innovation. QH stakeholder engagement is voluntary, open and active dialogue which includes sharing information, listening and responding to expectations and concerns, including stakeholders in agenda-setting and decision-making, establishing realistic expectations concerning research outcomes and exploring ways to strengthen the societal relevance of research.

RRI is not an easy objective to achieve. Various hurdles and barriers can be mentioned and various questions are involved. For instance, as stakeholder engagement can be quite demanding, how to actively involve societal partners as participants in the process. In other words, what are important conditions for RRI? Important considerations: RRI activities should not be a one-time event, but rather directed at developing relationships with the



societal environment. Also, transparent information about the objectives and challenges of research performing organisations is important. Finally, it must be clearly explained how the results of QH activities will be used and integrated in the research process. It only works if there is a clear commitment to become more responsive and inclusive. It should be clear that QH activities are not cosmetic, but arise from a genuine concern to strengthen societal embedding of research. RRI does not imply that the expertise of scientific researchers is disavowed. Rather, it is used as a key element in the process, which entails a learning experience, not only for societal stakeholders, but for the research community as well. Finally, RRI should not be perceived as an additional burden to researchers, but as a potential contribution to existing challenges and as a means to achieve organisational goals. For instance, it may offer opportunities to reach out to societal partners or effectively discuss, to strengthen diversity, to articulate value or loyalty conflicts, and to address ethical and integrity challenges emerging in collaboration with societal stakeholders.

Last but not least, RRI is not only about interaction with societal partners (companies, citizens, NGOs), but also has implications for the research performing organisations themselves, affecting the internal culture in terms of transparency, collaboration, diversity and sensitivity to societal expectations and concerns. RRI will challenge the way in which research is designed, funded, conducted and communicated.

HZ August 3 2020

[RRI: Towards an Open Science and Innovation System that tackles societal challenges](#)



Ocean Decade: The Science We Need for the Ocean We Want



Why is RRI relevant to my sector?

1. Researchers:

RRI promotes science excellence and public engagement making more societal relevant and ethical your work and facilitating access to EU funds and international funding and groups ; i.e. Horizon Europe aims at boosting the impact of EU-funded research and innovation by having ambitious, measurable and time-bound goals around issues that affect citizens' daily lives. RRI Practice project indicates the need for explicit rewards and career improvements measures to staff doing public engagement as it found that academic excellence is not valuing it as it should

2. Industry:

it assess product before going into market, enhances transparency, social reputation and thus profitability. It helps in linking with academia or policy makers to solve industry needs in terms of knowledge/innovation agendas and funding schemes

3. Civil society:

RRI makes science more relevant to you and support sustainable transformation through more transformation through more engaging knowledgeable societies, more involvement in knowledge co-creation and decision making processes

4. Educators:

it promotes critical thinking, science careers and responsible empowered citizens



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 820283

5. Research Funders :

it promotes closer collaboration of QH stakeholders with longer cycles of research, multidisciplinary, inclusive and action-oriented, more in line with societal needs and better links between research and innovation agents. More societal impact for funds, ethical requirements met

6. Policy makers:

it needs to be supported to achieve development agendas (local, regional, national and international-SDG's, Paris agreement). It helps in reporting to UN on the UNESCO recommendation on Science and scientific research. It supports more stable, stronger national STI systems and international collaboration to address crisis as the COVID one.

Examples of RRI in Marine & Maritime sector

Collaborative Solutions for improvement of data-limited fisheries management (Stratoudakis et al, 2014)

The project facilitated relevant discussion of fishery-related issues and placed critical decision making in the hands of the group, which ensured the involvement of critical stakeholders in finding collectively accepted solutions to fishery problems. The implementation of several of the identified solutions falls within the remit of the involved stakeholders, although some require action at a wider geographic and governance scale. Future projects could benefit from including NGOs and those with less knowledge of fisheries systems, who could contribute to wider societal involvement and communication.

Norwegian Environment Agency - Stakeholder Engagement in developing and implementing Marine Management (Newton and Elliott 2016)

A good example of stakeholder engagement in developing and implementing Marine Management is the process by which the Norwegian environment agency developed the management plans for the Barents Sea, the Norwegian Sea, the North Sea and Kattegat. The Norwegian environment agency built a very broad stakeholder forum for the design of the management plans. These were then open to public consultation, debated in Parliament and adopted. When several Member States or contracting parties are involved, consensus, and implementation may be difficult if the process is not planned and executed in a timely manner. Another good example involving several countries is the Common Implementation Strategy (CIS) of the Water Framework Directive (WFD) for coastal waters, which included an inter-calibration process. This was specifically designed so that neighbouring Member States would reach similar results in the assessment of trans boundary waters.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 820283

Case Study: The Lune River Catchment, located in northwest England

1. Basic background information

Site: The Lune River Catchment, located in northwest England.

Project: Participatory Action Research (PAR) on farm slurry pollution

Participants: PAR Researchers, the Lune River Trust members

2. Purposes of Participatory Action Research (PAR)

- To challenge conventional models of research and science by making research more democratic;
- To generate evidence-based findings for creating novel interventions to tackle the problem.

3. Workflow¹

- Build partnerships and set out the vision. Building partnerships is the foundation for collaboration and it requires time and efforts. Engagement tools and techniques are used to bring stakeholders together, set a vision and agree priorities.
- Use data and evidence to develop the catchment plan. Make use of the best available data and evidence to develop a shared understanding of the issues and to target actions and funds that will bring multiple benefits for all the partners.
- Deliver - implement catchment management interventions. Deliver ambitious projects which provide multiple benefits to all partners. It is better to have some projects which the partnership has agreed and can be delivered opportunistically as funding becomes available. These projects will contribute to the vision. Meanwhile, it is good to have some flagship projects, which will make a step change to the natural, social, physical & financial and human capital of the catchment. They are designed to motivate people who live and work there to make changes towards their visions.
- Monitor - measure outcomes and adjust delivery. By keep monitoring outcomes, participants can tell whether the actions and interventions are working in the right direction. Otherwise, it is necessary to adjust future plans accordingly. In order to get accurate assessment, ensure that the appropriate criteria are measured.
- Improve the plan & shared the learning. A unique opportunity to improve the catchment plans is through peer to peer learning and mentoring. Discussion Forum, workshops, annual conferences and the mentoring program can be used by all partnerships to share learning and build capacity.

¹ It can be found via <https://catchmentbasedapproach.org/about/caba-workflow/>



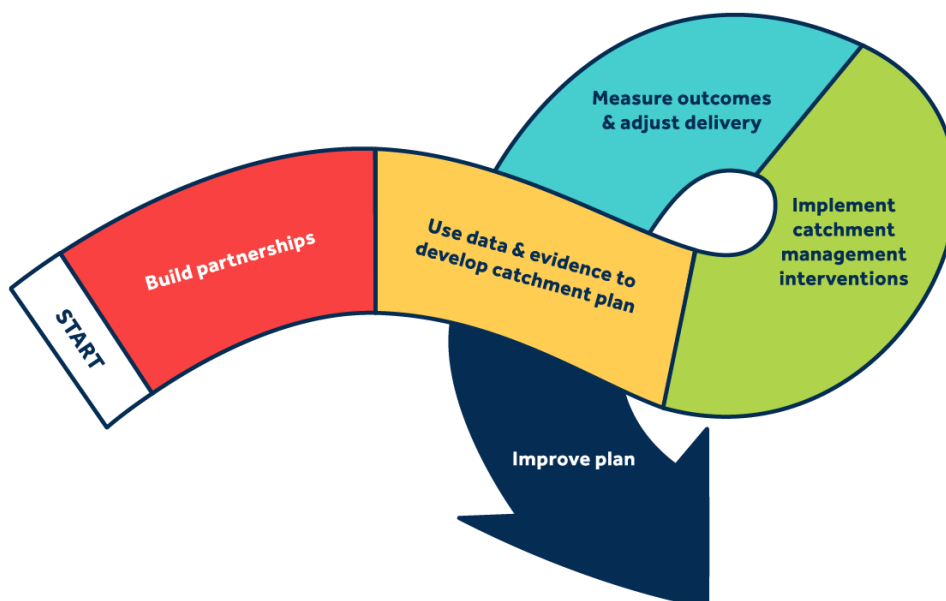


Figure 3 Catchment Based Approach (CaBA) Workflow (CaBA, 2019)

4. Outcomes

Researchers and the lune River Trust members produced collective knowledge, experience and interests, and successfully developed an assessment tool- Farm Vulnerability Tool, to guide decision making around slurry risk in their area.

5. Impacts

- The collective new knowledge was well built contextually on existing expertise that was rooted in the place;
- Research topics were filtered and were either too political or too large for the project;
- Research can be leveraged to meet governance goals through active public engagement.

6. Challenges

- The questions to be answered were not known in advance. There is no prescribe methods, but rather utilises and adapts methods to the concerns, questions, and objectives to the context.
- It requires social and emotional as well as technical skills.
- It requires time, relationship building, and trust.



Appendix 2 GRRIP Site SWOT Analysis, Mission Statement and RRI Vision Statement

A: QUESTIONS SWOT ANALYSIS		
	Internal factors to RRI, i.e. characteristics of current organisation	External factors to RRI that might influence the organisation
Positives, beneficial to implementing RRI	<p>STRENGTHS</p> <p>What does your institution currently do well in terms of QH engagement (academia, policy, industry, societal actors e.g. CSOs and citizens)?</p> <ul style="list-style-type: none"> • Does your institution have leadership support to implement QH engagement? • What internal resources, skills, knowledge and key personnel do you have which will support us deliver the QH-related goals of the GRRIP project? • Does the institutional leadership support QH or stakeholder-focused approaches? • What sets you apart from similar institutions based nationally? • What systems and supports are currently in place in the institution which support QH engagement and collaborative relationships with stakeholders, transdisciplinary research, ethics, gender, open science etc? 	<p>OPPORTUNITIES</p> <p>What opportunities exist external to your organisation to help improve QH engagement?</p> <ul style="list-style-type: none"> • Are there local/ regional/ national and policy initiatives in place which could enable you to drive the QH-related goals of GRRIP, such as collaborative decision making? • Has the project/your engagement in the project featured in local media? • What internal and external collaborators have taken a real interest in the project and its vision. Could they become champions? • What are the current needs for your sector? If the project fulfils its goals, will it contribute towards meting these sector needs ?



	<p>STRENGTHS <i>(please fill this section responding to the prompts above; some prompts may overlap; please include as many rows/bullet points as necessary)</i></p> <ol style="list-style-type: none"> 1. Tbc 2. Tbc 3. Tbc 4. Tbc etc 	<p>OPPORTUNITIES <i>(please fill responding to prompts above)</i></p> <ol style="list-style-type: none"> 5. Tbc 6. Tbc 7. Tbc etc
<p>Negative to implementing RRI</p>	<p>WEAKNESSES What institutional and organisational cultural factors could inhibit the successful implementation of QH engagement in your institution?</p>	<p>THREATS What external political/structural/cultural factors restrict your ability to embed/improve QH engagement?</p> <ul style="list-style-type: none"> • Are there regional/national issues/policies/cultural nuances which inhibit the implementation of RRI with a focus on the QH? • What external factors present a challenge?
	<p>WEAKNESSES <i>(please fill responding to prompts above)</i></p> <ol style="list-style-type: none"> 8. Tbc 9. Tbc 10. Tbc etc 	<p>THREATS <i>(please fill responding to prompts above)</i></p> <ol style="list-style-type: none"> 11. Tbc 12. Tbc 13. Tbc





B: NETWORK SURVEY

1. What do you consider more important to your site in terms of your QH stakeholder network (rate 1-10 where 10 is most important):
a. To be representative of the outside world and balanced (all helix), diverse enough (area of expertise, geographical coverage, funding sources, etc) to support all range of your program and relevant focal points nominated (capacity to decide)
b. To include organizations with enough capacity (i.e. with R&D, public engagement, gender plans) and expertise in RRI pillars/ QH engagement to promote mutual learning with your site
c. To be able to attract strategic members with international/ local connections, well connected with public and private funding sources and willing to work from an RRI perspective.
2. Are stakeholders with an extensive international connection specially targeted by your side? Do you think GRRIP should create opportunities to reach out to them? E.g. through invitation to trainings, Mutual learning activities?





C: MISSION STATEMENT AND VISION FOR RRI

1 What is your institutional Mission Statement?

Understanding the key strategic drivers in your institution is imperative as you plan to engage and create meaningful partnerships with QH partners through your APs.

Please give your official mission statements, bullet points with your 5 or 10 year Strategic Plan or other strategy statements

2 RRI Vision Statement

As you and your team set out to engage and collaborate with your QH, it will be important to articulate why embedding a culture of RRI into your institution can have multiple benefits not only for your institution but for the wider community you serve. *Please outline your vision for RRI in your organization (even if this is very basic) below.*



Appendix 3 Part A GRRIP 4.3 Step 1 Slides

4.3 Training Materials

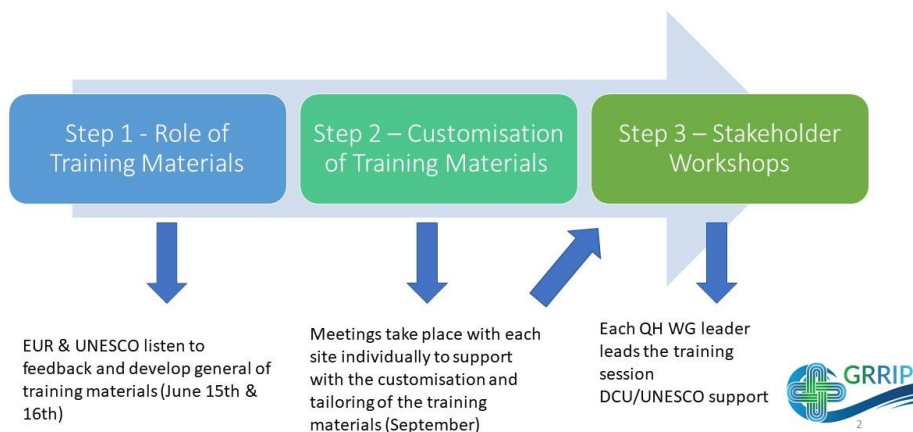
Step 1

15/16 June



1

T4.3 QH Training Materials and Training Workshop



2

Step 1: The role of QH Training Materials

June 15th	June 16th
• WavEc	• MaRei
• EC Nantes	• Plocan
• Swansea	



3



Objectives of Workshop

- Sites to understand the **role** of the QH in GRRIP
- All to reflect on and decide the **reasons** for QH training in GRRIP
- All to reflect on **challenges** to QH training, both in the short and long term
- GRRIP partners to understand where **customisation of training** is needed



The role of the QH

IN GRRIP

*Objective 2: Establish structures to facilitate, promote and maximise **real sustainable engagement with**, and input from, **the Quadruple Helix (QH) (industry, societal actors, policy and other RPO&RFOs)**. GRRIP will pay particular attention to **societal actors** (often referred to as citizens, public, society, civil society organisations) through the entire project and within each RPO&RFO's R&I process interventions...*

IN EC

Citizen science central role in the new EC program "Horizon Europe" which aims to ensure effective cooperation between science and society and pairing scientific excellence with social awareness **and responsibility**.



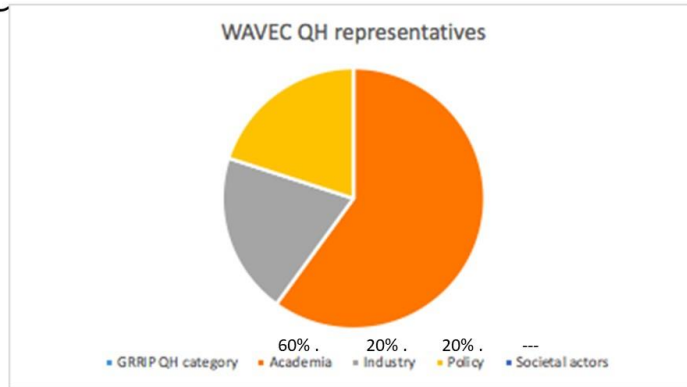
Role of the QH

- Helps marine and maritime (M+M) science to engage research with the key challenges facing European (M+M) society
- Facilitates innovation and commercial potential impacts
- Legitimises socially-endorsed, ethically robust science and innovation
- Social innovation: Promotes well-being and contributes to local/regional development and a better integration/acceptance of RPOs/RFOs in their communities



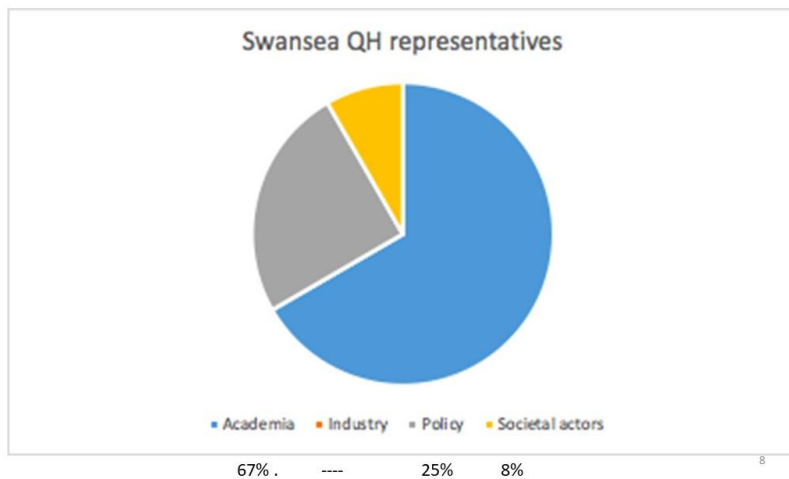
QH representativity by site (MS teams T.4.1)

WAVEC



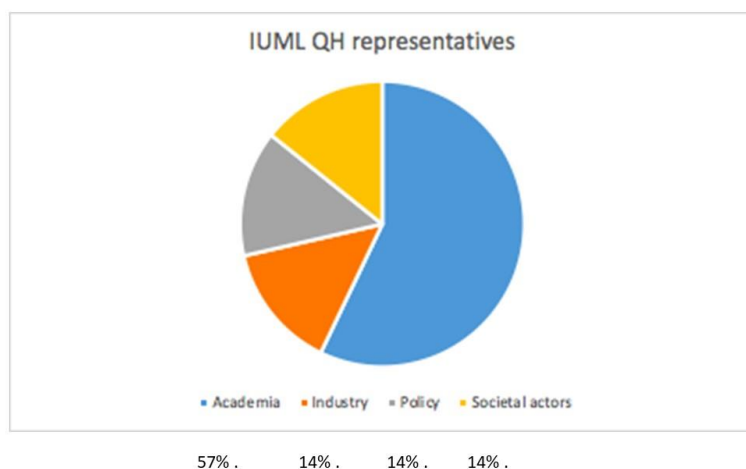
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Swansea



8

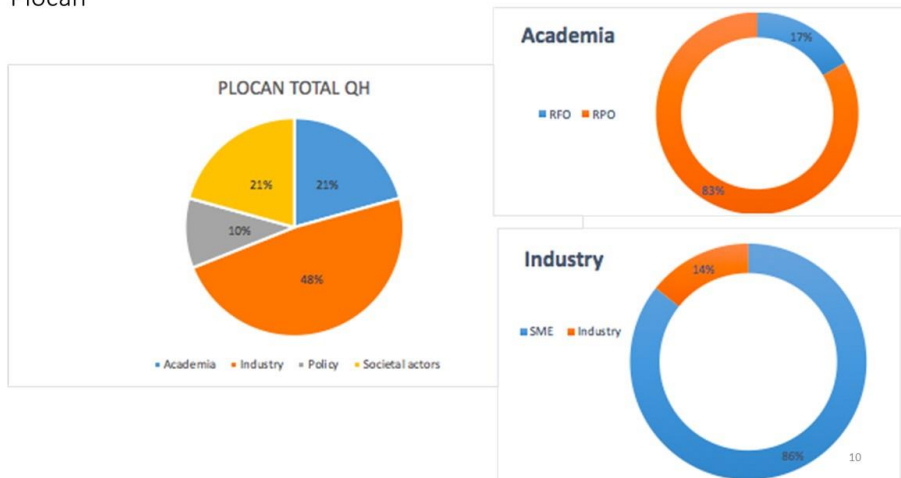
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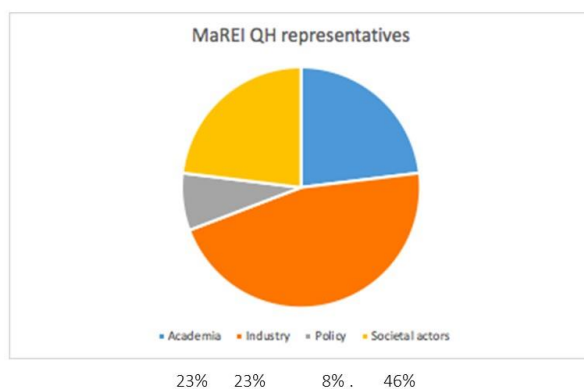
9



Plocan



MaREI



11

Why train the stakeholders? Question to the floor

- What are they here for in GRRIP?
- What are they already doing at your site?
- What would you like them to do?

Consider (in detail for session 2) a QH wish list for:

- Strategic stakeholders
- National experts; national strategy projects to connect to
- Who needs to be involved and is not included?
- Who is involved and does not want to be?

12

Why train the stakeholders?

- To make RRI in GRRIP relevant for them -> buy in
 - Outline a plan for engagement
 - Connect RRI with similar policy initiatives (ELSI, Gender equality) and projects, Key partners at national level (RRI tools, SAGE)
- To demystify RRI terms: RRI, QH, RRI keys
 - Develop a meaningful working language faithful to the RRI concept
 - Language of co-creation and community partnerships is key
- To understand their motivation, needs
 - Modes of engagement ('platforming')
 - Build Trust
 - Create alignment of interests and objectives for shared RRI vision



13

Challenges? Qu to the floor

- What are challenges to QH engagement and training ?
- What are solutions?

Challenges anticipated

- Fluidity of cohort; lack of initial availability
- Lack of common level/language and environment for equal participation (e.g. fishermen, not fluent in English, jargon, use of internet/social media, etc)



14

Challenges? Solutions example: citizen and 3rd sector engagement¹

	Relevant: gets to the QH's interests, issues
	Impactful: shows (demonstrable) impact
	Builds trust: softer impacts count
	Builds knowledge and skills: learning 'progresses' from start to finish
	Provides adequate resources: investing (time, resources) to bring out best in QH
	Builds legitimacy: QH 'buys in' to organisation and supports

¹ Adapted from PROSO barriers table <http://www.proso-project.eu/proso-support-tool-2018.pdf> p18



15



GRRIP SWOT ANALYSIS TEMPLATE

	Internal factors to RRI, i.e. characteristics of current organisation	External factors to RRI that affect the organisation
Problems, beneficial to implementing RRI RRI	STRENGTHS ○ Things that you your institution currently does well in for each of the 5 RRI pillars? ○ Does your institution have leadership support to implement RRI? ○ What internal resources, skills, knowledge and key personnel do we have on RRI (or related materials) which will support us deliver the goals of the GRRIP project? ○ Does the institutional leadership support RRI focused approaches? ○ What sets us apart from similar institutions based nationally? ○ What systems and supports are currently in place in the institution which support QH engagement and collaborative relationships with stakeholders: https://doi.org/10.26434/chemrxiv-2020-03-01	OPPORTUNITIES ○ Are there local/ regional/ national and policy initiatives in place which could enable you to drive the goals of GRRIP/RRI/collaborative decision making? ○ Has the project/your engagement in the project featured in local media? ○ What internal and external collaborators have taken a real interest in the project and its vision. Could they become champions? ○ What are the current needs for your sector? If the project fulfils its goals, how will the needs be met?
	WEAKNESSES ○ What structural/cultural factors could inhibit the successful implementation of RRI in your institution?	THREATS ○ What institutional factor could inhibit the successful implementation of RRI in your institution? ○ What regional/national issues could affect the project?

Challenges? Step 2 Prep

SWOT Analysis

Brainstorm the strengths, weaknesses, opportunities and threats to engaging the QH within your organisation

- **STRENGTHS**
- **WEAKNESSES**
- **OPPORTUNITIES**
- **THREATS**

QH Stakeholder network expectations

Survey (5 minutes) of your views of network extensiveness



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Training Stakeholders: Workshop content proposal

- Introduction/Re-Introduction to GRRIP
- Sharing and discussion of RRI Vision – why are we here? Why is the expertise of this group important?
- Sharing of site audit results and discussion
- How site aims to tackle these challenges from audit
- QH engagement plan roadmap
 - Co-creation of Action Plan
 - Plan for future QH engagement cycles/involvement



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Training the QH: Customisation needs

- Existing engagement platforms
- Support needed? E.g. flyers for training?
- Possible dates for training now, merging with open days?



18



Next steps

- Discussion with each site about their particular customisation requirements (July)
- Sites to deliver first training to their QH cohort (September or earlier depending on summer breaks). Please schedule as soon as possible
- Schedule date for Session 2 with DCU and UNESCO
 - Complete the SWOT analysis and RRI Vision & Objectives in advance



QH references 1: GRRIP desk research

- Deliverable 3.1 and D.3.2. (May SC version here [\[LINK\]](#) in Teams)
- **4.2.1 SoA synthesis report with QH engagement recommendations**
(WP 4. T.2 files [LINK](#))
- 4.2.3 QH Stakeholder perspective (sent for WP leader approval end May here [\[LINK\]](#) in Teams)
- 4.2.4 QH Engagement guidelines (draft in Ms teams)



QH references 2: wider literature

- Carayannis EG, Campbell DFJ. *'Mode 3' and 'Quadruple Helix': toward a 21st century fractal innovation ecosystem*. Int. J. Technology Management, Vol. 46, Nos. 3/4, 2009, pages 201-234
- Carayannis, E.G. & Rakhmatullin, R. J. *The Quadruple/Quintuple Innovation Helixes and Smart Specialisation Strategies for Sustainable and Inclusive Growth in Europe and Beyond*. Knowl Econ (2014) 5: 212. <https://doi-org.eur.idm.oclc.org/10.1007/s13132-014-0185-8>
- Miron D, Gherasim IA. *Linking the triple helix (university-industry-government) to the quadruple helix of university-industry-government – civil society in the field of international business and economics*. DOI: 10.2478/picbe-2018-0055
- In For Care Project (EU Interreg Project): Informal care and voluntary assistance: Innovation in service delivery in the North Sea Region. *A Quadruple Helix guide for Innovations*. https://vb.northsearegion.eu/public/files/repository/20180924154616_QiHelixguide.pdf



Appendix 3 Part B Step 2_Session on Customisation of Training Materials

4.3 Training Materials

Step 2

Customisation of Materials

September 2020



Session Objectives

- **Discuss generic set of GRRIP Stakeholder Engagement materials** and workshop format (shared 1 week prior to the session)
- **Contextualise the Stakeholder Workshops:** national drivers, current status (Audit 5.2), key challenges, site RRI goals
- **Workshop logistics and coordination:** discuss operational aspects of setting-up, registering and engaging site lead and stakeholders in onboarding and workshop delivery



GRRIP Stakeholder Materials & Workshops: *Key Objectives*

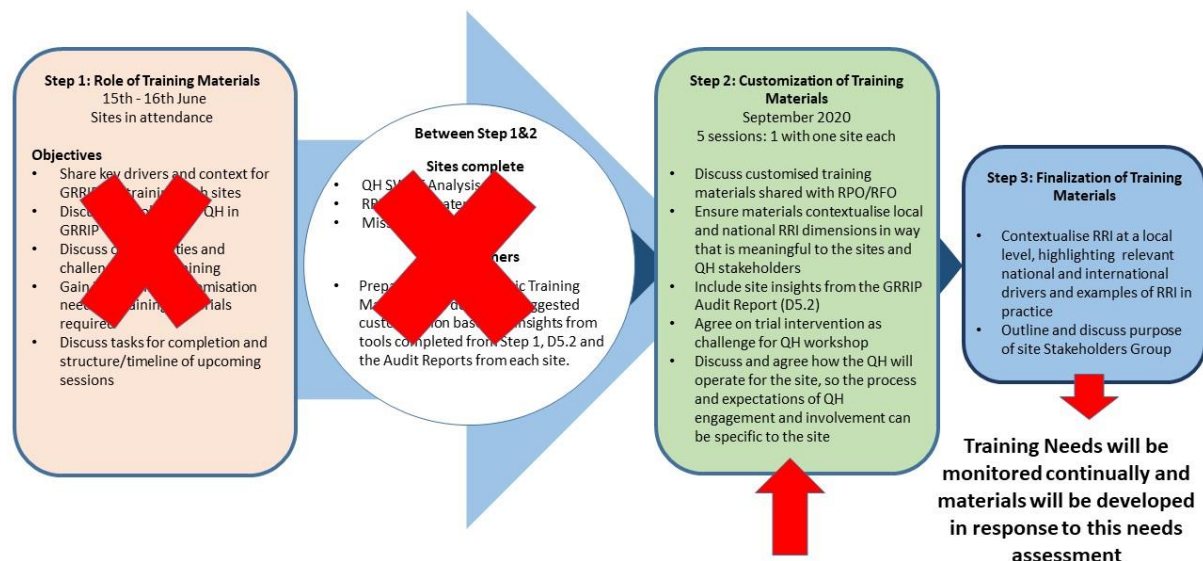
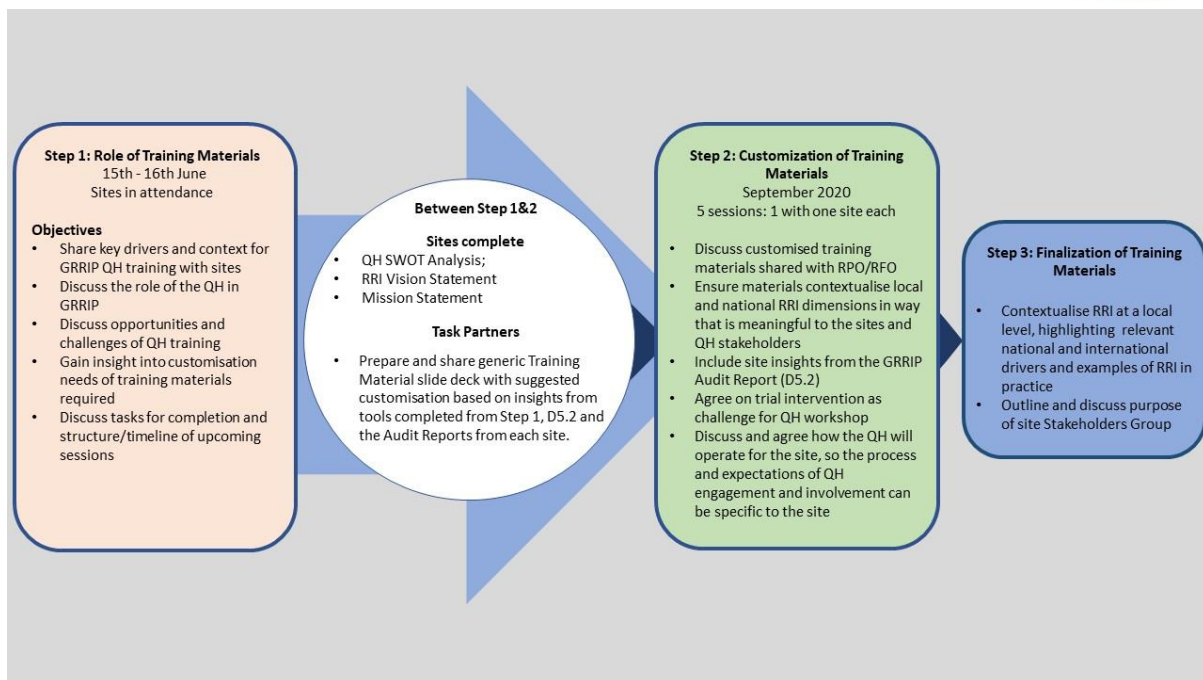
- Provide the national and international context and drivers for embedding RRI in the case study site for GRRIP stakeholders
- Highlight the importance of incorporating unique experiences and knowledge of the stakeholders in solving the M&M global and local challenges
- Prepare the GRRIP stakeholders with the relevant knowledge so they can engage effectively in the sites GRRIP stakeholder working group and Action Plan co-creation process;
- Facilitate interactive workshop sessions for GRRIP stakeholders which merge different expertise and support collaborative problem solving related to the sites RRI Action Plan creation and implementation
- Motivate GRRIP stakeholder involvement in the co-creation process during and beyond the lifespan of the project



GRRIP Stakeholder Engagement Materials: *Learning Objectives*

- Prepare the GRRIP stakeholders with the relevant knowledge so they can engage effectively in the sites GRRIP stakeholder working group and Action Plan co-creation process;
 - Reflect on data emerging from Audit Report (D5.2), specifically the Stakeholder Survey results to gain insight into current baseline understanding and training requirements
 - Reflect on feedback from sites from Step 1 of Training Materials process (SWOT, Mission Statement, RRI Vision)





GRRIP Stakeholder Engagement Materials



- **Blended learning approach**

- **Asynchronous training** - PDFs, Videos , documents, slides, calendar. Aspects which do not require a direct decision making focus or more administrative in nature
- **Synchronous training** – participation in the GRRIP Workshops, co-creative processes



Why have blended learning approach?

- Online workshops run for a shorter time period than face to face
- Read relevant resources on RRI in advance of the group session:
 - What is RRI?
 - How is it relevant to my sector/to me?
 - What are some examples of RRI in practice?
 - What role can I play in the GRRIP Stakeholder Workshops
- Opportunity to reflect and ask questions in advance of the session



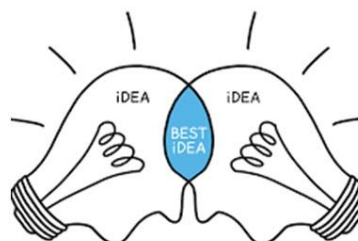
Your site, your context

- Review GRRIP Training Materials
- Discuss insights for local context – D5.2, SWOT (local, national drivers, language)
- What local projects are they already involved with / interested in?
- What is your institutional RRI vision? Strategic plans?
- How does this vision align with national/regional policy agendas?
- Is there common language/terminology used at a national level to describe RRI related initiatives?



Preparing your customised GRRIP material : GROUPWORK

- Task in Padlet (50 mins)
- Complete Padlets
 - What works well with the slides
 - What needs improvement
 - Prioritisation of data for onboarding materials
 - Identification of remaining gaps
 - Suggestions for overcoming gaps



GRRIP Stakeholder Workshops

- Dates – series
- Number of participants
- Assessment of tools/platforms
- Marketing
- Communications with Stakeholders
- Registration
- Evaluation



GRRIP Stakeholder Workshop Series

Getting to GRRIPs with RRI	Co-Create for Shared progress	Implementing and Sustaining Progress
<ul style="list-style-type: none"> • Contextualise RRI • Why form the group? • Why their expertise is important 	<ul style="list-style-type: none"> • Interventions • Action Planning 	<ul style="list-style-type: none"> • Operationalising Action Plans

GETTING TO GRRIPs with RRI

- General introduction and clear explanation of workshop process and aims
- Contextualising exercises – why are we here? Reflect on expectations and challenges of stakeholder engagement, both in the short and long term
- Reflection on audit results
- Breakout rooms to discuss challenges and prioritise solutions
- Discuss process for solving the challenges and groups contribution (Action Plan)
- Discuss Terms of Reference: Engagement Cycle and Stakeholder Platform. Conduct Poll



Next Steps

- Confirm workshop date
- DCU issue invitation
- Participants register using Eventbrite
- Site onboarding
- Hosts training



Appendix 4 GRRIP Stakeholder Workshops Getting to GRRIPs with RRI



Facilitators



Caitriona Mordan
Dublin City University



Erna Karalija
University College Cork



Juliana Chaves Chaparro
UNESCO

Session Objectives

- Why are we here?
- Why is RRI important?
- Why is your expertise essential
- How is RRI currently implemented in X



What is RRI?

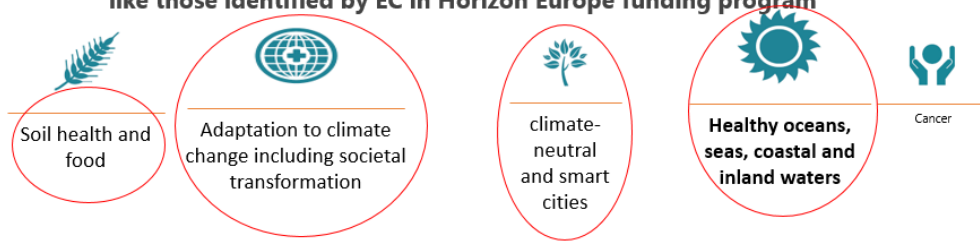
“an approach that anticipates and assesses potential implications and societal expectations with regard to research and innovation, with the aim to foster the design of inclusive and sustainable research and innovation” also giving more emphasis to the principles (inclusion, transparency, diversity, reflection and anticipation)

RRI anticipates and assess potential implications and societal expectations with regards to R&I, with the aim to foster the design of inclusive and sustainable R&I: to encourage, catalyse and synthesise high-quality research to support Societal Sustainable transformation

RRI is about: including all actors, and considering specific key issues and process dimensions



Society is facing many challenges today...
like those identified by EC in Horizon Europe funding program



That require knowledge and innovation IN MARINE and MARITIME areas to address them

The Universal Declaration of Human Rights (article 27) affirms everyone's right to participate in and benefit from scientific advances, and be protected from scientific misuses. This implies that the benefits of scientific advancement should be shared openly, free from restrictions by social groups, corporate entities or states. Above all, a rights-based approach to science seeks to create the conditions for equitable participation in the global science community and fair access to scientific information and goods.

Context and Drivers for Change





The Vision: *The science we need for the ocean we want*

The Decade is a framework to harness, stimulate, and coordinate research efforts of all stakeholders, at all levels, to support the delivery of the information, action, and solutions needed to achieve the 2030 Agenda and the SDGs. The Decade represents a participative and a transformative process. By design, it will bring stakeholders to collaborate in delivering fit for purpose knowledge and solutions to attain the SDGs.

www.oceandecade.org



The Decade aims to:

- 
Accelerate ocean science and knowledge sharing for sustainable development
- 
Foster innovative partnerships for transformative science-based actions to inform policies and solution delivery
- 
Support a well-functioning, productive, resilient, and sustainable ocean.





Local Context and Drivers for Change



GROUPWORK

- What local drivers exist?
- 10 minute breakout session
- Nominate a spokesperson
- Share and discuss results



The GRRIP project - Overview

- **Objective 1: Co-develop, implement and evaluate self-tailored RRI APs** to enable sustainable institutional and cultural change for the 5 M&M RPO&RFOs to embed RRI in their governance frameworks, structures and cultures.
- **Objective 2:** Establish structures to facilitate, promote and maximise real sustainable engagement with, and input from, **the QH** (industry, societal actors, policy and other RPO&RFOs).
- **Objective 3:** Establish indicators and methodology for impartial **Monitoring, Reflection and Evaluation** cycles, to ensure provision of evidence of societal, democratic, economic and scientific impacts of institutional changes.
- **Objective 4:** Develop a sustainable **Mutual Learning process** across the M&M RPO&RFOs both during the institutional and cultural change project and thereafter.
- **Objective 5: Legacy:** To enable more M&M RPO&RFOs to ground RRI practices through institutional and cultural changes by a) creating a practical user-friendly RRI AP framework template & guidelines, and b) launching a M&M RRI community.
- **Objective 6:** Examine how an **RFO can positively influence and encourage an RPO** towards RRI via its funding policy and interaction.



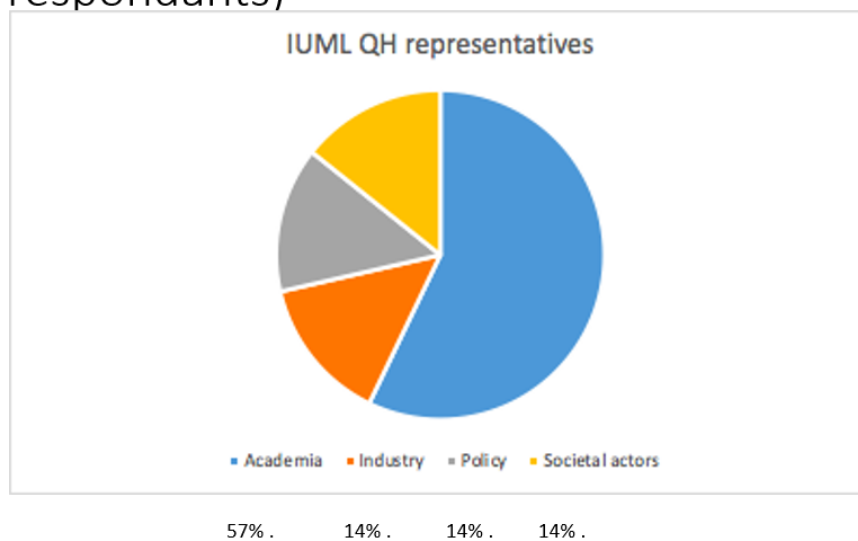
The GRRIP project - Overview



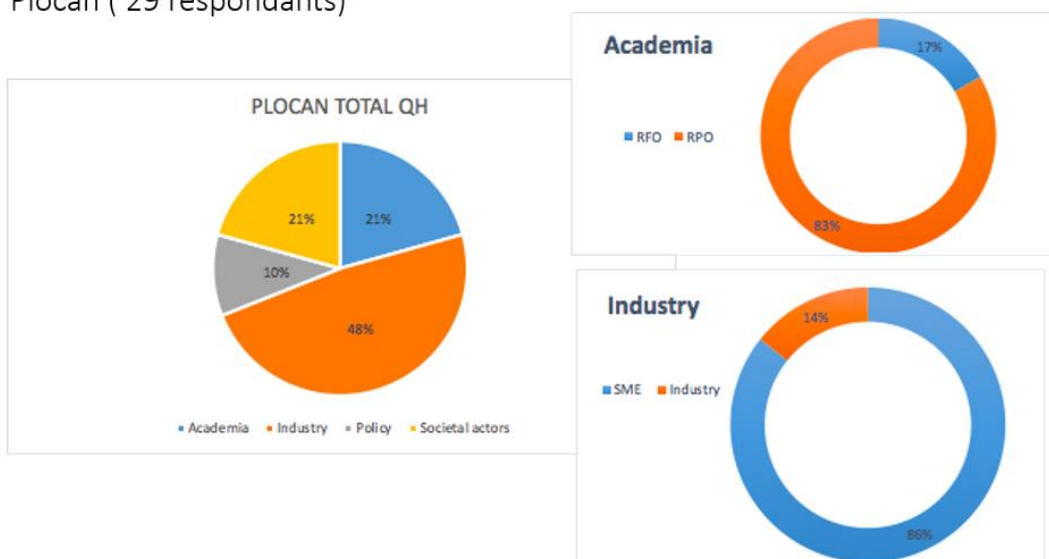
How is RRI currently implemented in X?

- INCLUDE DETAILS OF 5.2 methodology
- Audit insights per site

IUML (10 respondants)



Plocan (29 respondants)



The role of the working group

- *Objective 2: Establish structures to facilitate, promote and maximise **real sustainable engagement with**, and input from, **the Quadruple Helix (QH) (industry, societal actors, policy and other RPO&RFOs)**. GRRIP will pay particular attention to **societal actors** (often referred to as citizens, public, society, civil society organisations) through the entire project and within each RPO&RFO's R&I process interventions...*



What is the Quadruple Helix (QH)?

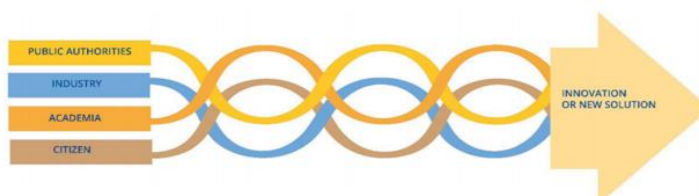


Diagram 1. Quadruple Helix model (Värmland County Administrative Board, 2018)

Why your input is important

Facilitate structures for participation	Influence R&I Agendas	Co-develop and co-decide about R&I
<ul style="list-style-type: none"> -Including public interest groups (CSOs, patient organizations, trade unions, citizen panels) in the definition and supervision of R&I (advisory and evaluation boards, research ethics committees...) -Developing the creation of Science Shops, Living Labs and other related structures aiming at promoting multi-stakeholder dialogue. 	<ul style="list-style-type: none"> -Promoting the use of facilitating deliberations methods to induce citizens participation into R&I policy-making. -Increasing citizens engagement in monitoring transparency and traceability of outcomes of R&I projects. -Advancing towards future-oriented decision making. 	<ul style="list-style-type: none"> -Fostering research projects with more societally relevant outcomes, implementing participatory research designs in an iterative fashion. -Promoting community-based research. -Fostering participatory Technology Assessment -Pilot prototypes, prefinal products.

Source: <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/public-engagement-responsible-research-and-innovation>

Your expectations of the session

What do you hope to gain from the session today?

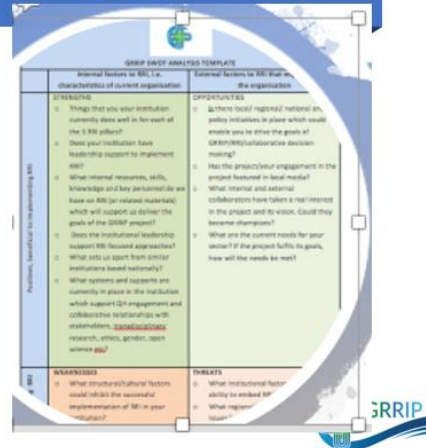
Share your ideas in Padlet

5 mins to type



Challenges & Opportunities

- SWOT analysis
- Discuss challenges and opportunities in groups
 - Share on Padlet
 - Share back to group
 - Discussion



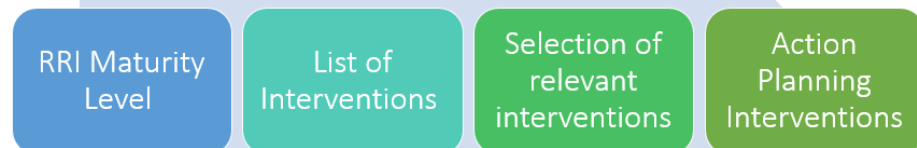
GRRIP SWOT ANALYSIS TEMPLATE

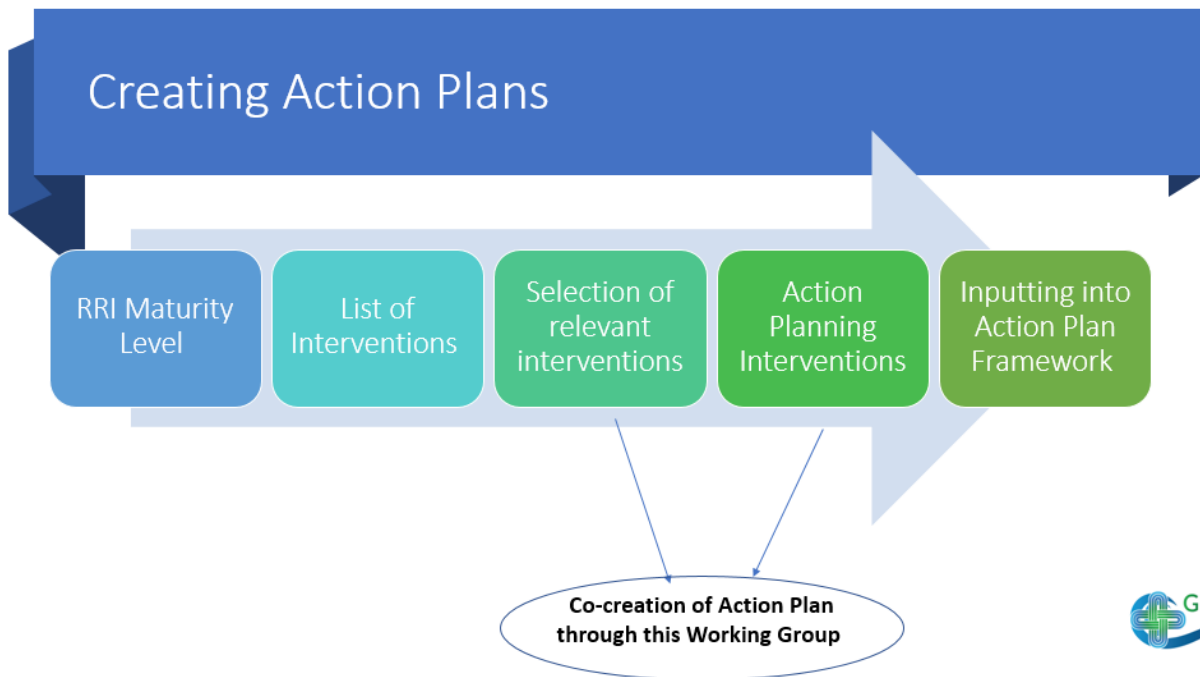
Internal factors to SW, i.e. characteristics of current organisation

External factors to SW, i.e. external factors to SW that affect the organisation

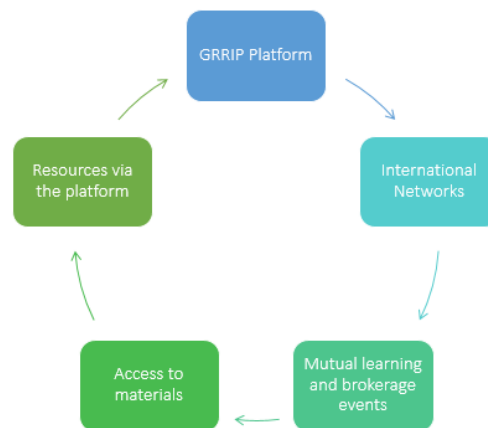
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> Who are the key people in your institution currently doing well in for each of the 5 RRI pillars? Does your institution have leadership support to implement RRI? What internal resources, skills, knowledge and key personnel do you have on RRI (or related matters) which will support or hinder the goals of the GRRIP project? Does the institutional leadership support RRI focused approaches? What sets us apart from similar institutions based nationally? What systems and supports are currently in place in the institution which support RRI engagement and collaborative relationships with stakeholders, <u>academically</u>, research, ethics, gender, open science, etc? 	<ul style="list-style-type: none"> What structural/cultural factors could inhibit the successful implementation of RRI in your institution? 	<ul style="list-style-type: none"> Are there local/national/international policy initiatives in place which could enable you to drive the goals of GRRIP/your organisation decision making? Has the project/your engagement in the project featured in local media? What internal and external collaborators have taken a real interest in the project and its vision. Could they become champions? What are the current needs for your sector? If the project fails, to what, how will the needs be met? 	<ul style="list-style-type: none"> What institutional factors could hinder RRI? What regional/national/international factors could hinder RRI?

Creating Action Plans





Sustained network and support



Next Steps

- Your feedback is always welcome
- Sharing Terms of Reference
- Materials shared in advance of next workshop
- Chat function available on Slack
- Notification when materials available for next workshop

