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Programmes and concepts for all citizen and multi-actor consultations

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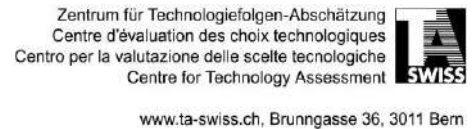
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Summary

This deliverable is the product of 50 National Research & Policy workshops (NRPs) held as part of the second consultation phase of the CIMULACT project. At least one workshop was held in each of 30 participating European countries (28 EU member states + Norway and Switzerland) in the period September 2nd until October 8th 2016.

CIMULACT stands for 'Citizen and Multi-Actor Consultation on Horizon 2020'.¹ The project engages citizens, along with a wide range of other actors, in redefining the European Research and Innovation agenda and thereby making it more relevant and accountable to society.

While the first phase of the CIMULACT project aimed at collecting visions for sustainable and desirable futures formulated by European citizens. The second phase of the project aimed at transforming these visions into research and policy options.

The scope of the NRPs was twofold: 1) *Test, validate, enrich and prioritise* the research programme scenarios developed during the first phase of the project (WP2.1), 2) *Experiment with methods* for co-creating research and policy recommendations by citizens and multi-actors.

Consulting different target groups and using a variety of concepts for consulting these groups the research programme scenarios have been enriched by a diverse group of citizens and societal actors with a high diversity of perspectives. All together 977 European citizens and multi-actors were consulted during the NRPs.

In order to understand the context in which the NRPs were held it is central to understand the structure of the CIMULACT project. For the same reason the first half of this summary presents the CIMULACT project and its results until the NRPs, while the second half of the summary will focus on the results of the NRPs.



30 European countries
160 enriched research scenarios

The programmes, concepts, and outcome of the consultations are presented in national reports which are to be found in extension of the summary. The national reports have been written by the consortium partners.

¹ Horizon 2020 is the current EU Research and Innovation programme which runs from 2014-2020.

Process overview

(See also Figure 1 and Table 1)

National Citizen Vision Workshops (NCVs): Five months after the CIMULACT project was launched (June 2015), a series of National Citizen Vision Workshops (NCVs) were held in each of 30 participating European countries. More than 1000 citizens joined the workshops in order to formulate visions for sustainable and desirable futures across Europe. 179 concrete and unique visions were formulated during the NCVs. These visions are crucial and absolutely central in all the project's results. See Box 1 for further details on how CIMULACT defines a vision.

Box 1: What are CIMULACT Citizen Visions?

In CIMULACT visions are descriptions of sustainable and desirable futures lying 30-40 years ahead of our time. All National Citizen Vision Workshops followed the same procedure (with slightly local adaptations), and facilitators used the same scripts and materials such as pictures, templates, and inspirational magazine.

Each vision has been produced by 6-8 citizens working together in groups using a step-by-step process. They used both their imagination and their experience from their every-day life to formulate the visions.

All visions include the following elements:

- A long description of their vision for 2050
- An Illustration of the vision

In addition each group should answer the following questions:

- In your desirable future, what is different from today?
- Is your vision desirable for everyone? Are there any concerns?
- What is your vision in brief?

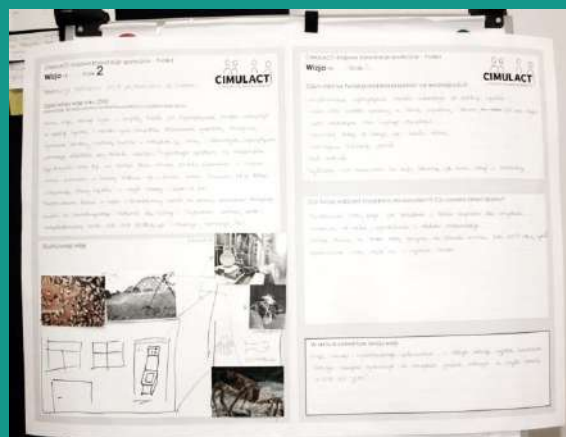


Photo: Example of a vision from Poland.

Clustering workshop: In February 2016 the 179 citizen visions were brought to a clustering workshop where the CIMULACT consortium partners, external experts, and 'creative thinkers' clustered the visions into 29 'social needs' (i.e. needs as defined by the citizens in their original visions for sustainable and desirable futures). For practical reasons the consortium partners merged the 29 social into following 12 domains of social needs:

1. Equality
2. Unity and Cohesion
3. Citizenship Awareness and Participation
4. Holistic Health
5. Sustainable Food
6. Life Long Processes
7. Strength-Based Education and Experiential Learning
8. Harmony with Nature
9. Personal Developments
10. Green Habitats
11. Sustainable Economy
12. Sustainable Energy

Co-creation workshop: The 'social needs' guided the future work of CIMULACT which included a co-creation workshop held in Milan in April 2016 where approx. 100 citizens, experts, and consortium partners met to co-create 48 research programme scenarios based on the 12 social needs (See Box 2). Each research programme scenario was composed by the following six elements:

- *Aspiration:* The overarching goal the research programme aspires to achieve
- *Research direction:* The overarching direction of the proposed research
- *Possible research questions:* Concrete research questions to be addressed in this programme
- *State of play (experts' view):* The current state of play and best available knowledge in this area as seen by the experts
- *State of play (citizens' view):* The current state of play in this area as seen by the citizens
- *Concerns:* Concerns of both the citizens and the experts related to this research programme

National Research and Policy Workshops (NRPs): The 48 research programme scenarios guided the next phase of the project that included the NRPs held in early autumn 2016. All NRP participants were introduced to a minimum of 8 different research programme scenarios before or during the workshop.

Online Research & Policy Consultations: In parallel to the NRPs, the 48 research programme scenarios were discussed through an open cross-European online

consultation. The scope of the online consultation was primarily to validate and prioritize the 48 research programme scenarios, and did not interfere with the face-to-face consultations.

Core-partner meeting compiling the results: In November 2016 the core partners met to compile the results of all engagement activities from the first and the second phase of the CIMULACT project. The objective of the meeting was to prepare the results in a way that is easy for the European Commission to continue working with.

Pan European Conference: In December 2016 a pan-European Conference was held to finalise the social needs-based research programme scenarios. During this highly interactive conference, CIMULACT partners, experts in different fields and project officers from the Commission worked together and revised the research programme scenarios in the light of the results obtained from the online and face-to-face consultations held in September and October 2016.

Overview: A graphical illustration of the entire CIMULACT process is shown in Figure 1, and a resumé is presented in Table 1.

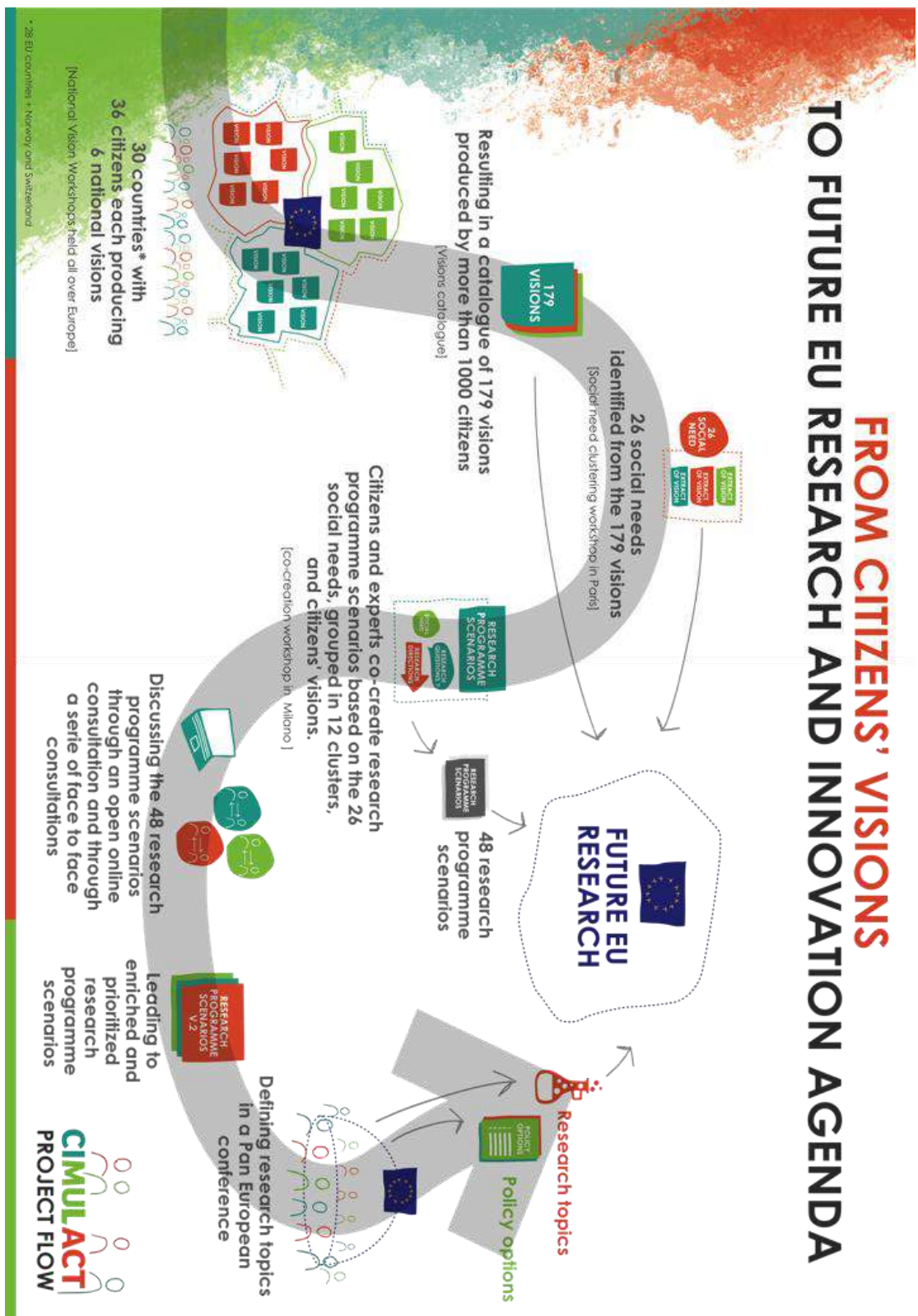


Figure 1. Graphical illustration of the CIMULACT process from citizens' visions to research topics and policy options.

Table 1: Summary of the CIMULACT process until now.

When	What
November 2015 until January 2016	<i>National Citizen Vision Workshops (NCVs):</i> 30 national citizen workshops were organized in 30 European countries involving a total of 1088 citizens. Participants were selected according to a strict set of criteria to achieve an optimum diversity of backgrounds. In each of these workshops six visions outlining desirable futures from the citizen perspective were developed. The full length of the visions can be read in deliverable 1.3. ²
February 2016	<i>Clustering workshop:</i> The CIMULACT consortium together with 10 external experts analysed the citizen visions and extracted 29 social needs. These were for practical reasons clustered into 12 social needs, each underpinned by several citizen visions from the different countries.
April 2016	<i>Co-Creation workshop:</i> More than 100 people (30 citizens ³ , 30 experts from EU and non-EU countries and more than 40 researchers from the CIMULACT consortium) took part in a joint co-creation workshop for the development of research programme scenarios, based on the social needs elicited in the clustering workshop. The full length of the co-created research programme scenarios can be found in deliverable 2.1 ⁴ .
September 2016 until October 2016	<i>National Research and Policy Workshops (NRPs):</i> 50 workshops were organized in 30 European countries involving 977 citizens, policy makers and experts. The NRPs took basis in the 48 research programme scenarios and their goal was to enrich, validate and priorities the 48 research programme scenarios developed during the co-creation workshop.
December 2016	<i>Pan-European Conference:</i> CIMULACT partners, experts in different fields and project officers from the Commission will work together and revised the research programme scenarios research programme scenarios.

² Deliverable 1.3: Vision Catalogue – Encompassing the visions from all 30 countries

³ A citizen representative from each national consultation was invited to the co-creation workshop.

⁴ Deliverable 2.1: First draft of social needs based research programme scenarios

Box 2: Titles of the *original* 48 research programme scenarios

Equality

- 1a. Digital Inclusion
- 1b. Balanced work-life model
- 1c. Empowering diversity in communities
- 1d. Social Economy

Unity and Cohesion

- 2a. Basic universal income so nobody is left behind
- 2b. Community building development
- 2c. Evidence-based community building
- 2d. Alternative economic model

Citizenship Awareness and Participation

- 3a. Data for all – Share the power of data
- 3b. "Snakes and Ladders". Connecting scales of issues and actors
- 3c. The transparency toolbox
- 3d. Empowered citizens

Holistic Health

- 4a. Quantitative person-centred health
- 4b. Access to equal and holistic health services and resources for all citizens
- 4c. Finding a balance in a fast-paced life
- 4d. Promoting well-being through relating environments

Sustainable Food

- 5a. Good food research
- 5b. Good quality food for all
- 5c. Responsible use of land
- 5d. Evolving food culture in growing cities

Life Long Processes

- 6a. Health empowerment through "Everyone's science"
- 6b. Deconstruction of age
- 6c. Here, there and everywhere
- 6d. I'm empowered to lead my changes

Strength-Based Education and Experiential Learning

- 7a. Educational ecosystem as a driver of social innovation and local development
- 7b. Rethinking (the new) "job market needs"
- 7c. Design literacy and life skills for all
- 7d. SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment

Harmony with Nature

- 8a. Top trending: at one with nature
- 8b. Urban-rural symbiosis
- 8c. Ecological future education
- 8d. Transforming technologies for planet and people

Personal Developments

- 9a. Technology as a means of well-being
- 9b. Personal and organisational choice management
- 9c. (Business) Models for balancing time
- 9d. Meaningful research for community

Green Habitats

- 10a. Freedom to choose where we live
- 10b. Freedom to live where we choose
- 10c. The bigger (cities) the better
- 10d. Moving together (more collective transport options)

Sustainable Economy

- 11a. Learning for society
- 11b. Production awareness
- 11c. Consume less, enjoy more
- 11d. From Wall Street to Main Street

Sustainable Energy

- 12a. Smart energy governance
- 12b. Enabling market for energy prosumers
- 12c. Interconnected open systems
- 12d. Beyond energy efficiency: less consumption by structural design and behaviour

3. Execution of the NPRs

The National Research and Policy consultations (NPRs) were conducted over a two months' period following a process coordinated by the core partners. The consortium partners were given a high degree of freedom on how to consult their target group(s). While some partners used the methods presented in the toolkit (D3.1), others were more creative and experimented with alternative ways of consulting their target groups. In this way the event could take different forms as long as they followed the guidelines and quality criteria laid out by the consortium.

The following sections present the quality criteria and guidelines (including toolkit, training, wish list and mandatory questions) which the partners were required to follow.

3.1 Quality criteria

The quality criteria for the consultation concepts were the following:

- Must engage either citizens, students, stakeholders, or CSO's (more than one target group is allowed)
- Must have a gender balance

- Must take its starting point in the scenarios developed in task 2.1 (D 2.1)
- Must result in input back to the revision of the scenarios in task 2.2 (D 2.2)
- Must engage at least 30 participants in each country

3.2 Toolkit and training

To assist the partners in designing or selecting a suitable method for their consultations, a toolkit with three methods for consulting citizens, stakeholders and multi-actors was prepared. This meant that the partners with least experience with participation methods could pick one of those and focus on making their information material, recruiting participants etc. In addition to the three methods the toolkit included guidelines for recruitment of participants, fulfilments of quality criteria, communication and dissemination, facilitation, venue requirements and ice-breakers.

In order to ensure that every partner knew the objectives of the NPRs, the quality criteria and the guidelines a series of training seminars (online and face-to-face) were held. The seminars included:

- A one-day training workshop (Milan, April 2016)
- Three method webinars (June 2016) where each of the three methods in the toolkit was explained
- Brush-up webinar where objectives, guidelines, and quality criteria were brushed-up (August 2016)

3.3 Wish list

The logistics lying in ensuring balanced focus on the 48 research programme scenarios, variety in target groups and high diversity in methods was managed by the Danish Board of Technology Foundation (DBT). DBT developed a so-called 'wish list' which the partnering countries were obliged to fill out.

The procedure for selection of research programme scenarios was as follows:

- Each country had an opportunity to select the research programme scenarios that the partner in that country found most relevant for their country.
- The partners indicated their preferences in the wish list including a description of the reasons behind the choice (e.g. that energy is a highly debated issue in country X, or that economic growth is a main political topic in country Y, that the chosen issues fit the specific target group, or...). As a general rule, no partner should select less than 8 research scenarios.

- In the wish list the partners should select min. 8 research programme scenarios they would like to enrich during their NRP(s). In addition, they should select their target group(s) and which method they would prefer to use, if they considered taking one from the toolkit.
- After all the partners had provided their wishes, DBT checked that all scenarios were picked a minimum of three times.

Most partners got their first wishes, but a few had to pick a new method or alternative research programme scenarios. When the distribution of research programme scenarios, methods and target group was satisfying, all partners got a 'go' to start recruiting participants. The final approved list can of can be seen in table 3.

3.4 The five mandatory questions

In contrast to the NCVs there were no fixed manual, premade materials, or manuscripts for the NRPs. This meant that even the partners who picked a method from the toolkit had to produce the material, the presentation, templates, etc. However, 5 mandatory questions were developed and should be answered by the participants during the workshops. These questions were the following:

1. What challenge(s) does this research scenario address?
2. Is it important from your point of view to address this challenge? Why?
3. How could it be approached?
4. Who should be involved in solving the problem?
5. What should be the main goals/impacts of the research activity?

The questions were developed, so that the research programme scenarios would be enriched in a way that could feed into the structure of a Horizon 2020 topic that is composed of the three elements: 'Specific challenge', 'Scope' and 'Expected Impacts'. When reading the outcome of the consultations in the national reports, the structure is directed by these 5 mandatory questions.

3.5 Prioritisation

One of the challenges with the CIMULACT project is the massive amount of data generated during the participatory events. This has called for a prioritization of which outcome is the most important. For this reason the NRPs involved a series of prioritization steps. The rules for these steps are described in detail in the toolkit⁵, but are also described in each of the national reports. In summary, every partner was obliged to select min. 8 research programme scenarios for their workshop. The participants should then select min. 5 research programme scenarios to enrich during the NRPs. Lastly, the participants across

⁵ Deliverable 3.1: Toolkit and training Toolkit and guidelines for the consultations

all 30 countries, should vote on the research programmes from their consultation they found the most important to implement in Horizon2020. This final prioritization exercise could be done in one of the two following ways:

- A. **For a 1-day meeting with several tables:** After enriching the scenarios a priority vote is made. All produced scenarios are presented in plenary. The participants vote on those they find to be best tackled, most important and have the best impact on society. They are prompted to sincerely consider other scenarios than their "own". The participants get two votes each.
- B. **For methods with several serial meetings:** 1-2 weeks after the last meeting all produced enriched scenarios are sent/mailed to all participants. They then have 1 week to vote via mail/email/telephone. They get 2 votes each.

A



B

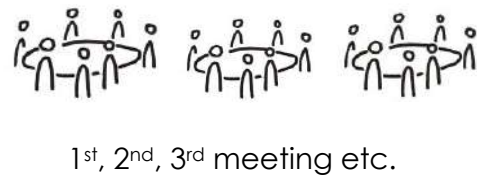


Figure 2: The participants vote on the enriched research scenario they find to be best tackled, most important and have the best impact on society.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

Table 2: List of the research programme scenarios selected and prioritized in the 30 participating countries. Grey spaces indicate research programme scenarios selected by the country and grey spaces with a number indicate which research programme scenarios were selected by the participants. The number gives the ranking after participants' prioritization.

*Research scenarios selected more than once by a country are presented with two rankings (e.g. Portugal).

	Austria	Belgium	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Luxembourg	Malta	Netherlands	Norway	Poland	Portugal	Romania	Slovakia	Slovenia	Spain	Sweden	Switzerland	UK
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11b						3	2		5													1								
11c	1		3				1						3																	
11d							1																							
12a																						6								3
12b																						2								
12c								3																						
12d					1		4							2																3

4. Experiment with methods

A clear goal of the CIMULACT process was to experiment with methods for engaging citizens in defining research and innovation policies and options. For the same reason all consortium partners were encouraged to take up the challenge of working with the relatively technical and academically heavy research programme scenarios in a way that would encourage new participants including citizens, policymakers, stakeholders, and experts, to enrich the research programme scenarios, while at the same time experiment with new methods for public participation.

11 new methods were developed and tested as a part of the NRPs. Many of the methods take inspiration from classic engagement methods, while others are original and can be used for other purposes than research and policy consultations.

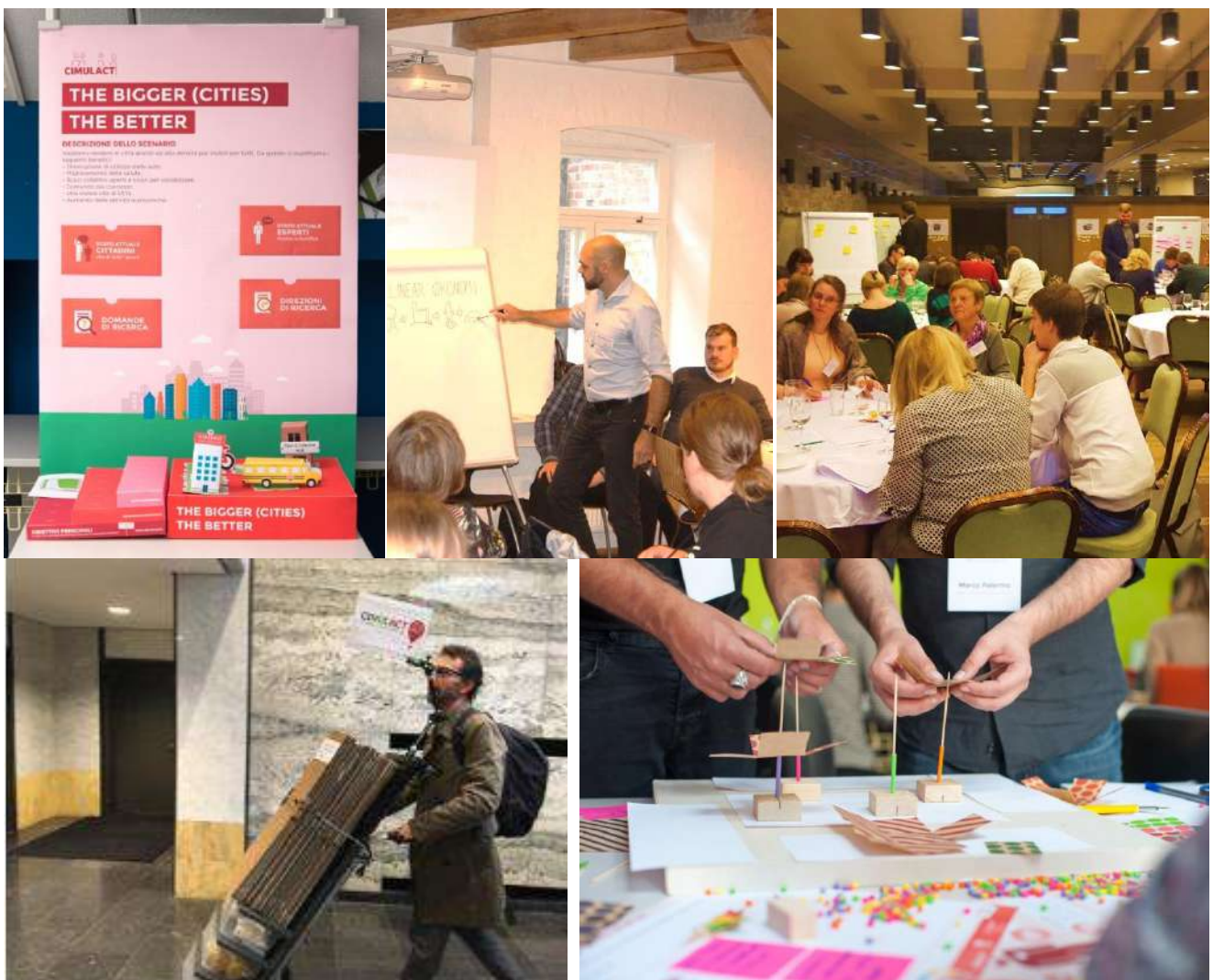


Photo: Snap-shots from the National Research and Policy workshops (NRPs)

In any case, all methods are original in the sense that they present new ways of engaging citizens and multi-actors in defining recommendations for research and innovation. Many rather traditional in the approach because a high quality and useful output of the workshops was prioritized over creativity. An overview of the selected methods can be seen in table 3.

WP5 will give detailed descriptions of each method, but a resumé of the 11 methods is given in the following:

1. **The Belgium Caravan (Developed by SDS):** The concept is that the caravan travels for one week and stops for three hours at different locations (where it meet with various stakeholders and policy makers. Rather than struggling with inviting stakeholders all in the same place at the same time, the idea of the workshop was to pay these target groups a visit, interact in their context, and to link stakeholder groups that are usually hardly interact with each other. The Belgium CIMULACT Caravan stopped at 7 locations in Belgium and consulted 5-7 participants at each pit stop.
2. **The Consensus Workshop (Developed by DBT):** The concept is that citizens gather and get a common understanding of the problem they are facing and together formulate questions for experts and hereafter deliberate together without the experts. In the Danish NRP the citizens met and discussed 8 research programme scenarios. Hereafter they developed a list of questions for an expert panel with 9 panel members. The expert panel met the citizens, and for two hours the citizens got the chance to ask clarifying questions to the experts. On day 2 the citizens met again and formed groups with 5-8 participants. After a brainstorm and moderated discussions the group should try to reach consensus on how to answer the 5 mandatory questions and fill out the template. Duration of the workshop was 1.5 days.
3. **Co-design workshop (Developed by Polimi):** The concept builds on existing co-design methods and tools. The setting was composed by 5 areas, each related to a research programme scenario. Each area included a poster, a 3D model representing the scenario and two tables. Groups of 7/8 persons were seated in front of each area where they should fill out the template. For each group two subgroups were formed with this aim: while both subgroups could read the paragraph "Aspiration" of the scenarios, just one subgroup could read the "State of Play" and the "Research Directions and Questions" elaborated in the previous workshop held in Milan. The subgroups worked separately for the whole day. This little experiment was made in order to see if there would be any difference in the results of the groups that had the extra information relative to those who only worked with the knowledge gained from 'Aspiration'.

4. **Prototyping research programme scenarios (Developed by 4motion):** Taking inspiration from design thinking and group interviews this workshop aimed at stimulating the participant's creativity while keeping a clear focus. The concept was to mix group discussions during which groups of 3-5 persons were asked to discuss different questions and filling out foreseen templates with the five mandatory questions. In addition the workshop had plenary and half-plenary sessions during which presentations, interviews, or votes took place.
5. **Road mapping/back casting workshop (Developed by DLO LEI):** The concept is to plan for sustainable development and innovation through back casting. For a certain topic (in this case one of the research scenarios) a desirable future is defined. Then the idea is to work backwards to identify steps that must be taken to connect the future with the present: What must be done today to reach that future? These actions are described in a roadmap. The duration of the workshop was 2.5 days and the target group was students.
6. **Speed expert consultation (Developed by the NBT):** This simple approach was a quick way to enrich many research programme scenarios in a limited period of time. The participants were split into groups upon arrival. For roughly two hours, the experts enriched, challenged, and commented on a research programme scenario. It was emphasized that the discussions should work towards answering the five mandatory questions, representing the groups' view. This was followed by a plenary session with short presentations of the results. Duration of each workshop was 3 hours and the target group was stakeholders.
7. **Trio expert panel workshop (developed by SAS):** The NRP in Bratislava, Slovakia, took form of three separate expert panels of mixed participants (3 target groups: policy makers, business stakeholders and scholars). The concept was highly facilitated group work, in which the participants react to each other and bring up questions, knowledge and insights into a specific research scenario for each group. Duration of the workshop was 1 day.
8. **The Who, What and Why Method (Developed by ASDC):** The concept was to guide the target group in a playful way in directions where they could answer or provide ideas for the mandatory questions. This was done by many small exercises and highly moderated discussions. Each group had lots of flipchart paper, pens, scissors, glue and the leftover photos from the NCV workshop. Duration of the workshop was one day and the target group was students.
9. **Group interview with a co-design session (developed by ITA and Polimi):** The method corresponds to Method I in the toolkit (D3.1). The concept is a 6 hour process with alternating steps of reading, discussing, and deliberating. Some steps

include sketching and actor maps. The target group is citizens, and the event can be held as a single event with more than 30 participants or multiple series of smaller events with fewer participants.

10. **Facilitated stakeholder working groups (Developed by DBT and TA Swiss).** The method corresponds to Method II in the toolkit (D.3.1). The method is designed as a workshop that enables focused discussions between different groups of stakeholders. The method is very simple consisting of five modules (information, selecting topic, discussion, deliberation, and vote) of which some can be repeated if more than one research scenario is to be enriched by each group. Duration of the workshop is 6 hours.
11. **World Café tour (Developed by MP and GDI):** The method corresponds to Method III in the toolkit (D3.1). The method can be used by partners who want to organize a consultation with mixed target groups: citizens, stakeholders, and policy-makers together. The concept is that the discussion is initiated at each table (6-8 persons). After 60 minutes, led by the table facilitator, the participants select a “host” to stay at the table and summarize the results of the discussion for the next group, and then the rest of them (i.e. 6 people) move to a new table to work on and discuss a different research scenario. Duration of the workshop is 1 day.



5. Outcome of the NPRs

The National Research and Policy Workshops (NPRs) were held as planned in the period September 2nd until October 8th 2016. During this relatively short period 977 participants joined the events which took place across 30 European countries. All research programme

scenarios were selected at least three times by the partners and enriched at least once. A total of 160 research programme scenarios were enriched during the consultation phase.

The enrichment process varied between research programme scenarios, between target groups and countries. In general, most participants used the original research programme scenario as the basis of their final product and simply adding more arguments, more examples, providing concrete ideas and making the challenge more precise. Other participants more or less repeated what was already in the research programme scenario, hereby validating the original scenario rather than enriching it.

It was generally challenging to explain the context and the desired outcome of the workshops to the workshop participants. Answering the three first mandatory questions in the template was for most participants a good process, and maybe for the same reason, it is within these questions that the best ideas are found. It was also within these questions that the participants were most creative, possibly because the participants tended to find it easier to relate to these questions which are also the core of a research topic: 'challenge' and 'scope'.

For the two last questions 'Who should be involved in solving the problem?' and 'What should be the main goals/impacts of the research activity?' the participants mostly gave generic answers like 'everybody', 'a better world' or 'happier people'. It is also particularly for these two questions where we see a difference in the answers made by experts/stakeholders on the one hand and citizens on the other.

The prioritization at the end of the workshop does not give a 100 % true picture of what the participants found most important, since the participants were only presented to min. 8 research programme scenarios that the partners had chosen. However, it gives an indication on where their main interest is. Some research programme scenarios were given 1st priority by more than one country and other countries have more than one 1st priority (this occurred if the votes were evenly distributed between two research programme scenarios). Below are the enriched research programme scenarios that were given 1st priority in the 30 countries.

- 1b. Balanced work life model
- 1c. Empowering diversity in communities
- 2.d Alternative economic model
- 3b. "Snakes and Ladders". Connecting scales of issues and actors
- 3d. Empowered citizens
- 4a. Quantitative person centered health
- 4c. Finding a balance in a fast paced life
- 5c. Responsible use of land
- 7a. Educational ecosystem as a driver of social innovation and local development
- 7b. Rethinking the "new job market's needs"
- 8b. Urban-rural symbiosis

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- 8c. Ecological future education
- 8d. Transforming technologies for planet and people
- 10c. The bigger cities the better
- 10d. Moving closer together
- 11b. Production awareness
- 11c. Consume less enjoy more
- 11d. From wall street to main street
- 12d. Beyond energy efficiency

The enriched research programme scenarios given 1st priorities do not surprise when comparing the themes with the results of the National Citizen Vision Workshops (NCVs). The topics are "soft valued" person centred and touch on issues that people face in their everyday life. The participants in the NRPs are particularly concerned about emerging technologies, the environment, economic instability, altered job market, and impersonal treatments/education. They want to improve personal long life education, get economic stability, empower citizens, enhance social connectivity, improve the symbiosis between cities and rural areas, and they want a better work life balance.



Photo: Enriching research programme scenarios during the NRPs. CIMULACT 2016

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

Table 3. Overview of the number of participants and target group consulted and the method being used and the NPRs. The methods 1, 2 and 3 refer to the methods described in the Toolkit (D3.1).

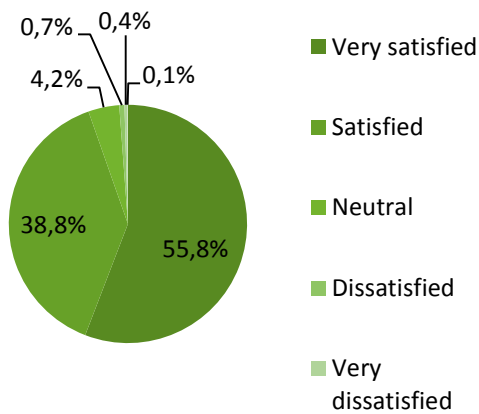
Country	Experts	Stake-holders	Policy makers	Citizens	No. participants	No. workshops	Used method(s)
Austria	13			19	32	2	Method 1 +2
Belgium		41			41	7	Own
Bulgaria				30	30	1	Method 1
Croatia		15	5	15	35	1	Method 3
Cyprus		31			31	6	Method 2 (variation)
Czech Republic	19				19	1	Method 2
Denmark				27	27	1	Own
Estonia				31	31	1	Method 1
Finland				47	47	5	Method 1 (variation)
France	12		8	14	34	1	Method 3 (variation)
Germany	26				26	1	Method 2
Greece				30	30	1	Method 1 (variation)
Hungary		14	2	11	27	1	Method 3
Ireland		33			33	1	Method 3
Italy	38				38	1	Own
Latvia				36	36	1	Method 1
Lithuania				35	35	1	Method 1
Luxembourg	19				19	1	Own
Malta	2	1	2	30	35	1	Method 3
Netherlands				31	31	1	Own
Norway	21				21	2	Own
Poland				39	39	1	Method 1 (variation)
Portugal		18		20	38	2	Method 1 (citizens) method 2 (experts)
Romania		34			34	1	Method 3
Slovakia	10	10	6		26	3	Own
Slovenia				31	31	1	Method 1
Spain				49	49	1	Method 1
Sweden	8			25	33	1	Method 3 (variation)
Switzerland	17				17	1	Method 2
UK				52	52	1	Own
Total	185	197	23	572	977	50	

6. Evaluation

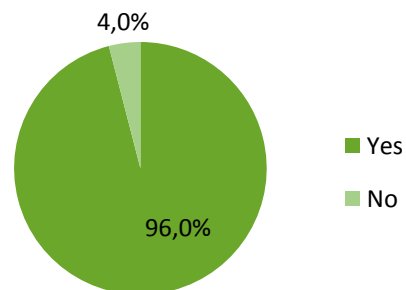
All participants were encouraged to fill out an evaluation scheme at the end of the workshop. The participants' evaluations are found in Figure 3 and 4.

Overall the participants were satisfied with the events and 96 % of the participants would like to take part in such an event again. 70 % expressed satisfaction with the moderators and the same proportion felt sufficiently comfortable at ease to speak out and choice their opinions during the process (Figure 3).

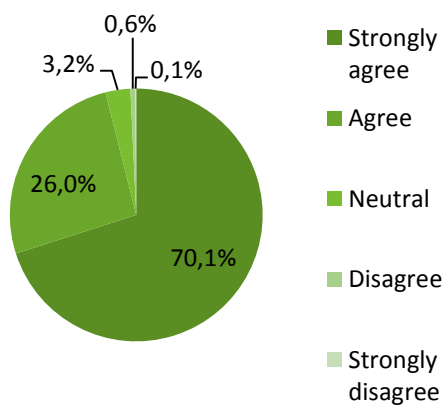
Overall, how satisfied have you been with the event?



Would you take part in such an event again?



The moderators did a good job in ensuring a constructive and fair process during the discussions



I felt sufficiently comfortable and at ease to speak out and voice my opinions during the process.

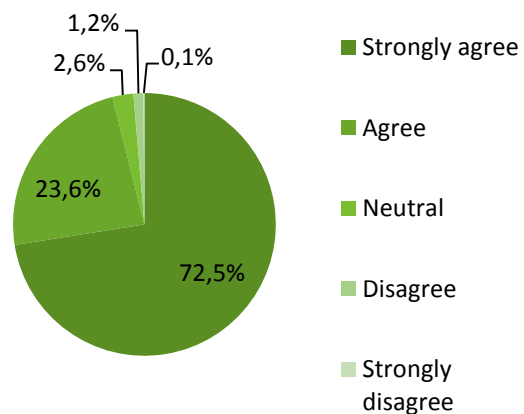


Figure 3: Participants' evaluation of the National Research and Policy Workshops.

Half of the participants thought the timing was good, while 20 % felt stressed or in a rush. The participants generally expressed that the purpose of the day was well communicated and that they had a clear understanding of the purpose of the day. 90% of the participants either strongly agreed or agreed that it was clear to them what will be done with the results of the discussions (Figure 4).

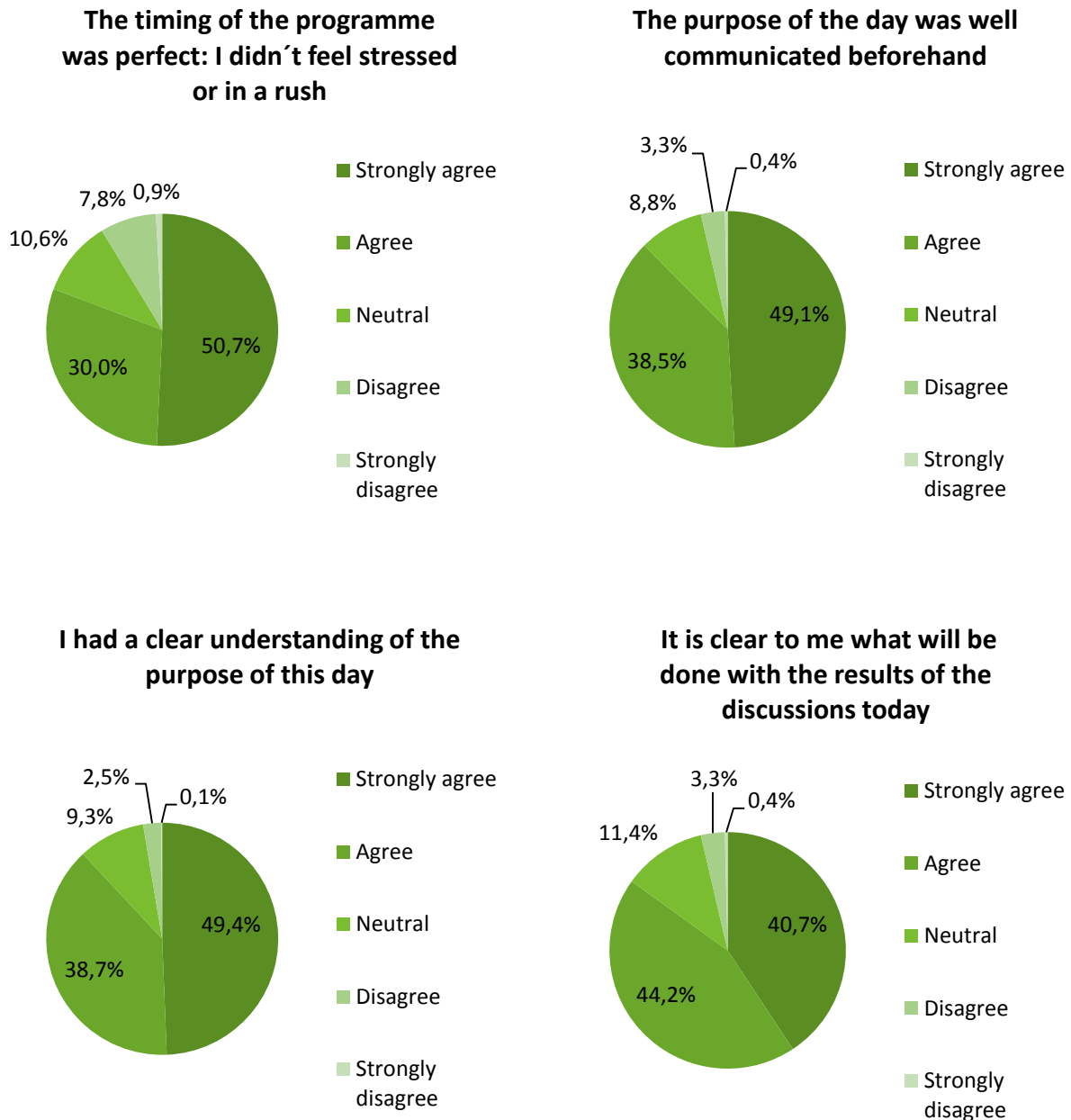


Figure 4: Participants' evaluation of the National Research and Policy Workshops.

7. Reading guide to the National Reports

The National Reports are enclosed in the following each presenting:

- A summary of the national consultation including a description of:
 1. Concept
 2. Programme
 3. Selected research programme scenarios
- The templates with the five mandatory questions filled out by the participants

The national reports have been written by the consortium partners.

8. Final Remarks

The National Research and Policy Workshops (NRPs) mark the last step in the CIMULACT project where citizens and multi-actors worked together. The next steps of the project will be to transform the results into prioritized actions for Horizon 2020. This will be done in collaboration between the project partners and the European Commission.

The methodological lessons learned will be collected and extracted in an inspiration catalogue for further engagement processes (WP5).

National Reports

Encompassing programmes and concepts for
citizen and multi-actor consultations



Report on the research and policy consultation in Austria

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Institute of Technology Assessment

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1: Concept for the consultation in Austria

ITA-OeAW organised two separate consultations in Vienna, Austria.

The first consultation engaged experts and stakeholders and took place on 21.9.2016 in the facilities of the Austrian Academy of Sciences (Clubroom, Dr. Ignaz Seipel-Platz 2, 1010 Vienna). **In the following we will refer to this workshop as expert /stakeholder consultation.** Invited target groups were Austrian Horizon 2020 experts and delegates, national research funding experts and stakeholders, i.e. members of the H2020 national contact point, as well as researchers from universities and administrators from federal ministries with expertise in one or more fields the chosen research scenarios addressed. Recruiting took place via personal and email contacts with national contact point as well as the selected ministries, universities and research institutions. Overall 79 selected experts and stakeholders were invited, 16 registered, 13 took part in the workshop. This low return rate was mainly due to the timing of the workshops to be held in September. We received many cancellations due to the ongoing holiday season, especially from employees of universities and ministries. We used an adapted version of the CIMULACT toolkit's method 2. Adaptations were mainly regarding facilitation of a smaller group than the method was originally designed for. This included a reduction to three tables/working groups. Each Table enriched two research scenarios – an overall of six research scenarios.

The second consultation aimed at engaging citizens that took part or were invited to the National Citizen Vision Workshop (NCV) initially conducted in the project. We chose to engage with this group again, because based on our experience with previous applications of the method they have a high commitment to the process and are highly interested to see what has happened in the meantime to their visions. **In the following, we will refer to this workshop as citizen consultation.** It took place a week after the first one on 28.9.2016 in the facilities of the Austrian Museum of Folk Life and Folk Art (Laudongasse 15-19, 1080 Vienna). This place was chosen as participants were already familiar with it from the NCV. Overall, 49 citizens were invited, 23 registered, 19 took part in the consultation, all of them were citizens that also took part in the NCV. For this consultation we applied the CIMULACT toolkit's method 1, as we jointly developed this method with POLIMI. Only very minor adaptations regarding the time plan were undertaken during its application.

2: Programme for the consultation

Expert / stakeholder consultation

Step	Title	Action	Duration
1	Registration	<ul style="list-style-type: none"> • Breakfast and registration • Participants are seated in preformed groups preferably 6 persons in each 	30 min 9:45 - 10:15
2	Module I Welcome and introduction	<ul style="list-style-type: none"> • Introduction to CIMULACT and the workshop. • Explanation of the three building blocks of a Horizon 2020 topic • Presentation of the research scenarios of the day 	45 min 10:15 - 11:00
3	Module II Warmup	<ul style="list-style-type: none"> • Participants get to know each other and present their background 	25 min 11:00 - 11:25
4	Module III Selecting research scenarios	<ul style="list-style-type: none"> • Brainstorm followed by structured discussions of the research scenarios • Each group select one research scenario from the wall to work with 	30 min 11:25 - 11:55
5	Module IV Group work	<ul style="list-style-type: none"> • Enriching one research scenario by addressing the 5 mandatory questions given in the template. • Outcomes that will enrich the research scenario will be written down in an A3 paper template 	60 min 11:55 - 12:55
6	<i>Break</i>	<i>Lunch</i>	35 min 12:55 - 13:30
7	Module III repeated Selecting research scenarios	Step 4 is repeated	15 min 13:30 - 13:45
8	Module IV repeated Group work	Step 5 is repeated	13:45 - 14:45 60 min

9	Break	Coffee/tea	15 min 14:45 - 15:00
10	Module V Exhibition, voting and wrap up	<ul style="list-style-type: none"> • Exhibition of the enriched scenarios • Voting of the best enriched research scenarios • The next steps of the CIMULACT project • Questions and answers • Thanks and good bye 	40 min 15:00 - 15:40

Citizen consultation

0 Coffee and Registration 30 min 9:45 - 10:15

1	Introduction	25 min	10:15 – 10:40
2	Exhibition and Selection	45 min	10:40 – 11:25
3	Group work 1	60 min	11:25 – 12:25
4	Lunch break	35 min	12:25 – 13:00
5	Group work 2	120 min	13:00 – 15:00
6	Coffee break	15 min	15:00 – 15:15
7	Presentation and Voting	40 min	15:15 – 16:00

3: Selected research programme scenarios

For the Austrian WP3-consultations, we selected those research scenarios that overall fit best the topics and needs represented in the Austrian visions (NCV). These were:

- 1b. Balanced work-life model
- 2d. Alternative economic model
- 4b. Access to equal and holistic health services and resources for all citizens
- 4c. Finding a balance in a fast-paced life
- 7a. Educational ecosystem as a driver of social innovation and local development
- 8a. Top trending: at one with nature

8b. Urban-rural symbiosis

9c. (Business) Models for balancing time

11c. Consume less, enjoy more

Selection of Scenarios by participants of consultations:

Participants of both workshops received the nine selected scenarios in German before the event to familiarize with. Both workshops started with a presentation and exhibition of all nine scenarios.

In the expert / stakeholder consultation, participants were seated in predefined groups with overlapping expertise. After the presentation those groups were asked to deliberate about a group selection, and then they picked the respective poster of the scenario from the wall, thus making it in-selectable for groups taking more time to deliberate. The exercise was repeated in the afternoon. Participants of the expert / stakeholder workshop chose the following research scenarios:

- 1b. Balanced work-life model
- 2d. Alternative economic model
- 4c. Finding a balance in a fast-paced life
- 7a. Educational ecosystem as a driver of social innovation and local development
- 8b. Urban-rural symbiosis
- 11c. Consume less, enjoy more

In the citizen consultation, participants were asked to browse through the exhibition choosing a first and a second pick. Then they were asked to stand beside the poster they individually selected as their first pick. Then the head facilitator asked the bigger groups if anyone was willing to change to their respective second pick. After 5 minutes of deliberations 5 groups were formed to each work on one scenario. Participants of the citizen consultation chose the following research scenarios:

- 1b. Balanced work-life model
- 2d. Alternative economic model
- 4c. Finding a balance in a fast-paced life
- 7a. Educational ecosystem as a driver of social innovation and local development
- 8b. Urban-rural symbiosis
- 11c. Consume less, enjoy more

4: The enriched research programme scenarios

Overall Votes (expert /stakeholder consultation + citizen consultation)

- 11c. Consume less, enjoy more [14]
- 2d. Alternative economic model [10]
- 7a. Educational ecosystem as a driver of social innovation and local development [10]
- 1b. Balanced work-life model[8]
- 4b. Access to equal and holistic health services and resources for all citizens [7]
- 8b. Urban-rural symbiosis [6]
- 4c. Finding a balance in a fast-paced life [3]

Overall there were 64 possible votes (19 citizens, 13 experts each 2 votes). Yet 1 participant left early and 2 took the liberty not to vote, resulting in 58 overall votes.

Voting mechanism

As the ESC workshop took place first, experts and stakeholders were asked to vote at the end of their workshop yet to note which scenario they voted for. After CC2 took place, the citizens' enrichment was send to expert and stakeholders, and they were given the chance to reconsider their initial votes.

After enrichment took place within CC2, the results of ESC were exhibited together with CC2 results before voting, giving citizens the chance to additionally consider the ESC input when making their vote.

Expert / Stakeholder consultation: Overview of the prioritized research programme scenarios

- 2d. Alternative economic model [9]
- 7a. Educational ecosystem as a driver of social innovation and local development [3]
- 4c. Finding a balance in a fast-paced life [3]
- 8b. Urban-rural symbiosis [2]

11c. Consume less, enjoy more [2]

1b. Balanced work-life model [1]

Citizen consultation: Overview of the prioritized research programme scenarios

11c. Consume less, enjoy more [12]

1b. Balanced work-life model [7]

4b. Access to equal and holistic health services and resources for all citizens [7]

7a. Educational ecosystem as a driver of social innovation and local development [7]

8b. Urban rural symbiosis [4]

2d. Alternative economic model [1],

Note: 2d was not selected for enrichment, yet received one vote in the final voting.

Expert / stakeholder consultation: Overview of the prioritized research programme scenarios

Research programme scenario 1

2d. Alternative economic model

1. What problems/challenges address this scenario?

People have a great longing for prosperity (ideal, not only materialistic)

Forces of persistence hinder transition

Sources from which persistence dwells:

- Dependencies (Economy & Politics)
- Fear of loss
- Convenience
- Constraints (growth constraints, debt, taxes, legislation, ADMINISTRATION)
- Power

2. Do you think it is important to find solutions for these challenges, if so, why?

Yes, because transition management is required for a peaceful transition. The consequences of a lack of transition (management) are catastrophic.

Consciousness exists. Due to the persistence, a transition does not occur.

An economy that serves people: long-term, for the community

3. Which solutions do you see?

- What are the parts of alternative models that have to be made visible in a bundle?
- What prevents transition?
- What approaches are there for gain factors and the understanding of inhibitory factors?
- How do we put the framework to the test?

4. Who should be involved in solving the problem?

Administration, alternative companies, psychologists, sociology, politics and administration, policy advice, spin doctors

5. What impacts should this research activity focus on?

- Increase visibility of companies that do not adhere to the constraints of growth
- Increase the resonance of the political system
- Understanding persistence as a factor better
- Example: Instead of negating 'convenience', accepting it as given, and trying to work with it.

Research programme scenario 2

7a. Educational ecosystem as a driver of social innovation and local development

1. What problems/challenges address this scenario?

- Dissatisfaction/need for improvement of the education system in general
- "Ecosystem of learning" should not be seen local only, rather from several levels
- Inadequate integration of the "ecosystem" into local conditions
- Difficult access to the "ecosystem" (i.e. education system)
 - geographical
 - socio-economic
- Identification with the region (social and economic conditions) is difficult
 - Alienation
 - Uprooting
- The tension of social regionalism <-> globalization

2. Do you think it is important to find solutions for these challenges, if so, why?

- Enhancement of the possibilities for education (holistic, inter-generational)
- Reduction of the tensions
- Increased quality of life
- Reduce rural depopulation
- Stabilization of the social structure ("age pyramid")

3. Which solutions do you see?

- Utilize digitalisation
- Open up educational institutions
 - Expanding the scope of tasks (social, ...) of both institutions and actors
 - Habitat education, ("living in/with school")
- More communication between sectors/regions
- Include external opinions/views in the education system
 - Creating mutual understanding (economy, science ...)
 - Providing space/time for communication

4. Who should be involved in solving the problem?

- Issue-oriented integration of different stakeholders from different areas

5. What impacts should this research activity focus on?

- Acknowledge diversity/heterogeneity and present options accordingly
- Ideologically neutral argumentation

Research programme scenario 3

4c. Finding a balance in a fast-paced life

1. What problems/challenges address this scenario?

- Loss of resonance/social alienation through societal acceleration
(lead to)
 - Political disinterest/lack of trust (of the people)
 - Indifference towards „society“ → singling
 - Tighter working environments through force and continuous increase of productivity
- Loss of jobs/working world, more hierarchies (high vs. Low)
- Demographic development → different challenges according to age, social surroundings, education etc.
- Too little knowledge on stress factors of mental/emotional work (e.g. care)

2. Do you think it is important to find solutions for these challenges, if so, why?

- Yes → fundamental problem → increasing acceleration (logics if increase)
- Consequences for the national economies
- Quality/diversity suffers from increase of efficiency (no time for reflecting one dimensional orientation towards natural sciences, etc.)
- Data flood → cannot be interpreted anymore
- Pressure for innovation → pseudo-innovation (leads to) flood of terms (of always the same) → existing research results are not followed up, even if they would be worth doing so
- Short-term perspectives contribute to a further acceleration

3. Which solutions do you see?

- Transdisciplinary research approaches → solutions can be developed and tested on several levels
- Positive (in the sense of meaningful - reduced) use of technology
- Exploration of new models to assess work (paid as well as national economic models well as voluntary work) in the framework of national economic models
- Companies: reduction of stress causes → sustainable economies → positive for national economies
- Fight causes of stress, not symptoms (systemic approach)
- (Experimental) investigation as to alternative models of securing ones existence (e.g. basic income)
- basic research in the area of stress & e.g. in form of experiments)

4. Who should be involved in solving the problem?

- trans and interdisciplinary research
- basic structural problem: politics, companies/economy, civil society, education system etc. on different levels
- broad participation

5. What impacts should this research activity focus on?

- Which parameters are necessary so that one feels decelerated
- Critical view on „measuring the human-being“/on the quantitative paradigm → broad research approaches: technology, natural sciences, social sciences and humanities
- Development of new alternative models to organise work (with the) goal to build systems with more resonance
- Critically reflecting the pictures of men which underlay certain research approaches

Research programme scenario 4

8b. Urban-rural symbiosis

1. What problems/challenges address this scenario?

- Terminological distinction urban/rural is very different according to the respective contexts, dissolving of the classical dichotomy?
 - Reasons: technological progress, economic connectedness, structural change, etc.
- Political and administrative structures do not reflect the reality
- Community aspects \leftrightarrow a lack of analyses
- Design of the communal space, transparency of the administration and early involvement of the public (if changes are made)
- Balance between common interests and economic interests

2. Do you think it is important to find solutions for these challenges, if so, why?

- Reliable estimate of energy requirements, materials + infrastructure needs (resource requirements) to enable sustainable planning decision in a transparent and participative way
- Sharpening the need for research, too many issues are covered, important issues are not covered, others are overrated
- Not recorded (in the scenario as it is) mobility, infrastructure, waste management, rents and housing market
- Over emphasized are: e.g. Lifestyle + cultural aspects, Urban gardening

3. Which solutions do you see?

Resolution of the stereotypes urban/rural (as it occurs in the scenario as it is) (especially concerning different everyday-life), also related to "culture" \rightarrow increasing mobility + migration, needs for living (foil these stereotypes)

- Technology use and enable meaningful exchanges (work, leisure, culture)
- Develop new models, identify the "infrastructure" + preserve local supply chains (medicine, lifestyle, etc.)

4. Who should be involved in solving the problem?

- Broad involvement of all persons concerned
- Local and regional decision makers
- Different interested parties
- Citizens

5. What impacts should this research activity focus on?

- Sharpening of the research focus (as it occurs in the scenario as it is)
- Demarcation resp. link to existing research activities + core areas (e.g. Smart Cities)
- Functioning community system, options of choice
- A differentiated view on diverse conditions
- Forced + voluntary mobility
- reliable calculation methods
- factors of success for participatory processes
- Meta-studies to better grasp the situation in different regions (also across national borders)

Research programme scenario 5

11c. Consume less, enjoy more

1. What problem challenges addresses this scenario?

- Resource problem in purchase decisions
- Binding (liaison) along manufacturing/production, etc. (SC)
 - Temporal binding
 - Mental binding
- Contrariety of purchase decisions (marketing) and trend towards sustainability (Influencing the purchasing behavior through marketing / advertising)
- Social change in values
 - Geographical and demographic differences -> political social-economic tensions
 - "Issue of simultaneousness" (In peak times, "shared" goods cannot be used by all)

2. Is it important for you to find solutions to these challenges and if so, why?

- Limited resources -> increasing demand of resources
- Emergency treatment necessary (climate change)
- Consumption tedious (tiring to maintain up status)

3. What solutions do you see?

- a. More knowledge transfer and transparency (of product-specific data)
- b. Trend Setting (it should be trendy to consume sustainably and to enjoy)
- c. To emphasize and inform the benefit (less waiving)
- d. Stronger self-responsibility

- e. Use digitalization
(continuous learning → awareness-shaping)
- f. Educational assignment from childhood on → change of values to sustainable consumption and lifestyle
- g. Controlling via fiscal policy measures

4. Who should be involved in solving the problem?

- a. Global policy making (consensus)
- b. Scrutinise promotion system and push them accordingly

5. What are the impacts of this research activity?

- a. Demographic spread of "sustainability" thinking
- b. Promote critical thinking → education
- c. Promote sustainable thinking → education
- d. Focus on interdisciplinary research (promotion)

Research programme scenario 6

1b. Balanced work-life model

1. What problems/challenges address this scenario?

"Work" is perceived as a too rigid concept, which allows too little movement. Many activities are not considered "work" and are not paid and/or recognized.

- What are we willing to spend money on as a society?
- What conception of man (human being) corresponds to classical work and non-classical work?

2. Do you think it is important to find solutions for these challenges, if so, why?

The system of classical work is not adapted to the lives of many people.

The societal challenges (aging, atomization of production processes (industry 4.0), dwindling of classical work, new economic models (2d)) make it necessary to deal with the dwindling of classical jobs and the simultaneous growth of non-classical work.

3. Which solutions do you see?

- What motivates people to be active?
- On what beliefs and convictions is the understanding of classical work based (leadership positions cannot be shared, higher-skilled jobs cannot be exercised part-time, presence culture, etc.)?
- Finding roadblocks & success factors for the introduction of unconditional basic income: political, economic, institutional, psychological, societal
- How is a public discourse organized & who does?

4. Who should be involved in solving the problem??

Administration, parliaments, companies, "social partnerships"

- -Organization development |
- -Social psychology

5. What impacts should this research activity focus on?

- to enable societal discourse on the paradigm of work
- Reflecting change of leadership & work culture as well as their underlying beliefs
- another concept of education, which is not just for the classical work preparation

Citizen consultation: Overview of the prioritized research programme scenarios

- 11c. Consume less, enjoy more [12]
- 1b. Balanced work-life model [7]
- 4b. Access to equal and holistic health services and resources for all citizens [7]
- 7a. Educational ecosystem as a driver of social innovation and local development [7]
- 8b. Urban rural symbiosis [4]
- 2d. Alternative economic model [1],

Note: 2d was not selected for enrichment, yet received one vote in the final voting.

Research programme scenario 1

11c. Consume less, enjoy more

1. What are the problems/challenges of this scenario?

The disposable society (food, technical equipment, clothing ...) is nurtured by advertising and exaggerated quantity discounts. This insanity should be stopped by a new framework. Conscious consumption by reverting to old cultural assets increases the quality of life and reduces the ecological footprint.

Overconsumption causes civilization diseases (e.g. obesity), caused in part by inferior fast food.

2. Why is it important to find solutions to these challenges?

We have a responsibility to our children and the generations to come.

Instead of garbage dumps and mass waste, we want to create a lovable environment worth living in for them.

Top priority is the careful use of resources. The goal is also a better quality of life and better health through quality rather than cheap goods and a conscious life in harmony with the environment.

3. Which solutions do you see?

Solutions should be developed on all societal levels and areas.

- Political framework conditions (such as grants, bonuses, research)
- Information: should begin with awareness raising in kinder garden and school. Strengthen consumer information through concerted information campaigns, disclose the production conditions, etc.
- Responsible handling of the resources: e.g. Subsidies for recycling and renewable energies, premiums for long-used technical equipment, production of long-life appliances, clothes swaps, resource recovery through companies.
- Self-responsibility: exemplifying through one's own life, strengthening the regional economy (for example farmers and micro-enterprises)

4. Who should be involved in solving the problem?

Centre: Politics

Involved: research, education, environmental organizations, media, commerce, business (production), us and our offspring

5. What are the impacts this research activity should focus on?

1. Its 10h, I go to the mailbox. Only important mail is in it, no unnecessary advertising and I am glad that again a tree has been spared.
2. Recycling rate increases, garbage dumps disappear and become valuable raw material sources.
3. The electricity bill was in the mailbox: It is surprisingly low, since we ourselves produce electricity and by little insulation must heat little.
4. As the electricity bill was so low, we can afford a delicious roast goose at the local organic farmers.
5. We spend our free time in the intact environment, fresh air, sunshine, bird chirping

Research programme scenario 2

1b. Balanced work-life model

1. What are the problems/challenges of this scenario?

The current state of working environments and leisure time arrangements is often detrimental to our health. Unpaid work and family and honorary posts are rarely valued and rewarded. Many people have no resources left after work for other activities.

2. Why is it important to find solutions to these challenges?

Avoiding social conflicts and tensions, e.g. debate about envy, aggression, inequality;

In order for the progress to improve living conditions for all (with regard to health, family and friends, self-determination, happiness and self-satisfied life).

3. Which solutions do you see?

- Unbundling of politics and business.
- Equalize taxes on machines with taxes on human labour.
- Basic income for all citizens, nevertheless work and performance have to be paid additionally, even unpaid daily and social work.
- Reducing working hours creates more leisure time, as a result of which additional jobs are created (e.g. in the area of fitness, gastronomy ...)
- Project-related work of several persons (teamwork) with free time division.

4. Who should be involved in solving the problem?

Centre: Federal as well as state politics, citizens

Inner circle: science and research

Outer circle: Trade unions, Chamber of Labour, Chamber of Commerce

Outside: employer with Austrian location, citizens

5. What are the impacts this research activity should focus on?

1. Theresa does not have to rush in the morning; she can take care of her children in peace and starts her work later. Her workplace corresponds to her interests and education and her workday already ends after 6 hours, also because every day work and child care is taken into account with her overall achievement. This leaves enough time for hobbies and social contacts. Kinder gardens and day school are free of charge except the food. Financial worries of families belong to the past.

2. March 2nd, 2035, 9 o'clock: I enter the office and plan my obligatory 20 hours of

attendance as well as the upcoming work with my colleagues. At 11 o'clock, I leave the company, taking home project work. Then, I bring the children home from school for lunch. My wife also comes back from her work at the nursing home. She receives the guaranteed minimum income from the state and gets bonus points for her activity in the retirement home. At 14 o'clock I go to work at the office. Our income adequately provides for our life, including sports, advanced training etc. Grandma comes to visit us at the weekend from the retirement home.

3. January 3rd 2040: Angela works in a bank until 3 pm. Due to the new working time laws and the basic income, she was able to realize her dream of additionally working as a fitness trainer. She is now much happier and finds more meaning in her life.

4. I see (laughing) friendly, relaxed people.

5. I have a variable (= later) start of work in the morning; Work is dependent on my needs (for example, in the case of beautiful weather I can leave early); in the evening I have time for leisure activities and sports, since I am not exhausted by the work.

Research programme scenario 3

4b. Access to equal and holistic health services and resources for all citizens

1. What are the problems/challenges of this scenario?

The current lifestyle and the external cost pressure from the pharmaceutical industry lead to the following challenges: cost-cutting measures in the health care system, which creates pressure on the staff, makes access to medical care more difficult or is possible for some financially successful people only. Other problems are: corruption, different standards and existing bureaucratic hurdles.

2. Why is it important to find solutions to these challenges?

It is therefore important to find solutions because: to ensure the equal treatment of each person, to minimize the negative economic impact (for example: non-productive time, additional costs for the state and the economy), prevention of illnesses and ultimately an increase in the quality of life for all.

3. Which solutions do you see?

The harmonization of medical care (e.g. training standards, product standards, etc.) and the European market as well as improved working conditions of the medical staff lead to a focused patient orientation, closer cooperation between medical staff and a closer exchange of knowledge. There is also more investment for research and development.

4. Who should be involved in solving the problem?

In the centre: citizens, politics, decision-makers

In the inner circle: economists, doctors, medical staff, trade unions (medical staff), IT-industry, privacy, ethics

In the outer circle: R&D (universities, business sponsors, associations, foundations, pharmaceutical industry and medical-technical equipment industry, religious communities, all → crowdfunding

Outside affected: everyone can become a patient.

5. What are the impacts this research activity should focus on?

1. I have felt a nod in the chest and get the same day an appointment with the specialist, who is right around my corner.

2. The specialist sends me right in his ordination to mammography. A second attending doctor (comes) to examine me again, he discovers a skin rash and gets a consultant doctor.

3. The physicians perform a joint evaluation of the findings, explain even the smallest detail to me and discuss the treatment method (alternative, school medicine), clarification of the preferred hospital and choice of doctors.

4. Admission to the hospital, single or double room depending on the request and initiation of treatment on the same day.

5. Discharge from the hospital including well-trained nursing staff and doctors. And regular doctor's visits without waiting time. Afterwards, a cure for mental and physical regeneration.

Research programme scenario 4

7a. Educational ecosystem as a driver of social innovation and local development

1. What are the problems/challenges of this scenario?

- Less influence of party politics on the school system
- More focus on the personal competence of teachers who are in education
- Greater focus on social competences
- Support of individual strengths & weaknesses
- More investment in "HUMAN RESOURCES" → teachers and special staff •
- Written feedback as well as marks (in numbers)

2. Why is it important to find solutions to these challenges?

- Because the population gets more and more STUPID!!!
- To gain independence from party-politics
- Education is a CORNERSTONE for the rest of (a youths) life & solves automatically „a lot of problems which may arise in future“ → peace-building
- To allow an effective distribution/allocation of the financial means
- PROFESSIONALS → FUN → SUCCESS

3. Which solutions do you see?

- Individual promotion + put promotion into the centre of the daily teaching
- Human being at the centre – NOT PERFORMANCE
- Cooperation instead of concurrence
- Promotion – image increase – fair wages (for teachers)
- Unified RIGHT for education & STANDARDS → EU(-wide)
- Bilateral cooperations – GLOBALLY

4. Who should be involved in solving the problem?

Following the level of involvement

Involved:

- Ministries of Education, EU-policy
- unions, teachers and learners
- therapists & advisory staff
- family
- affected: ALL THINGS AND ALL PEOPLE

5. What are the impacts this research activity should focus on?

(1) Early Morning

Safia wakes up and is in brilliant mood. She is looking forward to a leisurely breakfast in the circle of the whole family. Thus Safia faces a harmonious day.

(2) Morning

She leaves for the school curiously. An exciting day and individually designed teaching awaits her. Here she will be prepared for her future live and she has the possibility to develop individually.

(3) Noon

She goes home, where she is expected by her mother with a meal. Safia tells her excitedly & full of enthusiasm of all the things she has learned and experienced.

(4) Afternoon

Safia & her mum meet with the neighbourhood on the common roof garden to harvest currants. In addition, they organize their annual „train of education“ through Europe to share experiences with their fellow citizens. (They cook together, play together, pray together, dance together, sing together, etc.)

(5) Evening

Instead of watching television, they meet at their jointly designed meeting place. The whole family (grandma-grandchildren) meet for cooking & dinner afterwards. The grandmother tells stories of the past. Finally, Safia falls asleep happily.

Research programme scenario 5

8b. Urban-rural symbiosis

1. What are the problems/challenges of this scenario?

Rural migration into the city and over-population in the city. This leads to the extinction of the countryside life. Too few economic sites in the countryside reinforce the effect of the rural depopulation.

Isolated bureaucracy (no networking) increases the separation between city and countryside.

The lack of public transport has the same negative effect (separation between city and countryside)

2. Why is it important to find solutions to these challenges?

Cultural offers for the rural population decreases. The basic supply and quality of life are declining, services are becoming less available because there are fewer work places. Social services are getting out of balance, which means that crime and the need for security are growing. Decreasing food standards and quality.

3. Which solutions do you see?

- Roundtable of all stakeholders (politics, research, economy, population)
- More binding citizens' decisions
- Regional specialization on niche products
- Government bonds to promote the settlement of local enterprises is win-win situation
- Improve crime/security compared to other regions (city/country).
- Setting Standards for basic medical care.
- More green energy in non-usable areas.

4. Who should be involved in solving the problem?

Involved (inner circle):

Federal and state politics

Municipalities

Economy (regional)

Researchers

Involved outer circle:

Citizens

5. What are the impacts this research activity should focus on?

1. Breakfast with regional healthy products. Because an agricultural general enterprise for food production was established by government bonds, I drive the short distance with my electric bike to work. In the late afternoon, I have time for leisure activities and cultivating my social contacts.

2. I am an entrepreneur located in the immediate vicinity. At my place of residence, I live in a passive house with photovoltaics and without heating. Due to expanded regional infrastructure, it is possible for me to deliver goods quickly to customers in the city.

3. Many of my employees come by public transport. Among them are many employees with migratory background. Through good contacts to the highly networked and de-bureaucratized municipality, these people are well integrated.

4. The over-population of the city has thereby decreased and the balance between city and country has greatly improved. In the evening we have a round table with local

entrepreneurs, the mayor, our farmer and a professor of social economy and citizens of our community on urban rural symbiosis.

5: Selected research programme scenarios (national language)

Overall votes on the selected research programme scenarios (Expert / Stakeholder consultation + citizen consultation):

11c. Konsumiere weniger, genieße mehr [14]

2d. Alternatives ökonomisches Modell [10]

7a. Ein „Ökosystem des Lernens“ als Triebkraft für soziale Innovation und lokale Entwicklung [10]

1b. Modelle für ein ausgeglichenes Verhältnis zwischen Arbeit und Freizeit [8]

4b. Zugang zu den gleichen ganzheitlichen Gesundheits-diensten und Ressourcen für alle [7]

8b. Symbiose aus Stadt und Land [6]

4c. Ausgleich finden in einem beschleunigten Leben [3]

6: The enriched research programme scenarios (national language)

Experts / stakeholder consultation: Overview of the prioritized research programme scenarios

2d. Alternatives ökonomisches Modell [9]

7a. Ein „Ökosystem des Lernens“ als Triebkraft für soziale Innovation und lokale Entwicklung [3]

4c. Ausgleich finden in einem beschleunigten Leben [3]

8b. Symbiose aus Stadt und Land [2]

11c. Konsumiere weniger, genieße mehr [2]

1b. Modelle für ein ausgeglichenes Verhältnis zwischen Arbeit und Freizeit [1]

Research programme scenario 1

2d. Alternatives ökonomisches Modell

1. Welche Probleme/ Herausforderungen spricht dieses Szenario an?

Die Menschen haben eine große Sehnsucht nach Wohlstand (ideell, nicht-nur-materiell)

- Beharrungskräfte hindern den Übergang [transition]
 - Quellen, aus denen sich Beharrungskräfte speisen:
 - Abhängigkeiten (Wirtschaft & Politik)
 - Verlustängste
 - Bequemlichkeit
 - Zwänge (Wachstumszwang, Schulden, Steuern, Gesetze, VERWALTUNG)
 - Macht

2. Ist es aus Ihrer Sicht wichtig, Lösungen für diese Herausforderungen zu finden, du wenn ja, warum?

Ja, weil ein Transitionsmanagement erforderlich ist für den friedvollen Übergang. Die Konsequenzen eines ausbleibenden Übergangs(managements) sind katastrophal.

Das Bewusstsein ist vorhanden. Aufgrund der Beharrungskräfte kommt eine Transition nicht in die Gänge.

Eine Ökonomie, die dem Menschen dient: langfristig, für Gemeinschaft

3. Welche Lösungsansätze sehen Sie?

- Was gibt es an Teilen von alternativen Modellen, die gebündelt sichtbar gemacht müssen?
- Was hindert Transition?
- Welche Ansätze für Gelingensfaktoren und das Verstehen von Hemmnisfaktoren gibt es?
- Wie stellen wir den Rahmen auf den Prüfstand?

4. Wer sollte bei der Lösung des Problems einbezogen werden?

Verwaltung, alternative Unternehmen, Psychologen, Soziologie, Politik & Verwaltungswissenschaft, Politikberatung, Spin-Doktoren

5. Auf welche Ziele/ Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

- Sichtbarmachen von Unternehmen ohne Wachstumszwang
- Resonanzfähigkeit des politischen Systems erhöhen
- Beharrungskräfte besser als Faktoren verstehen
- Bsp: Anstatt Bequemlichkeit zu negieren, diese als Gegebenheit anzunehmen und ins Kalkül zu ziehen.

Research programme scenario 2

7a. Ein „Ökosystem des Lernens“ als Triebkraft für soziale Innovation und lokale Entwicklung

1. Welche Probleme/ Herausforderungen spricht dieses Szenario an?

- Unzufriedenheit/Verbesserungsbedarf des Bildungssystems generell
- „Ökosystem des Lernens“ nicht Lokal sondern von mehreren Ebenen aus betrachten
- Unzureichende Integration des „Ökosystems“ in lokale Gegebenheiten
- Schwerer Zugang zum „Ökosystem“ (i.e. Bildungssystem)
 - + geographisch
 - + sozioökonomisch
- Identifikation mit Region (soziale-, wirtschaftliche Gegebenheiten) fällt schwer
 - + Entfremdung
 - + Entwurzelung
- Spannungsverhältnis Regionalität <-> Globalität

2. Ist es aus Ihrer Sicht wichtig, Lösungen für diese Herausforderungen zu finden, du wenn ja, warum?

- Erweiterung der Möglichkeiten { für Bildung (gesamthhaft-, generationenverbindend)
- Abbau des Spannungsverhältnisses
- Erhöhung der Lebensqualität
- Landflucht reduzieren
- Stabilisierung soziales Gefüge („Alterspramide“)

3. Welche Lösungsansätze sehen Sie?

- Digitalisierung nutzen
- Bildungsinstitutionen öffnen
 - Aufgabengebiete erweitern (soziale, ...) sowohl der Institutionen als auch Akteure

- Lebensraum Bildung, („Leben in/ mit Schule“)
- Mehr Kommunikation zwischen Sektoren/ Regionen
- Einbeziehen externer Meinungen /Sichten in das Bildungssystem
 - ↳ Gegenseitiges Verständnis schaffen (Wirtschaft, Wissenschaft ...)
 - ↳ Raum/Zeit für Kommunikation schaffen

4. Wer sollte bei der Lösung des Problems einbezogen werden?

- problemabhängige Einbindung verschiedener Stakeholder aus verschiedenen Bereichen

5. Auf welche Ziele/ Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

- Diversität/Heterogenität anerkennen und entsprechend handlungsrelevant aufbereiten
- Neutrale ideologische Argumentation

Research programme scenario 3

4c. Ausgleich finden in einem beschleunigten Leben

Tisch 1, Scenario 4c

1. Welche Probleme/ Herausforderungen spricht dieses Szenario an?

- Resonanzverlust/Entfremdung durch gesellschaftliche Beschleunigung (führen zu)
 - politisches Desinteresse/Misstrauen (der Menschen)
 - Gleichgültigkeit gg. (gegenüber) „Gesellschaft“ → Vereinzelung
 - Verdichtung d. Arbeitswelt durch Zwang und Produktionssteigerung
- Verlust von Arbeitsplätzen/Arbeitswelt d. Arbeit. Hierarchisierung hoch vs. Nieder
- Demographische Entwicklung → unterschiedliche Herausforderungen nach Alter, Milieu, Ausbildungsstand etc.
- Unkenntnis über Stressoren in der mentalen/emotionalen in der Arbeit (z.B. Pflege)

2. Ist es aus Ihrer Sicht wichtig, Lösungen für diese Herausforderungen zu finden, du wenn ja, warum?

- Ja → fundamentales Problem → Beschleunigung nimmt weiter zu (Steigerungslogik)
- Volkswirtschaftliche Auswirkung
- Qualität/Diversität leidet unter Effizienzsteigerung (keine Zeit für Reflexion einseitige Orientierung am NaWi, etc.)
- Datenflut → kann nicht mehr interpretiert werden

- Innovationsdruck → Pseudoinnovation (führt zu einer) Begriffsflut (von immer Gleichem und zu einer) → nicht Weiterverfolgung bestehender Forschungsergebnisse, obwohl sie es Wert wären
- Kurzfristige Perspektiven tragen zu weiterer Beschleunigung bei.

3. Welche Lösungsansätze sehen Sie?

- Transdisziplinäre Forschungsansätze → Lösungen können auf vielen Ebenen entwickelt und getestet werden
- Positiver (i.S.v. konstruktiv—reduzierter) Einsatz von Technologien
- Erforschung neuer Bewertungsmodelle v. Arbeit (Erwerbsarbeit, Freiwilligenarbeit etc.) im Rahmen von volkswirtschaftlichen Modellen
- Unternehmen: Reduzierung v. Stressursachen → nachhaltiges Wirtschaften → positiv f. Volkswirtschaft
- Stressursachen bekämpfen, nicht Symptome (systemischer Ansatz)
- (Experimentelle) Erforschung zur alternativen Lebenssicherung (z.B. Grundeinkommen)
- Grundlagenforschung im Bereich Stress (z.B. in Form von Experimenten)

4. Wer sollte bei der Lösung des Problems einbezogen werden?

- Trans- /Interdisziplinäre Forschung
- Grundlegendes Strukturelles Problem: Politik, Unternehmen/Wirtschaft, Zivilgesellschaft, Bildungssystem etc. auf verschiedenen Ebenen
- Breite Beteiligung

5. Auf welche Ziele/ Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

- Welche Parameter sind dafür verantwortlich, dass man sich „entschleunigt“ fühlt?
- Kritische Betrachtung der „Vermessung des Menschen“/des quantitativen Paradigmas → Breite Forschungsansätze: Technik, NaWi, SoWi, GeWi
- Entwicklung neuer, alternativer Modelle zur Organisation v. Arbeit (mit dem) Ziel der Gestaltung der Systeme in Richtung mehr Resonanz
- Kritische Reflexion der Menschenbilder hinter bestimmten Forschungsansätzen

Research programme scenario 4

8b. Symbiose aus Stadt und Land

1. Welche Probleme/ Herausforderungen spricht dieses Szenario an?

- Begriff/Unterscheidung Stadt/Land im Kontext sehr unterschiedlich, Auflösung der klass. Dichotomie?
 - Gründe: technischer Fortschritt, wirtschaftliche Vernetzung, strukt. Veränderungen, etc.
- Politische und Verwaltungsstrukturen entsprechen nicht der Realität
- Community Aspekte ↔ Analysen fehlen?

- Gestaltung des öffentlichen Raumes, Verwaltungstransparenz + frühzeitige Beteiligung der Öffentlichkeit
- Abwägen von Gesamtinteressen + wirtschaftlichen Interessen.

2. Ist es aus Ihrer Sicht wichtig, Lösungen für diese Herausforderungen zu finden, du wenn ja, warum?

- Zuverlässige Berechnung von Energiebedarf, Materialien + Infrastrukturbedarf (Ressourcenbedarf), um nachhaltige Planungsentscheidung transparent partizipativ zu ermöglichen
- Schärfung des Forschungsbedarf, zu viele Themen erfasst, wichtige Problemstellungen sind nicht erfasst, andere sind überbewertet
- Nicht erfasst (im bisherigen Szenario) Mobilität, Infrastruktur, Abfallwirtschaft, Mietpreis-, Wohnungsmarkt
- Überbetont: z.B. Lifestyle + Kulturaspekte, Urban gardening

3. Welche Lösungsansätze sehen Sie?

- Auflösung der stereotypen Beschreibung der Typen Stadt/Land (wie sie im bisherigen Szenario vorkommt) (v.a. betreffend Lebenswelten), auch auf „Kultur“ bezogen! → zunehmende Mobilität + Migration, Lebensbedürfnisse
- Nutzung der Technologie und sinnvollen Austausch zu ermöglichen (Arbeit, Freizeit, Kultur)
- Neue Modelle entwickeln, identifizieren der „Infrastrukturen“ + Nahversorgung zu erhalten (Medizin, Lebensstil, etc.)

4. Wer sollte bei der Lösung des Problems einbezogen werden?

- Breite Einbindung aller Beteiligten
- Lokale + regionale Entscheidungsträger
- Unterschiedl. Interessensträger
- BÜRGER

5. Auf welche Ziele/ Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

- Schärfung des Forschungsfokus (im bisherigen Szenario)
- Abgrenzung bzw. Link zu bestehenden Forschungsaktivitäten + Schwerpunkte (z.B. Smart City)
- Funktionierendes Gemeinwesen, Wahlmöglichkeiten
- Differenzierten Blick auf vielschichtige Verhältnisse
- Erzwungene + freiwillige Mobilität
- Zuverlässige Berechnungsmethoden (vgl. Pkt.2)
- Erfolgsfaktoren für Partizipationsprozesse
- Metastudien zur Erfassung der Situation in den unterschiedlichen Regionen (grenzüberschreitend)

Research programme scenario 5

11c. Konsumiere weniger, genieße mehr

1. Welche Probleme/ Herausforderungen spricht dieses Szenario an?

- Ressourcenproblem bei Kaufentscheidungen
- Bildung entlang Herstellung, Produktion usw. (SC)
 - + zeitliche Bindung
 - + mentale Bindung
- Widerspruch Kaufentscheidung (Marketing) und Trend zu Nachhaltigkeit (Beeinflussung des Kaufverhaltens durch Marketing/Werbung)
- Gesellschaftliche Werteveränderung
- Geographische und demographische Unterschiede -> politische sozialökonomische Spannungen
- „Gleichzeitigkeitsfrage“ (In Spitzenzeiten können „geshared“ Güter nicht von allen genutzt werden)

2. Ist es aus Ihrer Sicht wichtig, Lösungen für diese Herausforderungen zu finden, und wenn ja, warum?

- Begrenzte Ressourcen -> steigender Ressourcenbedarf
- Notfallmedizin notwendig (Klimawandel)
- Konsum mühsam (anstrengend Status zu erhalten)


3. Welche Lösungsansätze sehen Sie?

- Mehr Wissenstransfer und Transparenz (von produktspezifischen Daten)
- Trend Setting (es sollte trendig sein nachhaltig zu konsumieren und mehr zu genießen)
- Nutzen stärker hervorheben und informieren (weniger Verzicht)
- stärkere Eigenverantwortung
- Digitalisierung nutzen
 - (fortlaufendes Lernen -> bewussteinbildend)
- Bildungsauftrag ab Kindesalter -> Werteveränderung zur nachhaltigen Konsum und Leben
- Fiskalpolitische Maßnahmen zur Steuerung

4. Wer sollte bei der Lösung des Problems einbezogen werden?

- Global policy making (Konsens)
- Fördersysteme durchforsten und entsprechend forcieren

5. Auf welche Ziele/ Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

- Demographische Ausbreitung des „Nachhaltigkeits“ Gedanken
- Kritisches Denken fördern  Bildungsauftrag
- Nachhaltiges Denken fördern 

- Schwerpunktsetzung zur interdisziplinären Forschungs (-förderung)

Research programme scenario 6

1b. Modelle für ein ausgeglichenes Verhältnis zwischen Arbeit und Freizeit

1. Welche Probleme/ Herausforderungen spricht dieses Szenario an?

„Arbeit“ wird als zu starres Konzept empfunden, welches zu wenig Bewegung lässt. Viele Tätigkeiten gelten nicht als „Arbeit“ und werden nicht entlohnt oder/und anerkannt.

Wofür sind wir bereit, als Gesellschaft Geld auszugeben?

Welches Menschenbild entspricht dem Bild der klassischen Erwerbsarbeit bzw. der nicht-klassischen Erwerbsarbeit?

2. Ist es aus Ihrer Sicht wichtig, Lösungen für diese Herausforderungen zu finden, du wenn ja, warum?

Das System der klassischen Erwerbsarbeit ist nicht an das Leben vieler Menschen angepasst.

Die gesellschaftlichen Herausforderungen (Überalterung, Atomisierung der Produktionsprozesse (Industrie 4.0), Schwinden klassischer Arbeit, neue ökonomische Modelle (2d)) machen es notwendig, sich mit dem Schwund klassischer Arbeitsplätze bei gleichzeitigem Anwachsen nicht-klassischer Arbeit zu beschäftigen.

3. Welche Lösungsansätze sehen Sie?

- Was motiviert Menschen tätig zu sein?
- Welche Glaubenssätze & Überzeugungen liegen dem Verständnis von klassischer Erwerbsarbeit zugrunde (Führungspositionen können nicht geteilt werden, höher qualifizierte Stellen können kaum in Teilzeit ausgeübt werden, Anwesenheitskultur etc.)?
- Hemmnisse & Gelingensfaktoren für die Einführung eines bedingungslosen Grundeinkommens erarbeiten: politisch, ökonomisch, institutionell, psychologisch, gesellschaftl=
- Wie organisiert -& wer – man ein öffentlichen Diskurs?

4. Wer sollte bei der Lösung des Problems einbezogen werden?

- Verwaltung, Parlamente, Unternehmen, „Sozialpartnerschaft“
- Organisationsentwicklung | Prozessgestalter
- Sozialpsychologie

-

5. Auf welche Ziele/ Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

- Den gesellschaftlichen Diskurs über das Arbeitsparadigma ermöglichen.
- Wandel von Führungs- & Arbeitskultur sowie dahinter liegende Glaubenssätze zu reflektieren.
- anderer Bildungsbegriff, der nicht nur der klassischen Arbeitsvorbereitung dient

Citizen consultation: Overview of the chosen prioritized research programme scenarios (national language)

11c. Konsumiere weniger, genieße mehr! [12]

1b. Modelle für ein ausgeglichenes Verhältnis zwischen Arbeit und Freizeit [7]

4b. Zugang zu den gleichen ganzheitlichen Gesundheits-diensten und Ressourcen für alle [7]

7a. Ein „Ökosystem des Lernens“ als Triebkraft für soziale Innovation und lokale Entwicklung [7]

8b. Stadt-Land Symbiose[4]

2d. Alternatives ökonomisches Modell [1]

Research programme scenario 1

11c Konsumiere weniger, genieße mehr

1. Welche Probleme/Herausforderungen spricht dieses Szenario an?

Die Wegwerfgesellschaft (Lebensmittel, technische Geräte, Kleidung, ...) wird genährt durch Werbung und übertriebene Mengenrabatte. Durch neue Rahmenbedingungen sollte dieser Wahnsinn gestoppt werden.

Bewusstes Konsumieren durch Rückbesinnung auf altes Kulturgut steigert die Lebensqualität und verringert den ökologischen Fußabdruck.

Durch Überkonsum entstehen Zivilisationskrankheiten, zum Teil durch minderwertiges Fastfood verursacht.

2. Warum ist es wichtig, Lösungen für diese Herausforderungen zu finden?

Uns bleibt nicht viel Zeit. Es ist 5 vor 12 ... oder ist es schon 30´´ vor 12?

Wir haben eine Verantwortung unseren Kindern und den nachfolgenden Generationen gegenüber.

Statt Müllbergen und Massenabfällen wollen wir ihnen eine lebens- und liebenswerte Umwelt gestalten.

Oberste Priorität hat dabei der schonende Umgang mit den Ressourcen. Ziel ist auch eine bessere Lebensqualität und bessere Gesundheit durch Qualität statt Billigwaren und ein bewusstes Leben im Einklang mit der Umwelt.

3. Welche Lösungsansätze sehen Sie?

Lösungsansätze sollen in allen gesellschaftlichen Ebenen und Bereichen entwickelt werden.

1. Politische Rahmenbedingungen (z.B. Förderungen, Prämien, Forschung).
2. Information: soll mit Bewusstseinsbildung in Kindergarten und Schule beginnen. Konsumenteninformation durch konzertierte Informationskampagnen stärken, Offenlegung der Produktionsbedingungen etc.
3. Verantwortungsvoller Umgang mit den Ressourcen: z.B. Förderung für Wiederverwertung und erneuerbare Energien, Prämien für lange verwendete technische Geräte, Erzeugung langlebiger Geräte, Kleidertauschbörsen, Rückgewinnung durch Unternehmen.
4. Eigenverantwortung: Selbst vorleben, regionale Wirtschaft stärken (z.B. Bauern u. Kleinstunternehmen)

4. Wer sollte bei der Lösung des Problems einbezogen werden?

Zentrum: Politik

Involviert: Forschung, Bildungswesen, Umweltorganisationen, Medien, Handel, Wirtschaft (Produktion) wir und unsere Nachkommen

5. Auf welche Ziele Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

1. es ist 10h, ich gehe zum Postkasten. Nur wichtige Post ist drin, keine unnötige Werbung und ich freue mich, dass wieder ein Baum verschont worden ist ☺
2. Recycling Rate steigt, Müllberge schwinden und werden zu wertvollen Rohstoffquellen.
3. Im Postkasten war die Stromrechnung: Sie ist erstaunlich niedrig, da wir selbst Strom herstellen und durch gute Isolierung wenig heizen müssen.
4. Da die Stromrechnung so niedrig war, können wir uns bei örtlichen Biobauern eine köstliche Martini Gans leisten.
5. Unsere Freizeit verbringen wir in der intakten Umwelt, frische Luft, Sonnenschein, Vogelgezwitscher

Research programme scenario 2

1b. Modelle für ein ausgeglichenes Verhältnis zwischen Arbeit und Freizeit

1. Welche Probleme/Herausforderungen spricht dieses Szenario an?

Die derzeitigen Verhältnisse in der Arbeitswelt und auch die gängige Freizeitkultur sind unsere Gesundheit oft abträglich. Unbezahlte Arbeit in Familie und Ehrenamt werden kaum geschätzt und nicht honoriert. Viele Menschen haben nach ihrer Erwerbsarbeit keine Ressourcen für andere Tätigkeiten.

2. Warum ist es wichtig, Lösungen für diese Herausforderungen zu finden?

Vermeidung von sozialen Konflikten und Spannungen, z.B. Neiddebatten, Aggressionen, Ungleichheiten. Damit der Fortschritt Verbesserungen der Lebensbedingungen für alle bringt (bezüglich Gesundheit, Familie und Freunde, Selbstbestimmung, Glück- und Selbsterfülltes Leben).

3. Welche Lösungsansätze sehen Sie?

Entflechtung von Politik und Wirtschaft. Maschinen und Automaten steuerlich mit menschlicher Lohnarbeit gleichsetzen. Grundeinkommen für alle Staatsbürger, aber trotzdem müssen Arbeit und Leistung be- und entlohnt werden, auch die unbezahlte Alltags- und Sozialarbeit.

Arbeitszeitverkürzung schafft mehr Freizeit, als Folge davon werden weitere Arbeitsplätze geschaffen (z.B. Fitnessbereich, Gastronomie...).

Projektbezogene Arbeit mehrerer Personen (Teamarbeit) bei freier Zeiteinteilung.

4. Wer sollte bei der Lösung des Problems einbezogen werden?

Im Zentrum: Bundespolitik und Landespolitik, Staatsbürger

Innerer Kreis: Wissenschaft und Forschung

Äußerer Kreis: Gewerkschaften, Arbeiterkammer, Wirtschaftskammer

Außen: Dienstgeber mit Österreichischen Standort, Staatsbürger

5. Auf welche Ziele Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

1. Theresa muss sich morgens nicht abhetzen, sie kann in Ruhe ihre Kinder betreuen und beginnt erst später mit ihrer Arbeit. Ihr Arbeitsplatz entspricht ihren Interessen und ihrer Ausbildung und ihr Tag bereits nach 6 Stunden, auch deshalb weil Alltagsarbeiten und Kindererziehung auf ihre Leistungen angerechnet werden. Daher bleibt für Hobbies und soziale Kontakte genügend Zeit. Kindergärten und Tagesschulheime sind bis auf das Essen kostenlos. Finanzielle Sorgen der Familie gehören der Vergangenheit an

2. 1. März 2035, 9 Uhr: Ich komme ins Büro und bespreche mit meinen Kollegen die 20 Pflichtanwesenheitsstunden, die ich in den Arbeitspool einbringe, sowie die anstehenden Arbeiten. Um 11 Uhr verlasse ich die Firma und nehme Projektarbeit mit nach Hause. Dort hole ich die Kinder von der Schule zum Mittagessen nach Hause. Meine Frau kommt ebenfalls von Ihrer Zweitarbeit im Altenpflegeheim zurück. Sie bezieht das garantierte Mindesteinkommen vom Staat und bekommt Bonuspunkte für ihre Tätigkeit im Altersheim. Um 14h gehe ich ins Büro und arbeite. Unser Einkommen reicht aus zum Leben, inklusive Sport, Fortbildung etc. Die Oma kommt am Wochenende aus dem Altersheim zu uns auf Besuch.

3. Jänner 2040: Angela hat bis 15 Uhr in einer Bank gearbeitet. Durch die neuen Arbeitszeitgesetze und die Grundsicherung konnte sie ihren Traum verwirklichen und arbeitet jetzt als Fitnesstrainerin. Sie ist jetzt viel glücklicher und sieht mehr Sinn in Ihrem Leben.

4. Ich sehe (lachende) freundliche, entspannte Menschen.

5. Ich habe einen variablen (=späteren) Arbeitsbeginn am Morgen/ Vormittag; Das Arbeitsende ist von meinem Bedarf abhängig (z.B. bei Schönwetter); am Abend habe ich Zeit für Freizeitaktivitäten und Sport, da ich nicht von der Arbeit ausgepowert bin.

Research programme scenario 3

7a. Ein „Ökosystem des Lernens“ als Triebkraft für soziale Innovation und lokale Entwicklung

1. Welche Probleme/Herausforderungen spricht dieses Szenario an?

- Weniger Einflussnahme der Parteipolitik auf das Schulsystem
- Mehr Fokussierung auf die Persönlichkeitskompetenzen der in Ausbildung stehenden Lehrer
- Größere Fokussierung auf soziale Kompetenzen
- Förderung der individuellen Stärken & Schwächen
- Mehr Investition in „HUMAN RESSOURCES“ → Lehrer und Fachpersonal
- Benotung mit Feedback

2. Warum ist es wichtig, Lösungen für diese Herausforderungen zu finden?

- Weil das VOLK VERBLÖDET!!!
- Um parteipolitische Unabhängigkeit zu erreichen!
- Bildung ist GRUNDSTEIN für weiteres Leben & löst automat. „viele zukünftig mögliche Problem → Friedensbildung
- Um effektive Verteilung des Geldes zu ermöglichen!
- FACHkräfte → SPASS → ERFOLG

3. Welche Lösungsansätze sehen Sie?

- Individuelle Förderung+ Förderung in den Mittelpunkt des Unterrichtsgeschehens setzen
- Mensch im Mittelpunkt – NICHT LEISTUNG
- Kooperation statt Konkurrenzdenken
- Werbung – Imagesteigerung – gerechtere Entlohnung
- Einheitliches BildungsRECHT & NIVEAU → EU
- Bilaterale Kooperation - GLOBAL

4. Wer sollte bei der Lösung des Problems einbezogen werden?

Dem Grad der Involvierung folgend von zentral nach außen:

Involviert:

- Bildungsministerien, EU-Politik
- Gewerkschaften, Lehrende & Lernende
- Therapeuten & Beratende
- Familie

Betroffen:

- ALLE & ALLES

5. Auf welche Ziele Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

(1) Früh

Gut gelaunt steht Safia auf. Sie freut sich auf ein gemütliches Frühstück im Kreis der ganzen Familie. Somit steht Safia ein harmonischer Tag bevor.

(2) Vormittag

Sie geht neugierig in die Schule. Dort erwartet sie ein spannender & individuell gestalteter Unterricht. Hier wird sie für ihr weiteres Leben vorbereitet & sie hat die Möglichkeit individuell sich zu entfalten.

(3) Mittag

Jetzt fährt sie nach Hause, wo sie ihre Mutter schon mit dem Essen erwartet. Safia erzählt aufgeregt & voller Enthusiasmus, was sie alles gelernt & erlebt hat.

(4) Nachmittag

Safia & ihre Mama treffen sich mit der Nachbarschaft auf dem gemeinsamen Dachgarten zur Ribiselernte. Desweiteren organisieren sie ihren alljährlichen Bildungszug durch Europa, um mit ihren Mitbürgern Erlebnisse zu teilen. (sie kochen gemeinsam, musizieren zusammen, beten zusammen, tanzen, singen etc....)

(5) Abend

Statt fern zu sehen, besuchen sie ihren gemeinsam gestalteten Erlebnisort. Die ganze Familie (Oma-Enkel) trifft sich zum gemeinsamen Kochen & anschließenden Abendessen. Die Oma erzählt Geschichten von früher. Zum Schluss schläft Safia selig ein.

Research programme scenario 4

4b. Zugang zu den gleichen ganzheitlichen Gesundheitsdiensten und Ressourcen für alle

1. Welche Probleme/Herausforderungen spricht dieses Szenario an?

Die derzeitige Lebensweise und der externe Kostendruck der Pharmaindustrie führen zu folgenden Herausforderungen: Sparmaßnahmen im Gesundheitswesen, wodurch der Druck auf das Personal fällt (fallen, nicht sinken!), der Zugang zu medizinischer Versorgung erschwert wird bzw. für manche finanziell Bessergestellte dennoch möglich ist. Weitere Probleme sind: Korruption, unterschiedliche Standards und bestehende bürokratische Hürden.

2. Warum ist es wichtig, Lösungen für diese Herausforderungen zu finden?

Es ist deshalb (wichtig) Lösungen zu finden weil: um die Gleichbehandlung jedes Menschen zu gewährleisten, die negativen ökonomischen Auswirkungen zu minimieren (zum Beispiel: Arbeitsausfall, zusätzliche Kosten für Staat und Wirtschaft), Prävention von Krankheiten und schlussendlich Steigerung der Lebensqualität für alle.

3. Welche Lösungsansätze sehen Sie?

Die Vereinheitlichung der medizinischen Versorgung (zum Beispiel Ausbildungsstandards, Produktstandards etc.) und des europäischen Marktes, sowie verbesserte

Arbeitsbedingungen des medizinischen Personals führen zu einer fokussierten Patientenorientierung, einer engeren Kooperation des medizinischen Personals und einem engeren Wissensaustausch. Dazu kommen mehr Investitionen für Forschung und Entwicklung.

4. Wer sollte bei der Lösung des Problems einbezogen werden?

Im Zentrum: BürgerInnen, Politik, Entscheidungsträger

Im inneren Kreis: Ökonomen, Ärzte, medizinisches Personal, Gewerkschaften (medizinisches Personal), IT-Branche, Datenschutz, Ethiker

Im äußeren Kreis: F & E (Universitäten, Wirtschaft-Großspender, Vereine, Stiftungen, Pharmaindustrie und medizinisch-technische Geräteindustrie, Religionsgemeinschaften, alle → crowdfunding

Außerhalb betroffen: jede und jeder kann Patient werden.

5. Auf welche Ziele Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

1. Ich habe ein Knötchen in der Brust gespürt und bekomme noch am selben Tag einen Termin beim Facharzt, der gleich bei mir um die Ecke ist.
2. Der Facharzt schickt mich gleich in seiner Ordination zur Mammografie. Ein zweiter Belegarzt (kommt), um mich noch einmal zu untersuchen, dabei entdeckt er einen Hautausschlag und holt einen Konsiliar-Arzt dazu.
3. Die Ärzte führen eine gemeinsame Befundbesprechung durch, klären mich bis ins kleinste Detail auf und erörtern die Behandlungsmethode (alternativ, Schulmedizin) Abklärung des bevorzugten Krankenhauses und Ärzte-Wahl.
4. Einweisung ins Krankenhaus, Einzel oder Doppelzimmer je nach Wunsch und Einleitung der Behandlung am selben Tag.
5. Entlassung aus dem Krankenhaus inklusive gut ausgebildetem Pflegepersonal und Ärzten. Und regelmäßige Arztbesuche ohne Wartezeit. Anschließend Kuraufenthalt zur psychischen und physischen Regeneration.

Research programme scenario 5

8b. Symbiose aus Stadt und Land

1. Welche Probleme/Herausforderungen spricht dieses Szenario an?

- Landflucht in die Stadt bzw. Überbevölkerung in der Stadt. Das führt zu Aussterben des Landlebens. Zu wenige Wirtschaftsstandorte am Land → verstärkt den Effekt der Landflucht
- Isolierte Bürokratie (keine Vernetzung) verstärkt die Trennung zwischen Stadt und Land.
- Der mangelnde öffentliche Personennahverkehr hat den gleichen negativen Effekt (Trennung zwischen Stadt und Land)

2. Warum ist es wichtig, Lösungen für diese Herausforderungen zu finden?

Kulturelles Angebot für Landbevölkerung nimmt ab. Die Grundversorgung und Lebensqualität nimmt ab, Dienstleistungsangebote werden weniger weil es weniger Arbeitsmöglichkeiten gibt. Soziales Angebot gerät aus der Balance, dadurch steigt Kriminalität und Bedarf an Sicherheit wächst. Lebensmittelstandards und -qualität sinken.

3. Welche Lösungsansätze sehen Sie?

- Runder Tisch aller Beteiligten (Politik, Forschung, Wirtschaft, Bevölkerung)
- Mehr bindende Bürgerentscheidungen
- Spezialisierung in der Region auf Nischenprodukte
- Staatliche Anleihen um die Ansiedelung örtlicher Betriebe zu fördern ist Win-Win Situation
- Kriminalität/ Sicherheit im Vergleich zu anderen Regionen (Stadt/Land) aufwerten.
- Standards für medizinische Grundversorgung festlegen.
- Mehr grüne Energie in nicht verwertbaren Flächen.

4. Wer sollte bei der Lösung des Problems einbezogen werden?

Involviert:

Bund und Land

Kommunalpolitik

Wirtschaft (regional)

Forscher

Äußerer Kreis:

Bürger

5. Auf welche Ziele Wirkungen sollte diese Forschungsaktivität besonders Wert legen?

1. Frühstück mit regionalen gesunden Produkten. Weil durch staatliche Anleihen ein landwirtschaftlicher Generalbetrieb in der Lebensmittelproduktion angesiedelt wurde, fahre ich die kurze Entfernung mit meinem Elektrofahrrad zur Arbeit. Dadurch kann ich am Spätnachmittag meine Freizeitaktivitäten und meine sozialen Kontakte besser pflegen.
2. Ich bin Unternehmer mit Standort in unmittelbarer Umgebung. An meinem Wohnort lebe ich in einem Passivhaus mit Photovoltaik ohne Heizung. Durch Ausbau der regionalen Infrastruktur ist es mir möglich eine Waren umweltfreundlich und schnell auch an die Kunden in der Stadt zu liefern.
3. Viele meiner Mitarbeiter kommen mit dem ÖPNV. Darunter sind viele Beschäftigten mit Migrationshintergrund. Durch die guten Kontakte zur bestens vernetzten und entbürokratisierten Gemeinde sind diese Personen bestens integriert.
4. Die Überbevölkerung der Stadt hat dadurch abgenommen und die Balance zwischen Stadt und Land hat sich stark verbessert. Am Abend haben wir in unserer Stammkneipe einen runden Tisch mit lokalen Unternehmern, dem Bürgermeister, unserem Landwirt und einem Professor für Sozialökonomie und Bürger unsere Gemeinde zum Thema Symbiose Stadt und Land.



Report of the research and policy consultation in Belgium



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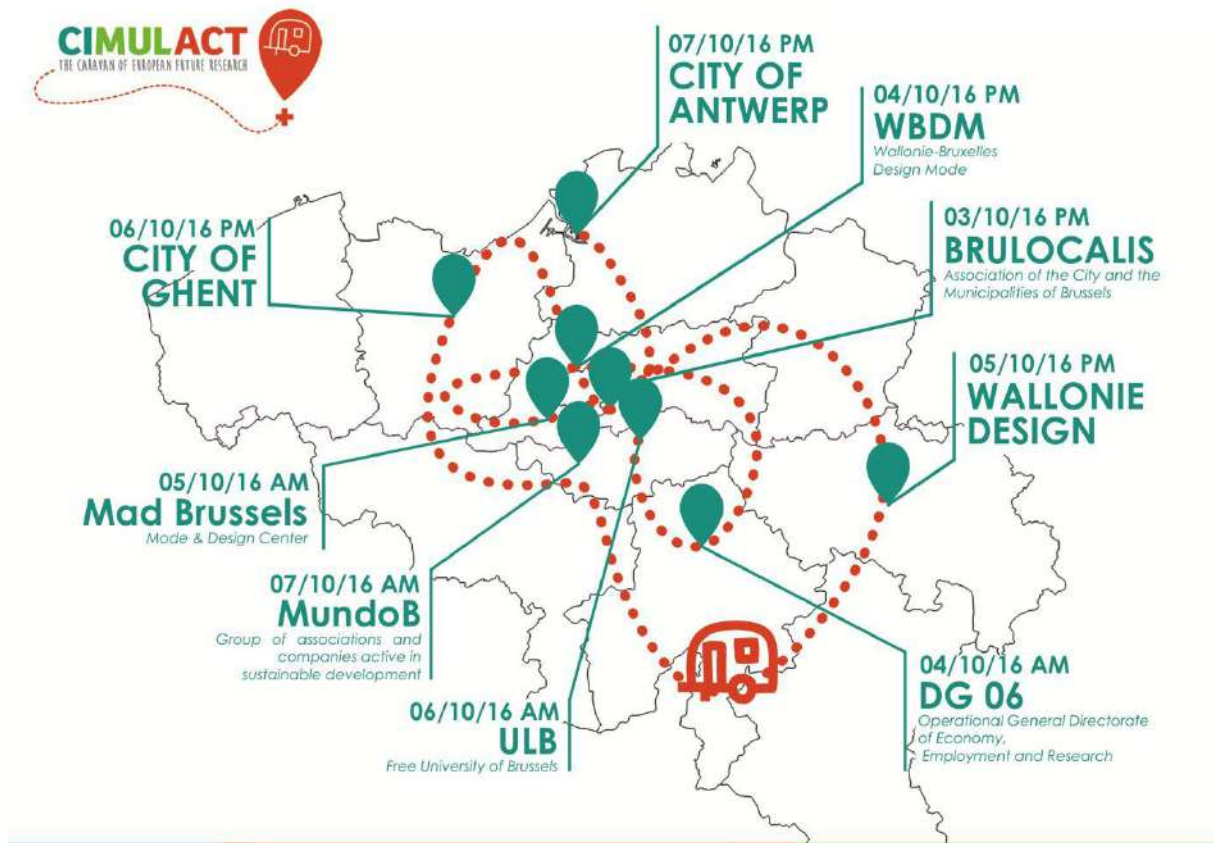


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1. Concept for the consultation in Belgium

The map below displays the various stops of the Belgian Consultation Caravan



Deliverable 3.2 Programmes and concepts for all citizen
and multi-actor consultations

DETAILS OF THE CARAVAN STOPS

3/10/16 PM

BRULOCALIS

Association de la Ville et des Communes de la
Région Bruxelles-Capitale

Category: association of the cities and communes
of the Brussels Capital Region

Rue d'Arlon, 53, 1000 Bruxelles, Belgium

4/10/16 AM

DG 06

Direction Générale Opérationnelle de l'Économie,
de l'Emploi et de la Recherche

Category: local administration in charge of research
policies at regional level

Place de la Wallonie, 1 B-5100, Jambes, Belgium

4/10/16 PM

WBDM

Wallonie-Bruxelles Design Mode

Category: trading support services

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

Place Sainctelette, 2 - 1080 Bruxelles, Belgium

5/10/16 AM

MAD

Mode and Design Centre - Mad in Situ
Category: business incubator,

4 rue du Vautour, 1000 Bruxelles, Belgium

5/10/16 PM

WALLONIE DESIGN

Category: local design centre

Rue Paradis, 78, B-4000 Liège, Belgium

6/10/16 AM

ULB

Université Libre de Bruxelles Category: university

Avenue Franklin Roosevelt 50, 1050 Bruxelles, Belgium

6/10/16 PM

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

STAD GENT

Category: municipality

AC Portus, Keizer Karelstraat 1, B-9000 Gent, Belgium

7/1016 AM ('reserve stop' in case of any previous stop would have been cancelled
– not used

MundoB

Category: ngo supporting sustainable development

Rue d'Edimbourg 26, 1050 Bruxelles, Belgium

7/1016 PM ('reserve stop' in case of any previous stop would have been cancelled
– not used)

STAD ANTWERPEN

City of Antwerp, Urban Development Category: municipality

Grote Markt 1, 2000 Antwerpen

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

For the Belgian Caravan, the target group was stakeholders of research and in particular:

- Institutions directly involved in research activities (i.e. university; local administration in charge of research policies at regional level)
- Organisations activating innovation among economic actors (i.e. design centre, business incubator, trading support services, NGO supporting social innovation)
- Public administration (i.e. municipality, association of cities administrations)

The recruitment of participants took place in two ways:

First, we contacted institutions and stakeholders that we considered to be relevant for both the aim of the face-to-face consultation of CIMULACT (meaning enriching scenarios) as well as with the topics of our research scenarios. Once those stakeholders got contacted and accepted to participate and to host the caravan, we started planning the Caravan week. Because of the constraint of fitting every caravan stop on half days and in one week, some institutions could not host us. In the end, 9 stakeholders out of 13 accepted and were able to host the caravan within their premises.

In each institution/stakeholder that accepted to be the host of the caravan, at least one or two key persons were identified and took responsibility to invite their colleagues or partners either internally or externally. They were asked to invite participants that they would see as pertinent for the CIMULACT consultation (meaning both on the research aim of CIMULACT, as well as the topics of the research scenarios). After, this second round of recruitment, we conducted a profile-check of the participants to ensure pertinence and balance of participants.

Around 7 to 9 participants were recruited for each caravan stop and usually 1-3 persons did not show up on the planned day (mainly due to illnesses or urgent professional matters).

In total, the caravan was hosted **7 times**, in 7 different places in Belgium with an average of 5 to 7 participants each time, making **a total of 41 participants (26 females and 15 males)**.

Age ranged from between 25 to 60.

2 leaflets have been designed and provided to the recruited institutions to help them explain the CIMULACT face-to-face consultation and the Belgian Caravan process to the participants they invited:



In particular, an argumentation was developed to show the various benefits that participating institutions could have in hosting a stop of the Belgian CIMULACT Caravan:

What would be the gains?

- To participate in the first citizen consultation and multi-stakeholder consultation project in European research programs H2020
- To co-build research scenarios to influence European future research agenda
- To experience an interactive workshop-debate using the collaborative design methodologies
- To host the friendly and dynamic process of the CIMULACT Caravan
- To rank among 10 to 12 institutions that contributed to CIMULACT in Belgium

- Which method did you use? Why did you choose this particular method?
 - 1) If you chose a method from the toolkit, just write this, but of course still explain why you chose it. However, if you modified the method, then you should briefly explain how it was modified, and why you decided to do this.
 - 2) If you designed your own method, please add a (short) description of it. WP5 will collect detailed descriptions at a later stage. (The more comprehensive you make the description now the less work you have to do when WP5 contacts you.)

Why did we want an alternative methodology?

Beyond the "big workshop"...

Large workshops are seen as the advanced way to do collaborative work mixing stakeholders, sectors and levels: they became the new normal.

But such big workshops have serious limits: gathering the same usual suspects available for the scheduled day; frenetic rhythms lacking of in-depth reflexion; workshop freaks accustomed to voice their ideas firing slogans on post-it; betting that all efforts, energies and expertises will interact during the same couple of hours; illusion of interaction because mixed groups signed on the list of attendees; etc.

More accessible and more efficient...

Furthermore, big workshops are heavy "events" to organize both to develop a packed choreography that fits into the time slot and to get the key stakeholders that are already booked for 2 other workshops the same day...

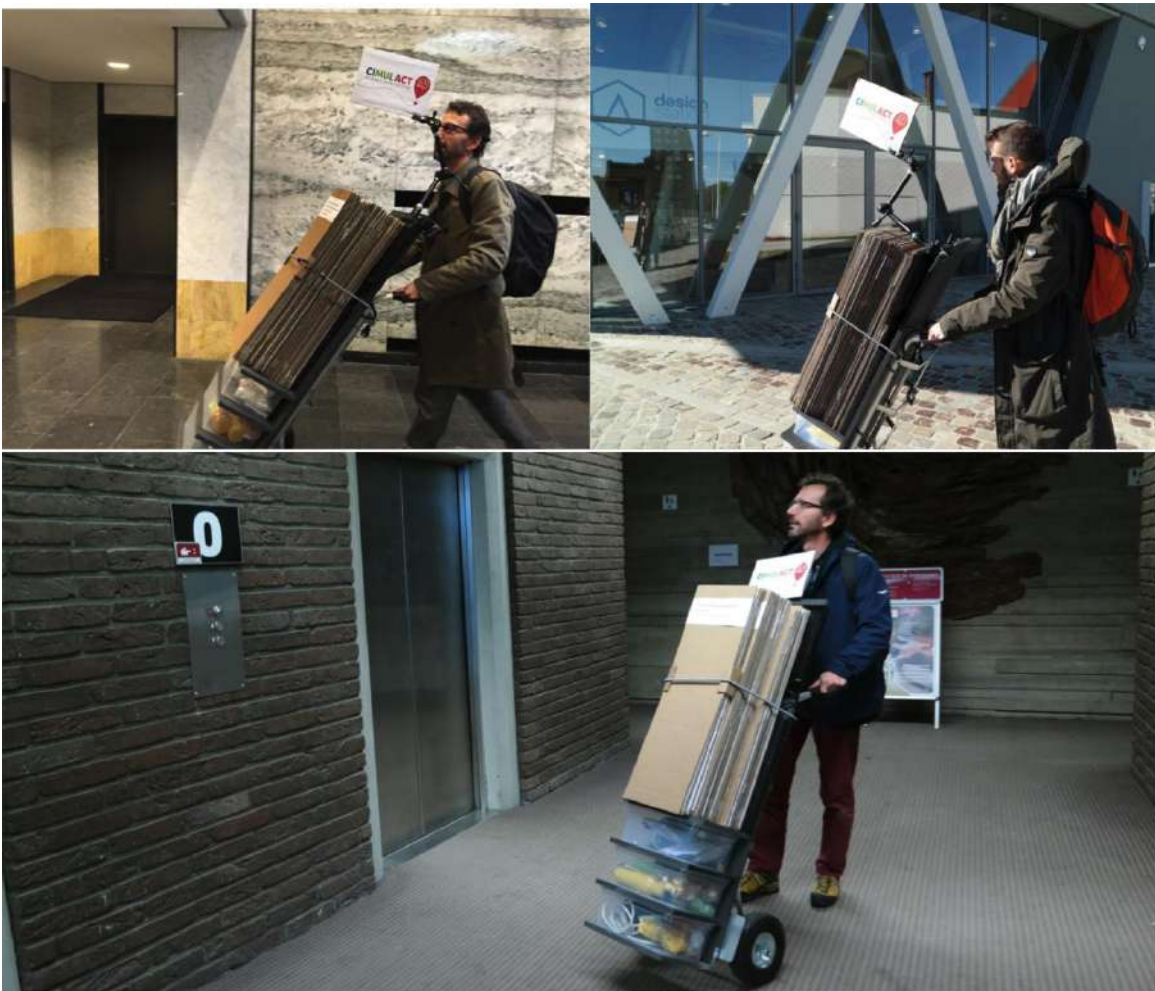
If another methodology is to be tried it should help to make stakeholders consultation more accessible (and therefore used more often) and/or more efficient (tackling some of the critics of "big workshops" listed above).

The following document intends to draft an alternative methodology and to discuss its potential in terms of accessibility and efficiency before SDS will propose to engage further in developing it for Task 3.1 Research and Policy Consultation...

What did we propose?

Meeting stakeholders at their place...

A CIMULACT Caravan that travels for one week across the country and stops for 3 hours in different places to meet various types of stakeholders and policy makers. Rather than struggling with inviting stakeholders all in the same place at the same time the idea is to pay them a visit, to interact in their context and to link stakeholders groups that usually hardly interact with each other



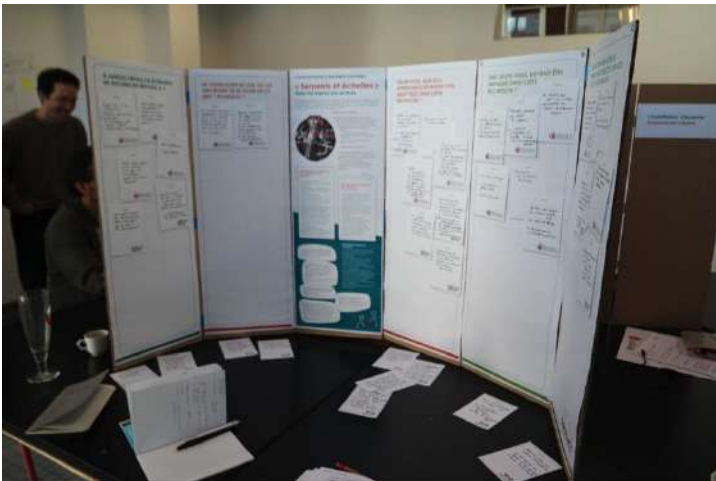
Colporting and enriching from place to place...

The approach builds on the process described in the proposed methods (in particular "short brainstorming of stakeholders and debate on each of the 6 questions" in method 2 and "World Café format with mixed groups reviewing one after the other the different research questions" in method 3). The CIMULACT caravan colports the research questions from one stakeholders' place to another each time enriching them through the 5 questions (challenges, scope and expected impact) like a form of "relay race".

Organizing links in between the caravan's stops

At each place the 3 hours process repeats in the same way:

1. Presentation of the CIMULACT project and caravan principle (15 min)
2. Presentation of the research scenarios (15 min)
3. Discovering the enrichments made by the previous group of stakeholders (15 min)
4. Discussion and new layer of enrichment (1h30)
5. Wrap-up and following steps of the CIMULACT project (15 min)



The enrichment cards posted by each group on the Research Scenarios panels make the link between the different stakeholders groups. Each visited group receives enrichment cards to answer the questions. Each card has the logo of the hosting institution to ensure the traceability and recognisability of each contributing stakeholder. Enrichment cards remain on the panels all along the process and therefore sediment stop after stop.



Involving stakeholders in the recruitment...

The CIMULACT caravan program ensures to visit a diversity of places "having a word to say in the research programs financed by the European Commission". In each place, the local organizer of the meeting is involved in inviting colleagues, partners that s/he thinks would be at stake with the research questions. The CIMULACT caravan team has checked participants' lists to ensure relevance.

Elements of rationale for the new method...

Accessing stakeholders that wouldn't come to a EU workshop...

Policy and decision makers with no time...

Stakeholders already too often engaged and who are fed up with seminars, conferences, etc.

An attractive "caravan" to host for stakeholder group...

The CIMULACT caravan stops in your city administration, your company, your university and offers the opportunity of a micro-debate on research questions to orient the research programs financed by the European Commission. It is also an opportunity for asynchroneous links with groups of stakeholders that never talk together (enrichments cards sedimenting and remaining on panels as a trace of the previous inputs).

Immersion in stakeholders' contexts...

Keeping more diversity rather than flattening differences in putting everybody in the same room...

We brought particular care to secure the participation of the hosting participants during the visiting session. Meeting people at their office has both advantages and

disadvantages. The advantage is that people are a lot more ready to participate when it does not “take too much of their time” and here it limits the time to the strict participation of the session (no extra time and hassle with commuting to a particular meeting place). So, you have “people at hand”. Doing it at stakeholders’ place is also a good way of bridging the gap between stakeholders, policymakers, researchers, etc. having the caravan link places that are usually not in direct contact with each other. Finally, being “in context” is a good way to get the interaction more rooted in stakeholders’ own dynamic and motivations.

The disadvantage and risk is that people may be more easily interrupted by other work matters, colleagues coming/passing, phone ringing in their office, etc. We paid particular attention to secure the presence of the hosting participants to the full session in order to avoid this kind of disruptions and we finally did not encounter this issue.



Quality criteria

Inclusion

Our method “touches” diverse groups of participants ranging from policymakers (city or regional levels) to researchers (universities) to wider stakeholders (public institutions like Art & Design schools, NGOs, etc.). The caravan visits each group of participants once in order to give the same opportunity to contribute to everyone. The caravan stops all around Belgium, each time for 3 hours (with a focus on the Brussels Capital Region which is the most diverse and populated region). It visits the 3 regions: Flanders with the City of Ghent, Wallonia with the City of Liege, and finally the Brussels Capital Region. Each group of participants is composed of around 5 to 8 people (so around 40 participants in the total process).

Relevance

We believe that policymakers, researchers and civil society stakeholders are key actors to hold the conversation on the future with as they all contribute to shaping it through either policies, research or education, local actions, etc. They are asked to discuss the 5 following different key points: what challenge does this research scenario address? Do you think it is an important challenge to address? What are the different ways this challenge could be approached? Who do you think should be involved in tackling this issue? What should it reach in terms of impact?

Equity

Participants, in order to be treated equally are visited once by the caravan and following the exact same process. The fact of stopping the caravan at their place is also a way to avoid having particular participants taking over the conversation. Here no one can confiscate the conversation (which is often the case with politicians taking the lead in larger groups) because everyone has his/her own turn to enrich the research scenarios.

Finally, in order to make sure that the participants have a good understanding of the CIMULACT general process as well as the importance of the task they are given, we present, at the beginning of every stop of the caravan (step 1 presented in the process) the general project flow.

Deliberation

The process has been designed in order to give every group of participants the same chance to contribute. The CIMULACT process is introduced (step 1), the research scenarios are presented as well (step 2) and the enrichments and comments of previous group are presented to the following group of participants through the enrichment cards that remain posted on the research scenarios panels, ensuring, therefore, no possible distortion from us repeating with our own words and understanding what the previous group has produced.

This feeds a collective conversation session (step 3) that leads to the enrichment of the research scenarios by the group. The research scenarios have been, in the end, reviewed several times. The traces of the enrichment by the groups are kept visible all along the process in order to keep track of the changes and improvements.

Finally, we wrapped-up the final results and checked if all the enrichments had been properly transcribed to feed the present report.

2. Programme for the consultation

At each place the 3 hours process repeats in the same way:

1. Presentation of the CIMULACT project and caravan principle (15 min)

Presentation of the general flow of the CIMULACT project + overview of what has been done so far (visions, social needs, research scenarios...) + explanation of the map of the caravan stops + watching of CIMULACT 2nd Video



2. Presentation of the research scenarios (15 min)



3. Discovering the enrichments made by the previous group of stakeholders (15 min)



4. Discussion and new layer of enrichment (1h30)



5. Wrap-up and following steps of the CIMULACT project (15 min)

3. Selected research programme scenarios

The 8 research scenarios that were selected by SDS for the Belgian consultation were the following:

3_Citizenship Awareness and Participation

- b. Snakes and Ladders. Connecting scales of issues and actors
- c. The transparency toolbox
- d. Empowered citizens

5_Sustainable food

- b. Good quality food for all
- c. Responsible use of land
- d. Evolving food culture in growing cities

10_Green Habitats

- b. Freedom to live where we choose !
- c. The bigger (cities) the better

The choice of those research scenarios was based on the following arguments:

Citizenship and participation has become a hot topic in the public sector with administrations looking for ways to interact more often and in more efficient ways with

citizens. Sustainable food is very high on the political agenda this year in the Brussels Capital Region. The question of living labs and making research and science more public and accessible is a point of interests for some of our potential stakeholders (universities, Joint Research Center, etc.). Urban -rural symbiosis is an interesting point of discussion in a small country like Belgium and in the particular case of Brussels which is both a city and a region... looking for more inter-regional collaboration and exchanges between rural lands and urban needs. Finally, Green habitats is also a critical element in a country where households are amongst the oldest in Europe (with issues of transports, housing, access to services in big and small cities, etc.).

Out of the 8 initially chosen scenarios, 6 scenarios were chosen to be enriched :

3_Citizenship Awareness and Participation

b. Snakes and Ladders. Connecting scales of issues and actors

c. The transparency toolbox

d. Empowered citizens

5_Sustainable food

b. Good quality food for all

c. Responsible use of land

d. Evolving food culture in growing cities

Recruited institutions selected 6 of the 8 proposed scenarios according to the pertinence of the focus represented for them and for the participants they imagined to invite. 5 institutions out of 7 chose the set of 3 research scenarios from 3_Citizenship Awareness and Participation and 2 institutions out of 7 chose the set of 3 research scenarios from "5_Sustainable food"

4. The enriched research programme scenarios

The prioritization was organised as follow:

Prioritization was asked as the last step of the workshop process. In each stop all participants discussed and enriched the research scenarios and prioritized (individually) one scenario out of the set of 3 they worked with.

No particular criteria were given to the participants for prioritization. Although, discussions with the different groups at each stops raised the idea of choice based on the combination of the 2 following levels:

- Which research scenario is focussing issues that I retain as the most important for the future considering my stakeholder point of view?
- Which research scenario is likely to deliver successful results activating the research streams foreseen?

The 6 research scenarios that were enriched are the following:

3_Citizenship Awareness and Participation

b. Snakes and Ladders. Connecting scales of issues and actors

c. The transparency toolbox

d. Empowered citizens

5_Sustainable food

b. Good quality food for all

c. Responsible use of land

d. Evolving food culture in growing cities

RESEARCH PROGRAM SCENARIO 1

3_Citizenship Awareness and Participation

b. Snakes and Ladders. Connecting scales of issues and actors

1. What challenge(s) does this research scenario address?

- Establish a relationship of empathy between policymakers and citizens.
- How to overcome the practical limits of multilevel institutions? How to connect simultaneously all decision-makers and citizens? How to restore citizens trust in polycymakers?
- Make the policy discourse understandable/readable by citizens.
- Power generates gaps: how do we reconnect to reality?
- Allow citizens to feel legitimate to speak out about public issues.
- Set a space and a time (physical or digital) dedicated to the collaboration between citizens and elected representatives (agora).
- Improving the sharing of experience at European level to share, from country to country, relevant solutions, tools, effective models...
- Restore the meaning of the act of voting by the introduction of mediators explaining the complexity of political mechanisms and of decision-taking processes so that citizens do not feel cheated. (Why is the process so slow?, etc ...)
- How to translate specific interests into collective issues? -> Give a role to each player (see the current "sociology of translation" of Callon and Latour)
- Reconsider political systems and what can citizens do by themselves.

2. Is it important from your point of view to address this challenge? Why?

- For more ethics in the participation of decision makers.
- Coordinate administrative levels for better impact.
- Reclaiming trust-based relationships with elected officials, citizen confidence...
- Importance of giving to the citizen a feedback on decisions that are taken.
- Strengthening the legitimacy of the outcasts (undocumented migrants, immigrants, homeless people ...) to contribute to common challenges.
- Reconsider politicians' tasks.
- Consider a new system where citizens would have more responsibilities.
- Politicians tend to be too often in "election" mode and therefore tend to communicate on the things that work, but too little about the reasons of why it worked. For us, transparency means explaining the results, patterns, processes.
- Citizens should make more efforts to understand politicians.

3. How could it be approached?

- Decompartmentalizing the different actors / stakeholders.
- Setting up agendas for meetings between citizens and decision-makers (G800)
- Elected representatives go in the field and out "of their bubbles" (to meet NGOs for example).
- Transdisciplinary approach (economics, sociology, international relations)
- Develop a level of validation before every decision.
- Set up independent mediators to liaise between citizens and decision makers.
- Review the salaries and benefits of elected representatives (not politician by interest but by commitment)
- Two trades for elected officials (political representation and civic life)
- Redefining the role of citizens as a profession (paid?) to bring some parity between politicians and citizens. Civic duty as in ancient Rome.
- Citizenship is an activity
- Train / equip / give keys to all citizens to understand policy issues.
- How to train decision makers to empathy, to participation processes, to inspire confidence...?
- Invite citizens to the city hall (visits, issues on the agenda ...) to get all the information they need to take part in decision making.
- What could be co-created and what could/should not? -> Can we really/reasonably engage everyone?
- Think about methods of discussion to communicate constructively and not to get bogged down in debates.
- Having greater flexibility in political jobs (make people change jobs more often).
- The research could explore public communication, both in terms of formats and communication processes within the administration and in the impact on the public (citizens).
- How can we define spaces for constructive conversation, a dialogue between officials and citizens? (Co-construction process) Can this be done in a light and effective way?

4. Who should be involved in solving the problem?

- Teachers because they educate the youth (who are future citizens).
- The education institution/ministry because they develop the curriculums.
- Economic actors.
- Elected representatives from different levels of governance.
- The researchers to suggest different models / tools
- Everyone in an equal degree (with some keys given, to minors for example)
- The media: The education role of Media that creates distance and gives a certain image of politicians.
- Excluded people, the poorest, through institutions (like the Walloon network against poverty)
- Not everybody! We need to identify what issues require the citizens to be involved (advising on everything is not necessarily relevant, leave some things out to qualified individuals)
- Cooperatives (organizations of citizens)

- Mediators: some people are not able to express their opinion and need mediators to give them a gateway into the debate.
- The citizens, according to their capacity to have a relevant opinion on a particular subject.
- We need to involve the whole diversity of society in the decision process (all kinds of groups, opinions ...)
- We should engage young people in their early age to give ideas on urban policy, give them information on the functioning of the city and feedback on their ideas.

5. What should be the main goals/impacts of the research activity?

-
- Establishing trust between citizens and decision makers.
- Bringing more ethics in participatory processes.
- Organizing inter-level (of power) meetings.
- Establishing some transparency.
- Reinventing the system.
- Restoring a collective consciousness among citizens.
- Give to citizens some keys of comprehension of the social issues in order to understand why/how decisions are made.
- We need to know in what type of situation we can engage citizens in order to find a balance.
- Change political discourse and cooperation modalities.

RESEARCH PROGRAM SCENARIO 2

3_Citizenship Awareness and Participation

c. The transparency toolbox

1. What challenge(s) does this research scenario address?

- Find new modalities of governance, restoring confidence with politics.
- Inventing 'new' modalities for participation.
- Defining transparency in policies (code of conduct, ethics, compliance rules, commitment and exemplarity...).
- To take part to politics is a primary right in a democratic state.

2. Is it important from your point of view to address this challenge? Why?

- Because of the loss of credibility of representative democracy and the rise of extremism and populism.
- Transparency as a way to reduce embezzlement
- Transparency overcomes a lack of confidence in the political system.
- We should develop tools that promote constructive attitudes, education through digital media, code of conduct, information processes that balance opinions...
- No, we should not research on transparency as such but rather on the sense of democratic responsibility. The search for more transparency leads to more surveillance, fascism, big brother - Transparency undermines democracy. The opacity and silence are also essential in politics.
- Politicians are always on "election / campaign mode"...

3. How could it be approached?

- Understand how elected representatives open dialogues? And how can citizens take part in the process?
- What tools do citizens have that give them the right to look into governance, decisions...?
- Establish some transparency on the motivations/reasons behind decisions?
- Developing games (RPG type) to experience participatory governance.
- Develop humility and recognition of participation?
- Develop a tandem on participation (elected officials and citizens).
- Define a minimum level of knowledge that citizens need for the understanding of policy making processes.
- What are the limitations / conditions of transparency? Case studies where transparency has been introduced (failure or success).
- What are the tools to measure / evaluate / assess the impact of participation / traceability of the contributions of participation?
- Develop available, light and reasonable tools to allow one to be transparent. Restitution to people through "citizen-friendly" formats.
- Decisions made visible: what information was given? What are the points of view? What decisions were taken? Overview...

- How to make public affairs more interesting, accessible, attractive? Where to begin?
- Research / experimentation with new systems of governance: how is the qualification of policymakers made and its possible unqualification (for example remaining 'accountable' for the decisions that have been taken).
- Research in the fields of education and communication to make the policy actions more positive, measure their effects and find tools to enable citizens to participate to them
- Is it really useful to develop tools for transparency? Shouldn't we invest on the citizens' information on policy processes and the role of politics in order to be able to elect with trust and confidence political representatives?
- Do secrets allow a good governance? Good governance = confidence + secret
- Trust (Callon & Latour) How do we work for the empowerment of citizens with processes that will translate specific interests in common interests? Recognition of the legitimacy of every point of view - the Sociology of translation.
- Continue the process of decentralization to strengthen the links between politicians and citizens, develop trust and closeness, and the understanding of the political work.
- Civic consciousness education - Does the educational learning on political awareness lead to greater confidence and political interest? Political awakening comparative studies (education)
- By sensationalising cases of corrupt politicians media hurts the rest of politics and politicians.
- Find formats/channels for dialogue, cooperation with trust in politics.
- Research on public communication (both in terms of formats and decisions of communication processes in administrations) and the impact on the public (citizens). What are the most effective means of communication for public policy / decision making? How to visualize the decision making? (Collaboration with graphics design?). Explore new forms of communication in order to get people to look at public policies and decisions in a different way.
- Collect case studies: How can we build and facilitate access to spaces dedicated to constructive conversation / dialogue between elected representatives and citizens? Process of co-construction: how can it be light and efficient?
- Find a solution to the challenge of masses of raw information that are unusable if they are not "treated" and "analyzed".
- Simplify administrations, deconstruct the bureaucracy for a better rebuild.

4. Who should be involved in solving the problem?

- Elected representatives: educate politicians to "let go", to humility, to responsibility.
- Involve elected representatives in clarifying their roles.
- Civil servants: train civil servants to work together in tandem with politicians on the clarification of decision processes.
- Citizens: What is the minimum knowledge about decision-making processes that citizens need to understand and demand transparency?

5. What should be the main goals/impacts of the research activity?

- Develop "citizen-friendly" decision-making processes .
- Develop transparency not in order to destabilize politics but rather to trigger virtuous participation dynamics.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- Develop mandate assessment / evaluation (in the same logic of humility).
- Transparency is not an end but a means to encourage more participation.
- Transparency is essential on matters of great importance and should be activated when necessary.
- Transparency must allow work on setting visibility of the role and the importance of politics.
- Observational studies: how are political decisions retroceded / explained to citizens (thus increasing collective understanding)?
- Citizen role of voting: awareness of the importance of the elective act - Communication on the positive aspects - build confidence in democratic politics.
- We need politicians to give arguments about the "why" of public policies and decisions. Transparency means explaining to citizens why we (governmental agencies) do this or that.
- The hyper-transparency could multiply the information: how to help citizens navigate in this multitude of data and identify actionable levers?
- We need more arguments: Why do we do this?
- Set up the citizen of tomorrow in the decision process.
- Find ways, tools, techniques to systematize the transparency of decision making.

RESEARCH PROGRAM SCENARIO 3

3_Citizenship Awareness and Participation

d. Empowered citizens

1) What challenge(s) does this research scenario address?

_ Increase the empowerment of citizens while limiting individualism, promoting openness, tolerance, mutual restraint, etc.

_ What (other than digital solutions) can be support for citizen empowerment?

_ Two aspects of the challenges of digital technology: how can digital technology empower participation and how can it affect participatory processes?

_ Are digital solution likely to improve:

- Access to participation
- Quality of participation
- Level of commitment
- Etc.

2) Is it important from your point of view to address this challenge? Why?

_ Digital technology is part of our life: it is necessary to consider it as a support to citizen empowerment

_ Digital technology is omnipresent in society, it is necessary to assess the potential of this new tool, effects and risks on the empowerment of citizens, efficiency of digital technology as a tool for participation, etc.

- It is necessary to teach about the digital technology benefits and harms.

_ Digital technology must empower without "swallowing up" participation, increase mutual understanding, empathy...

_ How to prevent the induced effects of digital technology: knee-jerk reactions, lighter choices, less thoughtful, etc. ?

_ How to counter-balance the viral effect reactions on digital tools?

3) How could it be approached?

About the development of citizen empowerment:

_ Case studies / field studies / comparative studies between the different cultures of participation in Europe, on incentive practices and failures

_ Clarification between the different levels of citizen involvement: information, conciliation, consultation, decision-making, co-production, etc. and giving them visibility.

_ Study the citizen capacitation process (eg. What works? Do not work? Why? Etc.) _ How do the tools and processes to support citizen participation operate in different European cultures?

_ How can participation and involvement be extended (eg. to other profiles, beyond those who regularly participate)?

_ What are the barriers to experimentation (eg. from the government implementing experimentations, from the perspective of citizens). What are the legal/behavioural/economic barriers, etc.?

_ Understand the processes that initiate a culture of participation in the population, particularly the articulation of offline and online process

About the potential of digital technologies in supporting capacitation:

_ Research on the digital divide, on the digital technology as an exclusion vector. But as well as research on the potential inclusion through the use of digital solutions.

_ Research on implicit transformations induced by digitalization (ex. opacity of social networking tools, strategies of capture/influence on Internet, etc.)

_ Inventory of current experiments in terms of citizen empowerment using digital solutions. Case studies beyond the traditional use of social networks?

_ Comparative study of online and offline approaches in terms of citizen mobilization/commitment and of implementation of solutions by the citizens themselves, etc.

_ Beyond comparative studies between online and offline, promote research on the complementarity of the two approaches in terms of citizen empowerment, on combining the advantages of one and the other.

About education for empowerment:

_ What roles can the digital play in education for citizen empowerment, as an incentive tool to participation?

_ Research on education on the harms / benefits of digital tools (eg. stimulating critical thinking, encouraging taking back/discernment, stepping out of the immediateness undermining reflection, etc.)

_ Under what conditions digital solutions could increase participation? What about a "Citizen-go" effect as for Pokemon-go (pulling people out of their houses) or social networks increasing transport intensity (after chatting people who want to meet face-to-face?)

_ Develop the use of digital technology as an element of interaction in public institutions (not only of communication of corporate discourse outside)?

About capacitation and digital tools:

_ Studies of the necessary framework to set in digital solutions to ensure the right conditions for participation

_ How can we develop digital tools that encourage participation and in particular:

- Dissemination of qualified, toned information
- Constructive collaboration
- Positive contribution (beyond criticism)
- Compliance with a code of conduct
- Forms of civic education through digital solutions
- Etc.

_ On what conditions the digital technology increases the "number of variables" taken into consideration/the different views taken into account? (Reference to the writings of Spinoza)

_ How to adapt the digital tools to the particular democracy in particular how to slow down exchanges, to give time for deliberation, to increase the quality of exchanges?

_ What are the areas of relevance/issues that can be discussed between the online and offline?

4) Who should be involved in solving the problem?

_ Ask the question "who?" is especially asking who is excluded by the digital society...

It is necessary to explore the conditions for inclusion through the digital

_ To better understand when digital solutions empower people (eg. a person with reduced mobility empowered by digital) and when on the contrary it limits empowerment (eg. the passage of administrations to digital).

5) What should be the main goals/impacts of the research activity?

_ Digital solutions are a means and not an end in themselves: the purpose is improved, enriched, in-depth participation

_ What about the obsolescence of digital tools (eg. the time people take ownership of the tool, the tool will be out of date)?

RESEARCH PROGRAM SCENARIO 4

5_Sustainable food

b. Good quality food for all

1. What challenge(s) does this research scenario address?

- _ Countering social inequalities through food.
- _ Improving public health (pesticides that give cancer...)
- _ How to review the production systems / recovery / distribution of products to be sold on a large scale?
- _ Reduce CO2 emissions.
- _ Rethinking distribution system to analyze its impact on access to quality food.
- _ Inform about quality products (origin, method of production, culture, biological or not ...)
- _ Set the link between quality and diversity and decide the criteria to be considered to define the quality of a product (health, nutrition, taste ...).
- _ Give more information about the right price for a product and the share of income spent on food.
- _ Make research percolate towards the citizen.

2. Is it important from your point of view to address this challenge? Why?

- _ The aim must be a food democratization (easy access to good food)
- _ It is necessary to analyze the impact on health to improve it.
- _ A quality diet can affect the place of individuals in society
- _ Establish a more nutritional approach when communicating about the products: what to eat and how?
- _ It is necessary to ensure the right to equitable access to quality food.
- We must seize this challenge because of the potential impacts of poor diets on health and environment.

3. How could it be approached?

- _ An approach through education by building new teaching methods to learn to eat differently.
- _ Ensure that local authorities engage citizens and producers.

- _ Labelling and transparency / visibility: make informed choices (via user experiences)
- _ Run an analysis of packaging/marketing impacts on consumers' choice.
- _ Appetite products: make organic and local products more attractive (no additives, etc.)
- _ Make general terms like "sustainable, organic, etc. " understandable.
- _ There should be a study on the fair price: how to understand the price? How is the value added in the production chain?
- _ Assess the impact of different types of food (quality / no quality, health, environment, ecology ...) to highlight the food types to promote (diet, mode of production ...)
- _ Working on new mechanisms of access to good quality food.
- _ What narrative for sustainable consumption?
- _ A new labeling on food products (price per kilo, price based on nutritional value, production method, origin, fair or not, transport ...)
- _ Analyze the way the major producers can impact the traceability of quality products.
- _ Working on the role of government in the product communication and standards to meet.
- _ Have a medical and curative approach of food.

4. Who should be involved in solving the problem?

- _ Everyone: consumers, GAC (citizens buying groups), farmers, big agricultural groups, distributors, educational structures, service designers
- _ Public authorities (those responsible for the guarantee of a right, here access to quality food) -> give them responsibility in there.
- _ Nutritionists and doctors who might participate in the establishment of an educational program, the definition of "quality food" and give dietary advice to individuals.

5. What should be the main goals/impacts of the research activity?

- _ Offer different types of supply.
- _ Change the scale of the production and the distribution of good quality products.
- _ Bring more ethics in the product information.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- _ Convince citizens of the need for sustainable food.
- We must aim for a reduction of the impact of food on the environment.
- _ Ask questions on access to employment that new systems would generate.
- _ Find effective incentives to promote a quality food supply (public authorities, private sector ...) ? -> What policy?
- _ Aim at improving health through diet.
- _ Ensure that the supply influences demand rather than demand influences supply (eg. seasonal vegetables, consumers want tomatoes in winter so we will import tomatoes)
- _ Redefining the terms of financing, the economic impact of existing systems and the possible new systems.

RESEARCH PROGRAM SCENARIO 5

5_Sustainable food

5 c. Responsible use of land

1) What challenge(s) does this research scenario address?

_ Ensuring agricultural quality and availability of land for food production over the long term

_ Multi-dimensionality of the issue of land use (eg. public health, employment, population mobility, etc.)

_ Disseminating and giving visibility to new value creation models dealing with farmland use.

2) Is it important from your point of view to address this challenge? Why?

_ Having a comprehensive approach (including food production) in the management of the territory

_ Expand/open alternative models to the current model (i.e. intensive, industrial) operating farmland

3) How could it be approached?

About knowledge on current and developing practices:

_ Collect data / develop mapping capabilities to make visible the actual impacts of current practices (on land, way of living, etc.).

_ Better distinguish the problems between urban, peri-urban and rural agriculture

_ Better discern the issues based on different governance levels (national, regional, local).

_ Develop projection work on current trends and on alternative models in order to support debate and decision making

_ Development of knowledge and research approaches in terms of ecosystem services (eg. study multiple potential uses of a parcel before allocating it to a specific use)

_ Develop knowledge on processes pretending to combine intensive cultivation and product quality (eg. aquaponics)

_ How to progress in research on arbitration between local production and transport: new de/re-location of production (eg tomatoes produced in Sicily and transported versus local greenhouses heated.)?

About planning instruments and territorial policies:

_ How to pair urban development and agricultural development (eg a law could impose a partial food independence for all new house buildings: i.e. all new residential construction must include solutions to achieve self-produce 10% of its food needs)

_ Extend practices of "ecosystem services" to wider systems (eg. all dimensions interacting in a territory beyond only food issues)

_ Develop methodologies and research capacity at the local level (eg. systemic analysis of local territory including agricultural production issues with all other issues) _ Study the impact of property mechanisms/land management on the evolution of agricultural policies

_ Study the instruments and public policies facilitating access to land (eg. support for young farmers, renovation of the agricultural vocational education, new collaborative agricultural models, multi-functional farming, etc.)

_ How to increase resilience (eg. mesh of agriculture actors with non-agricultural actors in the territory)

About matters beyond the focus of the scenario:

_ What articulation, mediation, knowledge brokering between scientists and policy makers?

_ How to bring together the actors of scientific research and the society/the decision-making processes?

_ How to change postures of the research towards a research much more multi/interdisciplinary?

_ How to better develop scientific work as support for decision making (evidence-based policy making)?

4) Who should be involved in solving the problem?

_ Multidimensional and experimental research, involving a variety of actors

_ Develop action-research methods for sustainable food, combining researchers and practitioners in a close relationship (eg in forms of living-labs)

5) What should be the main goals/impacts of the research activity?

_ Better assessment of induced effects of the CAP and feedbacks on this type of policy framework

_ Develop reversible actions on the ground

RESEARCH PROGRAM SCENARIO 6

5_Sustainable food

d. Evolving food culture in growing cities

1) What challenge(s) does this research scenario address?

_ Understanding the economic and social environmental impact of diversity of food cuisines.

2) Is it important from your point of view to address this challenge? Why?

_ Because of the intensification of the mix of food identities/cultures (large cities> medium cities)

– Because of the diversification> new food practices

_ Diversity related to food globalization.

_ Is it important? No, as it is, this issue is not specific to food as a determinant of sustainability or non-sustainability.

_ For a diversity linked to food globalization.

3) How could it be approached?

_ Study the impact of imports (transportation, local farming practices, economic impact)?

_ Research on improving the "sustainable" yields according to their country of origin + develop non-indigenous growing techniques locally in Europe.

_ Have a sociological approach on eating practices and diversity.

– Research on the impact of education on food practices (culture-based).

_ Comparative study of supply chains

_ Studies on mixed food cultures management policy tools (stick / ban, carrot / promoting good practice)

_ Studies on meaning and values of food identities (food + integration community)

_ Food and nutrition research (virtuous mix)

– Biological studies (health impact of the diversity?)

_ Sociological research on food practices: Who does consume "exotic" products? All consumers? Consumers from different cultures? Immigrants?

_ Research on social impacts and indirect links to other eating behaviors.

- _ Environmental impacts of local and non-local products (sustainability criteria)
- _ Does the debate on sustainable food exclude / polarize / caricature some social groups? Eg. Some belgian hipsters looking for organic and local food
- _ Survey the different type of food of the different communities. Who uses these exotic products? Are those who consume exotic food (non-indigenous) from different cultures or immigrant communities?
- _ Practice + experiments = citizens empowerment of citizens
 - Find an indicative, informational, non-prescriptive tool to define the footprint of products. What footprint (co2, water, land use) does this food product have? What quotas (co2, water, land use) do we have ? Linking / compare this footprint and quotas to other things (housing, transport ...)
- _ Take a historical perspective on the impacts (impact 0 does not exist)
- _ Research on the social impacts and indirect links to other eating behaviors.
- _ Analyze the environmental (and other impacts) of local and non-local products (sustainability criteria).

4) Who should be involved in solving the problem?

- _ A broad ecosystem of players ...

5) What should be the main goals/impacts of the research activity?

- _ More sustainable cultural mix!
- _ The multicultural integration objectives> Food as social cohesion lever and health vector ...
- _ Improving the understanding of the homogeneity of food cultures throughout Europe.
- _ Taking care not to be prescriptive.

5. Selected research programme scenarios (national language)

Les 8 scénarios de recherche sélectionnés pour la consultation citoyenne en Belgique sont les suivants:

3_Conscience citoyenne et participation citoyenne

B. « Serpents et échelles ». Relier les enjeux aux acteurs

C. La boîte à outils de la transparence

D. L'habilitation citoyenne

5_Alimentation durable

B. Une alimentation de qualité pour tous

C. Un usage responsable des terres

D. Des cultures alimentaires en évolution dans les grandes villes

10_Habitats durables

A. La liberté d'habiter où on le souhaite

C. Les villes : plus c'est grand, mieux c'est

6. Belgium: The enriched research programme scenarios (national language)

SCÉNARIO DE RECHERCHE 1

3_Participation citoyenne et conscience citoyenne

3.b. "Serpents et échelles" - Relier les enjeux aux acteurs

A quel(s) défi(s) ce scénario de recherche répond-il?

_ Etablir une relation d'empathie entre décideurs et citoyens.

_ Comment palier aux freins pratiques des multi-niveaux institutionnels ? Comment mettre en contact en même temps tout les acteurs décisionnels et les citoyens? Comment le citoyen retrouve confiance dans les décideurs ?

_ rendre intelligible/compréhensible le discours de politiques.

_ Le pouvoir génère un décalage: comment est-ce qu'on reconnecte à la réalité? _ Permettre au citoyen de se sentir légitime par rapport à s'exprimer sur des sujets publics.

_Créer un espace et définir un temps (physique ou numérique) dédiés a la collaboration élus-citoyens (agora)

_ Améliorer le partage d'expérience au niveau européen: partager d'un pays a l'autre les solutions pertinentes, Les outils, les modèles efficaces...

_ Redonner du sens au vote avec une mise en place de médiateurs qui expliqueraient la complexité des mécanismes politiques et le pourquoi des prises de décisions pour que les citoyens ne se sentent pas floués. (Pourquoi les processus sont lents, etc...)

_ Comment traduire les intérêts spécifiques en enjeux collectifs? -> donner un rôle à chaque acteur (voir le courant "sociologie de la traduction" de Callon et Latour)

_ Repenser les systèmes politiques et reconsidérer quelles choses les citoyens peuvent faire par eux même.

De votre point de vue, est-ce important de se saisir de ce défi? Pourquoi?

_ Pour plus d'éthique dans la participation des décideurs.

_ Coordonner les niveaux administratifs pour un meilleur impact.

_ Retisser des liens de confiance avec élus, confiance du citoyen...

_ Importance de monter au citoyen le retour, le feedback sur les décisions...

_ Renforcer la légitimité des exclus (sans papiers, immigrés, sdf...) à contribuer face aux défis communs.

_ Reconsidérer les tâches des politiciens.

_ Penser à un nouveau système dans lequel les citoyens auront plus de responsabilités.

_ Les politiciens ont tendance à être trop souvent en mode «élection» et tendent donc à communiquer sur les choses qui fonctionnent, mais peu sur les raisons pour lesquelles cela a fonctionné. Pour nous la transparence signifie expliquer les résultats, les motifs, les processus.

_ Les citoyens devraient faire plus d'efforts pour comprendre les politiciens.

Selon vous, quelle(s) approche(s) devraient être adoptée(s) dans cette recherche ?

_ Décloisonnement des différents acteurs/parties prenantes. _
Calendrier de rencontres entre citoyens et décideurs (G800)

_ Les élus vont sur le terrain et sortent « de leurs bulles » (à la rencontre des

associations par exemple).

_ Approche transdisciplinaire (économie, sociologie, relations internationales) _ Mettre en place un niveau de validation avant chaque prise de décision.

_ Mettre en place des médiateurs indépendants pour faire le lien entre citoyens et décideurs.

_ Revoir les salaires et avantages des élus (pas hommes et femmes politiques par intérêts mais par engagement)

_ Double métiers pour les politiques (décideurs et dans la vie citoyenne)

_ Redéfinir le rôle des citoyens en tant que profession (rémunérée?) afin d'amener une certaine parité entre les politiques et les citoyens. Devoir de citoyen comme dans la Rome antique.

Citoyen=Métier

_ Former/ outiller/ donner les clés de compréhension à tous les citoyens pour comprendre les enjeux politiques

_ Comment former les décideurs? L'empathie, les processus de participation, la façon de donner confiance...

_ Invitez les gens à la mairie (visites, questions de l'ordre du jour ...) pour obtenir toutes les informations pour participer au processus de prise de décision.

_ Qu'est ce qui pourrait être co-créé et qu'est ce qui ne pourrait pas? -> Peut on engager vraiment tout le monde?

_ Avoir une réflexion sur des méthodes de discussions pour communiquer de façon constructive et non pour s'enliser dans un débat.

_ Avoir une plus grande flexibilité dans les emplois politiques (faire changer les gens d'emploi plus souvent).

_ La recherche pourrait explorer la communication publique, tant en termes de formats et processus de communication au sein de l'administration que dans l'impact sur le public (citoyens).

_ Comment pouvons-nous définir des espaces pour une conversation constructive, un dialogue entre les fonctionnaires et les citoyens? (Processus de co-construction) Comment cela peut-il être fait d'une manière légère et efficace?

Qui selon vous, devrait être impliqué dans cette recherche?

_ Les enseignants parce qu'ils forment les jeunes. _ Les enfants car il sont les futurs citoyens.

_ L'éducation nationale car elle élabore les programmes scolaires. _ Les acteurs économiques

_ Les élus des différents niveaux de gouvernance

_ Les chercheurs pour proposer différents modèles/outils

_ Tous à un degré égal (moyennant le fait de donner les clés par exemple aux mineurs)

_ Les médias: rôle d'éducation des médias qui créent une distance et une certaine image des politiques.

_ Les personnes exclues, les + démunis via des institutions (comme le réseau wallon contre la pauvreté)

_ Pas tout le monde! Il nous faut identifier à quelles problématiques il serait pertinent de faire participer les citoyens (donner son avis sur tout n'est pas forcément pertinent, laisser la main aux personnes qualifiées)

_ Aux coopératives (organisations de citoyens)

_ Au médiateurs: certaines personnes ne peuvent pas donner leur avis et ont besoin de médiateurs pour leur donner une porte d'entrée dans le débat.

_ Aux citoyens en fonction de leurs capacités à avoir un avis pertinent sur un sujet en particulier.

_ Nous avons besoin d'impliquer tous les types de diversité dans le processus de décision (toutes sortes de groupes, opinions ...)

_ Il faudrait engager les jeunes dès leur plus jeune âge pour donner des idées sur la politique de la ville, leur donner des informations sur le fonctionnement de la ville et des commentaires sur leurs idées.

Quels devraient être les principaux objectifs/impacts de cette recherche?

_ Etablir une confiance entre les citoyens et les décideurs. _
Amener plus d'éthique dans les processus participatifs. _ Organiser
des rencontres inter-niveaux (de pouvoirs).

_ Mettre en place une certaine transparence. _
Réinventer le système.

_ Rétablir une conscience collective chez les citoyens.

_ Donner les clés de compréhension des enjeux sociaux de manière à comprendre les
décisions qui sont prises.

_ Nous devons savoir dans quel type de situation, nous pouvons impliquer les
citoyens et quel genre afin de trouver un équilibre.

_ Modifier les discours politiques et les modalités de coopération.

SCÉNARIO DE RECHERCHE 2

3_Participation citoyenne et conscience citoyenne

3.c. La boîte à outils de la transparence

A quel(s) défi(s) ce scénario de recherche répond-il?

_ Trouver de nouvelles modalités de gouvernance, une confiance dans le politique. _ Réinventer des 'nouvelles' modalités de participation.

_ Définir la transparence en politique (code de conduite, éthique, respect de la loi, engagement et exemplarité...).

_ La politique est un droit primaire dans un état démocratique.

De votre point de vue, est-ce important de se saisir de ce défi? Pourquoi?

_ A cause de la dé-crédibilisation de la démocratie représentative et de la montée des extrémistes et du populisme.

_ La transparence comme moyen de réduire les cas de malversation. _ La transparence palie à un manque de confiance envers le politique. _

_ Il faudrait développer des outils qui favorisent l'attitude constructive, l'éducation par le numérique, code of conduct, processus d'info qui nuance les avis...

_ Non il ne faut pas, sentiment de responsabilité démocratique. Il ne faut pas de recherche sur la transparence. Transparence = fascisme, big brother - La transparence nuit à la démocratie. L'opacité et le silence sont essentiels en politique _ Les politiciens sont toujours en «mode élection / campagne».

Selon vous, quelle(s) approche(s) devraient être adoptée(s) dans cette recherche ?

_ Comprendre comment les élus ouvrent le dialogue? Et comment les citoyens se font une place?

_ Quels sont les outils que les citoyens ont pour avoir un droit de regard sur la gouvernance, les décisions...?

_ Mettre en place une certaine transparence sur les enjeux qui motivent les décisions?

_ Développer des jeux (type jeu de rôle) qui permettent de faire l'expérience de la gouvernance participative.

_ Développer l'humilité et la reconnaissance de la participation? _
Développer un tandem sur la participation.

_ Développer un niveau de connaissance minimal que les citoyens doivent avoir pour comprendre les processus de décisions politiques.

_ Quelles sont les limites/conditions de la transparence ? Etudes de cas où la transparence a été mise en place (échecs ou succès).

_ Quels sont les outils pour mesurer/évaluer/vérifier l'impact de la participation / la traçabilité des apports de la participation?

_ Développer des outils permettant de se rendre transparent de manière disponible, légère et raisonnable, des formats de restitution "citizen-friendly".

_ Mise en visibilité des décisions: quelles informations ont été données? Quels sont les points de vue exposés? Quelles décisions ont été prises? Vue d'ensemble...

_ Comment rendre la chose publique plus intéressante, accessible, attrayante ? Quel point d'entrée ?

_ Etude/expérimentation sur des nouveaux systèmes de gouvernance : comment se fait la qualification des décideurs mais aussi comment se fait la déqualification (par exemple en restant 'accountable' pour les décisions qui ont été prises).

_ Recherche dans les domaines de l'éducation et de la communication pour rendre positive l'action des politiques publiques, ses effets et trouver des outils pour permettre aux citoyens d'y participer

_ Est-il vraiment utile de développer les outils de la transparence ? Ne faudrait-il pas investir sur l'information citoyenne des processus politiques et du rôle des politiques afin qu'ils soient en mesure d'élire des élus en confiance ?

_ En quoi le secret permet-il la bonne gouvernance ? Bonne gouvernance = confiance + secret

_ Confiance (Callon & Latour) Comment est-ce qu'on travaille à l'empowerement des citoyens avec des processus qui vont traduire les intérêts spécifiques en intérêts communs ?

Reconnaissance de la légitimité de chaque point de vue - Sociologie de la traduction.

_ Continuer la décentralisation pour renforcer les liens entre politiques et citoyens et la confiance, la proximité (et la compréhension du travail du politique)

_ Education à la conscience citoyenne - Est-ce que les apprentissages éducatifs de conscience politique amènent à une plus grande confiance et intérêt politique ? Etudes comparatives d'éveil politique (éducation)

_ La sur-médiatisation des politiques corrompus nuit au reste des politiques.

_ Trouver des formats/des canaux d'espaces de dialogue, de faire ensemble générateur de confiance en politique.

_ La recherche peut se faire sur l'exploration de la communication publique (tant en termes de formats et de processus de communication de décisions dans les administrations) et l'impact sur le public (citoyens). Quels sont les moyens de communication les plus efficaces pour les politiques publiques / les prises de décisions? Comment visualiser la prise de décision? (Une collaboration avec des infographistes?). Explorer de nouvelles formes de communication, afin d'amener les gens à regarder d'une manière différente les politiques et les décisions publiques. __ Collecter des études de cas: Comment pouvons-nous construire et faciliter l'accès à des espaces dédiés à des conversations constructives / des dialogues entre les représentants élus et les citoyens? Processus de co-construction: comment cela peut-il faire d'une manière légère et efficace?

_ Trouver une solution au défi de la masse d'informations brutes inutilisables si elles ne sont pas "traitées" et "analysées".

_ Simplifier les administrations, déconstruire la bureaucratie pour mieux la reconstruire.

_ Continuer un processus de décentralisation pour renforcer les liens entre politiques et citoyens, développer la confiance et la proximité, la compréhension du travail politique.

Qui selon vous, devrait être impliqué dans cette recherche?

_ Les élus: éduquer les politiques à "lâcher prise", à l'humilité, à la prise de responsabilité.

_ Impliquer les élus dans la clarification de leurs rôles.

_ Les agents: former les fonctionnaires à travailler en tandem avec les politiques dans la clarification des processus de décisions.

_ Les citoyens: quelles sont les connaissances minimales que les citoyens doivent avoir sur les processus décisionnels pour les comprendre et exiger la transparence?

Quels devraient être les principaux objectifs/impacts de cette recherche?

_ Développer des processus de décision « citizen-friendly ».

_ Développer transparence pas pour déstabiliser les politiques mais plutôt pour déclencher des dynamiques de participation vertueuse.

_ Développer le bilan/l'évaluation du mandat (dans une même logique d'humilité). _ Plus de transparence, plus de participation (hypothèse à vérifier???).

_ La transparence n'est pas une fin mais un moyen de susciter plus de participation. _ La transparence est indispensable sur les sujets de grande importance et doit être activable quand il le faut.

_ La transparence doit permettre de travailler sur la mise en visibilité du rôle des politiques et l'importance des politiques.

_ Etudes d'observation : comment les décisions politiques sont-elles rétrocédées/explicitées aux citoyens (accroissant ainsi la compréhension collective)?

_ Rôle citoyen du vote : Sensibiliser à l'importance de l'acte électif - Communication sur les aspects positifs - rendre confiance à la politique démocratique.

_ Nous avons besoin d'hommes politiques pour argumenter sur le "pourquoi"

des politiques publiques et des décisions. La transparence c'est expliquer aux citoyens pourquoi nous (organismes publics) faisons ceci ou cela.

_ L'hyper-transparence risque de multiplier les informations: comment aider le citoyen à naviguer dans cette multitude de données et à identifier les leviers d'actions?

_ Nous avons besoin de plus d'argumentation: Pourquoi faisons nous les choses? _ Définir la place du citoyen de demain dans les processus de décisions.

_ Trouver des moyens, outils, techniques permettant de systématiser la transparence des processus décisionnels.

SCÉNARIO DE RECHERCHE 3

3_Participation citoyenne et conscience citoyenne

3d. L'habilitation citoyenne

A quel(s) défi(s) ce scénario de recherche répond-il?

_ Augmenter la capacitation des citoyens tout en limitant l'individualisme, en favorisant l'ouverture, la tolérance, la modération mutuelle, etc.

_ Qu'est ce qui (autre que le numérique) peut être vecteur d'habilitation du citoyen?

_ Deux aspects du défis pour le numérique: comment le numérique peut habiliter la participation et comment le numérique affecte les processus participatifs.

_ Contrer les "effets boule de neige" des processus numérique (refroidir? ralentir? plus réflexif? > mail butler)

_ Est-ce que le numérique est susceptible d'améliorer:

- accès à la participation
- la qualité de la participation
- le niveau d'engagement
- etc.

De votre point de vue, est-ce important de se saisir de ce défi? Pourquoi?

_ Le numérique fait partie de notre vie, il est nécessaire de le considérer en tant que support à la capacitation citoyenne

_ Le numérique est omniprésent dans la société, il s'agit d'évaluer les potentiels de ce nouvel outil, les effets et risques sur la capacitation des citoyens, efficacité du numérique comme outil de participation, etc.

_ Le numérique doit habiliter sans fagotier, augmenter la compréhension mutuelle, l'empathie...

_ Comment éviter que les effets induits du numérique: réactions épidermiques, choix plus léger moins réfléchi, etc. ?

_ Comment contrer l'effet viral des réactions sur les outils numériques?

– Il est nécessaire d'éduquer aux bienfaits et méfaits du numérique.

Selon vous, quelle(s) approche(s) devraient être adoptée(s) dans cette recherche ?

Sur le développement de la capacitation citoyenne :

_ Etudes de cas / de terrain / comparative sur les différentes cultures de participation en Europe, sur les pratiques incitatives et sur les échecs

_ Clarification et mise en visibilité des différents niveaux d'implication citoyenne: information, conciliation, consultation, prise de décision, co-production, etc.

_ Etudier les processus de capacitation citoyenne (ex. ce qui marche ? Ne marche pas ? Pourquoi ? etc.)

_ Comment les outils/processus de support à la participation citoyenne fonctionnent dans les différentes cultures européennes?

_ Comment étendre la participation, l'implication (ex. à d'autres profils, au-delà de ceux qui participent habituellement)?

_ Quelles sont les freins à l'expérimentation (ex. de la part des pouvoirs publics, du point de vue des citoyens). Quelles sont les barrières légales, comportementales, économiques, etc.?

_ Comprendre les processus qui permettent d'initier une culture de la participation dans la population, en particulier l'articulation des processus hors-ligne et en ligne

Sur les potentiels du numérique dans la capacitation :

_ Recherches sur la fracture numérique, le numérique comme vecteur d'exclusion mais aussi sur les potentiels d'inclusion par le numérique

_ Recherches sur les transformations implicites/ induites par le numérique (ex. opacité des outils agrégateurs de réseaux sociaux, stratégies de captation/d'influence sur internet, etc.)

_ Inventaire des expérimentations en cours en termes de capacitation citoyenne via le numérique, étude de cas hors de l'usage classique des réseaux sociaux ?

_ Etude comparative d'approches en ligne et hors-ligne en terme de mobilisation citoyenne, d'engagement, de mise en œuvre par les citoyens, etc.

_ Au-delà d'études comparatives entre le en ligne et le hors-ligne, favoriser les recherches sur la complémentarité des deux approches en terme de capacitation citoyenne, sur la combinaison des avantages de l'un et de l'autre.

Sur l'éducation à la capacitation :

_ Quels rôles le numérique peut-il jouer dans l'éducation à la capacitation citoyenne, comme outil d'incitation à la participation?

_ Eduquer aux méfaits/bienfaits des outils numériques (ex. éveil au regard critique, inciter à la prise de recul/au discernement, sortir de l'immédiateté qui nuit à la réflexion, etc.)

_ En quoi / sous quelles conditions de numérique peut-être vecteur, d'augmentation de la participation? (Quid d'un effet "Citizen-go" similaire au Pokemon-go ou des réseaux sociaux augmentant l'intensité de transport entre les gens qui veulent se rencontrer en face-à-face?)

_ Développer l'usage du numérique comme élément d'interaction (pas seulement de communication) dans les institutions publiques

Sur capacitation et outils numériques :

_ Etudes des cadres nécessaires au numérique pour assurer les bonnes conditions de participation

_ Comment développer des outils numériques de participation qui favorisent:

- une diffusion de l'information dans la nuance
- la collaboration constructive
- les apports positifs (au-delà des critiques)
- le respect d'un code de conduite
- des formes d'éducation citoyenne par le numérique
- etc.

_ A quelles conditions le numérique permet d'augmenter le nombre de variables, de points de vue différents pris en compte ? (Référence aux écrits de Spinoza)

_ Comment adapter l'outil à la démocratie en particulier sur le fait de ralentir, de donner le temps à la délibération, à augmenter la qualité des échanges?

_ Quels sont les domaines de pertinence / les questions qui peuvent être discutées entre le en-ligne et le hors-ligne?

Qui selon vous, devrait être impliqué dans cette recherche?

_ Poser la question "qui?", c'est surtout s'interroger sur qui est exclu par le numérique... Explorer les conditions d'inclusion par le numérique

_ Comprendre mieux quand le numérique habilite (ex. d'une personne à mobilité réduite habilitée par le numérique) et quand au contraire il limite (ex. passage des administrations au tout numérique).

Quels devraient être les principaux objectifs/impacts de cette recherche?

_ Le numérique est un moyen et non une fin en soi : la finalité est une participation agréementée, enrichie, approfondie...

_ Quid de l'obsolescence des outils numériques (ex. le temps que les gens s'approprient l'outil il sera révolu)?

RESEARCH PROGRAMME SCENARIO 4

5_Alimentation durable

5.b. Une alimentation de qualité pour tous

A quel(s) défi(s) ce scénario de recherche répond-il?

- _ Contrecarrer les inégalités sociales via l'alimentation.
- _ Améliorer la santé publique (pesticides qui donnent des cancers, colorants,...)
- _ Comment revoir les systèmes de production/valorisation/distribution des produits pour être vendu à grande échelle ?
- _ Diminuer les émissions de CO2.
- _ Repenser le système de distribution pour analyser son impact sur l'accès à une alimentation de qualité.
- _ Informer à propos des produits de qualité (origine, mode de production, de culture, biologique ou non...)
- _ Définir le lien entre la qualité et la diversité et décider des critères à prendre en compte pour définir la qualité d'un produit (santé, nutrition, gout...).
- _ Donner plus d'informations à propos prix juste d'un produit et à la part du revenu consacrée à l'alimentation.
- _ Faire percoler la recherche vers le citoyen.

De votre point de vue, est-ce important de se saisir de ce défi? Pourquoi?

- _ Il faut viser une démocratisation alimentaire (accès facilité à une bonne alimentation)
- _ Il est nécessaire d'analyser l'impact sur la santé pour l'améliorer.

_ Une alimentation de qualité peut avoir une influence sur la place des individus dans la société

_ Mettre en place une approche plus nutritionnelle lorsque l'on communique sur les produits: que manger et comment?

_ L'inégalité de l'équité (???)

_ Il est nécessaire d'assurer le droit à l'accès équitable à une alimentation de qualité. _ On doit se saisir de ce défi à cause des impacts potentiels d'une mauvaise alimentation sur la santé et l'environnement.

Selon vous, quelle(s) approche(s) devraient être adoptée(s) dans cette recherche ?

_ une approche par l'éducation en imaginant de nouvelles méthodes pédagogiques pour apprendre à se nourrir différemment.

_ Faire en sorte que les pouvoirs locaux impliquent les citoyens et les producteurs .

_ Etiquetage et transparence/lisibilité: faire des choix raisonnés (via des expériences utilisateurs)

_ faire une analyse des impacts du marketing/packaging sur les choix des consommateurs.

_ Appétence des produits: rendre plus attrayant des produits bio et locaux (sans additifs, etc.)

_ Rendre compréhensible les termes généraux du type « durable, bio, etc. »

_ Il faudrait faire une étude sur le prix juste: que comprendre derrière le prix?
Comment la valeur ajoutée est distribuée dans la chaîne de production?

_ Evaluer les impacts des différents types d'aliments (qualité/non qualité, santé, environnement, écologie...) pour mettre en lumière les types d'alimentation à promouvoir (régime, mode de production...)

_ Travailler sur de nouveaux mécanismes d'accès à une alimentation de bonne qualité.

_ Quelles narratives pour une consommation durable?

_ Un nouvel étiquetage sur les produits alimentaires (prix au kilo, prix par valeur nutritionnelle, mode de production, origine, équitable ou non, transport...)

_ Analyser dans quelles mesures les grands producteurs peuvent impacter la traçabilité des produits de qualité.

_ Travailler sur le rôle des pouvoirs publics dans la communication sur les produits et les normes à respecter.

_ Avoir une approche médicale et curative de l'alimentation.

Qui selon vous, devrait être impliqué dans cette recherche?

_ Tout le monde : les consommateurs, les GAC, les agriculteurs, les gros groupes agricoles, les distributeurs, les structures éducatives, designers services

_ Les pouvoirs publics (les responsables de la garantie d'un droit, ici l'accès à une alimentation de qualité) -> leur donner une responsabilité la dedans.

_ Les nutritionnistes et les médecins qui pourraient participer à l'établissement d'un programme éducatif, à la définition du terme "alimentation de qualité" et donner des conseils alimentaires à des particuliers.

Quels devraient être les principaux objectifs/impacts de cette recherche?

_ Offrir différents types d'approvisionnement.

_ Changer d'échelle pour la production et la distribution de produits de bonne qualité.

_ Amener plus d'éthique dans les informations sur les produits.

_ Avoir des citoyens convaincus des besoins d'une alimentation durable. _ Nous devons viser une réduction de l'impact sur l'environnement.

_ Se questionner sur l'accès à l'emploi que génèreraient de nouveaux systèmes. _ Trouver qui pourraient être des incitants efficaces pour promouvoir une alimentation de qualité du côté offre (pouvoirs publiques, secteur privé...)?

-> Quelle politique mettre en place?

_ Viser une amélioration de la santé par l'alimentation.

_ Faire en sorte que l'offre influence la demande et non que la demande influence l'offre (ex: légumes de saisons, les consommateurs demandent des tomates en hiver alors on va importer des tomates)

_ Redéfinir les modalités de financement, l'impact économique des systèmes existants et celui de nouveaux systèmes possibles.

RESEARCH PROGRAMME SCENARIO 5

5_Alimentation durable

5.c. Un usage responsable des terres

A quel(s) défi(s) ce scénario de recherche répond-il?

_ Garantir la qualité agricole et la disponibilité des terres pour la production alimentaire sur le long terme

_ Multi-dimensionnalité de l'enjeu de l'usage des terres (ex. santé publique, emploi, mobilité des populations, etc.)

_ Défis de diffusion et mise en visibilité de nouveaux modèles de valorisation des terres agricoles

De votre point de vue, est-ce important de se saisir de ce défi? Pourquoi?

_ Avoir un approche globale (intégrant la production alimentaire) dans le management du territoire

_ Développer/ouvrir des modèles alternatifs au modèle actuel (intensif/industriel) d'exploitation des terres agricoles

Selon vous, quelle(s) approche(s) devraient être adoptée(s) dans cette recherche ?

Sur les connaissances des pratiques actuelles et en cours de développement :

_ Développer les capacités de chiffrage/cartographie pour rendre visible les impacts effectifs des pratiques actuelles (terres, mode de vies, etc).

_ Mieux distinguer les problématiques d'agriculture urbaine, péri-urbaine et rurales

_ Mieux discerner les problématiques en fonction des échelles de travail (nationale, régionale, locale).

_ Développer les travaux de projection sur les tendances actuelles et sur les modèles alternatifs comme supports au débat, à la prise de décision)

_ Développement des connaissances et des approches de recherche en terme de services éco-systémiques (ex. étude des potentialités multiples d'usage d'une parcelle avant son attribution)

_ Développer les connaissances sur les processus prétendant conjuguer culture intensive et qualité des produits (ex. aquaponie)

_ Comment progresser dans les recherches sur l'arbitrage entre production locale et transport : nouvelle dé/re-localisation des productions (ex. tomates produites en Sicile et transportées versus serres locales chauffées)

Sur les instruments d'aménagement et les politiques territoriales :

_ Comment coupler le développement urbain et le développement agricole (ex. loi sur l'autonomie alimentaires partielle des nouveaux logements : toute nouvelles construction d'habitation doit inclure des solutions pour arriver à autoproduire X% des ses besoins alimentaires)

_ Etendre la pratiques de "services éco-systémiques" à des systèmes plus larges (ex. toutes les dimensions interagissant sur un territoire)

_ Développer les méthodologies et les capacités de recherche à une échelle locale (ex. analyse systémique des enjeux d'un territoire incluant les questions de production agricoles à tous les autres enjeux)

_ Etudier l'impact des mécanismes de propriété / gestion foncière sur l'évolution des politiques agricoles

_ Etudier les instruments et politiques publiques de facilitation de l'accès à la terre (ex. aide à l'installation de jeunes agriculteurs, rénovation de l'enseignement professionnel

agricole, nouveaux modèles agricoles collaboratifs, exploitations multi-fonctionnelles, etc.)

_ Comment augmenter la résilience (ex. maillage des acteurs de l'agriculture avec les acteurs non agricoles du territoire)

Sur les questions dépassant le focus du scénario :

_ Quels mécanismes d'articulation, de médiation entre scientifiques et décideurs?

_ Comment rapprocher les acteurs de la recherche scientifique et la société/les processus de prise de décision?

_ Comment faire évoluer les postures de la recherche vers une recherche beaucoup plus multi-inter-disciplinaire?

_ Comment mieux développer la dimension d'aide à la décision des travaux scientifiques (*evidence-based policy making*)?

Qui selon vous, devrait être impliqué dans cette recherche?

_ Recherche expérimentale multidimensionnelle et impliquant une grande diversité d'acteurs

_ Développer les modalités de recherche-action en matière d'alimentation durable, combinant chercheurs et acteurs de terrain dans une relation étroite (par exemple sous des formes de living-labs)

Quels devraient être les principaux objectifs/impacts de cette recherche?

_ Une meilleure évaluation des effets induits de la PAC et rétroaction sur ce type de politiques cadre

_ Réversibilité des actions entreprises sur le terrain

SCÉNARIO DE RECHERCHE 6

5_Alimentation durable

5.d. Des cultures alimentaires en évolution dans les grandes villes

A quel(s) défi(s) ce scénario de recherche répond-il?

_ Comprendre l'impact environnemental économique et social de la mixité des cultures alimentaires.

De votre point de vue, est-ce important de se saisir de ce défi? Pourquoi?

_ En raison de l'intensification de la mixité (grandes villes > villes moyennes) _ En raison de la diversification > nouvelles pratiques alimentaires

_ Mixité liée à la mondialisation de l'alimentation.

_ Est-ce important? Non, tel quel ce sujet n'est pas spécifique à l'alimentation comme déterminant de durabilité ou non-durabilité.

_ Pour une mixité liée à la mondialisation de l'alimentation.

Selon vous, quelle(s) approche(s) devraient être adoptée(s) dans cette recherche ?

_ Faire une étude de l'impact de l'importation (transports, pratiques agricoles locales, impact économique)?

_ Faire des recherches sur l'amélioration des rendements « durables » en fonction de leur pays d'origine + développer des techniques de cultures non endogènes localement en Europe.

_ Avoir une approche sociologique sur les pratiques alimentaires et la mixité. _ Recherche sur l'éducation et l'impact des pratiques alimentaires.

_ Etude comparative des circuits d'approvisionnement

_ Etudes des outils politiques de gestion des cultures mixtes alimentaires (bâton/interdiction; carotte/promotion bonnes pratiques)

_ Etudes sur sens et valeurs des identités alimentaires (alimentation + intégration communauté)

_ Recherches culinaires et nutritionnelles (mixité vertueuse) _ Etudes biologiques (impact santé de la mixité?)

_ Qui consomme les produits "exotiques" ? Tous les consommateurs ? Consommateurs de cultures diverses ? Immigrants ?

_ Quelle empreinte (CO2, eau, utilisation de terres) ce produit alimentaire a-t-il ? De quels quotas (CO2, eau...) dispose-je ? Dimension, outil indicatif, informationnel (non prescriptif). Mettre en relation, comparaison cette empreinte, ce quota par rapport à d'autres choses (habitat, transport, etc.).

_ Recherche sur les impacts sociaux et leurs liens indirects sur les autres comportements alimentaires.

_ Impacts environnementaux des produits locaux et non-locaux (critères de durabilité)

_ Recherche pratique et expérimentation (responsabilisation des citoyens sur ce qui est possible)

_ Est ce que le débat sur l'alimentation durable exclu/polarise/caricature des catégories sociales? Ex: bobo-belges qui cherchent a manger bio-local...

_ Faire une étude sur le type d'alimentation des diverses communautés. Qui consomme ces produits exotiques? Ceux qui veulent consommer exotique sont ils de divers cultures ou de communautés immigrées?

_ Pratique + expérimentations = responsabilisation des citoyens sur ce qui est possible _ Trouver un outil indicatif, informationnel, non prescriptif pour définir l'empreinte des produits. Quelle empreinte (co2, eau, utilisation des terres) ce produit alimentaire a-t'il? De quels quotas (co2, eau, utilisation des terres) disposons nous? Mettre en relation/comparaison cette empreinte et ce quotas par rapport a d'autres choses (habitat, transport...)

_ Avoir un recul historique sur les impacts (0 impacts n'existe pas)

_ Faire des recherches sur les impacts sociaux et leurs liens indirects sur les autres comportements alimentaires.

_ Analyser les impacts environnementaux (et d'autres) des produits locaux et non locaux (critères de durabilité).

Qui selon vous, devrait être impliqué dans cette recherche?

_ Un large écosystème d'acteurs...

Quels devraient être les principaux objectifs/impacts de cette recherche?

_ Une mixité culturelle plus durable!

_ Des objectifs d'intégration multiculturelle > alimentation comme levier de cohésion sociale et vecteur de santé...

_ Améliorer la compréhension de l'homogénéité des cultures alimentaires à travers l'Europe.

_ Faire attention à ne pas être prescriptif.

7. Overview of the prioritized research programme scenarios

The final prioritization of the research scenarios have led to the final results:

- 1) Snakes and Ladders. Connecting scales of issues and actors **[9 votes]**
- 2) The transparency toolbox **[9 votes]**
- 3) Responsible use of land **[7 votes]**
- 4) Good quality food for all **[5]**
- 5) Empowered citizens **[2]**
- 6) Evolving food culture in growing cities **[0]**



Report on the research and policy consultation in Bulgaria



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1: Concept for the consultation in Bulgaria

The consultation in Bulgaria focused on citizen engagement. It was held in Plovdiv, the second largest city in the country, and took place on 1 October 2016 (Saturday).

The target group of the consultation was non-organised citizens. We decided to focus on this group as citizen engagement is in very rudimentary stages of development in Bulgaria and we believe it needs to be further promoted and practiced. This will 1) empower citizens themselves, as they will engage in discussions on themes which are of importance to them and the following generations; 2) it will allow practitioners gain more experience with these forms of engagement, which will improve the quality of citizen engagement.

The citizens were recruited via

- telephone - a phone book will be used to pick up random citizens' contacts; they will be explained the purpose of the event, and in case they are interested, they will be sent an invitation;*
- face-to-face recruitment - done in public places – shopping malls, libraries, on the street, bus/metro stops, etc.;*
- participants of/applicants for previous citizen meetings which ARC Fund organised – these will be contacted to see if they are interested to participate in the CIMULACT citizen panel.*

In addition, half of the participants from the first CIMULACT panel meeting that took place in November 2015, were invited (at random) to participate in the second meeting.

Overall, we invited around 100 participants, 42 of which showed willingness to participate. We followed up with telephone interviews, asking people to confirm their participation. Around 35 people confirmed that they will participate and 30 showed up on the event.

The method we used for this citizen consultation was Method 1 of the CIMULACT toolkit. We chose this method as it focuses particularly on citizens and had clear and concise methodology.

2: Programme for the consultation

9:30	Registration and breakfast
10:00	Welcome. More about CIMULACT and the agenda of the day
10:20	Presenting the research scenarios (and distributing citizens into groups)
10:50	Challenges and importance/relevance
11:50	Coffee break
12:10	Solutions
13:00	Lunch
14:00	Impacts
14:40	Presenting the results and prioritisation
15:30	Closing

3: Selected research programme scenarios

Empowered citizens

Finding a balance in a fast-paced life

Here, there and everywhere

Educational ecosystem as driver of social innovation and local development

Top trending: at one with nature

Ecologic future education

Learning for society

Consume less, enjoy more

The reason why we chose to cover the listed above research scenarios is:

1) Since we decided to involve only citizens in the consultation, we had to choose topics, which are of concern and relevance to citizens themselves, to their everyday life. They also had to be topics which are comprehensible for citizens and use concepts which are understandable to lay people; 2) these are topics, which are of relevance in the national context – issues, which are discussed in media, by policy makers, by the third sector.

The procedure of citizens' selection was the following: in the beginning of the day we introduced the topics of the 8 research scenario (RS), we as partners selected to work with. We had printed out versions of the RSs attached to the walls. We have citizens a few minutes to think about, after which they had to select the topic they want to work on.

4: Bulgaria: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

RS1: 7a - Educational ecosystem as driver of social innovation and local development [19]

RS2: 4c - Finding a balance in a fast-paced life [15]

RS3: 11c - Consume less, enjoy more [10]

RS4: 8c - Ecologic future education [9]

RS5: 6c - Here, there and everywhere [7]

Total: 60 votes (2 votes per person)

Research programme scenario 1

7a: Educational ecosystem as a driver of social innovation and local development

1) What challenge(s) does this research scenario address?

Participants listed the following challenges that the research scenario addresses:

- *Motivation*: they mentioned the lack of motivation among young people as a pressing challenge. Lack of motivation of teachers was also raised as a concern. It was recommended to improve the relationship between teachers and parents. Parents need also be more active in students' life.
- *Professional training*: an expressed concern was the lack of well-prepared and qualified pedagogical experts at universities.
- *Facilities*: improving school facilities was considered as being of high importance.
- *Practical orientation*: more practical classes for students were recommended. It was also emphasised that there is lack of coordination and relation between local realities, education and business needs and that this needs need to be addressed. Moreover, the education content is seen as inadequate and lack of practical training was highlighted as being a particularly challenging.
- *Education process*: it was claimed that the education process consists of obsolete and superfluous information. According to citizens, critical thinking in children is not stimulated. Participants recommended the improvement of teaching methods and the update of the academic workload of students which needs to be adjusted according to their age.
- *General*: regarding the education processes, participants were concerned about the absence of comprehensiveness and suitability of these processes for all the students from all ethnic minorities. The high dropout rates of students and the inadequate payment for the teachers' work are also a concern.

2) Is it important from your point of view to address this challenge? Why?

It is important to address this challenge as it will contribute to increasing students' willingness to develop themselves and to get to a higher level of education. Improvement of school facilities would result in schools becoming more attractive to students. There would be more well-prepared and motivated experts ready to enter the business that would be able to earn more money and would be more productive. All of these would result in a faster growing economy. If the education processes are improved, they will be more effective, there would be more people that think individually and differently and people's intellect would increase. It was claimed that education processes will contribute to both obtaining professional

skills and developing personal values. The society in general would become more creative and alert and even happier.

3) How could it be approached?

These challenges can be approached by reducing the number of students in class, decreasing the retirement age for teachers, and forming groups between more experienced and younger teachers. What was also proposed was that more experienced teachers share experience with younger teachers in order to help them. Bureaucracy and the unnecessary tasks of teachers should be reduced.

With regard to parents and teachers the participants proposed to give comprehensive information to parents about how the school's budgets has been used and thus to ensure transparency of the school management. Moreover, it is important to give parents constant information about the performance of their kids at school and to allocate more responsibilities to them with regard to the school as an institution.

Regarding the curriculum participants recommended that educational programmes and content are developed by working groups that include working teachers. The opinion of these working teachers needs to be taken into account to a higher extent than the opinion of the ones who have never taught. They also proposed to invest more resources in apt changes of the school programmes, as well as of textbooks and materials. The introduction of adequate programmes that respond to the needs of students from ethnic minorities and students with special educational needs was also discussed.

At the end, participants formulated one general approach that considers clear responsibilities, rights and obligations for students and teachers as well as for parents. Changes in weight of the authority of teachers and stricter sanctions for parents were also included.

4) Who should be involved in solving the problem?

According to the participants, the most interested parties that are directly involved in solving the challenges and issues mentioned above are: parents, educational experts, schools psychologists, university teachers and student councils.

Interested to a lesser extent (but still with a direct involvement) are business, institutions that work in the field of education such as Regional Departments of Education, State Agency for Child Protection, etc., as well as the parents themselves.

A third group of parties involved in solving the challenges and issues mentioned above was also defined. It includes the parties that are interested to the lowest extent but are still involved, business and NGOs. Society was also mentioned as having a role in solving the problem but only to the extent of forming moral values.

5) What should be the main goals/impacts of the research activity?

- There are no children that are not covered by the education system;
- No school drop-outs;
- Students with special educational needs will be educated with appropriate programmes and textbooks;
- All children will be engaged in useful and enjoyable activities;
- Education will be more attractive for the young people;
- No shortage of specialists in certain fields; there will be opportunities for students to find job in Bulgaria after graduating; there would be more qualified personnel which would lead to boost in the economy. Professional training will be in line with the requirements of the business.
- 15 students in a class;
- Modern schools and kindergartens equipped with everything necessary for the education process;
- Teachers are motivated, well-prepared for their work, adequately paid and everyone respects them;
- Beautiful schools full with happy students;
- More justice and richer society;
- Scientists invent and develop technologies that are in harmony with nature;
- Well-educated people with critical thinking build free and peaceful societies;
- People have more free time to spend with their children.

Research programme scenario 2

4c : Finding a balance in a fast-paced life

1) What challenge(s) does this research scenario address?

One of the major challenges that the research scenario addresses is people's health. Participants in the group gave as examples lack of activity/exercise, stress, lack of leisure time, high blood pressure, health issues, damaged immune system, etc.

Another challenge is the desire/ambition of people to earn money. On one hand, it is a result of the consumer society that we live in, which "forces" you to buy new and new things. On the other hand, it is caused by neglecting leisure time to opportunities for an additional job that would bring you more income.

A third challenge that was discussed by participants was the inadequate communication between people and the lack of face-to-face contact. The lack of time affects the communication process in the family, as well as communication with friends. It also affects social contacts and results in rare attendance of public events.

Problems at the workplace were also mentioned as a challenge that the research scenario addresses. Employers' requirements are raising, working hours get extended, irregular and delayed payments become more common.

Other challenges that were highlighted are the bureaucratic and slow service "over the counter", as well as lack of time for personal development, improvement of skills and relaxation.

2) Is it important from your point of view to address this challenge? Why?

The group agreed that the challenges listed above are pressing and of high importance and therefore should be addressed urgently and adequately. Related public needs that should be met were discussed. They were divided into:

- general needs: providing conditions and stimulus for active recreation, ensuring effective administration, consultations with experts (accountants, psychologists, lawyers) for sharing problems and receiving advice on how to solve them, as well as better knowledge of legislation.
- specific needs: control over the workplace; strict observance of the Labour Code and labour contracts, motivation for personal growth at the workplace; improving road infrastructure, well-functioning and sustainable transport; better health culture, improving health and education systems, health prevention; organising cultural events for community cohesion – workshops, festivals, concerts, etc.

3) How could it be approached?

The proposed approaches were divided into several groups. One of them is “scientific approaches” and it includes development of alternative ways to travel in space, improved transport and teleportation. Another cluster that was formed is “studies and research”. It incorporates studies for reducing stress on the workplace, improving the quality of educational campaigns, achieving better efficiency at the workplace (including employer-employee relationship), teaching people how to set goals and priorities, as well as how to set a timeframe for their realisation. A third group was “innovation”. It is related to improving people's daily life and saving time by facilitating moving, ensuring more accessible environment, digitalisation of many of the “analog” activities, etc. A proposal for an information campaign on the benefits of balanced daily life was also made.

4) Who should be involved in solving the problem?

Institutions, organisations and individuals were claimed to play a role in solving the problem. Global and European institutions such as the European Parliament, United Nations, and the European Commission were mentioned. Examples of stakeholders on national level were the government, the Ministry of Education, the Ministry of Healthcare,

the Ministry of Transport, NGOs, media. With regard to local level stakeholders, the following were mentioned: municipality, hospitals, civic organisations, media, employees, employers, etc. Stakeholders that are not directly involved in the process but affected by it were also discussed. These are people working in the informal sector, as well as the long-term unemployed who do not pay any taxes.

5) What should be the main goals/impacts of the research activity?

Positive impact:

- better quality of life;
- more relaxed, tolerant, happier, more informed and motivated citizens;
- more free time;
- access to improved administration and working conditions;
- improved transport and infrastructure;
- increased fertility and reduced mortality leading to increased population.

Negative impact:

- overcrowding and languish of population.

Research programme scenario 3

11c: Consume less, enjoy more

1) What challenge(s) does this research scenario address?

1. Unequal distribution of public goods worldwide – related to the excessive consumption of food, beverages, clothing and other goods in the developed countries and the scarcity of these public goods in the less developed regions where people live in dire poverty.

2. Ecological issues – air pollution, pollution of the environment, water and soil as a consequence of the overproduction and disposal of goods.
3. Health issues – excessive supply and purchasing of all kinds of goods leads to „chronic“ shortage of financial resources in households, which causes stress and anxiety in people and makes them look for alternative sources of funding in order to satisfy their desire of possessing many and different products. This overconsumption leads to accumulation of fatigue, nervous disorders and depressions.
4. Shift in values – people put more value on the material things rather than on the spiritual experience; there is decreased desire for spiritual growth and development among people.

2) Is it important from your point of view to address this challenge? Why?

The participants highlighted the importance of solving the challenges related to the excessive consumption, because this would affect the environmental protection. Encouraging responsible consumption and discouraging the purchase of too many goods with unknown origin and of questionable methods of production would lead to cleaner environment, air, water and nature.

The optimisation of natural resources and goods consumed will affect their distribution worldwide and will help overcome extreme poverty in some regions.

Responsible consumption would bring more effective management of household budgets and reduction of stress and anxiety caused by the continuous search for additional jobs and sources of income. This will reduce the rate of mental disorders and other health issues.

At the end, responsible consumption will bring forgotten values forward, such as personal development and pleasure from spiritual experiences (art, culture, literature, etc.)

3) How could it be approached?

When addressing these challenges R&I activities should focus on:

- Stimulating the economic development of particular regions so that they can produce and provide needed public goods;
- Developing programmes and strategies for production according to the needs of the regions;
- Looking for alternative forms of production of goods, according to the available resources;
- Developing methods for ecologic production;
- Safe waste processing;
- Developing clean energy sources;
- Introducing scientific methods for using bio-resources for production;
- Innovation in wastewater treatment and green production technologies;
- Development of programmes for early childhood education for ecological awareness and responsible consumption;
- Research on the impact of media and advertising to consumption patterns;
- Study of the main factors that influence consumer behavior;
- Research on the relationship between values and motivation for consumption;
- Research on ways to overcome stress;
- Studying how satisfaction affects the selection of purchased goods;
- Available information on the origin of goods, their benefits and their quality;
- Regulating the quantity and quality of advertising information.

4) Who should be involved in solving the problem?

In regard to the global imbalance of distribution of welfare and goods, the stakeholders who need to be involved are national governments, world producers, humanitarian organisations and international organisations.

In regard to the environmental challenges, important stakeholders are producers, relevant national and international institutions, third sector organisations, involved in environmental protection and the public at large.

In regard to the excessive consumption, relevant stakeholders to be involved are agencies on food quality, media, advertising organisations, national authorities in the field of health, physicians' unions and educational institutions.

In regard to the shift of values the most prominent role in solving this challenge play families, relatives and friends, media, educational institutions, culture centres and the whole society.

5) What should be the main goals/impacts of the research activity?

The impacts of the research activities would be the following:

- Generation of new businesses, products and services;
- A cleaner planet with a longer life - preserved nature, water, air
- Higher standards of living;
- Healthy people, less stress and more time for culture, art and inter-personal communication;
- More meaning in human existence and a more fulfilled life.

Research programme scenario 4

8c. Ecologic future education

1) What challenge(s) does this research scenario address?

1. Education, which lacks good examples, discipline of adults and of the adolescents.

2. Relevance of the used methods for education: the applied methods for ecologic education lead to lack of understanding and lack of awareness on the importance of this issue; there is lack of interest, lack of communication and lack of motivation among citizens and young adults.

3. Theory doesn't match practice – there is discrepancy between what is taught in school and the practice; discrepancy between the development of technology and the development of ecologic education.

2) Is it important from your point of view to address this challenge? Why?

It is very important as it affects health, better living, educating personal responsibility and awareness, natural resources and the nature itself.

3) How could it be approached?

- Having lessons in the nature as part of education;
- Modern schools to attract the interest of the young generation;
- Strengthening the connection between humans and nature, organising different ecologic initiatives;
- Initiating ecologic programmes for environmental protection, which are integrated into the educational system;
- Activities for awareness raising on the benefits from environmental protection;
- Using media for drawing attention to certain challenges, such as air and water pollution;
- Building more factories for recycling, campaigns for afforestation and initiatives for environmental protection;
- better coordination between the relevant national authorities (Ministry of environment, Ministry of Education, Ministry of Health).

4) Who should be involved in solving the problem?

- Institutions on different levels and spheres, media, local authorities, municipalities, because they have mechanisms and means to change policies.
- NGOs in the field of environment, science and education, research organisations – because they have the means to raise awareness and stimulate public participation.
- Volunteers, teachers, citizens, family members (parents) – because they educate the youngsters and give personal example.

5) What should be the main goals/impacts of the research activity?

- Preventing ecologic disasters by prevention measures and information campaigns;
- Treatment plants for wastewater and air;
- Recycling of all kinds of materials;
- Wide use of renewable natural resources in industry, transport and in households;
- Citizens' thinking and actions will be environmentally friendly;
- Greater interest towards ecologic education;

- Clean regions;
- Healthy living, healthcare is focused on prevention rather than intervention.

Research programme scenario 5

6c Here, there and everywhere

1) What challenge(s) does this research scenario address?

- Access to and capacity to work with virtual social networks. Some people cannot afford mobile devices. There is a need for free education on how to work with internet.
- Administrative and financial support for physical mobility (how “here” can become “there”; insufficient resources to ensure physical mobility);
- Addiction to internet;
- Insufficient knowledge on how to overcome the cultural, language, gender, and religious differences;
- Lose of national identity;
- No need for direct access to culture;
- Personal data protection issues;
- Lack of awareness among citizens on opportunities for exchange of good practices for solving certain issues.

2) Is it important from your point of view to address this challenge? Why?

It is important to solve the challenges, because:

- We need to restore personal relations beyond the virtual space;
- We will achieve personal enrichment through exchange of experiences and ideas with the others;
- We will achieve more tolerant societies, which are aware of the problems of the others;
- We will improve economic growth and will optimise the division of labour;
- Citizens will be more aware and informed, thus they will not be manipulated easily;
- Citizens will be more knowledgeable;
- We will achieve more mobile and educated, more responsible society.

3) How could it be approached?

- Developing common European multicultural platform for citizen cooperation;
- Developing virtual platform for video conferences for exchange of good practices;
- Research on the ethnic, social and religious conflict-generating factors and ways to overcome them;
- Research on common challenges which countries face;
- Global citizens – mobile jobs from every corner of the world;
- Funding innovations for digitalising the economy;
- Initiatives for exchange of whole families – to get to know other families and their everyday life;
- Research on mental health – how to improve its resilience and stability
- Research on the influence of virtual mobility over the psyche of the individual;
- Initiating global school for citizens on how to use digital platforms. Stimulate informal education on a global level on the topic “Digital social networks”;
- Optimising the exchange of information;
- Equal and unlimited access to new technologies;
- Social policy for funding physical mobility, reducing the requirements between states for traveling and tourism;
- Organising one-week cultural events for presenting different countries, culture and traditions;
- Raising awareness about the risks of physical and virtual mobility.

4) Who should be involved in solving the problem?

- The parties which should be mostly involved are: European Commission, European Parliament, the United Nations, World Trade Organisation, national governments, ministries for education and science.
- It is also important to engage in the process research institutes and universities, ministries of tourism, European and national-level CSOs, health and mental health institutions, citizens.

5) What should be the main goals/impacts of the research activity?

- New technologies in all fields, smarter people which can deal with the new technologies of the 21st century;
- Piece, security, enrichment and cooperation between different communities;
- Progress in different fields as a result of cooperation and exchange of experience and team efforts;
- Different challenges in the economy, healthcare and education are solved with transfer of good practices;
- Global consensus about shared economy;

- Developed international platforms, which will provide opportunities to discuss current and future challenges;
- Taking more appropriate decisions for personal development;
- People will have awareness on global issues;
- Free movement – physical and virtual;
- Better management of leisure time;
- Global free database for multicultural and historical inheritance;
- Decline of discrimination and prejudices, citizens with a broader worldview;
- Sharing mode of life, culture and traditions with the others; increased tolerance and accepting differences, while preserving your own identity;
- Access to internet as a human right;
- Free communication without the barriers created by devices;
- School for digital nomads;
- Creating free economic areas for online entrepreneurs.

5: Selected research programme scenarios (national language)

Овластени граждани

Тук, там и навсякъде

Образователната система като двигател на социалните иновации и местното развитие

Намиране на правилния баланс в забързаното ежедневие

Образование за екологично бъдеще

Учене за обществото

Консумирай по-малко, наслади се на повече

6: The enriched research programme scenarios (national language)

Върпос 1: Кои проблеми засяга този приоритет, според вас?

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

Мотивация: Липса на мотивация у младите хора; Липса на висока мотивация на преподавателите; Липса на връзка между учители и родители, тя трябва да бъде подобрена и родителите трябва да бъдат по-активни в ученическия живот.

Професионална подготовка: липса на подготвени педагогически специалисти във ВУЗове и реализацията им в образователната система.

Материална база: Подобряване на учебната база.

Практическа насоченост: Повече занимания на учениците; Няма добра координация и връзка с местните реалности и нужни на бизнеса; Неадекватно образователно съдържание; Липса на практическо обучение и връзки с бизнеса.

Образователен процес: Начин на преподаване в крак с времето; Излишна и остаряла информация; Липса на стимулиране на критическото мислене у децата; Бавна актуализация на новите знания или изобщо липса на такава (тук говорят за актуализация на информацията в учебниците и учебното съдържание); В учебните програми има откровени лъжи!; Учебната натовареност на учениците според възрастта.

Общи: Липса на всеобхватност и пригоденост за всички ученици от всички етнически малцинства; Ранно Отпадане от образователната система; Образованието не е надграждащо с, когато отидеш във ВУЗ, не надграждаме знанията от предишните класове, а започваме на ново. „Учителският труд не е нормално заплатен“.

Въпрос 2: Доколко е важно да бъдат решени тези проблеми и защо?

Мотивация: Ще се развие обучението на децата и желанието да се развият и образуват на по-високо ниво.

Материална база: Привлекателни училища за учениците

Практическа насоченост: Бизнесът ще има добре подготвени и мотивирани специалисти, които ще печелят повече средства, ще бъдат по-продуктивни и следователно икономиката ще се развива по-бързо; Квалифицирани работници за бизнеса;

Образователен процес: Ще има хора, които мислят индивидуално и различно, а няма да се възпроизвеждат отново и отново. Матрични умове и съзнания. Образователния процес ще бъде

ефективен; Повишаване интелекта на хората; Образователния процес ще се развие на ниво и ще задоволява нуждите на обществото, като го възпитава освен в придобиване на професионални умения, така и ще развива личностни ценности; Изучаване и изследване на други образователни системи, които да се прилагат в образованието, дори и в малки групи.

Общи: Креативно и будно общество!; Адекватно образование и подготвени, и мотивирани млади хора със шанс за реализация; Здравна култура, развитие на физическото възпитание, като предмет от който има сериозна нужда; По-щастливи членове на обществото, по-добро заплащане.; Мотивирани, ведри и търсещи реални положителни промени учител.

Въпрос 3: Кой трябва да участва в разрешаването на тези проблеми? Защо?

Участниците посочиха, че най-заинтересованите страни, които имат пряко участие в решаването на проблемите, които изброиха по-горе са:

Родителите, педагогическите специалисти, психолози към училищата, преподавателите във ВУЗ и ученическите съвети.

В по-малка степен заинтересовани и все още с пряко участие, гражданите сложиха:

Бизнесът, институциите, които в работата си е пряко засегнато образованието – РУО, ДАЗД и други., както и родителските активи

В най-малка степен, но все още с пряко участие посочиха:

Бизнесът и НПО сектора.

Обществото го поставиха на границата, като то в по-голямата си част не влияе на процеса, а само в лека степен – моралните ценности

Въпрос 4: Как да се подходи при разрешаването на тези проблеми?

Участници написаха самостоятелно и при клъстерирането успяха да съчетаят и надградят идеите си, по този начин насложиха 7 листчета с отговори, които обединиха в една основна идея:

Намаляване на броя на учениците в час, намаляване на възрастта за пенсиониране на учителите на 55г., като по-опитните учители сформират двойки с по-младите. По-старите учители, няма да имат пълна преподавателска норма, а в част от часовете ще влизат при по-младите учители, по този начин получаваме по двама учители в клас, като младият води в част от времето, а в другата част, която е значително по-малка се учи. Всичко това, трябва да бъде обвързано с намаляване на бюрокрацията и излишната ангажираност на учителите.

По случаи на родителите и учениците участниците предложиха:

Да се дава пълна информация на родителите за изразходваните средства от училището, пълна прозрачност при управлението на училищата, постоянна информация, дори и електронна към родителите за състоянието на детето им. Даване на повече задължения и обвързаност на родителите към институцията училище.

Към учебните програми:

Създаване на работни групи от практикуващи учители при писането на образователните програми и съдържание, но не само фиктивно, а мнението им да тежи в по-голяма степен от това, на хората, които никога не са преподавали. Да се вложат значително повече средства за промяна на програмите навременно, както и за учебници и материали. Както и адекватни програми за ученици от етническите малцинства и деца със СОП.

Един общ подход отделихме и той е:

Ясно и отговорности, права и задължения, към учениците и педагозите, и родителите. Промяна в тежестта на авторитета на учителите и по-сериозни санкции към родителите.

Въпрос 5: Как разрешаването на тези проблеми ще промени бъдещето?

Участниците си представят бъдещето, след разрешаването на всички тези проблеми по следния начин:

Няма необхванати деца от образователната система. Отпадането от училище вече не се случва. Ученици със СОП ще бъдат обучавани по достъпни програми и учебници, всички деца ще са заети с

полезни и приятни за тях дейности, образованието ще стане по-адекватно и по-атрактивно за младите хора.

Няма глад за определени специалисти, от всяка гимназия и ВУЗ ще излизат хора, които ще могат да си намерят работа В БЪЛГАРИЯ, ще има повече квалифицирани кадри, които биха довели до тласък напред в икономиката. Ще има повече хора, които могат да решават по-лесно проблемите на обществото. Професионалната подготовка да е на нивото на развиващия се бизнес.

Класове по 15 деца в клас.

Щастливи ученици в училищата – модерни класни стаи с всичко необходимо за образователния процес. Добре оборудвани училища и детски градини. Учителите работещи с висока мотивация по адекватни програми. Всички уважават Учителя, той е много добре подготвен за работата си и адекватно заплатен. Красиви училища пълни със щастливи ученици през цялата година.

Ще има повече справедливост, по-богато общество. Хората ще измислят технологии, които ще бъдат в съзвучие с природата. Добре образовани хора с критическо мислене ще бъдат свободно и ще изграждат свободни и мирни общества. Ще се създадат системи, които хората ще имат повече свободно време за децата си.

RS2: Намиране на правилен баланс в забързаното и проблемно ежедневие

Вървос 1: Кои проблеми засяга този приоритет, според вас?

Един от основните проблеми е здравето на хората. Участниците посочиха като примери бездвигането, стресът, липсата на време за отдих, високо кръвно, сърдечни проблеми, разрушена имунна система.

Друг проблем е стремежът на много хора да изкарват достатъчно пари. Той е предизвикан от една страна заради консуматорското общество, в което живеем, което непрекъснато те „принуждава“ да купуваш и употребяваш, от друга страна negliжирането на почивката за сметка на допълнителната работа, която ще ти донесе още печалба.

Трети проблем е непълноценното общуване и липса на контакти „на живо“. Липсата на време се отразява на общуването в семейството. Същото се отнася и до приятелския кръг. Рядко посещаване на обществени мероприятия.

Проблеми на работното място. Все по-високи изисквания от работодателите, удължено работно време, нередовно и ненавременно заплащане.

Изтъкнаха се като проблем и бюрократичните спънки и бавното обслужване „на гише“.

Последният посочен проблем беше недостиг на време за личностно развитие, усъвършенстване и пълноценна почивка.

Въпрос 2: Доколко е важно да бъдат решени тези проблеми и защо?

Групата беше категорична, че проблемите са сериозни и е от голяма важност да бъдат решени. Фокусирахме се върху това кои са свързаните с този проблем обществени нужди, които трябва да бъдат посрещнати.

Едни от тях бяха в графата „обща“: създаване на условия и стимули за активен отдих, работеща и ефективна администрация, консултации със специалисти – счетоводители, психолози, адвокати за споделяне на проблемите и евентуалното им разрешаване, както и по-добро познаване на законодателството.

Специфичните проблеми бяха следните: контрол на работното място, строго спазване на Кодекса на труда и трудовите договори, мотивация за лично израстване на работното място; подобряване на пътната инфраструктура, по-добре работещ и екологичен транспорт; по-висока здравна култура, подобряване на здравеопазването и образованието, здравна превенция; организиране на културни мероприятия за общностно сближаване – форуми, фестивали, концерти и др.

Въпрос 3: Кой трябва да участва в разрешаването на тези проблеми? Защо?

Много институции, организации и личности бяха посочени като участници в разрешаването на проблема.

От една страна бяха изтъкнати световни и европейски институции като Европейския парламент, ООН, Европейската комисия. На национално ниво заинтересованите страни са правителството, Министерството на образованието, Министерството на здравеопазването, Министерството на транспорта, неправителствените организации, медии. На местно ниво – общината, болници, граждански организации, медии, работници, служители, работодатели.

Отличени бяха и заинтересовани страни без пряко участие, но повлияни от процеса – работещите в сивия сектор и трайно безработни и неплащащи данъци лица.

Въпрос 4: Как да се подходи при разрешаването на тези проблеми?

Подходите бяха обособени в няколко групи. Една от тях е **научните подходи**: разработване на алтернативни начини за придвижване в пространството, подобрен транспорт, телепортация. Друг

„кълъстер“ се оказа **проучвания и изследвания**: проучвания за намаляване на стреса на работното място, повишаване на качеството на образователните кампании, постигане на по-добра ефективност на работното място (вкл. взаимоотношения работодател - служител), научаване на хората да си поставят цели, приоритети и времеви период на реализацията им. Трета група беше **иновации**: тяхната цел е подобряване на ежедневието на хората и пестенето на време – улесняване на придвижването, по-достъпна среда, дигитализация на много от „аналоговите“ дейности и др. Имаше предложение и за **информационна кампания** за ползите от балансираното ежедневие.

Въпрос 5: Как разрешаването на тези проблеми ще промени бъдещето?

Разрешаването на проблемите ще повлияе в няколко аспекта в обозримото бъдеще: хората ще имат **по-добро качество на живот**: гражданите ще са станали по-спокойни и толерантни, по-щастливи, по-информирани, по-мотивирани. Гражданите ще имат повече **свободно време**, ще има **подобнена администрация и условия на труд**. Участниците посочиха повишена раждаемост и намалена смъртност, което ще доведе до **увеличаване на населението**. Една от негативните последици е **пренаселеността**. Друга промяна са **подобрените транспорт и инфраструктура**. Още една евентуална негативна последица за бъдещето е **залиняване** на част от населението.

RS3: Консумирай по-малко, наслади се на повече

Въпрос 1: Кои проблеми засяга този приоритет, според вас?

Участниците отличиха 4 основни проблема, свързани с този приоритет:

5. Неравномерно разпределение на блага в световен мащаб – свързан с прекалена консумация на храни, напитки, дрехи и стоки от първа необходимост от развитите страни и недостига на същите стоки за населението в по-малко развити региони, където хората живеят в крайна бедност
6. Екологични проблеми – замърсяване на околната среда /въздух, вода, почви/ в следствие от свръхпроизводство и изхвърляне на стоки.
7. Здравословни проблеми – прекомерното предлагане и купуване на всякакви стоки води до хроничен недостиг на средства, което поражда стрес и тревожност у хората и ги кара да търсят алтернативни източници на доходи, за да задоволят тази потребност от притежаване на много и различни продукти. Това поведение води до натрупване на умора, нервни разстройства и неудовлетвореност от ежедневието.
8. Изместени ценности – извеждане на преден план на материалното пред духовното, намаляване на стремежа на човек към духовно израстване и развитие.

Въпрос 2: Доколко е важно да бъдат решени тези проблеми и защо?

Участниците се обединиха единодушно около важността на решаването на проблемите, свързани с прекомерното потребление, защото това би повлияло върху опазването на околната среда. Насърчаването на отговорното консумиране и ограничаване на купуването на безброй стоки със

съмнителен произход и начин на производство би довело до по-чиста планета, въздух, води и природа.

Оптимизирането на природни ресурси и свръхпроизведени стоки пък би могло да повлияе върху тяхното разпределение в световен мащаб и ще спомогне за преодоляване на крайно бедни райони, където няма храна и вода за жителите.

Отговорното потребление би довело и до по-ефикасно управление на личния бюджет и намаляване на стреса и напрежението от непрекъснато търсене на допълнителна работа и начини за забогатяване. Това ще намали нервни заболявания и други здравословни проблеми.

В крайна сметка отговорното потребление ще доведе до извеждане на преден план на позабравени ценности като личностно израстване, фокус върху самоусъвършенстване и удовлетворение от духовни преживявания /изкуство, култура, литература и др./

Въпрос 3: Кой трябва да участва в разрешаването на тези проблеми? Защо?

В решаването на тези проблеми се открояват няколко заинтересовани страни.

Относно световния дисбаланс на блага и стоки отговорните за промяна са правителствата на държавите, световни производители, хуманитарни организации, международни институции.

В проблемите, свързани с екологията заинтересовани страни трябва да бъдат големи производители, международни и национални институции по екология и опазване на околна среда, обществени екологични организации и обществото като цяло

Въпросите, свързани с прекомерната консумация са предмет на агенции по качествен контрол на храните, медии и рекламни организации, министерство на здравеопазване и лекарски организации, образователни институции

По последния проблем, свързан с изместването на ценностите безспорно водеща роля имат семейството, близките хора и приятели, медии, училища и образователни институции, културни институции и обществеността

Въпрос 4: Как да се подходи при разрешаването на тези проблеми?

При разрешаването на тези проблеми е добре науката да се фокусира върху изследвания за

- Стопанско стимулиране и развитие на конкретни райони за произвеждане на необходими блага
- Програми и стратегии за производство съобразно потребности на региони
- Търсене на алтернативни форми за производство на блага съобразно налични ресурси
- Разработване на екологични производства на стоки
- Безопасна преработка на отпадъци
- Разработване на еко енергия

- Научни пробиви за използване на биосуровини за производство
- Иновации в пречиствателни станции и зелени технологии за производство
- Разработка на програми за ранно детско образование за еко мислене и отговорно потребление
- Изследвания за влиянието на медиите и рекламата към потреблението
- Проучване на основни фактори, които влияят на потребителското поведение
- Изследвания за връзката между ценности и мотивация за потребление
- Изследвания за борба със стреса и фактори за преодоляване
- Изследване за влияние на удовлетвореност при правилен подбор на стоки за консумиране
- Достъпна информация за произхода на стоките, ползите от тях и качеството им
- Регламентиране на количеството и качеството на рекламната информация

Въпрос 5: Как разрешаването на тези проблеми ще промени бъдещето?

Участниците очертаха следните позитивни, а и не само, последици от решаването на тези проблеми:

- Преструктуриране на промишлеността, което ще доведе до закривани/фалиране на предприятия и цели отрасли
- По-горното от своя страна би довело до освобождаване на много работна ръка и безработица
- Новата ситуация ще доведе до разкриване на нови предприятия, стоки и услуги
- Пренаселване на планетата вследствие на намалена заболеваемост и ниска смъртност, застаряване на населението
- Това ще доведе до търсене на алтернативи за живеене, поява на нов тип полиси и модели на битие
- Една по-чиста планета с по-дълъг живот – съхранени природа, води, въздух
- По-висок стандарт на живот
- По-здрави хора, с по-малко стрес в живота си и повече свободно време за култура, изкуство и общуване с други
- Повече смисъл в съществуването на хората на философско ниво
- По-пълноценен живот

RS4: Образование за екологично бъдище

Въпрос 1: Кои проблеми засяга този приоритет, според вас?

В резултат на дискусията се обособиха три проблемни области:

1. Проблемна област: възпитание, която включва в себе си: липса на личен пример от страна на значим възрастен, липсва дисциплина както у по – възрастния, така и в подрастващите.
2. Проблемна област: адекватност на използваните методи за образование: прилаганите методи за екологично образование, които водят до неразбиране и неосъзнаване на важността на проблема, незаинтересованост, липса на комуникация, желанието между отделните страни, мотивацията при подрастващите.
3. Проблемна област : теоритичните знания се разминават с практиката: разлика между теория и практика, несъответствие между развитието на технологиите и развитието на екологичното образование.

Въпрос 2: Доколко е важно да бъдат решени тези проблеми и защо?

Твърде важно, тъй като засягат здравето на хората, по – добрия начин на живот, развиване на лична отговорност и осъзнатост, природните ресурси, природата.

Въпрос 3: Кой трябва да участва в разрешаването на тези проблеми? Защо?

Институциите на различни нива и сфери, медиите, месна власт, общини – защото разполагат с механизмите и средствата за промяна на политиките.

НПО, екологични, научни, изследователски организации- защото имат възможността да активизират, информират гражданите.

Доброволчески формации, учители, преподаватели, граждани, родители – възпитават и дават личен пример.

Въпрос 4: Как да се подходи при разрешаването на тези проблеми?

- включването на зелено училище в образованието
- по – богата материална база, която да привлича интереса на младото поколение
- засилване на връзката между човек и природа, организиране на различни екологични инициативи
- създаване на екологични програми за защита на природата, които да бъдат интегрирани в образователната система
- дейности по масова информираност за вредите и ползите от екологичното опазване на природата
- медийно привличане на вниманието върху определени проблеми: чистота, замърсяване на водата и въздуха, многобройните бездомни животни
- конкретни мерки за дадено населено място
- спазване на законите от страна на гражданите

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- стимулиране на екологичното съзнание на гражданите чрез изграждане на повече заводи за рециклиране, кампании по залесяване и опазване на природата
- стриктна, единна и функционална дейност на Министерството по околната среда и водите, Министерството на образованието, Министерството на здравеопазването.

Въпрос 5: Как разрешаването на тези проблеми ще промени бъдещето?

- единно население
- предотвратяване на екологични кризи чрез превантивни мерки и информационни кампании
- ще има пречиствателни станции за въздух и вода
- ще се извършва рециклиране на различни видове материали
- широко използване на неизчерпаемите природни ресурси в индустрията, в средствата за придвижване, във всеки един дом
- ще се развиваме към усвояване на положителни промени
- мисленето и действията на хората ще са променени спрямо опазването на природата
- по – голям обществен интерес за образованието в екологията
- екологично чисти райони
- здравословен начин на живот, повече столетници, медицината е насочена към превенция, а не интервенция.

RS5: Тук, там и навсякъде

Въпрос 1: Кои проблеми засяга този приоритет, според вас?

- Достъп и обучение до/с дигитални социални мрежи - липса на :възможност на част от хората да притежават мобилни устройства, на безплатно обучение за работа с дигитални мрежи, не свободна дигитална информация, непозотворно използване на виртуалната мрежа/
- Административно и финансово обезпечаване на физическата мобилност/ как „тук“ може да стане „там“ по най-лесния възможен начин, недостатъчност на ресурсите за осигуряване на физическа мобилност/
- Виртуалното –временен етап / доминиращата роля на виртуалното над физическото , виртуалното-подготовка на психиката за общуване без ограничението на технологиите, „там“ извън физическия контекст, т.е. знанието , пораждащо разбирането, че „там“ и „тук“ е навсякъде
- Зависимост/виртуална зависимост, залитане във виртуалното, загуба на реалност, пристрастеност към виртуалното пространство, /

- Как да се преодолеят културните различия?- недостатъчно познаване на различните глобални културно-битови връзки, езикови бариери, расови,полови,религиозни различия
- Загуба на идентичност и риск от злоупотреба- загуба на национална идентичност, гарантиране на поверителността във виртуалната реалност, ,загубване на нуждата от директен допир до култура
- Липса на информираност на гражданите за възможни обмени, обмен на практики за проблеми, решени на други места

Въпрос 2: Доколко е важно да бъдат решени тези проблеми и защо?

Важно е да бъдат решени, защото: / общи интереси на гражданите/

-възстановяване на човешките взаимоотношения,извън виртуалното

-обогатяване на „моето” чрез „чуждото”

-ликвидиране на тесногърдото,консервативно мислене ,спрямо различните, т.е. толерантно общество

-засилено икономическо развитие

-запознаване на хората с проблемите на другите

-оптимизиране на работата на човека с цел улеснение

-по-съвършено общество/ по- трудно манипулируеми граждани, защото са по-знаещи и информирани/

-постигане на „знаещи” и свободни хора

- по-мобилно и образовано общество, по-отговорно общество

Въпрос 3: Кой трябва да участва в разрешаването на тези проблеми? Защо?

-най-ангажирани с решаването: ЕК, ЕП, ООН,СТО/световна търговска организация/, НС, МОН

- важни страни: научни институти и ВУЗ, училища, министерство на туризма, министерство на отбраната, европейско гражданско общество, НПО в Бг, здравни и психологични служби, граждани

- семейството, транспортни услуги/ за физическата мобилност/, технически служби /за виртуалната мобилност/

Въпрос 4: Как да се подходи при разрешаването на тези проблеми?

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- създаване на единен европейски мултикултурен портал за гражданско взаимодействие
- Създаване на виртуална платформа за видеоконференции за обмен на знания,
- изследване на етническите,социални,религиозни и т.н. конфликти-генезис, причини и начини за преодоляването им
- изследване на общите проблеми на държавите
- граждани на света: мобилна работа от всяка точка на света
- Фонд за иновации в дигитализиране на икономиката
- трансфер и обмен на различни семейства за физическо запознаване „ на място” с бита на друго семейство по света
- изследвания върху същността и функционирането на мозъка ,за да се използва по- голяма част от капацитета му
- изследване на психиката,за да се повиши устойчивостта и стабилитета и, изследване на доминиращото влияние на психиката върху физиката
- проучвания за влиянието на виртуалната мобилност върх психиката на отделния човек
- глобално училище за граждани в интернет, обучение на гражданите за ползване на дигиталните платформи, неформални обучения в международен мащаб на тема”Дигитални социални мрежи”
- създаване на оптимална организация за обмен на информация
- равен и неограничен достъп до технологии и устройства
- социална политика за обезпечаване на физическата мобилност , намаляване на изискванията при пътуване между държавите /разрешителни режими/
- създаване на едноседмични културни събития за презентирание на различните държави чрез техния бит,култура и традиции
- предварителна информираност за рисковете от физическата и виртуална мобилност

Въпрос 5: Как разрешаването на тези проблеми ще промени бъдещето?

- Нови технологии във всички области, по-умни хора запознати с технологиите на 21 век
- Спокойствие,сигурност, обогатяване и сътрудничество между различните общности
- Прогрес в различни области-плод на сътрудничество или обмен на опит и екипни усилия
- Различни проблеми в икономиката,медицината и образованието ще са решени чрез трансфер на добри практики отвън
- Глобален консенсус за споделена икономика
- Ще има развита международна платформа, която ще допринесе за възможността за разглеждане на настоящи и бъдещи проблеми
- Подобряване на правилното взетите решения за личностно развитие

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- Хората ще имат реален awareness за глобалните проблеми
- Свободни граждани на света с право на избор
- По-свободно движение-физическо и ментално
- По-добро управление на свободното време
- Глобална безплатна информационна база за мулти култи историческо наследство
- Спад на дискриминацията, липса на предразсъдъци, по-широк мироглед на гражданите,
- Запазване на идентичността чрез споделяне на бита и културата на другите, умения за приемане на различията, съхранявайки своето
- Достъпа до интернет- основно човешко право ще бъде, световен интернет, ID pass
- Свободно общуване, без бариерите на физическите устройства
- Школа за дигитални номади
- Създаване на свободни икономически зони за интернет предприемачи



Report on the research and policy consultation in Croatia



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1: Concept for the consultation in Croatia

The consultation in Croatia took place on 23rd September 2016. We decided to organise one consultation.

Our target groups were citizens, stakeholders and policy-makers. These target groups were chosen due to the necessity of voicing put and hearing opinions of various relevant actors on different levels/sides of the decision making process of public policies.

Involvement of the citizens was considered crucial, since citizens are the ones who can most accurately detect challenges at the local level and can add to the discussion from their perspective. Stakeholders were invited in order to contribute to the debate from the position of the engaged perspective. Policy-makers were chosen in order to get their feedback on a certain programmes, but also that they can better understand perspectives of the citizens and the stakeholders through discussion among them.

We recruited the participants through our channels of communication. Participants were invited to participate through our mailing lists, Facebook page, web page and *e-newsletter*. Some of the participants were also recruited through the contacts of the participants of the first consultation. Several participants were those who participated at National workshop.

Originally, we recruited 40 participants. One from Zagreb got sick and two from Split could not come as a child of one of them got sick. Two participants from Zagreb could not come due to work obligations at the last moment. We had at the end 35 participants: five (5) decision makers, fifteen (15) citizens (5 of them elderly) and fifteen stakeholders, coming from CSOs and different institutions.

We prepared a material in Croatian for participants that we send to those registered. We send them a leaflet and Research Programme Scenarios, but added in the beginning details about CIMULACT.

We also prepared the Guidelines for facilitators in Croatian language, as well as PowerPoint presentation for the workshop.

We are glad to report that we did not experience any difficulties due to thorough preparation.

We used the Method 3 from the toolkit. Method 3 was chosen since it was considered the method best suited for the stimulation of the debate between participants with different views on the problem and thus it allows participants from different target groups to be acquainted with the perspective of another target group which can greatly facilitate the process of the dialogue creation regarding the certain research programme scenario.

2: Programme for the consultation

9.00 – 9.30	<i>Welcoming participants</i>
9.30 – 9.50	Presentation of the consultation purpose, objectives and the expected outcomes
9.50 – 10.10	Get to know each other: ice breaker
10.10 – 10.40	Overview of the 8 research scenarios and selecting 5 for more detailed discussion
10.40 – 11.00	<i>Coffee break</i>
11.00 – 12.45	World Café tour, round 1&2
12.45 – 13.45	<i>Lunch break</i>
13.45 – 14.15	World Café tour 3
14.15. – 14.45	Summary of the results
14.45 – 15.45	Finalization of the template
15.45 – 16.00	<i>Coffee break</i>
16.00 – 16.45	Exhibition of the 5 enriched research topics and then prioritization
16.45 – 17.00	Friendly closing session: Drinks and feedback on the day
18.30	<i>Joint dinner, Restaurant “Pri Zvoncu”</i>

We have decided to organise a joint dinner for most of the participants (some from other places had to left earlier). This contributed to better bonding and was appreciated by those who were there, as recognition of their effort and good will to participate.

All participants get a small gift (bag, note-book, pencil).

3: Selected research programme scenarios

We have chosen the following research programme scenarios for our national consultation:

- 2a Basic universal income so nobody is left behind
- 2b Community building development
- 2c Evidence-based community building
- 3a Data for all – share the power of data
- 3b “Snakes and Ladders”. Connecting scales of issues and actors
- 3c The transparency toolbox
- 3d Empowered citizens
- 6c Here, there and everywhere

We have chosen the first three programme scenarios (2a Basic universal income so nobody is left behind, 2b Community building development and 2c Evidence-based community building) from the field 'Unity and Cohesion', because many of our national visions were connected with social needs reaching social cohesion and unity. Also, our representative was a table moderator for that topic in Milan.

The further four programme scenarios (3a Data for all – share the power of data, 3b “Snakes and ladders” – Connecting scales of issues and actors, 3c The transparency toolbox and 3d Empowered citizens) from the field 'Citizenship awareness and participation' were chosen because they are related to our organization's mission. Our work and projects are dedicated to citizen engagement and development of their capabilities for active participation in community development.

The last programme scenario (6c Here there and everywhere) was taken up during the deliberation phase of the assignment of the programme scenarios.

Participants chose to enrich further **five programme scenarios**:

- 2b Community building development
- 2c Evidence-based community building
- 3a Data for all – share the power of data
- 3d Empowered citizens
- 6c Here, there and everywhere

The prioritization exercise was carried out in following manner:

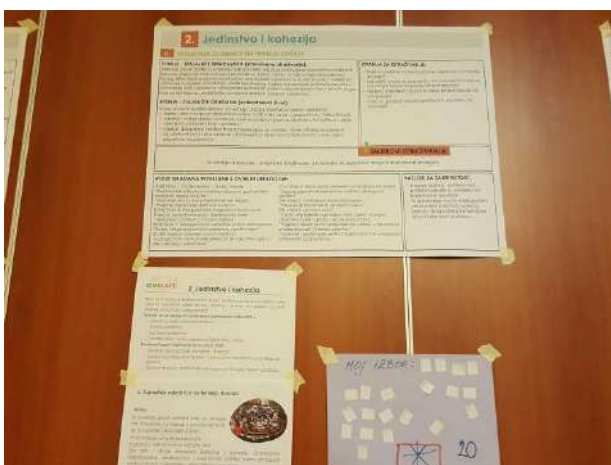
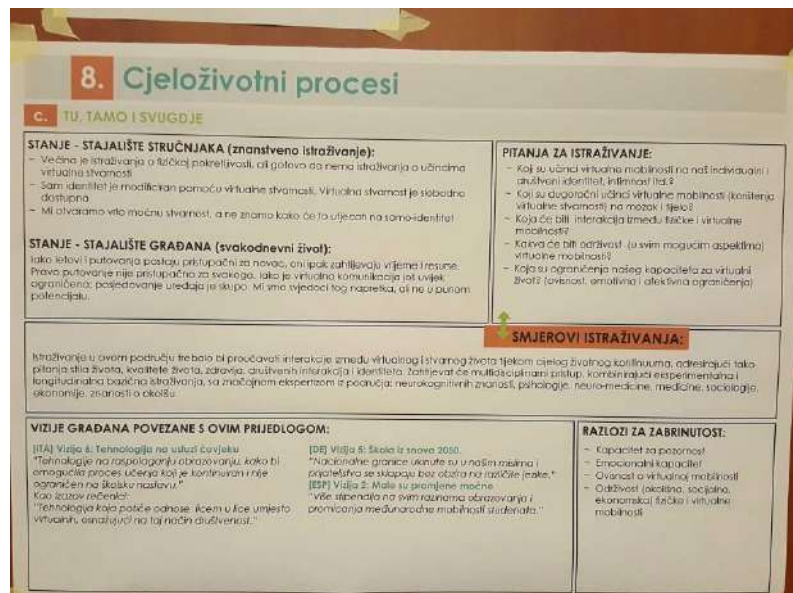
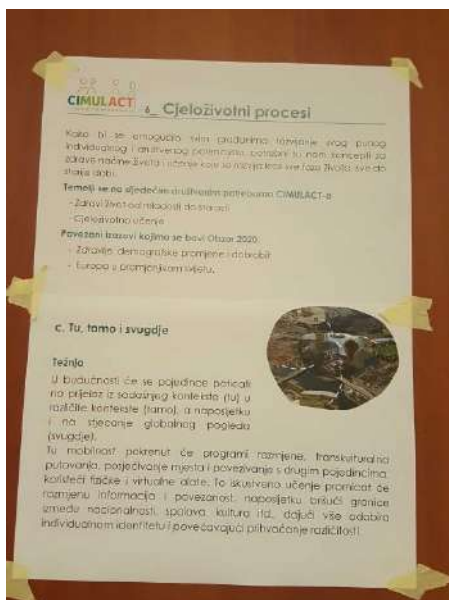
- Posters that were prepared in advance in Croatian language were put on the wall in the hall where the consultation was carried out

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- Each participant received five stickers with the instruction to glue one sticker to the programme scenario they consider the most important
- After that, the number of votes / stickers was counted and prioritized programme scenarios emerged.

The posters with chosen research programme scenarios (as they were done in Milan), were prepared and put on the wall, together with Research programme aspiration. All documents and tables were translated to Croatian language, so that participants could easily read and understand the content. Next to the each topic a paper was put for the stickers. The participants were invited to look at exhibited posters and to put the stickers next to the topic that they consider important.

Please, see the pictures bellow:



4: Croatia: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

The research programme scenarios were prioritized, as shown below. The number of votes that each scenario got is shown in brackets.

- 2b Community building development [21]
- 2c Evidence-based community building [20]
- 3a Data for all – share the power of data [21]
- 3d Empowered citizens [22]
- 6c Here, there and everywhere [20]

Further in the text, for the each of the prioritised scenarios, the answers to the five mandatory questions are presented.

2b Community building development

1. *What challenge(s) does this research question address?*

- Encouragement of social activism
- Citizens' participation
- Citizens' solidarity
- Decentralization of state through the engagement of local communities, using new technologies and innovative methods (as a tool for bonding, not separation)
- Decentralisation of providing public services, which is important for future development

2. *Why would it be important to address this challenge?*

- Engaged citizens = engaged local communities
- Engaged citizens are the axis of the successful political process
- It is important to develop / maintain the sense of empathy and solidarity among people; it will be not possible without connected local communities

3. *How could this challenge be approached?*

- By promoting bottom-up approach
- By citizen involvement in all phases of decision-making (through public discussions and the development of infrastructure that enables it)

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- By enabling access to information, including affirmative involvement of the local media
 - By fostering life-long learning; access to information
 - By fostering social entrepreneurship
 - By developing local communities, their infrastructure, to keep the inhabitants and provide needed services
 - Activation of community boards and town districts (as lowest level of self-government)
4. *Who should be involved in solving the problem?*
- Public, civic and business sector with the assured inclusion of the vulnerable groups
 - Schools and other educational institutions
 - Local and community media
 - Citizens, experts
 - Citizens initiatives
 - SMEs
5. *What should be the main goals of the research activity?*
- Shifting of growth policies towards the real needs of the community with participation of citizens
 - Empowering citizens for better quality of life in the communities
 - Securing public participation in co-creation of community life and decision-making
 -

2c Evidence-based community building

1. *What challenge(s) does this research question address?*
- Community decision-making which is not evidence-based regardless of the level; development of strategies which are not evidence-based
 - Challenge of clientelism in the society as the basis for arbitrary and self-interest decision-making
 - Adaptation/transformation of the educational system from the elementary school to the higher education - current educational system does not foster critical and analytical thinking
 - Finding of "autochthonous" model which is suitable for a particular community

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- Finding of the relation between the citizen contribution (problem detection) and the expert contribution (application of the solution)
 - How to avoid over-regulation; regulations do not necessarily fit community and citizen needs
2. *Why would it be important to address this challenge?*
- Because addressing it, that would lead to more organized society
 - Because scientific contribution to decision-making and expert knowledge has the potential of strengthen the quality decisions; In order to determine the justifiability of the public policies, their sustainability and possibility for implementation
 - Because current educational system creates "moulds" - it does not foster critical thinking in the children's development
3. *How could this challenge be approached?*
- By introducing steps for change of mind-sets in the society, so that citizens would start to be involved in decision-making
 - By empowering citizens through accessible informational campaigns
 - By the impact evaluation of the public policy measures; decisions being grounded in research and data (EMPIRIJA)
 - By securing the links between contribution of citizens and contribution of experts
 - Through digitalization of participation of citizens in policy-making
 - Introducing analysis (cause-consequences)
 - Strategic approach to local development
4. *Who should be involved in solving the problem?*
- Everybody;
- Citizens (on which certain public policy has impact)
 - Decision-makers
 - CSO representatives
 - Experts and scientific community
 - Media as the important channel of information flow towards citizens
5. *What should be the main goals of the research activity?*
- Empowered society capable of vision development
 - Involvement of stakeholders in the analysis and policy decision-making, based on substantial data; development of methods and tools for policy impact evaluation

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- Society-building in which decision-making is participatory from the lowest levels; reduced power of politicians to make decisions for the entire community on their own

3a Data for all - share the power of data

1. *What challenge(s) does this research question address?*

- Availability, transparency and reliability of the data - disabling of the excessive commercialization of digital data; creation of open source data as pre-condition
- The challenge of the accessibility of the data - how to create user-friendly services accessible for use through which citizens could create, search and use data for their own goals (e.g. social, entrepreneurial)
- Level of education of the citizens; digital competencies are the essential pre-condition of participating in today's society

2. *Why would it be important to address this challenge?*

- Because it would increase the quality of life
- Because it would foster informed decision-making
- Because it would increase transparency
- Less corruption

3. *How could this challenge be approached?*

- Education on citizens' rights
- By ensuring the accessibility of the Internet; broadband and affordable Wi-Fi Internet connections
- Creation of the publicly accessible digital tools and adjustment of the existing tools
- Education of citizens in order for them to be able to use the data (digital competencies)
- Participation of citizens in creation of data

4. *Who should be involved in solving the problem?*

- Citizens
- State institutions / decision makers
- CSOs
- Stakeholders and experts
- Public service providers

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- IT experts who should be educated in a way to be able to recognize social problems in order to be able to produce IT output which is applicable to them
 - Media
5. *What should be the main goals of the research activity?*
- Develop the awareness of citizens for participation in decision-making processes
 - Usage of data to solve social problems and inequalities with the aim of development of sustainable society
 - Enabling citizens and public service providers (for example, CSOs) to use and create data through open source digital tools and platforms
 - Solving of social problems
 - Securing that data is understandable
 - Develop digital tools for sustainable economy (e.g. agriculture)

3d Empowered citizens

1. *What challenge(s) does this research question address?*
- Passivity of citizens due to low civic consciousness - challenge of engaging citizens
 - Accessibility of information sources and information for all citizens
 - Legitimacy and credibility of information, transparency
 - How to reach and include marginalized groups (different kinds of marginalized groups - e.g. groups of lower social status, displaced groups, groups with low access to information)
2. *Why would it be important to address this challenge?*
- The base for decision-making with participation of stakeholders in the process
 - In order to make right decisions
 - In order to exercise one's civil rights through being better informed
 - Because it would enable flow of information which is faster and more steady
 - In order to establish exchange of knowledge of higher quality
3. *How could this challenge be approached?*
- Changes in educational system by advancing and digitalization - making it more connected to the labour market (e.g. by introducing internships already early in the educational process) and introducing civic education in order to learn how to think critically about social problems

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- By fostering of life-long learning; by raising awareness of the need for it and by increasing its accessibility ; critical thinking; multidisciplinary learning
 - By strengthening of media literacy so that citizens are able to search for information on their own and to ascertain the level of accuracy and relevancy of the information
 - On-line consultations - public hearings on local level
4. *Who should be involved in solving the problem?*
- Local community - citizens, CSOs
 - Academic community
 - Educational institutions
 - State institutions
 - Business community
 - Media - whose ethics and the ways of spreading and interpretation of information should be increased
5. *What should be the main goals of the research activity?*
- Increase of personal responsibility of individuals; for citizens to start to understand their individual responsibility and opportunity for impact
 - Motivate citizens to get involved in community life (e.g. through good practice examples)
 - Work on increasing the awareness on importance of diversity
 - Instil personal responsibility

6c Here, there and everywhere

1. *What challenge(s) does this research question address?*

- Virtual mobility of citizens and its fostering; accessibility to places, locations, contents, events, cultures, nevertheless of their economic and social status
- Achieving less differences in the society
- Three key challenges: personal freedom space, impact on the physical health, personal data protection
- Connectivity, participation

2. *Why would it be important to address this challenge?*

Because mobility of citizens through virtual interaction will contribute through satisfaction of further aspects:

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- Economic aspect; virtual visit to different locations accessible to all of the citizens regardless of their economic situation
- Social aspect: interaction - increase in socialization, decrease in loneliness
- Life-long learning
- Increased opportunities for leisure time: enabling people to consume content and get acquainted with new cultures

3. *How could this challenge be approached?*

Through interdisciplinary approach and research of:

- Economic aspects of virtual mobility
- Medical and psychological aspects
- Environmental protection
- Technological solutions

(This interdisciplinary approach should include measurements of benefits and downsides of virtual/physical mobility.)

4. *Who should be involved in solving the problem?*

- Citizens
- Scientists / experts
- Decision-makers
- IT specialists and developers (computer programmers)
- Stakeholders
- Groups identified as marginalized (groups hard to access)
- IT businesses,
- CSOs, including watch-dog role

5. *What should be the main goals of the research activity?*

- Research of technological development of virtual space for greater virtual interaction of citizens
- Building of user abilities for successful usage of virtual space
- Establishing credibility and truthfulness of information in virtual world
- Influence of virtual life on health.

5: Selected research programme scenarios (national language)

Izabrali smo sljedeće scenarije programa istraživanja za naše nacionalne konzultacije:

- 2a Univerzalni dohodak tako da nitko nije izostavljen
- 2b Razvoj putem jačanja lokalnih zajednica
- 2c Izgradnja zajednice tako da nitko nije zapostavljen
- 3a Podaci za sve - Dijeliti moć podataka
- 3b "Zmije i ljestve" - Povezivanje različitih pitanja i razina dionika
- 3c Alati za veću transparentnost
- 3d Osnaženi građani
- 6c Tu, tamo i svugdje

Izabrali smo prva tri scenarija programa istraživanja (2a Univerzalni dohodak tako da nitko nije izostavljen, 2b Razvoj putem jačanja lokalnih zajednica i 2c Izgradnja zajednice na temelju dokaza) iz područja '[Jedinstvo i kohezija](#)' stoga što su mnoge naše nacionalne vizije bile povezane s društvenim potrebama za društvenom kohezijom i jedinstvom. Također, naša predstavница bila je moderator za stolom koji se bavio tom temom u Milanu.

Sljedeća četiri scenarija programa istraživanja (3a Podaci za sve - Dijeliti moć podataka, 3b "Zmije i ljestve" - Povezivanje različitih pitanja i razina dionika, 3c Alati za veću transparentnost i 3d Osnaženi građani) iz područja '[Svijest i sudjelovanje građana](#)' bili su izabrani jer su povezani s misijom naše organizacije. Naš rad i projekti posvećeni su aktivaciji građana i razvoju njihovih sposobnosti za aktivno sudjelovanje u razvoju zajednice.

Posljednji scenarij programa istraživanja (6c Tu tamo i svugdje) preuzet je tijekom faze dogovora dodjele scenarija programa između projektnih partnera.

Sudionici su odlučili obogatiti sljedećih **pet scenarija programa istraživanja**:

- 2b Razvoj putem jačanja lokalnih zajednica
- 2c Izgradnja zajednice na temelju dokaza
- 3a Podaci za sve - Dijeliti moć podataka
- 3d Osnaženi građani
- 6c Tu, tamo i svugdje

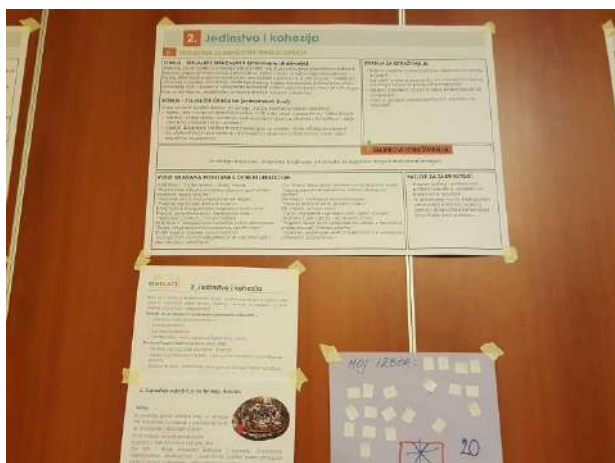
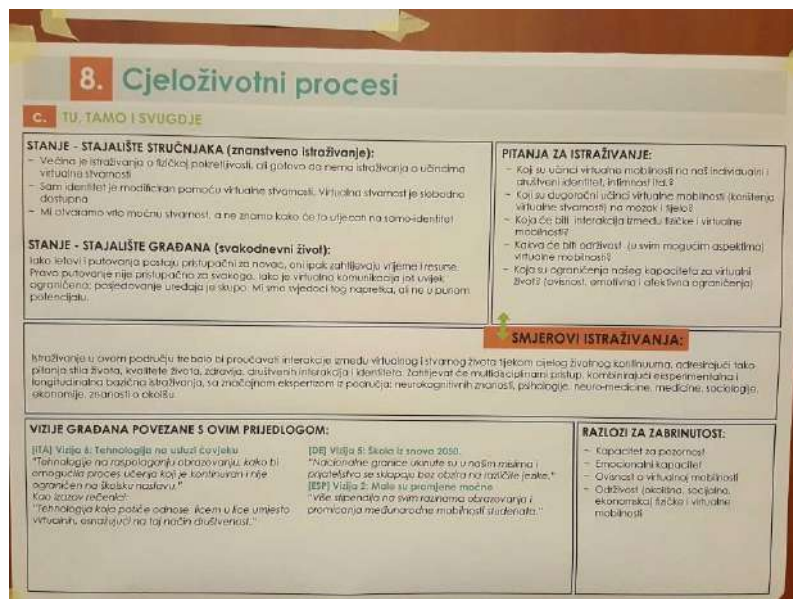
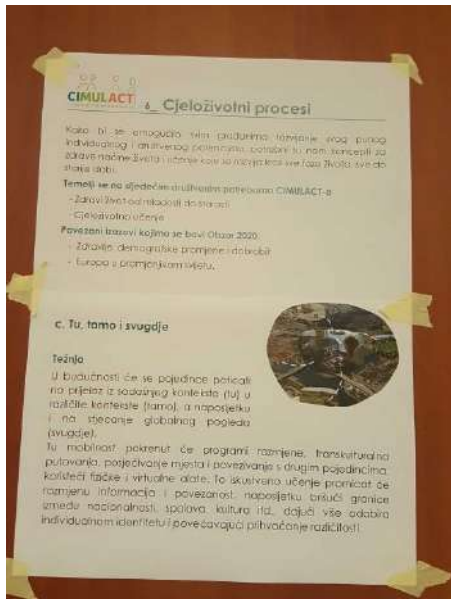
Vježba prioritizacije bila je izvedena na sljedeći način: na zid dvorane u kojoj su se održavale konzultacije su bili postavljeni poster i sa scenarijima programa istraživanja (kako su bili napravljeni u Milanu), zajedno s težnjama istraživačkih programa. Svi dokumenti i tablice su bili prevedeni na hrvatski jezik, kako bi sudionici lakše iščitali i razumijeli sadržaj. Kraj svake teme je postavljen prazan papir za ljepljenje naljepnica.

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Sudionici su bili pozvani da pregledaju pažljivo izložene postere te da stave po jednu od pet naljepnicu uz temu koju smatraju važnom.

Nakon toga, izbrojali smo broj glasova u formi naljepnica, iz čega su postali razvidni prioritizirani scenariji programa.

Molimo, pogledajte slike postavljene niže u tekstu:



6: The enriched research programme scenarios (national language)

Svaki scenarij istraživačkog programa je prioriziran, kako je niže prikazano. Broj glasova koji je dobio svaki od pet prvoplasiranih tema je prikazan u zagradi.

- 2b Razvoj putem jačanja lokalnih zajednica [21]
- 2c Izgradnja zajednice na temelju dokaza [20]
- 3a Podaci za sve - Dijeliti moć podataka [21]
- 3d Osnaženi građani [22]
- 6c Tu, tamo i svugdje [20]

U nastavku je pregled prioritiziranih

Overview of the prioritized research programme scenarios:

2b Razvoj putem jačanja lokalnih zajednica

1. *Na koji izazov(e) ovo istraživačko pitanje odgovara?*
 - Poticanje društvenog aktivizma
 - Participacija građana
 - Građanska solidarnost
 - Decentralizacija države kroz aktiviranje lokalne zajednice, koristeći nove tehnologije i inovativne metode (kao alat povezivanja, ne odvajanja)
 - Decentralizacija u pružanju javnih usluga, što je važno za budući razvoj
2. *Zašto je važno da se riješi taj izazov?*
 - Aktivni građani = aktivne lokalne zajednice
 - Jer su aktivni građani osovina uspješnih političkih procesa
 - Važno je razviti / održavati osjećaj empatije i solidarnosti među ljudima; to se ne može postići bez povezivanja lokalnih zajednica
3. *Kako se tom izazovu još može pristupiti? (mogući načini/smjerovi rješavanja)*
 - Promoviranje pristupa "odozdo prema gore"
 - Uključenošću građana u sve faze donošenja odluka (kroz javne rasprave i razvoj infrastrukture koja to omogućuje)
 - Omogućavanjem pristupa informacija, afirmativna uključenost lokalnih medija
 - Poticanjem cjeloživotnog učenja; pristup informacijama
 - Poticanjem društvenog poduzetništva
 - Razvojem lokalnih zajednica, njihove infrastrukture, kako bi se građani zadržali i pružale usluge

- Aktiviranje lokalnih zajednica i gradskih četvrti (kao najniže razine mjesne samouprave?)
4. *Tko bi trebao biti uključen u rješavanje problema?*
- Javni, civilni i gospodarski sektor s osiguranom uključenosti ranjivih skupina
 - Škole i druge obrazovne institucije
 - Lokalni mediji / mediji iz zajednice
 - Građani, stručnjaci
 - Građanske inicijative
 - SME-ovi.
5. *Koji su glavni ciljevi aktivnosti istraživanja?*
- Pomicanje razvojnih politika prema stvarnim potrebama zajednice uz sudjelovanje građana
 - Ojačati građane za bolji život u lokalnim zajednicama
 - Osigurati sudjelovanje javnosti u su-kreiranju života i odlučivanja.

2c Izgradnja zajednice na temelju dokaza

1. *Na koji izazov(e) ovo istraživačko pitanje odgovara?*
- Donošenje odluka u zajednici koje nisu bazirane na dokazima bez obzira na razinu; razvoj strategija koje nisu bazirane na dokazima
 - Izazov klijentelizma u društvu kao baze proizvoljnog i samo-interesnog donošenja odluka
 - Izazov prilagodbe i promjene obrazovnog sustava od osnovnoškolskog do visokoškolskog; trenutni obrazovni sustav ne potiče kritičko i analitičko razmišljanje
 - Izazov pronalaska "autohtonog" modela koji bi odgovarao specifičnoj zajednici
 - Pitanje kako pomiriti doprinos građana (u detekciji problema) i stručnjaka (u primjeri rješenja)
 - Kako izbjeći prenormiranost, kada propisi nisu nužno bazirani na potrebama zajednice i građana
2. *Zašto je važno da se riješi taj izazov?*
- Jer njegovo rješavanje vodi do organiziranijeg društva
 - Radi potencijala osnaživanja odluka kroz znanstveni doprinos i stručno znanje
 - Da bi se ustanovila opravdanost javnih politika

- Jer trenutni obrazovni sustav stvara "kalupe" - ne potiče kritičko razmišljanje u fazi razvoja djece
3. *Kako se tom izazovu još može pristupiti? (mogući načini/smjerovi rješavanja)*
- Korak po korak mijenjati način razmišljanja u društvu, kako bi građani bili uključeni u proces donošenje odluka
 - Osnaživanjem građana kroz pristupačne informativne kampanje
 - Procjenom učinaka javnih politika– utemeljenošću odluka na empiriji
 - Stvaranjem odnosa doprinosa građana i doprinosa stručnjaka
 - Digitalizacijom sudjelovanja građana u donošenju politika
 - Uključivanje analiza (izrok-posljedica)
 - Strateški pristup lokalnom razvoju.
4. *Tko bi trebao biti uključen u rješavanje problema?*
- Svi:
- Građani (na koje utječu određene javne politike)
 - Donositelji odluka
 - Predstavnici OCD-a
 - Stručna i znanstvena zajednica
 - Mediji kao važan kanal protoka informacija prema građanima
5. *Koji su glavni ciljevi aktivnosti istraživanja?*
- Osnaženo društvo koje je sposobno razvijati viziju
 - Uključivanje dionika u analizu i odluke na temelju opipljivih podataka; razvijanje metoda i alata procjene učinaka politika
 - Razvoj društva u kojem će se odluke donositi participativno počevši od najnižih razina; smanjena razina ovlasti političara da samostalno donose odluke za cijelu zajednicu.

3a Podaci za sve - Dijeliti moć podataka

1. *Na koji izazov(e) ovo istraživačko pitanje odgovara?*
- Dostupnost, transparentnost, pouzdanost podataka; onemogućavanje prevelike komercijalizacije digitalnih podataka - preduvjet: stvaranje javno dostupnih open source podataka
 - Izazov dostupnosti podataka - kako stvoriti user friendly servise dostupne za korištenje kroz koje bi građani mogli stvarati, pretraživati i koristiti podatke za svoje vlastite ciljeve (npr. društvene, poduzetničke i slično)

- Razina obrazovanja građana; digitalne kompetencije su uvjet za sudjelovanje u današnjem društvu
2. *Zašto je važno da se riješi taj izazov?*
- Radi poboljšanja kvalitete života
 - Radi poticanja informiranog donošenja odluka
 - Radi povećanja transparentnosti
 - Manje korupcije
3. *Kako se tom izazovu još može pristupiti? (mogući načini/smjerovi rješavanja)*
- Edukacija o građanskim pravima
 - Osiguravanjem dostupnosti Interneta; širokopojsnog i cjenovno pristupačnih wi-fi veza
 - Izradom javno dostupnih digitalnih alata i prilagođavanjem postojećih
 - Obrazovanjem građana kako bi se bili u stanju koristiti podacima (digitalne vještine)
 - Sudjelovanje građana u kreiranju podataka.
4. *Tko bi trebao biti uključen u rješavanje problema?*
- Građani
 - Državne institucije / donositelji odluka
 - OCD-ovi
 - Dionici i stručnjaci
 - IT stručnjaci koji bi trebali biti educirani o svim društvenim problemima kako bi njihov IT output bio primjenjiv na društvene probleme
5. *Koji su glavni ciljevi aktivnosti istraživanja?*
- Razviti svijest građana za sudjelovanje u procesu odlučivanja
 - Korištenje podataka u svrhu rješavanja društvenih nepravdi i problema, a u svrhu razvoja održivog društva
 - Omogućiti građanima i pružateljima javnih usluga (npr. OCD) korištenje i stvaranje podataka putem open source digitalnih alata i platformi
 - Rješavanje društvenih problema
 - Osigurati da su podaci čitljivi
 - Razviti digitalne alate za održivu ekonomiju (npr. u poloprivredi)

3d O snaženi građani

1. *Na koji izazov(e) ovo istraživačko pitanje odgovara?*
 - Pasivnost građana zbog niske građanske svijesti - izazov aktiviranja građana
 - Dostupnost izvora informiranja i samih informacija svim građanima
 - Legitimnost i dostupnost informacija, transparentnost
 - Kako uključiti marginalizirane skupine građana (različite vrste marginaliziranih skupina, npr. nižeg socijalnog statusa, dislocirane ili onih kojima su informacije teže dostupne)
2. *Zašto je važno da se riješi taj izazov?*
 - Kako bi se građanima omogućilo bolje ostvarivanje njihovih građanskih prava
 - Kako bi građani bili u mogućnosti donositi pravilne odluke
 - Kako bi omogućili brže i ravnomjernije kolanje informacija
 - Kako bi uspostavili kvalitetniju razmjenu znanja
3. *Kako se tom izazovu još može pristupiti? (mogući načini/smjerovi rješavanja)*
 - Unapređenjem i digitalizacijom obrazovnog sustava - približavanjem tržištu rada (npr. uvođenjem prakse u ranim fazama obrazovanja) i uključivanjem građanskog odgoja u obrazovni sustav kako bi se naučilo kritički razmišljati o društvenim problemima
 - Poticanjem cjeloživotnog učenja; buđenjem svjesnosti o takvoj potrebi i povećanjem dostupnosti istog ; kritično promišljanje; multidisciplinarno učenje
 - Jačanjem medijske pismenosti tako da građani nauče sami tražiti informacije te prepoznati razinu točnosti i relevantnosti informacije
4. *Tko bi trebao biti uključen u rješavanje problema?*
 - Lokalna zajednica - građani, organizacije civilnog društva
 - Akademska zajednica
 - Obrazovne institucije
 - Državne institucije
 - Poslovna zajednica
 - Mediji - čiju bi etiku i načine širenja i tumačenja informacija trebalo povećati
5. *Koji su glavni ciljevi aktivnosti istraživanja*
 - Jačanje osobne odgovornosti pojedinca; da pojedinci počnu razumijevati svoju građansku odgovornost i mogućnost utjecaja
 - Kroz primjere dobre prakse motivirati građane na aktivno sudjelovanje u životu zajednice

- Raditi na jačanju svijesti o važnosti različitosti
- Usaditi osobne odgovornosti.

6c Tu, tamo i svugdje

1. *Na koji izazov(e) ovo istraživačko pitanje odgovara?*

- Virtualna mobilnost građana i poticanje iste (dostupnost mjesta, lokacija, sadržaja, događaja, kultura)
- Smanjiti / postići manje razlika u društvu
- Tri ključna izazova: osobni prostor slobode, zaštita privatnih podataka, utjecaj na tjelesno zdravlje čovjeka
- Povezanost, participacija.

2. *Zašto je važno da se riješi taj izazov?*

Mobilnost građana kroz virtualnu interakciju doprinijet će zadovoljenjem sljedećih aspekata:

- Ekonomski aspekt; omogućavanje virtualnog posjeta različitim lokacijama svim građanima, bez obzira na ekonomsku situaciju
- Socijalni aspekt: interakcija – povećanje socijalizacije, smanjenje osjećaja usamljenosti
- Cjeloživotno obrazovanje
- Povećanje mogućnosti za provođenje slobodnog vremena: omogućavanje konzumiranja sadržaja i upoznavanja novih kultura

3. *Kako se tom izazovu još može pristupiti? (mogući načini/smjerovi rješavanja)*

Interdisciplinarnim pristupom i istraživanjem:

- Ekonomskih pitanja virtualne mobilnosti
- Medicinskih i psiholoških aspekata
- Zaštite okoliša
- Tehnoloških rješenja

(Ovaj interdisciplinarni pristup svakako treba uključiti mjerenja dobrobiti i nedostataka virtualne/fizičke mobilnosti)

4. *Tko bi trebao biti uključen u rješavanje problema?*

- Građani / stručnjaci
- Znanstvenici / eksperti

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- Informatičari i programeri
 - Dionici
 - Identificirane marginalizirane skupine (teško dostupne skupine)
 - IT poduzeća
 - OCD-i, uključujući ulogu "watch dog",
5. Koji su glavni ciljevi aktivnosti istraživanja
- Istražiti tehnološki razvoj virtualnog prostora za veću virtualnu interakciju građana
 - Izgraditi kapacitete korisnika za uspješno korištenje virtualnog prostora
 - Osigurati istinitost i vjerodostojnost informacija u virtualnom svijetu
 - Utjecaj virtualnog život na zdravlje.



Report on the research and policy consultation in Cyprus



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1: Concept for the consultation in Cyprus

RTD Talos has chosen at this phase of the project that it would be more effective to consult stakeholders and to host the Face-to-face Consultations as separate events (one for each Research Scenario) to facilitate the participants and their schedule. It was challenging to get approx. 35 stakeholders to show up in a single day and keep them occupied for 3 hours at least.

That's why we reserved 6 different timeslots (of 1½ hours each). Spread across two days: **Friday 16 September 2016** and **Monday 19 September 2016**.

As stated in the beginning we chose the 2nd method of the Toolkit: Consulting Stakeholders, but we did some minor modifications. We took advantage of the option we had to hold many different consultations instead of just one. Because of this we made some small modifications:

1. Since each consultations had a specific date, time and topic, we *skipped the Introductory part*, where the participants, choose the Scenario they wish to enrich. All participants had all the relevant information a few days before the consultation, so they were prepared and informed about everything. Each consultation session had a duration of **1 h 30 min**.
2. For each Scenario we invited people related to it. For example for the topics of Holistic Health we contacted only stakeholders that are related to or working closely with the Health sector (e.g. *Patients Associations, Medical Association, Insurance companies, University/College Professors* etc.).
3. We chose two Research Scenarios from **Holistic Health** and two Research Scenarios from **Personal Development**. We decided to let the participants chose which one of those two they would like to work with, beforehand, so we sent the Texts and the 5 questions to the participants two weeks before the consultation, in order to choose, and then we conducted a vote between the two.

We ended up **enriching six scenarios** (of the total eight we chose).

All consultations took place in RTD Talos' offices – *Diogenous 1, Block A, 4th floor 2404, Egkomi, Nicosia, Cyprus* – in the company's Conference Room. The participants were offered some fresh light snacks and refreshments (such as coffee, juice etc.).

2: Programme for the consultation

16/9/2016

- 09:00 – 10:30** 9d. Meaningful research for community
- 11:00 – 12:30** 10d. Moving together (more collective transports)
- 14:00 – 15:30** 12d. Beyond energy efficiency: less consumption by structural design and behaviour

19/9/2016

- 09:00 – 10:30** 1a. Digital inclusion
- 11:00 – 12:30** 4a. Quantitative person-centred health
- 14:00 – 15:30** 5b. Good quality food for all

During the first 10 minutes of each session, RTD Talos' CEO Dr. Alexandros Michaelides, gave a small introduction of the CIMULACT project and the developments of the project so far.

Afterwards the participants read the Research Scenarios loud and guided by the Table Moderator the attendees answered the 5 questions, having in mind both the state of the art in Cyprus, and the other European countries as well.

3: Selected research programme scenarios

The 8 Research Programme Scenarios that we chose appear in the table below. In the highlighted cells are marked the 6 Scenarios that were selected to be enriched by the participants.

#	Title of Research Programme Scenario
1a.	Digital Inclusion
4a.	Quantitative person-centred health
4b.	Access to equal and holistic health services and resources for all citizens
5b.	Good quality food for all
9a.	Technology as a means of well-being
9d.	Meaningful research for community
10d.	Moving together (more collective transports)
12d.	Beyond energy efficiency: less consumption by structural design and behaviour

Cyprus is a country in deep economic crisis and admittedly an under-performer in Research and Innovation in general but specifically in the selected areas, the country has fallen behind compared to most of the rest of the European Countries.

Especially the last two Scenarios (10d & 12b) have great significance for the local community because:

- 1) We still rely on crude oil (mazut – low quality fuel oil) which causes high pollutants emissions.
- 2) There are very few mass transport options. No trains, no subway/metro, just buses with very scarce planned routes.

4: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

- 1a. Digital Inclusion [8]
- 4a. Quantitative person-centred health [10]
- 5b. Good quality food for all [11]
- 9d. Meaningful research for community [7]
- 10d. Moving together (more collective transports) [12]
- 12d. Beyond energy efficiency: less consumption by structural design and behaviour [12]

As stated before, our consultation took place in 6 Workshops. We informed the participants that as soon as all consultations are taken place, we will send via email a document with all the necessary information regarding the six enhanced Scenarios, alongside a link for a Google Forms page (screenshot below – text is in Greek) in order for them to vote two out of six. We have programmed the form to accept exactly two votes from each participant, not more, not less.


In that voting form, we also included a link to the Online Consultations.

We gave the participants one week time, in order for them to vote. Unfortunately not all participants voted, despite our 2 reminders. We got a total of **30 people** to vote, which translates to **60 votes total** given.

CIMULACT Διαβουλεύσεις Κύπρου

Online ψηφοφορία για τη διαβούλευση των εμπλεκομένων μερών (stakeholders) για το WP3 του Cimulact. Παρακαλούμε διαβάστε τα κείμενα που στάλθηκαν στο email σας και ακολουθήως συμπληρώστε το παρακάτω σύντομο ερωτηματολόγιο.

* Required



CIMULACT
CITIZEN AND MULTI-ACTOR CONSULTATION ON HORIZON 2020


Επιλέξτε 2 Ερευνητικές Κατευθύνσεις *
Ψηφίστε ΔΥΟ από τα παρακάτω σενάρια, στα οποία πιστεύετε η Ευρωπαϊκή Επιτροπή πρέπει να δώσει έμφαση για τις μελλοντικές προκηρύξεις του Horizon 2020.

- Ουσιαστική Έρευνα για την κοινότητα
- Μετακινούμαστε Μαζί (περισσότερες επιλογές για μαζικές μεταφορές)
- Πέραν της ενεργειακής απόδοσης: Μειώνοντας την κατανάλωση ενέργειας μέσω δομικού σχεδιασμού και σωστής συμπεριφοράς
- Ψηφιακή Ενσωμάτωση
- Ποσοτική, Προσωποκεντρική Υγεία
- Τρόφιμα Καλής Ποιότητας για Όλους

Διαδικτυακή Διαβούλευση

Παρακαλούμε μην ξεχάσετε να συμμετέχετε και στην Διαδικτυακή Διαβούλευση του έργου, η οποία περιλαμβάνει 48 διαφορετικά Ερευνητικά Σενάρια, χωρισμένα σε 12 κατηγορίες.
<http://consultation.cimulact.eu/>

This project receives funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 665948



European Commission

SUBMIT

Research programme scenario 1 – 1a. Digital Inclusion

1) What challenge(s) does this research scenario address?

- Europe in a Changing World – inclusive, innovative and reflective societies
- Secure Societies – protecting freedom and security of Europe and its citizens

2) Is it important from your point of view to address this challenge? Why?

This challenge is important especially to the elderly people, but also other high risk groups of people (e.g. minorities – Roma, patients, disabled people etc.), or people living in the periphery of the country in hard to reach and cut-off geographical areas, and other groups that need attention such as the homeless or the unemployed.

In many EU countries and other developed countries across the world, contrary to Cyprus, most of these vulnerable groups are monitored real-time using state-of-the-art devices, thus they do not need to be physically present at a doctor's office or a public hospital in order to be examined, so often. The means to achieve solution for the before mentioned issues, is through technology and through equal access to all.

It is well known that the level of digital skills varies widely from one European country to another. We must first ensure that a unified minimum level of digital skills across the EU continent is adopted, in order for this to be addressed. European countries are much less developed in matters of Digital and Technology inclusion from other countries, such as USA, Canada and Japan.

Also we must move towards this direction, but we must also make sure to preserve the culture of each member-state. These days, a massive globalization is noticed, in the online community. While developing this new digital era, we must make sure to take our country-specific cultures. We must create actions by answering this question: "What does it mean that my origin is from Cyprus or Greece or Hungary, etc.?"

There is a concern that in the not-so-distant future, through this use of digital means, the cultural identity of each country might be lost. We need to find ways of preserving these traditions and customs.

3) How could it be approached?

Individual cultural incentives must be developed which will be used to improve our lifestyle for digital inclusion. This isn't an issue of just digital inclusion but it is about social inclusion as well. The current state-of-the-art research results must be assessed if they can be used to approach the needed solution.

Also the actual needs of citizens must be explored and assessed, regarding this matter and if it's possible to use existing infrastructures to address this or new ones will be needed.

Our opinion is that both the technology and the know-how does exist in order to achieve this, but is not (and cannot) be applied to all countries at the same time.

4) Who should be involved in solving the problem?

The following organisations must be involved:

Associations of Informatics companies, Associations of Education Institutions but also relevant policy makers and other NGOs relevant to the field of study.

Citizens must also be involved, in order for their exact needs they have and what kind of digital inclusion they want. Media can also be involved, especially if they are relevant with e-learning and relevant fields (e.g. blogs, media providers etc.)

5) What should be the main goals/impacts of the research activity?

The actions must make sure that the access to this kind of technology will be equal and universal for all EU citizens.

They must ensure that the existing gaps will be bridged. Both the age gap, but also the gap between the different levels that is observed between different member-states.

They must stress the economic aspects and benefits they will introduce.

Proper education should bring about a change in culture of digital education and also integration issues.

Research programme scenario 2 – 4a. Quantitative person-centred health

1) What challenge(s) does this research scenario address?

- Health, demographic change and wellbeing
- Europe in a changing world – inclusive, innovative and reflective societies.

2) Is it important from your point of view to address this challenge? Why?

In our opinion, this scenario is very important to be addressed, in order to assess the services and best practices that are already offered to the public. It is imperative to define some performance indicators in order to create statistics database. Cyprus is very behind in this kind of databases, compared to other EU countries.

Among other things, it's imperative that all patients have access to their own data, and it must be made sure that the medical history can be made available wherever in EU, and possibly abroad.

3) How could it be approached?

In our opinion, all Healthcare systems must be brought to a similar level. In local level, here in Cyprus the research on the field is "suffering" because of the lack of the statistical data that was mentioned in the section above. Cyprus has a unique paradox that only Private Hospitals are covered by legislation, thus each Patient's Historical record is almost impossible to be shared among Public and Private Hospitals.

Another example that proves that Cyprus has fallen behind concerning mandatory requirements is that the country is lacking a Biobank, and this is a huge obstacle for basic and applied tailored research.

It should consider whether it is necessary for the EU to engage more directly and obtain a purely regulatory nature in order for all the above requirement were speeded.

The solution must be approached always having in mind the end-users' privacy and how exactly all the data can be interconnected.

4) Who should be involved in solving the problem?

In order for this scenario to be fully implemented, each member state of EU must be imposed with minimum standards.

The relevant EU bodies must be actively involved, as should do relevant NGOs from each member-state (e.g. Patients' Association), Legal attorneys, in order to ensure privacy/personal data safeguarding.

It is imperative that IT companies specifically eHealth related must be involved for the successful development of the basic foundation of data storage and analysis.

It would be wise also to include insurance companies, or associations.

5) What should be the main goals/impacts of the research activity?

The welfare state should step in in cases where insurance companies refuse to reimburse a patient or refuse a treatment.

A database of relevant health data must be developed in order to compute key indicators, manage them and use them for R&D purposes. The concept of Integration of Health Information must be developed.

Research programme scenario 3 – 5b. Good quality food for all

1) What challenge(s) does this research scenario address?

- Food security, sustainable agriculture and forestry, marine and maritime and inland water research, and the Bio-economy
- Climate action, environment, resource efficiency and raw materials
- Health, demographic change and wellbeing

2) Is it important from your point of view to address this challenge? Why?

It is very important to address not only the food quality issue, but also the food shortage, that the EU will deal with in the not-so-distant future.

Factors that are influencing food quality are the quality of air and water, but also the production method and all the additives that are included.

It stands to reason that the health and wellbeing of the citizens is closely related to the food quality. It's been proven over and over again, that eating habits might have an impact on the likelihood of various types of Cancer and, most certainly, they have an impact on obesity and cardiovascular diseases.

It is also important to mention that according to calculations, approximately 40% of the food production is being "lost" during transport and until they reach the final destination. Thus new, more effective, methods of preservation and transportation must be researched and implemented.

It must be researched whether the current situation, of, the lack of new preservation methods, is serving certain "interests", in order to keep the commodity prices high.

3) How could it be approached?

Research results from both applied and basic research does exist, which unfortunately remain unutilized.

We should mainly focus on applied research and innovation, using existing results to produce high quality food at a lower price, without of course excluding the need for basic research.

One research direction that may be worth looking into is the fact that many EU countries have less and less available large land areas for agricultural cultivation, because of the continuous increase due to urbanisation. We can focus the research activity on alternative method of cultivation that does not rely on such large areas.

4) Who should be involved in solving the problem?

The following organisations and bodies should be involved in solving the problem:

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- Audit Mechanism of Food Control
- NGOs
- Consumers Association,
- Association of Dietitians
- Professionals in Health Industry,
- Civil Organisations, that are relevant to the subject
- Ministry of Health and Ministry of Agriculture
- The relevant parliament committees
- Food producers
- Researchers

5) What should be the main goals/impacts of the research activity?

Improving the policies and legislation for the production process but also the transportation and handling of goods.

Ensure high quality food with early quality identification mechanisms, set by the EU.

Citizens must reconsider their eating habits, not eating only "fast" food, which is not healthy most of the time.

In Cyprus, there is also the phenomenon of unfair competition from the Military Occupied part (northern) which completely disregards EU legislation and regulations.

Europe must become self-sustainable regarding food sources and be less dependent on third countries.

Finally, the production process must be completely transparent, from start to finish and also more information regarding the process to be given to the final consumer.

Research programme scenario 4 – 9d. Meaningful research for community

1) What challenge(s) does this research scenario address?

- Europe in a changing world – inclusive, innovative and reflective societies

2) Is it important from your point of view to address this challenge? Why?

In our opinion, the prioritization of this issue is important. This way local societies and everyday citizens can be convinced of the importance of the R&D process.

On the other hand though, such a venture could prove quite costly, because it would require a lot of money and man-hours in order for all the research results could be suitable and understandable by the public.

This perhaps, could help local institutions here in Cyprus, which are far behind in scientific publications, compared to other EU countries.

3) How could it be approached?

It's essential that the existing research results must be disseminated and how we can use relevant research results to approach this topic.

We believe that for a citizen to be able to truly understand something, this something must be tangible. Otherwise it would be difficult to convince them of its usefulness.

Also this is a purely communicational research issue thus new information must be disseminated continuously.

We strongly believe that mostly Applied Research would be required to achieve these results, but basic research would also be mandatory, because we should always aim for finding best practices. If we were to talk about numbers we could say 65% applied research, 35% basic research.

4) Who should be involved in solving the problem?

Universities, Research Organizations, Innovation companies. Laboratories also must be involved and learn to use their potential to the fullest extent.

General public and Public Servants must be engaged through participatory research. It's imperative that Mass Media will be involved as well (e.g. thematic technical blogs, newspapers etc.)

All the above must be involved when targeting goals not only in the implementation.

5) What should be the main goals/impacts of the research activity?

The general public must become aware of the results of research.

It's imperative that the policy makers who prepare the Call Topics for the Funding Programmes must change their mentality and way of thinking.

Specific Tools must be developed, in order to serve and inform the general public and include measurable results and also to achieve greater impact and better Dissemination results.

Academia (universities) and industry (companies) will actively exchange information, i.e. companies to communicate their problems to universities and universities communicate their research results towards companies. Also, companies should be research-conscious; they are expected to understand that without research and innovation they cannot obtain competitive advantage.

Research programme scenario 5 – 10d. Moving together (more collective transports)

1) What challenge(s) does this research scenario address?

- Smart green & Integrated transport

2) Is it important from your point of view to address this challenge? Why?

Without transportation, today's economy and society cannot exist. In today's society the transportation sector is extremely important even in the split second, because even the slightest "hiccup" in the transportation process, might cause a huge problem, and we're not talking about just for public transport. Mass transportation must be a public good, but unfortunately Cyprus is limping.

It is very important to have both personalized solutions and collective public transport, and is also important that these solutions are "green", so we should analyze the environmental perspective of the problem.

Maritime transport should also be considered. Especially for remote destinations, such as Cyprus to the rest of EU, we believe that it's worth the effort to modernize sea transport.

3) How could it be approached?

In our opinion we should focus on Applied Research and Innovation in order to achieve this. There are already a huge amount of basic research results. We must exploit the existing results and technologies to achieve the solution of this challenge. The concept of public transport will never cease to exist.

A detailed comparison should be developed (if it haven't already) between all EU countries, in order to determine their exact capacity/capabilities regarding mass transportation methods.

Cyprus has fallen miles behind the rest of Europe, regarding Transportation infrastructures. That's why we here in Cyprus need an individualized research on how to properly integrate the mentality of public/mass transport in civil culture.

4) Who should be involved in solving the problem?

We need to engage actors from the entire range of transportation sector and relevant public sector. However the above actors should have a uniform policy regarding transports in order not to have the issues such as the jurisdictional problems that we are facing here in Cyprus, between local municipal authorities and the government agencies, because of the lack of uniform policy.

Relevant NGOs, Environmental Associations, Youth, Association of People with Disabilities (they will MUCH to contribute on this), as well as the general public.

Maritime transport companies must be involved as well, in finding ways to connect remote islands, such as Cyprus, from the EU mainland, by sea. The only viable solution/connection of Cyprus to the outer world is Air travel. In continental Europe, transportation is much easier and cost-effective, since there are plenty of solutions available, such as trains, cars, underwater transportations, ferries etc.

5) What should be the main goals/impacts of the research activity?

Grate change must come through mentality and education, with regard to public/mass transport and its usefulness.

Citizens must be directly involved in policy matters.

A direct outcome of this is that citizens gain awareness (and maybe incentives) in order to use the public transportation.

Secondly, we need to cultivate a proper culture across Europe, of how important is exactly to strengthen and enhance mass transportation (e.g. DRT – Demand –Responsive Transport) and contribute to ease the traffic congestions and emissions, since there would be only one car on the road (with 4 passengers) instead of 4 cars (with 1 passenger each).

Research programme scenario 6 – 12d. Beyond energy efficiency: less consumption by structural design and behaviour

1) What challenge(s) does this research scenario address?

- Climate action, environment, resource efficiency and raw materials.
- Secure, clean and efficient energy
- Health, demographic change and wellbeing

2) Is it important from your point of view to address this challenge? Why?

This challenge is certainly very important. The effects of global warming are evident in our daily lives and the need to reduce energy consumption is more imperative than ever.

The US are using a model for measuring the energy performance of buildings not only of its structural properties, but other factors as well, such as the distance to the nearest school, hospital, pharmacy, supermarket etc. which, in our opinion is a very appropriate measure and it must be researched, how can we apply it in EU as well.

Cyprus has an even bigger problem, because its main source of energy is from mazut (unburned fuel oil), which greatly increases the pollution, compared to other energy producing methods.

3) How could it be approached?

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

Research shouldn't focus only on technology/scientific issues, but there is also great need for "sociological" research, meaning how to "properly educate" people (e.g. school students) in order for them to become more energy-conscious.

Special considerations should be given to update the existing infrastructures to be more energy-efficient. For example, we can implement a suction system (vacuum) inside homes that will be used to transfer garbage from each home to a drop-off point. This will greatly reduce the fuel consumption of garbage transport vehicles.

Primarily we'll need applied research and innovation actions, since there are numerous basic research results that we can base on our actions.

Proper dissemination in every step of implementation will also help expedite the solution.

4) Who should be involved in solving the problem?

Mostly technical chambers and the government should be involved in this, but also lawyers, the Department of Planning, and in general every policy making body relevant to this sector.

Public and private sector must work closely, in order to establish relevant educational programs that will be used to train and educate people.

5) What should be the main goals/impacts of the research activity?

There are two main objectives of this program. First, the decrease of energy consumption and second, the change of attitude and citizens' mentality regarding energy efficiency. The educational system must be more sophisticated and incorporate energy and environmental classes.

It's not possible for this issue to be solved at once. It needs to be addressed in several steps, which must be identified by the researchers (probably, different steps in each EU country).

In each and every step we must set clear and measurable goals, in order to have a direct comparison of "before" and "after".

5: Selected research programme scenarios (national language)

Τα 8 Ερευνητικά Σενάρια που επιλέξαμε εμφανίζονται στον πίνακα παρακάτω. Με πράσινο φόντο φαίνονται συγκεκριμένα τα έξι Σενάρια που επιλέχθηκαν να εμπλουτιστούν από τους συμμετέχοντες.

#	Title of Research Programme Scenario
1a.	Ψηφιακή Ενσωμάτωση
4a.	Ποσοτική, Προσωποκεντρική Υγεία
4b.	Ισότιμη πρόσβαση σε Ολιστικές Υπηρεσίες και Πόρους Υγείας για όλους
5b.	Τρόφιμα Καλής Ποιότητας για Όλους
9a.	Η Τεχνολογία ως μέσο για επίτευξη ευημερίας
9d.	Ουσιαστική Έρευνα για την κοινότητα
10d.	Μετακινούμαστε Μαζί (περισσότερες επιλογές για μαζικές μεταφορές)
12d.	Πέραν της ενεργειακής απόδοσης: Μειώνοντας την κατανάλωση ενέργειας μέσω δομικού σχεδιασμού και σωστής συμπεριφοράς

Η Κύπρος, είναι μια χώρα, η οποία βρίσκεται σε βαθιά οικονομική κρίση και κατά γενική ομολογία έχει χαμηλές επιδόσεις σε θέματα Έρευνας και Καινοτομίας. Επιλέξαμε τα συγκεκριμένα οκτώ σενάρια, καθώς πιστεύουμε ότι αξίζει να τονίσουμε ακόμη μια φορά το πολύ σοβαρό πρόβλημα που παρουσιάζει η χώρα μας στους συγκεκριμένους τομείς καθώς η χώρα μας «πάσχει» στους συγκεκριμένους τομείς και βρίσκεται πολύ πίσω από τα Ευρωπαϊκά στάνταρ.

Συγκεκριμένα τα 2 τελευταία, κατά σειρά, σενάρια παρουσιάζουν μεγάλο ενδιαφέρον για την τοπική κοινότητα, καθώς:

- Η ενεργειακές ανάγκες του νησιού εξαρτάται ακόμη από την καύση αδιύλιστου αργού πετρελαίου (μαζούτ), το οποίο συνεπάγεται υψηλές εκπομπές ρύπων.
- Υπάρχουν ελάχιστες επιλογές για μαζική μεταφορά. Δεν υπάρχουν τρένα, μετρό κλπ. παρά μόνο λεωφορεία με πολύ αραιά δρομολόγια.

6: The enriched research programme scenarios (national language)

Overview of the prioritized research programme scenarios

1a.	Ψηφιακή Ενσωμάτωση	[8]
4a.	Ποσοτική, Προσωποκεντρική Υγεία	[10]
5b.	Τρόφιμα Καλής Ποιότητας για Όλους	[11]
9d.	Ουσιαστική Έρευνα για την κοινότητα	[7]
10d.	Μετακινούμαστε Μαζί (περισσότερες επιλογές για μαζικές μεταφορές)	[12]
12d.	Πέραν της ενεργειακής απόδοσης: Μειώνοντας την κατανάλωση ενέργειας μέσω δομικού σχεδιασμού και σωστής συμπεριφοράς	[12]

Όπως αναφέρθηκε, η διαβούλευση της Κύπρου έλαβε χώρα σε 6 εργαστήρια.

Ενημερώσαμε τους συμμετέχοντες σε κάθε ομάδα, ότι εντός λίγων ημερών θα στέλναμε μέσω email, όλα τα αποτελέσματα που παρήχθησαν από τις Διαβουλεύσεις, μαζί με τα αρχικά κείμενα των 6 σεναρίων που επιλέχθηκαν.

Μαζί με τα κείμενα στάλθηκε και ένας σύνδεσμος προς την ψηφοφορία στην υπηρεσία Google Forms. Προγραμματίσαμε την φόρμα, να δέχεται ακριβώς 2 ψήφους από κάθε χρήστη, ούτε λιγότερους, ούτε περισσότερους. Στην ίδια φόρμα υπήρχε και ένας σύνδεσμος προς τη διαδικτυακή διαβούλευση.

Δώσαμε χρονικό περιθώριο προς όλους τους συμμετέχοντες, περίπου μια βδομάδα για να ψηφίσουν. Δυστυχώς παρατηρήθηκε το φαινόμενο όπου δεν ψήφησαν όλο οι συμμετέχοντες. Παρόλα τα 2 email υπενθύμισης που στείλαμε κατά τη διάρκεια της εβδομάδας, ένα άτομο δεν ψήφισε (οπότε είχαμε 2 ψήφους λιγότερες για τα Ερευνητικά Προγράμματα. Στο σύνολο ψήφισαν 30 άτομα, ήτοι 60 συνολικοί ψήφοι.

Research programme scenario 1 – 1α. Ψηφιακή Ενσωμάτωση

1) Ποιες «κοινωνικές προκλήσεις» (societal challenges) πραγματεύεται αυτό το ερευνητικό σενάριο;

- Europe in a Changing World – inclusive, innovative and reflective societies
- Secure Societies – protecting freedom and security of Europe and its citizens

2) Σύμφωνα με τη δική σας άποψη, είναι σημαντικό να εξεταστεί/αναλυθεί η εν λόγω πρόκληση;

Αυτή η πρόκληση είναι σημαντική, κυρίως σε άτομα μεγάλης ηλικίας αλλά και άλλες ομάδες που θέλουν ιδιαίτερη προσοχή, όπως π.χ. οι μειονότητες όπως π.χ. αθίγγανοι, ευπαθείς ομάδες (ασθενείς, ανάπηροι, κ.λπ.), άτομα που ζουν στην περιφέρεια είτε γεωγραφικά (στην επαρχία, μακριά από τις πόλεις) ή κοινωνικά (άστεργοι, άνεργοι).. Σε πολλές χώρες της ΕΕ και του κόσμου, γίνεται real-time monitoring της υγείας των ευπαθών ομάδων, ώστε να μην εξαρτώνται συνέχεια από το να δίνουν τη φυσική τους παρουσία για κάποιες εξετάσεις ρουτίνας. Το μέσο για να επιτευχθεί η επίλυση του προβλήματος είναι η τεχνολογία και η διασφάλιση ότι θα υπάρχουν ίδιες ευκαιρίες για όλους. Παρατηρείται ότι σήμερα δεν υπάρχει ένα minimum ψηφιακών δεξιοτήτων σε όλο τον πληθυσμό της ΕΕ, οπότε αυτό είναι κάτι που πρέπει να αντιμετωπιστεί. Η ΕΕ είναι αρκετά πιο πίσω από χώρες όπως οι ΗΠΑ και Ιαπωνία σε θέματα τεχνολογίας και ψηφιακής ενσωμάτωσης.

Επίσης θα πρέπει να διερευνηθεί πώς διαφυλάσσεται η κουλτούρα ενός λαού μέσω τη χρήση ψηφιακών μέσων; Σήμερα μέσω ίντερνετ γίνεται μια μαζική παγκοσμιοποίηση: χρησιμοποιούμε την αγγλική γλώσσα, όλοι χρησιμοποιούμε Facebook και παίζουμε με mobile games. Χάνονται σιγά – σιγά οι μεμονωμένες κουλτούρες που υπάρχουν σε εκάστοτε χώρα, δηλαδή τι σημαίνει να είμαι Κύπριος, Έλληνας, Ούγγρος, κ.λπ. Υπάρχει φόβος ότι σιγά σιγά θα χαθούν αυτά τα χαρακτηριστικά των λαών. Πρέπει να βρεθούν τρόποι πώς με τη χρήση ψηφιακών μέσων μπορούμε να διατηρήσουμε και τα ήθη και έθιμα / παραδόσεις κ.λπ.

3) Πως μπορεί να προσεγγιστεί αυτή η κατεύθυνση;

Πρέπει να δημιουργηθεί η αντίστοιχη κουλτούρα η οποία να χρησιμοποιηθεί για τη βελτίωση του τρόπου ζωής μας και στην ψηφιακή ενσωμάτωση. Τίθεται και θέμα κοινωνικής

ενσωμάτωσης (social inclusion) όχι μόνο ψηφιακής. Πρέπει να γίνει αξιολόγηση των αποτελεσμάτων έρευνας που υπάρχουν ήδη και το κατά πόσο δύναται να αξιοποιηθούν.

Πρέπει να διερευνηθούν οι πραγματικές ανάγκες των πολιτών για αυτό το θέμα καθώς και το κατά πόσο μπορούν να χρησιμοποιηθούν οι υπάρχουσες υποδομές ή αντίστοιχα τι καινούριες θα χρειάζονται.

Άποψή μας είναι ότι οι τεχνολογίες και η γνώση υπάρχει για να προσεγγιστεί η κατεύθυνση αλλά δεν εφαρμόζονται ισότιμα σε όλα τα κράτη-μέλη λόγω διαφορετικού επιπέδου.

4) Ποιοι πρέπει να εμπλακούν στην λύση αυτού του προβλήματος;

Θα πρέπει να συνεργαστούν σύνδεσμοι πληροφορικής, εκπαίδευσης αλλά και σχετικοί φορείς χάραξης πολιτικής και ΜΚΟ.

Θα πρέπει να ερωτηθούν οι ανάγκες των πολιτών, για το ποια θα είναι ακριβώς η φύση της ψηφιακής ενσωμάτωσης που αυτοί θέλουν. Επίσης θα πρέπει να εμπλακούν και μέσα ενημέρωσης τα οποία είναι σχετικά με θέματα ψηφιακής εκπαίδευσης, ενσωμάτωσης κλπ. (π.χ. Blogs)

5) Ποιοι θα πρέπει να είναι οι βασικοί στόχοι και οι Αναμενόμενες Επιπτώσεις αυτού του ερευνητικού προγράμματος;

Θα πρέπει να γίνει σαφές ότι η πρόσβαση σε τέτοια συστήματα θα είναι ισότιμη και καθολική. Πρέπει να υπάρξει γεφύρωση του χάσματος μεταξύ τόσο των ηλικιών, αλλά και των διαφόρων επιπέδων στα επιμέρους κράτη-μέλη. Η προσέγγιση της λύσης θα πρέπει να είναι διαστρωματική και προσαρμοσμένη στις διάφορες ηλικιακές ομάδες.

Εξοικονόμηση σημαντικών χρηματικών πόρων. Π.χ. εάν οι ηλικιωμένοι φορούν ένα βραχιόλι το οποίο στέλνει στοιχεία στον ιατρό, εξοικονομούμε λεφτά, χρόνο, κ.λπ. (και του ιατρού, και του ασθενή αλλά και του κράτους).

Μέσω της εκπαίδευσης θα πρέπει να επέλθει αλλαγή κουλτούρας σε θέματα ψηφιακής εκπαίδευσης και ενσωμάτωσης.

Research programme scenario 2 – 4a. Ποσοτική, Προσωποκεντρική Υγεία

1) Ποιες «κοινωνικές προκλήσεις» (societal challenges) πραγματεύεται αυτό το ερευνητικό σενάριο;

- Health, demographic change and wellbeing
- Europe in a changing world – inclusive, innovative and reflective societies.

2) Σύμφωνα με τη δική σας άποψη, είναι σημαντικό να εξεταστεί/αναλυθεί η εν λόγω πρόκληση;

Είναι πολύ σημαντικό να αναλυθεί η εν λόγω πρόκληση, για λόγους εκτίμησης (assessment) των υπηρεσιών υγείας αλλά και των πρακτικών που εφαρμόζονται. Χρειάζονται δείκτες απόδοσης/μέτρησης κάποιων στατιστικών που υπάρχουν ήδη, τα οποία στατιστικά

δεδομένα είναι ελάχιστα για την Κύπρο. Η χώρα υστερεί πάρα πολύ σε θέματα δεδομένων σε σχέση με άλλες χώρες της ΕΕ.

Πέραν όλων αυτών είναι σημαντικό κάθε ασθενής να έχει πρόσβαση στα δεδομένα του, καθώς και μην παρατηρούνται φαινόμενα ταλαιπωρίας όταν ο φάκελος θα πρέπει να αλλάξει ιδρύματα.

3) Πως μπορεί να προσεγγιστεί αυτή η κατεύθυνση;

Πρέπει να εξισωθούν όλα τα συστήματα Υγείας Πανευρωπαϊκά. Σε τοπικό επίπεδο παρατηρείται έλλειψη έρευνας λόγω της έλλειψης στατιστικών στοιχείων, το οποίο είναι πολύ σοβαρό. Αυτό προκαλεί κατακερματισμό του τομέα της Υγείας. Παρατηρείται το φαινόμενο ότι δεν υπάρχει πρόσβαση σε δεδομένα ασθενούς από φορείς υπηρεσιών υγείας ιδιωτικού δικαίου και δημοσίου δικαίου, καθώς μόνο τα ιδιωτικά νοσηλευτήρια είναι καλυμμένα με νομοθεσία.

Ακόμη ένα παράδειγμα βασικής έλλειψης στην Κύπρο, είναι η μη ύπαρξη βιοτράπεζας, γεγονός που από μόνο του αποτελεί τροχοπέδη τόσο σε βασική όσο και εφαρμοσμένη έρευνα.

Θα πρέπει να εξεταστεί κατά πόσο είναι απαραίτητο να εμπλακεί πιο άμεσα η ΕΕ και να αποκτήσει ένα καθαρά ρυθμιστικό χαρακτήρα ώστε να επισπευσθούν τα ανωτέρω.

Επίσης θα πρέπει να εξεταστεί, σε χώρες που υπάρχουν ήδη δεδομένα και ανεπτυγμένο eHealth, πως θα μπορούσε να υπάρξει διασύνδεση (interconnect) των δεδομένων αυτών και πως μπορούν να αντιμετωπιστούν θέματα προσωπικών δεδομένων.

4) Ποιοι πρέπει να εμπλακούν στην λύση αυτού του προβλήματος;

Για να μπορέσει να αντιμετωπισθεί αυτό το θέμα και να υπάρξει μια βιώσιμη λύση θα πρέπει σε κάθε χώρα να υπάρχουν imposed minimum standards. Οι σχετικοί φορείς και μηχανισμοί της ΕΕ πρέπει να εμπλακούν ενεργά, καθώς και σχετικές ΜΚΟ από κάθε χώρα, όπως ο Σύνδεσμος Ασθενών, Νομικοί φορείς για τη διασφάλιση των προσωπικών δεδομένων.

Θα χρειαστεί να εμπλακούν επίσης εταιρίες πληροφορικής για την βοήθεια ανάλυσης και αποθήκευσης των δεδομένων, καθώς και ασφαλιστικές εταιρίες.

5) Ποιοι θα πρέπει να είναι οι βασικοί στόχοι και οι Αναμενόμενες Επιπτώσεις αυτού του ερευνητικού προγράμματος;

Το κράτος πρόνοιας θα πρέπει στο μέλλον να παρεμβαίνει σε περιπτώσεις μη κάλυψης περιπτώσεων από ασφαλιστικές εταιρίες.

Πρέπει να δημιουργηθεί μια βάση δεδομένων συλλογής, διαχείρισης και καθορισμό δεδομένων και δεικτών για σκοπούς Έρευνας και Ανάπτυξης.

Πρέπει να αναπτυχθεί η έννοια του Integration of Health Information.

Research programme scenario 3 – 5b. Τρόφιμα Καλής Ποιότητας για Όλους

1) Ποιες «κοινωνικές προκλήσεις» (societal challenges) πραγματεύεται αυτό το ερευνητικό σενάριο;

- Food security, sustainable agriculture and forestry, marine and maritime and inland water research, and the Bioeconomy
- Climate action, environment, resource efficiency and raw materials
- Health, demographic change and wellbeing

2) Σύμφωνα με τη δική σας άποψη, είναι σημαντικό να εξεταστεί/αναλυθεί η εν λόγω πρόκληση;

Είναι πολύ σημαντικό να αναλυθεί τόσο η ποιότητα των τροφίμων όσο και η έλλειψη τροφίμων, που πιθανόν να αντιμετωπίσει στο προσεχές μέλλον η Ευρώπη.

Κάποιοι παράγοντες που επηρεάζουν σε σημαντικό βαθμό την ποιότητα των τροφίμων είναι η ποιότητα του αέρα και του νερού, αλλά και της μεθόδου παραγωγής και των προσμίξεων.

Είναι φυσικό επακόλουθο, ότι η υγεία και η ευημερία των πολιτών συνδέεται άμεσα με την ποιότητα του φαγητού. Είναι αποδεδειγμένο ότι οι διατροφικές συνήθειες έχουν αντίκτυπο και στην πιθανότητα παρουσίας διαφόρων μορφών καρκίνου αλλά και πιο άμεση επίπτωση σε παχυσαρκία και εμφράγματα.

Επίσης, το 40% περίπου της παραγωγής «χάνεται» κατά τη μεταφορά, το οποίο είναι τεράστιο ποσοστό. Πρέπει να εφαρμοστούν και μέθοδοι αποτελεσματικότερης συντήρησης και μεταφοράς των τροφίμων.

Πρέπει να διερευνηθεί κατά πόσο η παρούσα κατάσταση όμως εξυπηρετεί μεγάλα συμφέροντα, ώστε να κρατούνται ψηλά οι τιμές των αγαθών.

3) Πως μπορεί να προσεγγιστεί αυτή η κατεύθυνση;

Υπάρχουν αποτελέσματα έρευνας τα οποία μένουν αναξιοποίητα, τόσο βασικής όσο και εφαρμοσμένης.

Πρέπει να εστιάσουμε κυρίως στην εφαρμοσμένη έρευνα και την καινοτομία, αξιοποιώντας υπάρχοντα αποτελέσματα για να παράξουμε τρόφιμα υψηλής ποιότητας και σε χαμηλότερη τιμή, χωρίς βεβαίως να αποκλείεται η ανάγκη και για βασική έρευνα.

Η ΕΕ αντιμετωπίζει ήδη το πρόβλημα ότι δεν υπάρχει διαθέσιμη γη για γεωργική καλλιέργεια (τουλάχιστον όχι σε μεγάλες εκτάσεις και η γη για γεωργική καλλιέργεια όλο και μειώνεται λόγω συνεχούς ανάπτυξης των πόλεων). Θα μπορούσε να υπάρχει έρευνα να βρούμε εναλλακτικές μεθόδους καλλιέργειας που δεν απαιτεί τόσο μεγάλες εκτάσεις για να είναι αποδοτική.

4) Ποιοι πρέπει να εμπλακούν στην λύση αυτού του προβλήματος;

Ελεγκτικός Μηχανισμός Ελέγχου Τροφίμων, ΜΚΟ, Σύνδεσμος Καταναλωτών, Σύνδεσμος Διαιτολόγων & Διατροφολόγων αλλά και Επαγγελματίες Υγείας, Οργανώσεις Πολιτών, τα Υπουργεία Υγείας και Γεωργίας, οι αρμόδιες επιτροπές της βουλής, απλοί πολίτες και φυσικά οι σύνδεσμοι παραγωγών τροφίμων.

Στην Κύπρο παρατηρείται έλλειψη αρμοδίων οργάνων, όπως ένας Φορέας Ασφάλειας Τροφίμων.

5) Ποιοι θα πρέπει να είναι οι βασικοί στόχοι και οι Αναμενόμενες Επιπτώσεις αυτού του ερευνητικού προγράμματος;

Βελτίωση πολιτικών (policies) και νομοθετημάτων τόσο για την διαδικασία παραγωγής όσο και τη διακίνηση των τροφίμων.

Πρέπει να εξασφαλιστεί η υψηλή ποιότητα των τροφίμων με μηχανισμούς έγκαιρων εντοπισμών των επιπέδων ποιότητας που θα θέσει η ΕΕ ως στόχο.

Πρέπει να αλλάξουν οι διατροφικές συνήθειες των πολιτών, ώστε να μην αποζητούν μόνο το γρήγορο, (που πλέον σπανίως είναι υγιεινό).

Τουλάχιστον στην Κύπρο υπάρχει αθέμιτος ανταγωνισμός και από τις κατεχόμενες περιοχές από Τούρκικα Στρατεύματα.

Φθηνότερο και ασφαλές φαγητό για όλους. Π.χ. να έχουν όλοι πρόσβαση σε υγιεινά τρόφιμα και να μην εξαρτάται από οικονομική κατάσταση εάν μπορεί να τρέφεται υγιεινά.

Η Ευρώπη πρέπει να γίνει αυτάρκης όσον αφορά τις πηγές τροφίμων ώστε να είναι λιγότερο εξαρτημένη από τρίτες χώρες.

Τέλος, σε όλη την διαδικασία παραγωγής πρέπει να υπάρχει διαφάνεια και πληροφόρηση του τελικού καταναλωτή.

Research programme scenario 4 – 9d. Ουσιαστική Έρευνα για την κοινότητα

1) Ποιες «κοινωνικές προκλήσεις» (societal challenges) πραγματεύεται αυτό το ερευνητικό σενάριο;

- Europe in a changing world – inclusive, innovative and reflective societies

2) Σύμφωνα με τη δική σας άποψη, είναι σημαντικό να εξεταστεί/αναλυθεί η εν λόγω πρόκληση;

Θεωρούμε ότι είναι σημαντικό να αναλυθεί το εν λόγω θέμα. Είναι δυνατόν να πείσει σε τοπικό επίπεδο για την πραγματική σημασία της διαδικασίας Έρευνας και Ανάπτυξης.

Από την άλλη μεριά, ένα τέτοιο εγχείρημα θα μπορούσα να αποδειχθεί αρκετά κοστοβόρο, επειδή θα απαιτούσε αρκετά χρήματα και ανθρωποώρες ώστε τα δεδομένα να είναι κατάλληλα για επισκόπηση και παρουσίαση από το απλό κοινό.

Κάτι τέτοιο ίσως θα βοηθούσε τα ιδρύματα και ερευνητικά κέντρα της Κύπρου, καθώς έχουμε πολύ μικρό αριθμό επιστημονικών δημοσιεύσεων, και θα βοηθούσε να προσελκύσει φοιτητές και ερευνητές από το εξωτερικό.

3) Πώς μπορεί να προσεγγιστεί αυτή η κατεύθυνση;

Χρειάζεται οπωσδήποτε διάχυση της πληροφορίας των υπάρχοντων αποτελεσμάτων έρευνας και το πώς μπορούμε να τα χρησιμοποιήσουμε για να προσεγγίσουμε αυτό το ερευνητικό θέμα.

Πιστεύουμε ότι για να είναι σε θέση ο πολίτης να καταλάβει κάτι, πρέπει να είναι απτό.

Το θέμα αυτό είναι επικοινωνιακό και οι πληροφορίες πρέπει να μεταδίδονται συνέχεια.

Αν θέλαμε να δώσουμε «νούμερα» πιστεύουμε πως ένα ποσοστό της τάξης του 65% θα βασιζόταν σε Εφαρμοσμένη Έρευνα, ενώ ένα ποσοστό της τάξης του 35% σε βασική έρευνα γιατί πάντα πρέπει να συνεχίσουμε να αναζητούμε «το καλύτερο»

Επίσης πρέπει να εμπλακούν νέοι επιστήμονες και «μυαλά» σε αυτό την ερευνητική κατεύθυνση.

4) Ποιοι πρέπει να εμπλακούν στην λύση αυτού του προβλήματος;

Πρέπει να υπάρχει άμεση συνεργασία Πανεπιστημίων και εταιριών. Πολλά εργαστήρια δεν χρησιμοποιούν τις δυνατότητές τους στο έπακρο. Πρέπει επίσης να εμπλακεί το ευρύ κοινό και οι Δημόσιοι Υπάλληλοι μέσω εργαλείων συμμετοχικής έρευνας.

Τα ΜΜΕ θα πρέπει να εμπλακούν, στην μετάδοση της γνώσης (π.χ. θεματικά/τεχνικά blogs, εφημερίδες κλπ.).

Πάνω απ' όλα θα πρέπει να υπάρχει εμπλοκή όλων και στην στοχοθέτηση όχι μόνο στην υλοποίηση.

5) Ποιοι θα πρέπει να είναι οι βασικοί στόχοι και οι Αναμενόμενες Επιπτώσεις αυτού του ερευνητικού προγράμματος;

Το ευρύ κοινό, πρέπει να αποκτήσει γνώση για τα αποτελέσματα της έρευνας.

Αυτοί που προκηρύσσουν και συντάσσουν τα χρηματοδοτικά προγράμματα θα πρέπει να αλλάξουν νοοτροπία.

Πρέπει να αναπτυχθούν συγκεκριμένα εργαλεία που θα εξυπηρετούν και ενημερώνουν το ευρύ κοινό και να συμπεριλαμβάνουν μετρήσιμα στατιστικά.

Η Ακαδημαϊκή κοινότητα αλλά και οι εκάστοτε εταιρίες, θα πρέπει να ανταλλάσσουν ενεργά πληροφορίες, δηλαδή οι τελευταίες να ενημερώνουν την επιστημονική κοινότητα με τα προβλήματά τους, ενώ εκείνοι με τη σειρά τους θα ανακοινώνουν τα αποτελέσματα των ερευνών τους στις επιχειρήσεις.

Θα πρέπει να αναπτυχθούν εργαλεία για όσον το δυνατό μεγαλύτερες αναμενόμενες επιπτώσεις και αποτελέσματα διάχυσης.

Research programme scenario 5 – 10d. Μετακινούμαστε Μαζί (περισσότερες επιλογές για μαζικές μεταφορές)

1) Ποιες «κοινωνικές προκλήσεις» (societal challenges) πραγματεύεται αυτό το ερευνητικό σενάριο;

- Smart green & integrated transport

2) Σύμφωνα με τη δική σας άποψη, είναι σημαντικό να εξεταστεί/αναλυθεί η εν λόγω πρόκληση;

Χωρίς μεταφορές δεν υφίσταται η σημερινή κοινωνία και οικονομία. Στη σημερινή κοινωνία έχει τεράστια σημασία μέχρι και το τελευταίο δευτερόλεπτο στον τομέα των μεταφορών και θα αποτελέσει τεράστιο πρόβλημα πιθανή δυσλειτουργία των μαζικών μεταφορών. Οι μαζικές μεταφορές πρέπει να είναι κοινωνικό αγαθό, αλλά δυστυχώς στην Κύπρο χωλαίνουν. Είναι σημαντικό να υπάρχουν τόσο εξατομικευμένες λύσεις, όσο και ομαδικές (μαζικές). Είναι πολύ σημαντικό οι λύσεις αυτές να είναι «πράσινες», οπότε πρέπει να μελετηθεί και η περιβαλλοντική σκοπιά του προβλήματος.

Επίσης θα πρέπει να εξεταστεί και το φαινόμενο των θαλάσσιων μεταφορών. Ειδικά για απομακρυσμένους προορισμούς, όπως είναι η Κύπρος για την υπόλοιπη Ευρώπη, αξίζει ο κόπος για εκσυγχρονισμό των μεταφορών και της θαλάσσιας οδού.

3) Πώς μπορεί να προσεγγιστεί αυτή η κατεύθυνση;

Η εφαρμοσμένη έρευνα θα βοηθήσει κατά κύριο λόγο στο συγκεκριμένο σενάριο. Υπάρχει τεράστιο υπόβαθρο όσον αφορά τα αποτελέσματα ερευνών πάνω στο θέμα από βασική έρευνα. Πρέπει να γίνει αξιοποίηση υφισταμένων αποτελεσμάτων και τεχνολογιών ώστε να επιτευχθεί η προσέγγιση λύσης του προβλήματος. Η έννοια/θεσμός των δημοσίων μεταφορών πάντα θα υπάρχει.

Πρέπει να γίνει μια σύγκριση (αν δεν έχει γίνει ήδη) μεταξύ των χωρών της ΕΕ, για να διαπιστωθεί η συνάφειά τους καθώς και το επίπεδο που βρίσκεται η κάθε μια. Η Κύπρος, βρίσκεται πολύ πίσω σε σχέση με πολλές χώρες της ΕΕ. Για αυτό το λόγο η Κύπρος ίσως χρειάζεται εξατομικευμένη έρευνα σχετικά με το πώς μπορεί να «περάσει» την κουλτούρα των δημοσίων μεταφορών στη νοοτροπία των πολιτών.

4) Ποιοι πρέπει να εμπλακούν στην λύση αυτού του προβλήματος;

Χρειάζονται να εμπλακούν φορείς από όλο το φάσμα των μεταφορών και του δημοσίου τομέα, οι οποίοι φορείς όμως θα πρέπει να έχουν ενιαία πολιτική. Στην Κύπρο παρατηρείται πρόβλημα δικαιοδοσίας των επιμέρους Δήμων, πάνω σε θέματα Μεταφορών/Οδοποιίας κλπ. ακριβώς λόγω έλλειψης ενιαίας πολιτικής. Η συμμετοχή ΜΚΟ, Συλλόγων Περιβαλλοντολόγων, Νέων, του Συλλόγου Αναπήρων κρίνεται απαραίτητη, όπως επίσης και το ευρύ κοινό, καθώς έχει ευθύνη να αναλύσει τα πράγματα από τη δική του σκοπιά.

Επίσης θα πρέπει να εμπλακούν και εταιρίες που δραστηριοποιούνται στις ναυτικές μεταφορές για το πώς θα μπορεί να ενωθούν μέσω της θαλάσσιας οδού, απομακρυσμένα νησιά, όπως π.χ. η Κύπρος με την υπόλοιπη Ευρώπη και να μην εξαρτώνται οι πολίτες μόνο με μεταφορές εξ' αέρος. Στην ηπειρωτική Ευρώπη, η πρόσβαση σε διάφορες χώρες είναι πολύ πιο εύκολη, είτε με αυτοκίνητα, με τρένα, με υποθαλάσσιες αρτηρίες κλπ.

5) Ποιοι θα πρέπει να είναι οι βασικοί στόχοι και οι Αναμενόμενες Επιπτώσεις αυτού του ερευνητικού προγράμματος;

Ο υπέρτατος στόχος είναι η αποτελεσματικότερη προστασία του περιβάλλοντος. Οι νέοι τρόποι μεταφοράς πρέπει να σέβονται το περιβάλλον (π.χ. αυτοκίνητα με κατανάλωση ανακυκλωμένου νερού αντί για πετρέλαιο). Ακόμη τα αυτοκινούμενα αυτοκίνητα πρόκειται για ένα τεράστιο κεφάλαιο της μελλοντικής έρευνας, η οποία όμως δε θα πρέπει να καλύπτει μόνο τεχνολογικές πτυχές, αλλά και άλλες (π.χ. νομική, ηθική κτλ.).

Πρέπει να υπάρξει αλλαγή κουλτούρας και εκπαίδευσης, όσον αφορά τις μαζικές μεταφορές και τη χρησιμότητά τους. Πρέπει να εμπλακούν οι πολίτες σε θέματα χάραξης πολιτικής.

Αποτέλεσμα όλων αυτών, θα ήταν οι πολίτες αφενός της Κύπρου να αποκτήσουν συνείδηση και να χρησιμοποιούν και από την άλλη να φτάσει στα επίπεδα της Δυτικής Ευρώπης. Αφετέρου θα πρέπει να καλλιεργηθεί μια κουλτούρα σε όλη την Ευρώπη για το πόσο σημαντικό είναι να ενισχυθούν οι μαζικές μετακινήσεις ούτως ώστε οι πολίτες να αρχίσουν να μοιράζονται τα οχήματα για τις μετακινήσεις του (π.χ. DRT – Demand responsive transport) και να συμβάλλουν στην κυκλοφοριακή αποσυμφόρηση αλλά και στις εκπομπές καυσαερίων, αφού πλέον θα κινείται στο δρόμο ένα αυτοκίνητο αντί για 4 ή 5.

Research programme scenario 6 – 12d. Πέραν της ενεργειακής απόδοσης: Μειώνοντας την κατανάλωση ενέργειας μέσω δομικού σχεδιασμού και σωστής συμπεριφοράς.

1) Ποιες «κοινωνικές προκλήσεις» (societal challenges) πραγματεύεται αυτό το ερευνητικό σενάριο;

- Climate action, environment, resource efficiency and raw materials.
- Secure, clean and efficient energy
- Health, demographic change and wellbeing

2) Σύμφωνα με τη δική σας άποψη, είναι σημαντικό να εξεταστεί/αναλυθεί η εν λόγω πρόκληση;

Η συγκεκριμένη πρόκληση είναι σίγουρα πολύ σημαντική. Οι επιπτώσεις του φαινομένου του θερμοκηπίου είναι εμφανή στην καθημερινή μας ζωή και η ανάγκη για μείωση κατανάλωσης ενέργειας είναι πιο επιτακτική από ποτέ.

Στις ΗΠΑ ήδη λειτουργεί ένα μοντέλο μέτρησης της ενεργειακής απόδοσης των κτηρίων βάσει όχι μόνο των δομικών του χαρακτηριστικών, αλλά και άλλα θέματα όπως η

απόσταση από το πλησιέστερο σχολείο, νοσοκομείο, φαρμακείο, σουπερμάρκετ κλπ., το οποίο είναι πολύ σωστό μέτρο και ίσως θα πρέπει να εφαρμοστεί και στην ΕΕ. Ακόμη ένα πρόβλημα από την καθημερινή ζωή είναι ότι, τουλάχιστον στην Κύπρο, υπάρχει σοβαρή έλλειψη μαζικών μεταφορών.

Επιπρόσθετα στην Κύπρο, δεν υπάρχουν αξιολογες λύσεις μαζικών μεταφορών, γεγονός που επιδεινώνει την κατάσταση της ενεργειακής κατανάλωσης.

3) Πως μπορεί να προσεγγιστεί αυτή η κατεύθυνση;

Η έρευνα δεν πρέπει να εστιάζεται μόνο τα τεχνολογικά / επιστημονικά θέματα αλλά υπάρχει ανάγκη και για «κοινωνιολογική» έρευνα, δηλαδή πώς να «εκπαιδεύσουμε» τους πολίτες (ή τα παιδιά στα σχολεία) ώστε να γίνουν πιο energy-conscious.

Θα πρέπει να μελετηθούν πως οι υπάρχουσες υποδομές μπορούν να βοηθήσουν την κατάσταση ή η εγκατάσταση καινούριων. Π.χ. Ύπαρξη συστήματος αναρρόφησης (vacuum) των σκυβάλων από τα σπίτια και η συγκέντρωσή του σε κάποιο κεντρικό σημείο, όπου θα γίνει η συγκομιδή ή επεξεργασία. Αυτό θα μειώσει τα καύσιμα που χρειάζονται τα σκυβαλοφόρα οχήματα μεταφοράς σκουπιδιών, καθώς θα πραγματοποιούν σαφέστερα λιγότερες διαδρομές.

Κατά κύριο λόγο θα χρειαστεί εφαρμοσμένη έρευνα και καινοτομία, καθώς έχουν υπάρξει πολυάριθμες δραστηριότητες βασικής έρευνας, χωρίς ωστόσο να αποκλείεται και η ανάγκη εκπόνησης αυτής. Οπότε οι ερευνητές πρέπει να εστιάσουν τις προσπάθειές τους στο να χρησιμοποιήσουν τα υφιστάμενα αποτελέσματα.

Επίσης ένας παράγοντας που θα βοηθήσει στην προσέγγιση της λύσης είναι η διάχυση της πληροφορίας σε κάθε στάδιο υλοποίησης αλλά και η προσπάθεια εκπαίδευσης/αλλαγή νοοτροπίας των πολιτών.

4) Ποιοι πρέπει να εμπλακούν στην λύση αυτού του προβλήματος;

Κατά κύριο λόγο, τα τεχνικά επιμελητήρια και η αυτοδιοίκηση, δικηγόροι, το Τμήμα Πολεοδομίας αλλά και γενικότερα κάθε φορέας χάραξης πολιτικής σχετικός με τον τομέα, που υπάρχουν στα εκάστοτε κράτη-μέλη.

Είναι σημαντική η στενή συνεργασία του ιδιωτικού και δημοσίου τομέα, για θέσπιση των αρμόδιων απαραίτητων εκπαιδευτικών προγραμμάτων, τα οποία θα συμβάλλουν στην αλλαγή της ενεργειακής νοοτροπίας των πολιτών.

5) Ποιοι θα πρέπει να είναι οι βασικοί στόχοι και οι Αναμενόμενες Επιπτώσεις αυτού του ερευνητικού προγράμματος;

Υπάρχουν δύο βασικοί στόχοι για αυτό το πρόγραμμα. Κατά πρώτον η μείωση της κατανάλωσης ενέργειας, και κατά δεύτερον η αλλαγή της νοοτροπίας του κοινού, αλλά και των φορέων χάραξης πολιτικής. Επίσης πιθανές αλλαγές θα πρέπει να υπάρχουν και στο εκπαιδευτικό σύστημα ώστε να ενσωματωθούν θέματα ενέργειας και περιβάλλοντος.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

Δεν είναι δυνατόν να επέλθει η λύση απευθείας, αλλά θα χρειαστούν κάποια βήματα, τα οποία πρέπει να εξεταστούν από τους ερευνητές (και πολύ πιθανόν να είναι διαφορετικά σε κάθε χώρα της ΕΕ).

Να ενδυναμωθεί το κράτος πρόνοιας, ώστε να προσφέρει την υποδομή και να υποβοηθήσει την προσπάθεια αυτή της αλλαγής.

Πρέπει να τεθούν, σε κάθε βήμα, άμεσα μετρούμενοι στόχοι, ώστε να υπάρχει άμεση σύγκριση της υφιστάμενης με την μελλοντική κατάσταση.



Report on the research and policy consultation in the Czech Republic



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Concept for the consultation in the Czech Republic

This report presents the results of a face-to-face workshop of the CIMULACT project in the Czech Republic, held on Wednesday, October 5th, 2016 in the premises of the Technology Centre of the Czech Academy of Sciences (TC CAS), Ve Struhách 1076//27, Prague 6. The one-day face-to-face workshop was organized by the Strategic Studies Department of the TC CAS and its aim was to enrich and prioritize some of the pre-selected research programme scenarios.

The target group consisted/was composed of stakeholders and experts from different spheres including academia, industry, policy makers or civil society relevant to the thematic focus of the pre-selected scenarios (sustainability, environment, economy). We chose these groups of participants because we assumed that these aforementioned stakeholders and experts can effectively enrich the CIMULACT research scenarios and at the same time contribute to our national project devoted to sustainable food consumption.

In addition, we have previous experience with these target groups and we use different participatory methods to make use of their expertise effectively. Experience arises from our activities targeting the governmental bodies in the field of science, technology and innovation.

Our face-to-face recruitment strategy respected the required diversity of stakeholders by using a list especially compiled for this event – we have achieved balance in their sector of activity, RDI discipline and gender. We sent invitations via email and there was also possibility to register on the Czech national website of the CIMULACT project.

A total number of the registered stakeholders who confirmed their attendance for the consultation was 37 and 19 of them participated in the consultation finally. Unfortunately, some participants did not apologize at all or apologized at the day of the event so there was no possibility to get a replacement.

During the period of the recruitment, we have heard about the difficulty with a busy schedule of stakeholders in the beginning of the academic year, mainly from the academia.

We have used the Method no. 2 from the Research and Policy Consultation Toolkit. This method is focused on consulting stakeholders and the scope of this method should guarantee rich discussion between participating experts from different sectors and fields

of related expertise. The method ensures an active approach of stakeholders within a limited time they are able to devote to this activity.

Programme for the consultation

9:30 - 10:00	Registration
10:00 - 10:40	Welcome and introduction of the CIMULACT project
10:45 - 12:30	Group Work I
12:30 - 13:00	Lunch
13:00 - 14:15	Group Work II
14:20 - 14:50	Presentation and exhibition of enriched scenarios
14:50 - 15:20	Voting the best/most important enriched scenarios and goodbye

Selected research programme scenarios

List of research programme scenarios:

- 5a: Good food research**
- 5b: Good quality food for all
- 5c: Responsible use of land**
- 8a: Top trending: at one with nature**
- 8c: Ecological future education**
- 8d: Transforming technologies for planet and people
- 11b Production awareness**
- 11c: Consume less, enjoy more

These 8 scenarios have been chosen in the connection to our national project devoted to sustainable food consumption to use effectively the thematic synergies.

From these scenarios, participants of the workshop finally enriched 5 of them: **Good food research, Responsible use of land, Top trending: at one with nature, Ecological future education, and Production awareness.**

The prioritization:

Before the prioritization of enriched scenarios, every group presented their results and highlighted the main points from their enriched research scenario. After that, everyone got two stickers and put it on the scenario which was the most important from his/her point of the view. The result of prioritization is the following:

1. Responsible use of land (9 points)
2. Good food research (8 points)
3. Production awareness (6 points)
4. Ecological future education (5 points)
5. Top trending: at one with nature (1 point)

The Czech Republic: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

Research programme scenario 1: 5c: Responsible use of land

[9 votes, 19 participants]

1) What challenge(s) does this research scenario address?

- Responsible (sustainable, effective) use of land, sustainable intensification
- Non-food use (energy policy) versus food bio-gas stations (agricultural vs. waste)
- Use of "brownfields" vs. "Green lands"
- Building relationship of individuals to the land
- Big land blocks
- Impact of agricultural subsidies on the (long-term) land quality
- Adaptation of land management on climate change (also mitigation)
- Respecting the valid legislation

2) Is it important from your point of view to address this challenge? Why?

- Land = unreplaceable means of production (water, land) and a source of stability; it is needed to maintain the potential for food production and for other non-production functions
- Impact on foodstuffs availability and prices
- We are losing the land (land loss, land-grab, degradation)
- (Long-term) way to change behaviour and attitudes of the society
- Positive impact on the environment

3) How could it be approached?

- Setting the sustainable degree of intensification – paying attention to factors which influence (ir)responsible behaviour; providing research on physical, chemical and biological processes which may lead to land detoxification – in cooperation with experts from various relevant disciplines
- More research is needed on energy crops of the 2nd generation
- Externalities should be incorporated in the price of land (how to rate them?)
- How to influence the relationship of society to the land (education?)
- Searching for optimal and balanced conditions (how to motivate?)

4) Who should be involved in solving the problem?

- Basic research (Environmental overlap!) → new active substances, physical, chemical and biological land processes
- Applied research (How to transfer to practice?), open up the applied research, not only to research organisations
- Cooperation with the practice/industry (firms), public administration on local as well as national levels

5) What should be the main goals / impacts of the research activity?

- Applied research outputs with results you can use in practice – for innovation, by the industry (otherwise e.g. returning the financial support)
- Land, water, food without residues (e.g. synthetic pesticides...)
- Stopping the land degradation (possibly improving its fertility)

- Effective land management in the public interest (also in relation to the use of public financial support)
- Balance between food security and energy use.

Research programme scenario 2: 5a: Good food research

[8 votes, 19 participants]

1) What challenge(s) does this research scenario address?

- Ensuring the relevant consumer awareness via competent, objective and balanced information
- Synthesis of expert inputs based on the consensus of the public having a stake and reformulation of main results to the form which is accessible and comprehensible to the ordinary consumers
- Consensus on clear nutrition recommendations and communication of these recommendations by qualified experts. Clear messages might also include options – in case where the current evidence does not allow to make one single clear conclusion (e.g. we do not know if positive or negative attributes prevail)
- Setting the rules for nutrition advisors – for their requested qualification. Suggestions on the agenda, methodological and expert support for a better dissemination of recommendations in the area of food quality and nutrition.
- Ensuring the most possible food safety and security in the globalised world, where it is very difficult to control
- Food production (namely concerning harmful substances such as antibiotics, pesticides residues etc.), and where economic factors together with consumer behaviour do not favourite local food (price remains the main decision criterion)
- Minimising the negative impacts of agri-food production and food-related consumer behaviour on land and environment
- In relation to the two previous challenges it is desirable to identify and describe the roles of individual factors that influence what food is being produced in Czech Republic and other European countries, how is it being produced and used by the consumers. Description and distinction of roles or interaction of factors represents the bridge for the formulation of more effective measures reacting to all the above described challenges.

2) Is it important from your point of view to address this challenge? Why?

- The main reason is the position of high quality food and balanced nutrition as the factor significantly co-influencing the health condition of the population. Taking into account

ageing of society, increasing morbidity and insufficient emphasis on healthy lifestyles, the role of nutrition has been continuously rising. Anyway, it is necessary to underline that the role of food is not to heal, but to add the optimal nutrition values.

- Availability of quality food and the character of eating significantly influence individual quality of life. This has important economic impact for the state from the point of view of national economy and the whole population as such. From the perspective of an individual it has namely important consequences on his/her objective as well as subjective quality of life.
- Food production shows apparent consistency with landscape care/management and labour market, particularly in the rural areas and agricultural regions. Despite its low share on the European production, it is still an important sector.
- Also it is needed to react to global driving forces, which are further accenting the importance of the challenges. E.g. objective climate change is calling for food production innovations (drought, new illnesses etc.), but it has or might have even more important impacts in developing countries, which concentrate the majority of global population, are important food producers and at the same time they dispose of much more limited financial resources to react to these global trends.

3) How could it be approached?

- In case of challenges related to awareness of food/nutrition and food safety, it is useful to distinguish the main quality indicators– the key one is definitely safety that must be guaranteed by the regulatory and controlling institutions (with research knowledge and support). Anything that is dangerous should not enter the next step of the production-consumer chain. Another indicator is the authenticity, or nutrition and sensoria value. These are features that need to be communicated to consumers. Political decisions and conventions primarily influence to what extent the decision is left on individual stakeholders (with better or worse awareness) and to what extends it are on regulations.
- Reactions on challenges are constructed by a/are formed by a chain which starts with research – basic and mainly the applied one, which dominates in this topic. Applied research provides the knowledge and information base. It is also important to ensure the relevant dissemination of outcomes or their use in respective regulations, policies etc. In relation to awareness there is a great potential for participatory activities with a significant involvement of all stakeholders and mainly the civil society and policy makers. In the area of food, there are anyway number of questions with no single answer or consensus. Therefore there is a big space for discussion, e.g. using the technology assessment approaches. Similarly forward looking activities offer basically the only chance for effective and in time measures and prevention.

- Optimal approaches differ one from another – based on the specific task. But, it is important to emphasize that a lot of phenomena are characterized by multifactorial conditionality and to solve them separately does not make any sense.

4) Who should be involved in solving the problem?

- There is a need to involve stakeholder from the whole agricultural-food chain, i.e. farmers, producers, processors, distributors, store chains as well as consumers. Institutions involved in the regulatory process have a specific role to play – in Czech Republic it is mainly the Ministry of Agriculture, Czech Agriculture and Food Inspection Authority, State Veterinary Administration etc.
- Relevant stakeholders influencing the civil society include NGOs and alternative information societies and networks that stay outside the producer-consumer chain, but have irreplaceable role in the system, especially in increasing awareness.
- Research institutions create a knowledge base used by all the stakeholders groups mentioned above – on the production side (technologies innovations etc.), on the side of regulations (information for setting regulations as well as assisting controls), but also on the side of awareness (independent studies, raising awareness by supplementary activities).

5) What should be the main goals/impacts of the research activity?

- Production of new food through suitable re-formulations of the recipes, supplemented with a complex assessment of the effects of new food, new ways of production or processing.
- Identification of effects (including the ones not assessed yet) of genetically modified food on human health and nature.
- Establishing further non-targeted screening (now exclusively provided by the top research institutions), extension of related methods and tools for practical usage.
- Identification and description of possible risks related to the application of new technologies in the food production and processing.
- Ensuring the neutrality and objectivity of research, choice of research topics and full presentation of the outcomes – mainly through public financing of research with high societal relevance (this must be the parallel activity to the activities of partial lobby groups where you can assume limits in neutral assessment).
- Providing optimal distribution of water in drought periods, using detailed scenarios how to deal with this in concrete situations to minimise damages.

- Assess and describe the influence of nutrition on human health (the role of individual factors and their combination) and disseminate the clear information on optimal eating habits.

Research programme scenario 3: 11b: Production awareness

[6 votes, 19 participants]

1) What challenge(s) does this research scenario address?

This scenario on production awareness topic addresses the whole production chain (from production through logistics and sale to the end user) and the challenge is defined by 3 pillars:

- Awareness – Extension of the education/awareness system (increasing the intellectual capital) in the area of sustainable production of goods and services – the aim of the system would be a better access to information on production for the end user (information).
- Materials and resources – Rational and effective use of current resources/products and searching for new/alternative materials which allow to replace the current limited (non-renewable) natural resources or minimise their necessary pumping.
- Technologies – Development and use of technologies of production of goods and services which minimise negative externalities of the whole process towards environment. Better (re)use of waste in order to eliminate the waste completely.

2) Is it important from your point of view to address this challenge? Why?

Reasons for providing this type of research cover 3 areas:

- Awareness – extension of the information available on the production system, used production processes and materials in all goods. It is necessary to respond to insufficient or missing information provided about goods and their potential negative impact on the environment. This information has to be provided in a smart way (e.g. including a QR code). It is crucial to ensure the trust in institutions increasing the intellectual capital.
- Materials – limited availability of natural resources together with a significant increase of consumerism of the society leads to a faster depletion of some resources. Therefore it is

important to search for new materials and technologies which enable replacing of the critically endangered resources. Reduction of consumption may lead to reduction of production.

- Technologies – reducing the share of defective products and the failure rate of new products shall facilitate new production technologies with higher share of automation, and digitalisation. New technologies provide lower impact of goods and services production on the environment. It is important to find a production model which allows harmonising the whole production chain in all the EU countries.

3) How could it be approached?

The core elements are legislation and research activities. This approach is based on three pillars:

- Awareness – In order to implement the system for providing all available information, it is crucial to have a suitable legislative framework which compels/forces producers to state true and complete information on goods and services to the extent required by the regulation. The legislative steps must be fully supported by regulatory and audit activities respectively, which will effectively exact and control the implemented system framework. The form of information transfer has to be implemented in a way which is accessible to as large as possible number of end users of the specific product.
- Materials – In this area, it is necessary to solve out the development of new materials, which will replace the limited natural resources, through applied interdisciplinary research (incl. technical, economical environmental aspects). Production processes and materials, which minimally burden the environment or exploitation of critical natural resources, shall be introduced and recommended by the respective legislation.
- Technologies – This includes proposals and design of new technological and production procedures focused on the improvement of quality and durability of products. Production technologies must be less energy demanding. Challenge shall be approached by interdisciplinary research, which will take into account the whole production chain of the end product. The aim is to achieve the zero waste production (or minimal waste production).

4) Who should be involved in solving the problem?

All stakeholders within the production chain – experts in production, logistics, sale as well as informing the end user.

Cooperation of research and industry is crucial for the development of new technologies and procedures. Research institutions act here as the knowledge base producers for the legislative as well as production process.

Cooperation platform of citizens–decision making institutions–academia–expert NGOs needs to be strengthened, a partner for discussion with producers. In the policy making process all stakeholders shall actively participate in the creation of suitable legislative and regulatory framework (potentially in the discussion on restrictions for violating the legislative rules of production and distribution of the end products).

5) What should be the main goals/impacts of the research activity?

- Awareness – easier access, higher quality and more user-friendly and understandable (digitalised) form of information on production system of goods. Creating a suitable legislative framework for these activities. The legislative framework (e.g. by incentives) supports the production technologies with a low impact on the environment.
- Materials – Thanks to new materials the environmental impact of production will be significantly reduced and rare natural resources will be used minimally. Synthetic materials will substantially support the sustainable production development.
- Technologies – implementation of new technological procedures into the production of environment-friendly products, high level of digitalisation and automation in production processes. Increasing the quality of end products and extending their durability.

Research programme scenario 4: 8c: Ecological future education

[5 votes, 19 participants]

The group changed the name of research programme scenario on “**Education for sustainable future**”.

1) What challenge(s) does this research scenario address?

- The current education system does not manage to react quickly enough to the changing world surrounding us.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- Person educated today will in the future need a knowledge which now does not exist yet – it is necessary to prepare people on this, educate them mainly in the area of working with information, critical thinking.
- Current education system is not sufficiently connected to praxis and its requirements on skills and qualifications structure.
- Education insufficiently (inter)connects individual disciplines.
- Current society is not habituated to make savings and wasting is not compatible with sustainability.

2) Is it important from your point of view to address this challenge? Why?

- With the current intensity of using/exploiting resources these resources can get exhausted /exhaust → problem.
- Education is one of the essential ways to improve any negative trends in the society.
- If education on sustainability does not exist, negative trends in wasting resources will continue and these resources will be exhausted → collapse of the society + high unemployment rate, social crisis.
- Education ensures knowledge, skills and means for making us happy in future.

3) How could it be approached?

- Basic as well as applied research in the area of social sciences
- Research on implementation of new education procedures/education practices (basic research) – critical factors of what works and what does not work and in what conditions
- Testing new education methods (in school classes, community centres) in the real environment (applied research)
- How to teach about “big” issues, so that people are not unnecessarily frightened (work with particular/tangible “small” examples – i.e. to introduce global topics on local examples)
- Research in the area of ethics – which (new) education practices are ethically correct?

4) Who should be involved in solving the problem?

ALL: legislation policy makers, private sphere, NGOs, civil society, schools managements, parents, pupils and students

An inter-mediator shall be active between the research and it's outcome on one side and schools as knowledge recipients, maybe even directly in the research organisations – something like “PR” of research.

5) What should be the main goals/impacts of the research activity?

The main goal should be to create, test and implement new effective education and formation systems (involving all relevant stakeholders) within “ethical borders” framework.

Impact of ethical research → Defining education methods which are ethically all right (there might exist techniques which are very effective in influencing human behaviour (e.g. people will sort waste more), but at the same time are ethically unacceptable).

Research programme scenario 5: 8a: Top trending: at one with nature

[1 vote, 19 participants]

The group decided to expand the name of research programme scenario on „**Top trending: a tone with nature – Green islands in cities**“.

1) What challenge(s) does this research scenario address?

- City is a substantial “consumer” with an enormous ecological footprint
- Anonymous and isolated lifestyles prevailing in cities, and citizens’ lack of concern about their environment
- Lack of interest, awareness and competence of responsible authorities in extending the cohabitation with nature in cities
- Public support for education, educational models which are more in touch with nature , i.e. emphasizing outdoor activities

2) Is it important from your point of view to address this challenge? Why?

- City, which does not live at one with nature, is disruptive to the environment of the region (for ex. hydrological cycle, disruption of bio-corridors, sources of contamination...).
- The reality as well as the feeling of isolation of city inhabitants negatively affects their physical as well as mental health (city seen as a “manufacture” not as a place for living).

3) How could it be approached?

- Experts define forms of city's integration into natural cycles
- Decision makers examine the application potential of the solutions proposed and their feasibility in economic terms
- Selected solutions or alternatives are presented to public (NGOs, citizens, local movements etc.) , through social media (but not exclusively) to be considered
- By applied research – for example creating a system for monitoring animals and plants in the city, especially city green areas → web/mobile application for wide public (public participation)
- Support and promotion for public involvement, civic participation – interrelation between public involvement and sustainability trending, impact of such activities on changing perspectives and opinions
- Making sustainable living more acceptable, desirable and less controversial by finding new names, terms for “being/living green” (which is frequently associated with environmental activism or marginal alternative lifestyles only), re-labelling (media research?)

4) Who should be involved in solving the problem?

- Mid-level decision/policy makers
- Experts in relevant areas and disciplines
- Local civic associations and residents
- Social media

5) What should be the main goals/impacts of the research activity?

- Aim - healthy life of citizens which gives priority to near natural solutions
- Impact on city population – improved quality of life
- Impact on the environment – less environmental pollution and contamination (the city reduces its ecological footprint), boosted continuity of the natural character of the wider city region.

5: Selected research programme scenarios (in national language)

Seznam scénářů výzkumných programů:

- 5a: Výzkum kvalitních potravin**
- 5b: Kvalitní potraviny pro všechny
- 5c: Odpovědné využití půdy**
- 8a: Spojení s přírodou**
- 8c: Ekologické vzdělávání pro budoucnost**
- 8d: Transformační technologie pro planetu a její obyvatele
- 11b: Povědomí o výrobě**
- 11c: Spotřebuj méně a užívej více

Těchto 8 scénářů bylo vybráno ve spojitosti s naším národním projektem, který se zabývá udržitelnou spotřebou potravin, což přispívá k efektivnímu využití tematických synergií. Z uvedených 8 scénářů jich účastníci nakonec obohatili 5: **Výzkum kvalitních potravin, Odpovědné využití půdy, Spojení s přírodou, Ekologické vzdělávání pro budoucnost a Povědomí o výrobě.**

Prioritizace:

Před samotnou prioritizací doplněných scénářů každá skupina prezentovala své výsledky a zdůraznila hlavní body, o které scénáře obohatila. Poté každý účastník dostal dva body, které umístil na scénáře, které považoval za nejvýznamnější. Výsledky tohoto hlasování byly následující:

1. Odpovědné využití půdy (9 bodů)
2. Výzkum kvalitních potravin (8 bodů)
3. Povědomí o výrobě (6 bodů)
4. Ekologické vzdělávání pro budoucnost (5 bodů)
5. Spojení s přírodou (1 bod)

6: The Czech Republic: The enriched research programme scenarios (in national language)

Přehled prioritizovaných scénářů výzkumných programů:

Scénář výzkumného programu 1: 5c: Odpovědné využití půdy

[9 hlasů, 19 účastníků]

1) Jakých problémů/výzev se vybraný scénář týká?

- Odpovědné využití (udržitelné/efektivní) zemědělské i lesní půdy, udržitelná intenzifikace
- Nepotravinářské využití (energetická politika) vs. potravinářské bioplynové stanice (zemědělské vs. odpadové)
- Využívání „Brownfieldů“ vs. „Zelené louky“
- Budování vztahu jednotlivce k půdě
- Velké půdní bloky
- Dopad zemědělských dotací na kvalitu půdy (dlouhodobý)
- Adaptace managementu půdy na klimatickou změnu (též zmírňování)

! ? Dodržování již platné legislativy, respektive její nedodržování

2) Je podle vás důležité tyto výzvy řešit? Pokud ano, proč?

- Půda = nenahraditelný výrobní prostředek (voda, krajina) a zdroj stability; je třeba zachovat potenciál k výrobě potravin a potenciál dalších mimoprodukčních funkcí
- Vliv na dostupnost potravin a jejich ceny
- O půdu přicházíme (zábory, degradace)
- (Dlouhodobá) cesta, jak měnit postoje ve společnosti
- Příznivý vliv na životní prostředí

3) Jakým způsobem bychom měli přistoupit k řešení této výzvy/výzev?

- Určení udržitelné míry intenzifikace – pozornost faktorům, které ovlivňují zodpovědné/nezodpovědné chování; zkoumat fyzikální, chemické a biologické procesy, které mohou vést k detoxikaci půdy a zapojit experty z více oborů

- Více zkoumat energetické plodiny 2. generace
- Zahrnout do ceny pozemků externality (jak hodnotit?)
- Jakými cestami ovlivňovat vztah společnosti k půdě (výchovou?)
- Hledání optimálního a vyváženého stavu (jak motivovat?)

4) Kdo by se měl podílet na jejich řešení?

Základní výzkum (environmentální přesah!) → nové účinné látky, fyzické, chemické a biologické procesy v půdě

Aplikovaný výzkum (Jak převést do praxe?), aplikovaný výzkum zpřístupnit nejen výzkumným organizacím

Spolupráce s praxí (firmami), státní správou, obcemi

5) Jaké by měly být hlavní cíle/dopady relevantních výzkumných aktivit?

- Výstupy aplikovaného výzkumu s uplatnitelnými výsledky v praxi (jinak např. vrácení prostředků)
- Půda, voda, potraviny bez reziduí (např. syntetických pesticidů...)
- Zastavení degradace půdy (popř. zlepšení její úrodnosti)
- Efektivní management půdy ve veřejném zájmu (i s ohledem na čerpání podpor)
- Rovnováha mezi potravinovou bezpečností a energetickým využitím

Scénář výzkumného programu 2: 5a: Výzkum kvalitních potravin

[8 hlasů, 19 účastníků]

1) Jakých problémů/výzev se vybraný scénář týká?

- Zajištění relevantní informovanosti spotřebitelů prostřednictvím kompetentních, objektivních a vyvážených sdělení.

- Syntetizace odborných studií založených na shodě odborné veřejnosti a reformulace hlavních výsledků do formy přístupné a srozumitelné běžným spotřebitelům.
- Shoda nad jednoznačnými výživovými doporučeními a jejich komunikace prostřednictvím kvalifikovaných odborníků. Jednoznačná sdělení mohou mít i tu povahu, kdy současná evidence nedovoluje v dané věci učinit jednoznačný závěr (např. se neví, zda převažují pozitivní či negativní atributy).
- Nastavení pravidel pro výživové poradce z pohledu požadavků na jejich kvalifikaci. Doporučení agendy, metodická a odborná podpora pro diseminaci doporučení v oblasti kvality potravin a výživy.
- Zajištění maximální možné bezpečnosti potravin v globalizovaném světě, kdy je vysoce obtížné přímo kontrolovat produkci a výrobu potravin (zejména s ohledem na zdraví škodlivé látky, např. antibiotika, rezidua pesticidů apod.) a ekonomické faktory společně se spotřebitelským chováním nepreferují potraviny s lokálním původem či nízkou dovoзовou vzdáleností (cena je ve většině případů primární rozhodovací kritérium).
- Zmírnění negativních dopadů zemědělsko-potravinářské výroby a potravinami souvisejícího spotřebitelského chování na krajinu a životní prostředí.
- Ve vztahu ke dvěma předešlým výzvám je žádoucí identifikovat a popsat roli jednotlivých faktorů, jež ovlivňují, co se v ČR a dalších zemích Evropy produkuje za potraviny, jakým způsobem se zpracovávají a jsou konzumovány spotřebiteli. Popis a odlišení úlohy či vzájemného vztahu jednotlivých faktorů představuje můstek pro formulaci účinnějších opatření v reakci na všechny výše popsání výzvy.

2) Je podle vás důležité tyto výzvy řešit? Pokud ano, proč?

- Hlavní důvod je pozice kvalitních potravin a vyvážené výživy jako faktorů významně spolu-ovlivňujícího zdravotní stav populace. S demografickým stárnutím populace, rostoucí nemocností a nedostatečným akcentem na zdravý životní styl role stravování dále narůstá. Je ale nutné zdůraznit, že rolí potravin není léčit, ale dodat optimální nutriční hodnoty.
- Dostupnost kvalitních potravin a charakter stravování má významný vliv na individuální kvalitu života, což z národohospodářského pohledu a při vztažení na celou populaci má výrazné ekonomické důsledky pro stát. Z pohledu jednotlivého člověka má stejně významné důsledky pro jeho objektivní i subjektivní kvalitu života.
- Produkce potravin vykazuje zjevnou provázanost na péči o krajinu a na trh práce, zejména ve venkovských oblastech či agrárních regionech. I přes relativně malý podíl na produkci evropských zemí se stále jedná o zásadní odvětví.
- Vedle výše uvedeného je třeba reagovat na globální hybné síly, které důležitost výzev dále akcentují. Např. objektivní změna klimatu si žádá inovace v produkci potravin (sucho, nové choroby apod.), ještě podstatnější dopady ale má nebo

bude mít v rozvojových zemích, které soustřeďují většinu populace, jsou významnými producenty potravin a zároveň disponují výrazně omezenějšími prostředky na trendy efektivně reagovat.

3) Jakým způsobem bychom měli přistoupit k řešení této výzvy/výzev?

- U výzev týkajících se informovanosti o potravinách/výživě a bezpečnosti potravin je vhodné odlišit hlavní složky kvality - tou hlavní je bezesporu bezpečnost, o kterou se musí starat především regulatorní a dohledové orgány (se znalostní oporou výzkumu). Cokoliv nebezpečného by nemělo vstoupit do dalšího kroku dodavatelsko-odběratelského řetězce. Mezi další atributy kvality patří autenticita nebo nutriční a sensorická hodnota. To jsou vlastnosti, které je třeba komunikovat ke spotřebitelům. Především politická rozhodnutí a konvence ovlivňují míru, v jaké je rozhodování ponecháno na jednotlivých aktérech (při lepším či horším zajištění informovanosti) a do jaké hloubky zasahuje regulace.
- Reakce na výzvy jsou tvořeny řetězcem, na jehož začátku stojí výzkum - základní, ale především aplikovaný, který v tématu výrazně převažuje. Ten poskytuje znalostní a informační základnu. Neméně důležité je ale zajistit odpovídající diseminaci zjištění nebo jejich zapracování do příslušných předpisů, politik apod. Zejména s ohledem na informovanost existuje výrazný prostor pro participativní aktivity s výrazným zapojením všech dále uvedených aktérů, a především občanské společnosti a policy makerů. V oblasti potravin však existuje řada otázek, na které neexistuje jednoznačná odpověď nebo shoda. Proto existuje rovněž výrazný prostor pro diskusi, např. formou TA. Obdobně i v případě výhledových aktivit, které z povahy produkce potravin a prevence nabízí v podstatě jedinou možnost pro efektivní a včasná opatření a prevenci.
- Zjevně ale záleží na konkrétním úkolu, optimální přístup se jeden od druhého liší. Nutné je ale zdůraznit, že řada jevů vykazuje multi-faktorovou podmíněnost a jejich izolované řešení tak postrádá smysl.

4) Kdo by se měl podílet na jejich řešení?

- Zapojit je třeba aktéry celého zemědělsko-potravinářského řetězce, tj. farmáře, producenty, zpracovatele, distributory, obchodní řetězce a v neposlední řadě spotřebitele. Specifickou roli pak hrají orgány zastupující regulativu, v ČR zejména Ministerstvo zemědělství, Potravinářská inspekce, Veterinární správa aj.

- Mezi dalšími důležitými aktéry s vlivem na občanskou společnost patří nevládní či alternativní informační společnosti, které stojí mimo řetězec producent - spotřebitel, mají však nezastupitelnou úlohu v systému, zejména pak roli informační.
- Výzkumné organizace vytvářejí znalostní bázi, která slouží všem výše uvedeným skupinám - jak na straně produkce (inovace technologií apod.), regulace (informace pro nastavení a asistence při kontrole), ale i informovanosti (nezávislé studie, osvěta prostřednictvím doplňkových aktivit).

5) Jaké by měly být hlavní cíle/dopady relevantních výzkumných aktivit?

- Výroba nových potravin prostřednictvím vhodné reformulace receptu, doplněná o hodnocení, které všestranně posuzuje důsledky nový potravin, způsobu produkce či zpracování.
- Identifikace (i dosud nehodnocených) vlivů geneticky modifikovaných potravin na zdraví lidí a přírodu.
- Etablování necíleného screeningu (který je v současnosti výsadou předních výzkumných pracovišť), rozšíření souvisejících metod a nástrojů do praktického užití.
- Identifikace a postihnutí možných rizik, které jsou spojeny s aplikací nových technologií při produkci a zpracování potravin.
- Zajištění nestrannosti a objektivity výzkumu, volby výzkumných témat a plné prezentace výsledků, předně veřejným financováním výzkumu s vysokou společenskou relevancí (to musí tvořit paralelní proud k aktivitám dílčích zájmových skupin, u kterých se dá očekávat omezení nestranného hodnocení).
- Zajištění optimální distribuce vody v období sucha prostřednictvím detailních scénářů, jak v konkrétních případech postupovat, aby došlo k minimalizaci škod.
- Vyhodnotit a popsat vliv stravování na zdraví lidí (rolí jednotlivých faktorů i jejich kombinace) a diseminovat jednoznačné informace o optimálních stravovacích návycích.

Scénář výzkumného programu 3: 11b: Povědomí o výrobě

[6 hlasů, 19 účastníků]

1) Jakých problémů/výzev se vybraný scénář týká?

Problém týkající se tématu Povědomí o výrobě zahrnuje celý výrobní proces (od výroby, logistiky, prodeje až ke konečnému uživateli) a problematika tématu je definována na třech pilířích:

1. Rozšíření systému vzdělávání/informovanosti (zvýšení intelektuálního kapitálu) v oblasti udržitelné produkce výrobků a služeb, jehož cílem by byl lepší přístup informací o výrobě pro konečného zákazníka (informace).
2. Racionální a efektivní využití současných zdrojů/produktů a hledání nových/alternativních materiálů, které umožní nahradit stávající omezené (vyčerpitelné) přírodní zdroje nebo umožní minimalizovat jejich potřebné čerpání (materiály).
3. Vytváření takových technologií výroby produktů a služeb, které minimalizují negativní externalitu produkce směrem k životnímu prostředí (okolnímu prostředí – environmentu). Lepší využívání odpadů s maximálním cílem jejich naprosté eliminace.

2) Je podle vás důležité tyto výzvy řešit? Pokud ano, proč?

Odůvodnění potřeby výzkumu zahrnuje tři oblasti:

1. Informace – rozšíření dostupných informací o systému produkce, použitých výrobních postupech a materiálech ve všech produktech. Nutné je reagovat na nedostatečně dostupné nebo neuvedené informace o výrobcích a jejich případných negativních dopadech na environment. Tyto informace musejí být dostupné ve „smart podobě“ (pomocí QR kódů). Je nutné zvýšit důvěru v instituce zvyšující intelektuální kapitál.
2. Materiály – omezená dostupnost přírodních materiálů spolu s významným nárůstem konzumního chování společnosti zapříčiňuje významně se zkracující dostupnost některých zdrojů. Z toho důvodu je nutné nalézat nové materiály a technologie, které umožní nahrazovat kriticky ohrožené zdroje. Společně s omezováním spotřeby dojde i k možnému omezení produkce.
3. Technologie – snížení podílu vadných produktů a snížení podílu poruchovosti nových produktů umožní nové výrobní technologie s vyšším podílem automatizace, robotizace a digitalizace. Nové technologie umožní snížení dopadů produkce výrobků a služeb na okolní prostředí. Nutné je nalézt takový model produkce, který umožní harmonizovat celý produkční řetězec ve všech státech EU.

3) Jakým způsobem bychom měli přistoupit k řešení této výzvy/výzev?

Základním stavebním prvkem je legislativa a výzkumné aktivity. Řešení založena na třech pilířích:

1. Informace – k zavedení systému dostupných informací je především nutné vyřešení vhodného legislativního rámce, který donutí producenty uvádět pravdivé informace o výrobcích a službách v požadovaném rozsahu. Legislativní kroky musí být dostatečně podpořeny regulačními, resp. auditními činnostmi, které budou nastavený systémový rámec dostatečně efektivně vymáhat a kontrolovat. Forma transferu informací musí být vyřešena tak, aby byla přístupná co největšímu počtu uživatelů konečného produktu.
2. Materiály – zde je třeba pomocí aplikovaného multioborového výzkumu (např. technický, ekonomický, ekologický) řešit vývoj nových materiálů, které nahradí vyčerpitelné přírodní zdroje. Pomocí legislativy by měly být učeny či doporučeny výrobní procesy a materiály, které co nejméně zatěžují environment či vyčerpitelnost kritických přírodních zdrojů
3. Technologie - návrh a design nových technologických a výrobních postupů pro zvýšení kvality a trvanlivosti konečných produktů. Produkční technologie musí být energeticky méně náročné. Řešení je možné realizovat pomocí multioborového výzkumu, který zohlední celý produkční řetězec koncového výrobku. Cílem je bezodpadová produkce (resp. minimální produkce odpadů).

4) Kdo by se měl podílet na jejich řešení?

1. Zapojení všech aktérů výrobního řetězce – od výroby, logistiky, prodeje, až po informovanost spotřebitele.
2. Zdůraznění spolupráce výzkumu a aplikační sféry při vývoji nových technologií a výrobních postupů. Výzkumné instituce zde působí jako producent znalostní báze jak pro legislativní tak i produkční proces.
3. Posílení platformy spolupráce na úrovni občan–rozhodovací orgán–výzkum–expertní neziskové organizace jako partnera pro diskusi s výrobcí a producenty. V rámci politického procesu by mělo docházet k aktivní účasti na diskusi při vzniku vhodného legislativního a regulačního rámce (případně na diskusi v oblasti restrikcí za nedodržování zákonných podmínek výroby a distribuce konečných produktů).

5) Jaké by měly být hlavní cíle/dopady relevantních výzkumných aktivit?

1. Informace – zkvalitnění informací o produkčním systému koncových výrobků, včetně jejich přívětivé formy (digitalizované a srozumitelné), a zajištění přístupu k informacím. Vytvoření vhodného legislativního rámce pro tyto aktivity. Legislativní

- rámec (např. formou pobídek) podporuje výrobní technologie, které mají nízký dopad na životní prostředí.
2. Materiály – díky nově využívaným materiálům bude výrazně snížena ekologická zátěž produkce a vzácné přírodní zdroje budou využívány v minimalizované míře. Syntetické materiály budou významně podporovat udržitelný rozvoj produkce.
 3. Technologie – nastavení nových technologických postupů výroby environmentálně šetrných produktů, výrazné zastoupení digitalizace a automatizace ve výrobních postupech. Zvyšování kvality koncových výrobků, prodlužování užitenosti produktů.

Scénář výzkumného programu 4: 8c: Ekologické vzdělávání pro budoucnost

[5 hlasů, 19 účastníků]

Skupina pozměnila název scénáře na **Vzdělávání pro udržitelnou spotřebu**.

1) Jakých problémů/výzev se vybraný scénář týká?

- Současný vzdělávací systém nestíhá dodatečně reagovat na měnící se svět kolem
- Člověk vzdělávaný dnes bude v budoucnu potřebovat znalosti, které dnes ještě neexistují – je nutné ho na to připravit, vzdělávat ho zejména v oblasti práce s informacemi, kritického myšlení
- Současný vzdělávací systém není dostatečně propojený s praxí a jejími požadavky na strukturu dovedností a kvalifikací
- Vzdělávání nedostatečně propojuje jednotlivé obory
- Současná společnost není zvyklá šetřit a plýtvání není slučitelné s udržitelností.

2) Je podle vás důležité tyto výzvy řešit? Pokud ano, proč?

- Při současné intenzitě využívání zdrojů nám ty zdroje mohou dojít → problém
- Vzdělávání je jednou z nutných cest k nápravě jakýchkoliv negativních trendů ve společnosti
- Pokud nebude existovat vzdělávání o udržitelnosti, budou pokračovat negativní trendy s plýtváním zdrojů, dojde k jejich vyčerpání → kolaps společnosti + vysoká míra nezaměstnanosti, sociální nepokoje
- Vzdělávání zajistí znalosti, schopnosti a prostředky k tomu, abychom byli šťastní a měli šťastnou budoucnost.

3) Jakým způsobem bychom měli přistoupit k řešení této výzvy/výzev?

- Základní i aplikovaný výzkum v oblasti zejména sociálních věd
- Výzkum zavádění nových vzdělávacích postupů (základní výzkum) až ke vzdělávaným (např. žáci) – kritické faktory toho, co funguje či nefunguje za jakých podmínek
- Testování nových výukových metodik (ve třídách, komunitních centrech) v reálném prostředí (aplikovaný výzkum)
- Jak učit o „těžkých/velkých“ tématech, aby se lidé zbytečně nevydělali (práce s konkrétními „malými“ příklady, tj. zprostředkovávat a představovat globální témata na příkladech na lokální úrovni)
- Výzkum v oblasti etiky – jaké (nové) vzdělávací postupy jsou eticky v pořádku?

4) Kdo by se měl podílet na jejich řešení?

VŠICHNI: legislativa, soukromý sektor, NNO, občanská společnost, vedení škol, rodiče, žáci a studenti.

Mezi výzkumem a jeho výsledky na jedné straně a školami jako příjemci znalostí na druhé straně by měl fungovat jakýsi zprostředkovatel, možná přímo ve výzkumných organizacích, něco jako „PR“ výzkumu.

5) Jaké by měly být hlavní cíle/dopady relevantních výzkumných aktivit?

Vytvořit, otestovat, zavést a vyhodnotit nové efektivní vzdělávací a výukové systémy (zapojení všech aktérů) v rámci „etických hranic“.

Dopad etického výzkumu → stanovení, které metody vzdělávání jsou eticky v pořádku (mohou existovat techniky velmi efektivní v ovlivňování lidského chování, např. lidé budou více třídit odpad, ale zároveň jsou eticky nepřijatelné).

Scénář výzkumného programu 5: 8a: Spojení s přírodou

[1 hlas, 19 účastníků]

Skupina se rozhodla rozšířit název na **Spojení s přírodou: „Zelené ostrovy ve městech“**.

1) Jakých problémů/výzev se vybraný scénář týká?

- Město je „konzument“ a zanechává velkou ekologickou stopu
- Izolovanost a anonymita občanů žijících ve městech a nezájem o vlastní životní prostředí
- Nezájem a nezpůsobilost (neinformovanost, nekompetence) odpovědných orgánů ke zvýšení míry soužití s přírodou ve městech
- Veřejná podpora vzdělávání ve spojení s přírodou, mj. akcentující pohyb v přírodě.

2) Je podle vás důležité tyto výzvy řešit? Pokud ano, proč?

- Město, které nežije v souladu s přírodou, narušuje environmentální ráz regionu (např. hydrologického cyklu, zdroj kontaminace, přerušení biokoridorů)
- Izolovanost obyvatel města má negativní vliv na jejich fyzické i psychické zdraví (město chápáno jako „výrobní hala“ a ne jako místo pro život).

3) Jakým způsobem bychom měli přistoupit k řešení této výzvy/výzev?

- Odborníci definují způsoby zapojení města do přírodního cyklu
- Rozhodovací sféra vyhodnotí aplikační potenciál vybraných návrhů řešení a jejich ekonomickou proveditelnost
- Vybrané návrhy jsou předkládány veřejnosti (občanská sdružení, obyvatelé atd.) např. prostřednictvím sociálních médií
- Aplikovaný výzkum – vytvoření systému monitoringu zvířat a rostlin v „městské přírodě“ → aplikace webová/mobilní pro veřejnost (zapojení veřejnosti, obyvatel)
- Podpora občanské participace, uvědomění – souvislost komunitního života a udržitelnosti, vliv na vnímání udržitelnosti obyvateli
- Na výrazy „zelená iniciativa“ apod. existuje u veřejnosti „alergie“. Přejmenování, jiný termín by pomohl, aby se spojení s přírodou stalo akceptovatelnější (mediální výzkum?).

4) Kdo by se měl podílet na jejich řešení?

- Rozhodovací sféra na střední úrovni a odborníci v relevantních oborech
- Místní občanská sdružení a rezidenti
- Sociální média.

5) Jaké by měly být hlavní cíle/dopady relevantních výzkumných aktivit?

- Cíl – zdravý život obyvatel města v souladu s upřednostněním přírodě blízkých řešení
- Dopady na obyvatele města – lepší kvalita života

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- Dopad na okolí – nižší/menší kontaminace životního prostředí (město sníží svou ekologickou stopu) a podpora kontinuity přírodního charakteru širšího regionu.



Report on the research and policy consultation in Denmark



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1: Concept for the consultation in Denmark

The Danish Research and Policy Consultation was conducted as a two day workshop 1-2 October 2016 at The Danish Board of Technology Foundation, Copenhagen. The consultation was held as a 'Consensus Workshop' - a method developed specifically for this purpose by the Danish Board of Technology Foundation.

Target group

The target group was citizens, but experts joined and contributed to the discussion during the first day of the workshop in order to inform and inspire the citizens. This target group was chosen to ensure that the final product of the CIMULACT project was enriched and validated by citizens.

Recruitment

The citizens were recruited from most regions of the country. This means all regions that could be accessed within a 3 hour drive from the venue. This criterion was chosen in order to keep the cost of hotels at a minimum. A total of 47 citizens were accepted for the consultation. Of these, roughly 50% came from rural areas, whereas the rest was living in bigger cities (i.e. >100.000 citizens).

Of the 47 recruited citizens only 27 showed up for the workshop. DBT usually account on a no-show ratio of 20%, which means that we expected 37 to show up. The unexpected high percentage of no-shows could be assigned to the economic crisis of the national post company Post Nord, which in many cases used up to 3 weeks to deliver the material and acceptance letter for the event. All citizens were emailed about the delivery issues, but despite this only 57% showed up on the day.

Taking the problems in getting sufficient participants into account, there was a high diversity in the participants in terms of age, education, occupation and geographical residence.

Method being used

The method was inspired by a Consensus Conference⁶ where a group of citizens are faced with some pressing societal challenges. In smaller groups the citizens are supposed to reach consensus about how to address the challenges. Consensus is reached through informed discussions supported by experts.

The scope of the "Consensus Workshop" was to inform citizens about the content of 8 research scenarios and based on their everyday knowledge and the newly gained knowledge they should be able to enrich 5 research scenarios.

⁶ Danish participatory models. By Ida-Elisabeth Andersen and Birgit Jæger. Science and Public Policy, volume 26, number 5, October 1999, pages 331-340, Beech Tree Publishing, 10 Watford Close, Guildford, Surrey GU1 2EP, England

Persons involved in the workshop included:

- Head facilitator (1)
- Project manager (1)
- Citizen panel (27 persons)
- Expert panel (9 persons)
- Table facilitators (6)

The Consensus Workshop was structured in three phases:

Phase 1: Information

The first phase aimed at informing the citizens about 8 different research scenarios. This was done through an information catalogue (Figure 1) containing the 8 different research scenarios. For each research scenario there was an info box, where the reader could find additional information about the topic (e.g. explanations of technical terms). The information catalogue was sent to all participants before the workshop. In addition, each research scenario was explained in an oral presentation by a CIMULACT project manager at the beginning of the workshop.



Figure 1: Before the workshop, all participants received a catalogue with information about the workshop and the 8 Research Scenarios. Left: front page, right: an inspiratory page inside the catalogue.

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Phase 2: Formulation of questions

The citizens were gathered in small groups where they collectively discussed the different themes and agreed on three questions they would like to propose to the experts.



Photo: Citizens formulating questions and discussing with the expert panel

Phase 3: Consulting experts







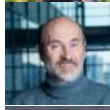


9 invited experts joined the workshop for 3 hours (table 1). The experts came from many different fields (incl. the private sector, research institutes and CSOs) and had specific insight and knowledge about most of the themes being addressed in the research scenarios.

In turn, the citizens asked questions to the experts. The experts answered in plenum hereby providing different points of views.



Photo: Presentation from the expert panel

Table 1: The expert panel attending the CIMULACT workshop

Nicholas Krøyer Blok Senior Consultant, Planmiljø	
Karin Klitgaard Environmental Policy Director, Confederation of Danish Industry	
Lars Pehrson Director, Merkur Cooperative Bank	
Lara Hale Ph.D. fellow, Copenhagen Business School (CBS)	
Mikkel Chr. Knudsen Holst Advisor and co-founder of UNDERBROEN	
Kristian Skaarup Co-Founder of ØsterGRO –Urban Garden	
Christian Clausen Professor at Aalborg University, Copenhagen	
Kenneth Bernard Karlsson Senior Scientist at Danish Technical University	
Rune Dubai Grandal Energy analytics at Energinet.dk	

Phase 4: Brainstorm

On day two the citizens met again. They were seated in groups consisting of 3-7 participants. In each group a discussion was initiated by a brainstorm before answering each of the 5 mandatory questions. The brainstorm was facilitated by table facilitators and included the use of flipchart and post-its.

Phase 5: Deliberation

When all points of views were presented the group tried to reach consensus on how to answer each of the 5 mandatory questions. Table moderators helped to facilitate this process.

Phase 6: Prioritization

By the end of day two, each group presented their output in a 5 minutes' oral presentation. The templates were placed on the wall, and the participants received two stickers each. The stickers represented two votes. The citizens placed the stickers of the two enriched research scenario which they personally found most relevant.



Photo: Brainstorm and deliberation

Evaluation by participants

Overall the participants expressed that they were satisfied with the event, and that they would like to attend such an event again. The material (i.e. the 8 research scenarios) was rather complicated to work with, but despite this the participants evaluated that they understood the content of the research scenarios. They also expressed satisfaction with the table facilitators (moderators), and they expressed to understand what will happen to the results of the workshops.

The workshop planning team at DBT values these evaluations, particularly because most participants were exhausted already after the first day and did have to work intensively the second day. The good evaluations are also seen as a success in terms of communicating the purpose and content of the day which was a challenging task.

Evaluation of the method

The planning of the workshop was time consuming and required advanced skills in terms of recruiting both citizens and experts. The method itself can be used for many other purposes and is as such not innovative. However, it is unique in the sense that experts and citizens meet and discuss desirable research directions face-to-face.

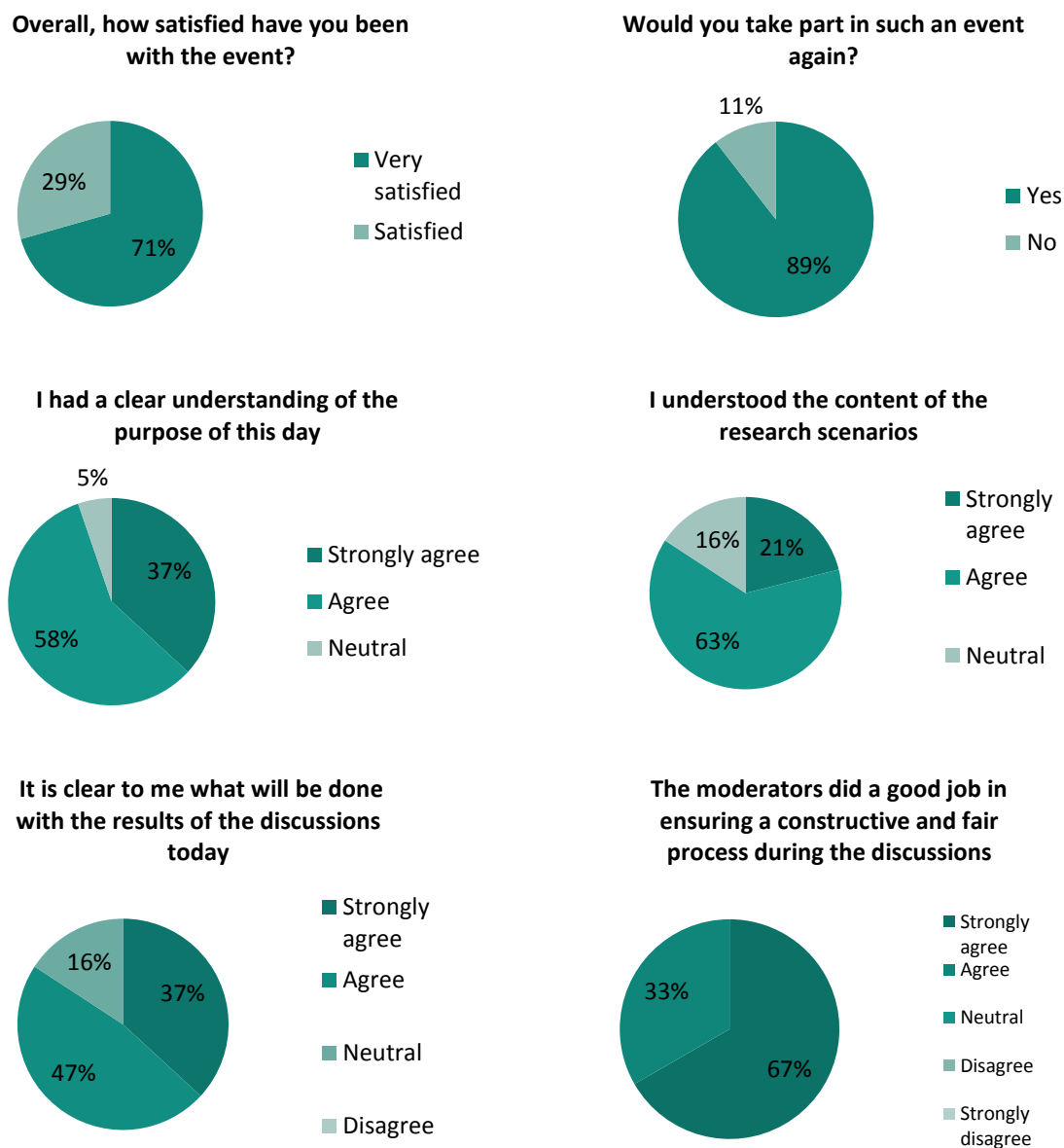


Figure 1: Participants' evaluation of the workshop based on 19 answers.

Expert panel

It was intended that the citizens and the experts should open different discussions related to the Research Scenarios in a cosy and structured setting.

The set-up succeeded in the way that citizens could ask questions to a various experts with different backgrounds and different points of views. The experts answered both directly to the citizens but did also enter discussions with the other experts. It was clear from the outcome of the workshop that the participants used the input from the experts. This

influence of expert views on the final outcome is a consequence of this method that should be thought carefully through before using it.

Some participants would have preferred the experts to stay longer while other wanted them to come later in the program, other again would have liked them to join the workshop earlier. In any case, the participants appreciated the expert panel which they generally found inspiring.

Group work

The groups were consisting of 3-7 participants. We allowed participants to choose freely which group to work in, which created high heterogeneity among the groups. To avoid this we recommend creating more evenly distributed groups with 4-6 participants in each group.

Apart from the differences in number of participants in each group, the groups worked efficiently, and most groups with a clear direction. The table facilitators were particularly important in terms of ensuring a progression in the discussions, but were also important to allow everyone to raise their opinion.

Prioritization

The prioritization was done after the oral plenary presentations by each group. This showed up *not* to be the best way of doing this, since the appearance of the presenters rather than the content seemed to play an important role for how the participants voted.

We recommend that a representative from each group simply read out loud the text written in the template. Despite this, the prioritization went well, although it should be noted that it may have be a turn off for the participants getting the lowest score after volunteering for 1.5 days of hard work.

2: Programme for the consultation

Day 1 (October 1, 2016)

Time	
10.00-10.30	Arrival Coffee/tea + bread
10.30-11.00	Welcome and introduction to the workshop by Lars Klüver
11:00-11:45	What is green transition? Plenum + groups (15 min) Presentation of the 8 research scenarios By Karen Riisgaard
11:45-12:30	Group work (part I) Further knowledge of the research scenarios
12:30-13:00	Lunch
13:00-13:20	Group work (part II) Questions for the experts
13:20-13:40	Recapitulation of the questions for the experts (plenum)
13:40-13:45	Break
13:45-14:30	Overview from the experts
14:30-15:30	Questions for the experts (part I)

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15:30-15:45	Break (Coffee/tea + cake)
15:45-16:45	Questions for the experts (part II)
16:45-17:00	Thanks to the experts + AOB
17:00-17:30	Selection of groups for day 2
18:00-20:15	Dinner (local restaurant)

Day 2 (October 2, 2016)

Time	
9.00-9.30	Arrival Breakfast
9.30-9.50	Introduction to the day (Lars Klüver)
9.50-10.10	<i>First round (group work):</i> The problem <i>Second round (group work):</i> Challenges and trends
10:10-10:30	<i>Third round (group work):</i>

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	Why it is important
	<i>Breaks as needed</i>
10:30-12:00	<i>Fourth round (group work):</i> How it should be approached
12:00-12:30	<i>Fifth round (group work):</i> Who should be involved?
12:30-13:00	Lunch
13:00-13:30	<i>Sixth round (group work):</i> Wish list concerning possible final products
13:30-14:00	Presentation of the results (plenum)
14:00-14:30	Closing, voting and evaluation

3: Selected research programme scenarios

The Danish CIMULACT team chose the following 8 research scenarios for the workshop:

- 8b: Urban-rural symbiosis
- 11b: Production awareness
- 11c: Consume less, enjoy more
- 11d: From Wall Street to Main Street
- 12a: Smart energy governance
- 12b: Enabling market for energy prosumers
- 12c: Interconnected open systems
- 12d: Beyond energy efficiency: less consumption by structural design and behavior

These scenarios were chosen since they all represent themes that generally receive high awareness in Denmark. Furthermore, the research scenarios have elements of co-creation, smart governance and circular economy which are all themes where Denmark holds great expertise.

4: Denmark: The enriched research programme scenarios

Overview of the prioritized research programme scenarios (41 votes)

The prioritization of the five enriched research scenarios (one per group) was carried out at the end of the workshop, where each participant had two votes. One participant chose only to vote once. The prioritization of the five enriched research scenarios is given below:

- 1) 11d: From Wall Street to Main Street [11]
- 2) 11c: Consume less, enjoy more [11]
- 3) 11b: Production awareness [10]
- 4) 8b: Urban-rural symbiosis [5]
- 5) 12d: Beyond energy efficiency: less consumption by structural design and behavior [4]

** Numbers in brackets represent the number of votes received.*

Research programme scenario 1

11d: From Wall Street to Main Street

1) What challenge(s) does this research scenario address?

- New economic models are necessary; the traditional ones are insufficient to promote green transformation.
- The state must allow for support and tax breaks for green businesses and green investments.
- To develop a green system for an effective interaction between the lender and borrowers.
- Symbiosis thinking for green business investments.
- Investing in green transition requires the participation of experienced researchers in consumer behaviour.

Is it important from your point of view to address this challenge? Why?

- Important to create understanding and insight into why green investments and innovations will be profitable.
- Green investment is the foundation for moving away from the traditional growth models.
- Green investments are in competition with the old economic theories and have to prove its worth in relation to sustainability.
- Premise: we expect the current economic/liberal system will change and influence future investment models.

How could it be approached?

- Companies with green experience operating in a structured community with exchange of experiences (coordinated actions).
- Theory development based on relevant professions: economists, humanists, engineers – which develop models – education and training.
- Public understanding is created by dissemination of results and through public participation.

Who should be involved in solving the problem?

- Theorists, practitioners with experience in green economy should be in charge of model development.
- Borrowers/companies with identified green economy are involved.
- Lenders – such as banks, insurance companies, pension funds and similar with green profiles.
- Educational institutions.

- Project group/experts are composed multifaceted.
- Impact: media, academic systems with symposia and conferences.
- EU future panel.

What should be the main goals/impacts of the research activity?

- Transition concept for green investments
- Green models which are concrete, actionable and manageable.
- Learning and dissemination system to all relevant levels.
- Widespread understanding and application of the concept within the current target groups: users, companies, decisions makers.
- Extensive group of best practice examples and large profession networks.

Research programme scenario 2

11c: Consume less, enjoy more

1) What challenge(s) does this research scenario address?

Because of the prevailing consumption pattern, putting quantity before quality (buying and throwing away) as well as focusing on the consumers' individual needs, a change of attitude towards a more qualitative consumption is a challenge. Qualitative is associated with sustainability and durability.

Information about the negative effects of the consumption, e.g. waste problems, has not been proved sufficiently effective. New methods for dissemination and outreach must be developed.

2) Is it important from your point of view to address this challenge? Why?

In order to promote informed and true added value choice, which to the individual provides enhanced quality of life through improved health, less stress, more free time, and new communities.

At the macro level it will improve the environment because of a more sustainable use of the earth's resources, less CO₂- emissions and better chance to feed the world's growing population.

3) How could it be approached?

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In order to promote the green transition, we must analyse existing initiatives and campaigns that have been proven to have impact. From this we can generalize experiences.

Specific fields of work may be the use of media ("A green Paradise Hotel"), information for institutions (kindergarten, school, workplace), social experiments (smaller units: residential street, block of flats, village).

4) Who should be involved in solving the problem?

Research institutions with expertise within the field of psychology to develop models of change.

It requires the involvement of: consumer organisations, individual consumers in all social classes, the media, businesses, foundations, NGOs.

5) What should be the main goals/impacts of the research activity?

A specific strategy for how to most effectively support a change of attitude at individual and community level towards qualitative consumption. This will i.e. be expressed in lower CO₂-emissions, green energy, less waste and higher quality of life.

Research programme scenario 3

11b: Production awareness

1) What challenge(s) does this research scenario address?

The challenge is that the current production put the planet's environmental resources are under pressure –e.g. the final products contains problematic and harmful substances, transparency is lacking and accountability in the mode of production as well as lack of long-life products.

How do we create incentives structures, like transparency, regulation, and possible gain that support a switch to environmentally sound production and change of attitude among consumers and companies, so the use of labour and environmental resources are being responsible?

How do we create change in attitude, so production is true added value (not damaging the environment and labour?)

2) Is it important from your point of view to address this challenge? Why?

It is fundamentally to change the methods of production if we are to make sure that future generations will have enough resources, and at the same time a deceleration in the amount of waste and pollution of the planet and thereby protection of the public health, will happen. And we as socioeconomically advantaged nations have an obligation to be trendsetters.

3) How could it be approached?

What initiatives are required for the companies to change their set of values?

4) Who should be involved in solving the problem?

Researchers must study the producers with best practice in responsible production as well as examine why many companies do not convert. The study should be made in small, medium, and large scale companies.

5) What should be the main goals/impacts of the research activity?

- 1) Identifying what inventive structures that work, and which do not work.
- 2) Roadmap for companies converting to environmentally sustainability.

Research programme scenario 4

8b: Urban-rural symbiosis

1) What challenge(s) does this research scenario address?

The challenge is that there is a tendency to focus on differences rather than common features between the countryside and the city. This helps to maintain a division between the countryside and the city.

We must avoid, that agricultural tourism and purchase of products with a special country-branding maintains the mind-set people might have of the difference. It is a challenge to figure out whether "mega farming" or "urban farming" is sustainable. It is a challenge to raise awareness so that it provides mutual ownership, without it becoming pseudo. Increasing urbanisation leads to more people driving far, and that there will be barriers between the countryside and the city.

2) Is it important from your point of view to address this challenge? Why?

Because sustainability is also something social. There must be change in culture, behavioural change, and change of attitudes. Therefore, it is important to break down the barriers between the countryside and the city. A greater mutual understanding and knowledge gives incentive to green transition, e.g. because of an understanding of where food comes from.

The research should identify opportunities, advantages and disadvantages, to live and work locally (e.g. if people do not commute much the transportation is reduced and you have surplus energy to make sustainable choices).

It is sustainable with local production. Data can be sent far, while production takes place locally. It promotes local jobs.

3) How could it be approached?

- Researchers in qualitative studies (anthropological, ethnological, sociological, social studies, psychological) e.g. about why people move from the city to the countryside and vice versa.
- Knowledge sharing on counter-tendencies. Studies on where dualism (division between the city and the countryside, and the focus on differences) comes from and what it means.
- Prevalence of common understanding and overcoming prejudices.
- Studies in structural incentives/policies in the field.
- Research on the advantages and disadvantages of "mega farming" – both organic and conventional and the advantages and disadvantages of "urban farming". Is it sustainable?

4) Who should be involved in solving the problem?

NGOs, citizens and politicians. Cooperation between actors. Local initiatives. This should not be a new form of control, but from the bottom up.

5) What should be the main goals/impacts of the research activity?

The tendency to focus on the differences between the city and the countryside has been minimized and there is a mutual understanding, increasing incentives to contribute to green transition (local jobs, local production, identification with nature, and other things).

Research programme scenario 5

12d: Beyond energy efficiency: less consumption by structural design and behavior

1) What challenge(s) does this research scenario address?

It is a challenge to get the citizens to change their behaviour. Now solutions are designed so that they are able to change behaviour.

The green choices should not be selected, but be the standard.

2) Is it important from your point of view to address this challenge? Why?

Behavioural changes are important, because the citizens' effort can make a difference. By being a pioneer country with long-term solutions, energy consumption must be reduced, which will free resources close to home activities.

3) How could it be approached?

Start small, build on existing knowledge with long trial periods. We must support the good ideas with interdisciplinary research.

4) Who should be involved in solving the problem?

Universities (humanities/social sciences) (engineers) for interdisciplinary research.

Public participation (energy consumption) because the citizens behaviour must change. Contractors because they have the impetus to carry out the good ideas.

5) What should be the main goals/impacts of the research activity?

Methods to make it easier to change behaviour.

Handbook collecting the methods

The methods must be tested in practice.

5: Selected research programme scenarios (national language)

Det danske CIMULACT team valgte følgende 8 forskningsscenarier til workshoppen:

- 8b: Symbiose mellem land og by
- 11b: Ansvarlig produktion
- 11c: Forbrug mindre, nyd mere
- 11d: Bæredygtige og ansvarlige investeringer
- 12a: Smart energi
- 12b: Forbedret prosumerkultur
- 12c: Et sammenhængende åbent energisystem
- 12d: Mindre energiforbrug med strukturelt design og adfærdscændringer

Disse scenarier blev valgt, fordi de repræsenterer temaer, der generelt har offentlighedens opmærksomhed i Danmark. Forskningsscenarierne har desuden elementer af samskabelse, 'smart' forvaltning og cirkulær økonomi, som alle er temaer, som Danmark har stor ekspertise indenfor.

6: Denmark: The enriched research programme scenarios (national language)

Overview of the prioritized research programme scenarios (41 votes)

Prioriteringen mellem de fem berigede forskningsscenarier (ét scenarie per gruppe) fandt sted i slutningen af workshoppen, hvor hver deltager fik to stemmer. Én deltager valgte kun at stemme én gang. Nedenfor ses den prioriterede rækkefølge af de 5 berigede forskningsscenarier:

- 1) 11d: Bæredygtige og ansvarlige investeringer [11]
- 2) 11c: Forbrug mindre, nyd mere [11]
- 3) 11b: Ansvarlig produktion [10]
- 4) 8b: Symbiose mellem land og by [5]
- 5) 12d: Mindre energiforbrug med strukturelt design og adfærdscændringer [4]

* Tallene i parentes angiver antallet af modtagne stemmer.

Research programme scenario 1

11d: Bæredygtige og ansvarlige investeringer

1) Hvilke udfordringer er forbundet med denne forskningsretning?

- Nye økonomiske modeller er nødvendige, de traditionelle er utilstrækkelige til at fremme grøn omstilling
- Staten skal give mulighed for støtte og skattelemper for grønne virksomheder og grønne investeringer
- At udvikle et grønt system til et virkningsfuldt samspil mellem långiver og låntagere
- Symbiose-tænkning for grønne virksomhedsinvesteringer
- Investering i grøn omstilling kræver medvirken fra erfarne forskere i forbrugeradfærd.

2) Hvorfor er denne forskningsretning vigtig?

- Vigtigt at skabe forståelse og indsigt i, hvorfor grønne investeringer og innovationer bliver lønsomme
- Grøn investering er fundament for omstilling væk fra de traditionelle vækstmodeller
- Grøn investering er i konkurrence med de gammeldags økonomiske teorier og skal bevise sit værd i forhold til bæredygtighed
- Præmis: Vi forventer det nuværende økonomiske/liberalistiske system vil ændres og få indflydelse på fremtidige investeringsmodeller

3) Hvordan kan denne forskningsretning også blive grebet an?

- Virksomheder med grøn erfaring opererer i et struktureret fællesskab med erfaringsudveksling (coordinated actions)
- Teoriudvikling baseret på relevante faggrupper: Økonomer, humanister, ingeniører – som udvikler modeller – uddannelse og undervisning
- Borgerforståelse skabes med resultatformidling og via borgerinddragelse

4) Hvem skal involveres i at løse problemet?

- Teoretikere, praktikere med erfaring i grøn økonomi står for modeludvikling
- Låntagere/virksomheder med identificeret grøn økonomi involveres
- Långivere – som banker, forsikringselskaber, pensionsfonde og tilsvarende med grøn profil
- Uddannelsesinstitutioner
- Projektgruppe/eksperter sammensættes multifacetteret
- Impact: medier, akademiske systemer med symposier og konferencer

- EU-fremtidspanel

5) Hvad er det vigtigste slutprodukt af forskningsaktiviteten?

- Et omstillingskoncept for grønne investeringer
- Grønne modeller som er konkrete, operationaliserbare og kontrollerbare
- Lærings- og formidlingsystem til alle relevante niveauer
- Udbredt forståelses- og anvendelse af konceptet indenfor de aktuelle målgrupper: Brugere, virksomheder, beslutningstagere
- Omfattende gruppe af best practise eksempler og stort erfagruppe netværk

Research programme scenario 2

11c: Forbrug mindre, nyd mere

1) Hvilke udfordringer er forbundet med denne forskningsretning?

Pga. det fremherskende forbrugsmønster, der sætter kvantitet før kvalitet (køb & smid væk), samt fokus på forbrugernes individuelle behov, er et holdningsskifte mod et mere kvalitativt forbrug en udfordring. Kvalitativt forbindes med bæredygtighed og holdbarhed.

Information omkring forbrugets negative virkninger, fx. affaldsproblemer, har ikke vist sig tilstrækkeligt effektivt. Nye formidlingsmetoder må udvikles.

2) Hvorfor er denne forskningsretning vigtig?

For at fremme værdiskabende valg, som, til det enkelte individ giver øget livskvalitet gennem øget sundhed, mindre stress, mere fritid og nye fællesskaber.

På makroplan vil det forbedre miljøet ved en mere bæredygtig anvendelse af jordens ressourcer, mindre CO₂-udslip og bedre mulighed for at brødføde jordens voksende befolkning.

3) Hvordan kan denne forskningsretning også blive grebet an?

For at fremme den grønne omstilling må vi analysere eksisterende tiltag og kampagner, som har vist sig at have gennemslagskraft. Herudfra kan vi generalisere erfaringer. Konkrete arbejdsområder kan være anvendelse af medier ("et grønt Paradise Hotel"), information til institutioner (børnehave, skole, arbejdsplads), sociale eksperimenter) mindre enheder: villavej, boligblok, landsby).

4) Hvem skal involveres i at løse problemet?

Forskningsinstitutioner med kompetence indenfor psykologi til at udarbejde forandringsmodeller. Det kræver inddragelse af: forbrugerorganisationer, private forbrugere indenfor alle sociale lag, medier, virksomheder, fonde, NGO'er.

5) Hvad er det vigtigste slutprodukt af forskningsaktiviteten?

En konkret strategi til hvordan man mest effektivt understøtter et holdningskifte på individ- og samfundsplan i retning af kvalitativt forbrug. Det vil bl.a. give sig udtryk i mindre CO₂-udledning, grøn energi, mindre affaldsmængde og højere livskvalitet.

Research programme scenario 3

11b: Ansvarlig produktion

1) Hvilke udfordringer er forbundet med denne forskningsretning?

Udfordringen er, at den nuværende produktion presser klodens miljøressourcer – hvor der bl.a. er problematiske og skadelige stoffer i slutprodukterne, manglende gennemsigtighed og ansvarlighed i produktionsmåden samt manglende langtidsholdbare produkter.

Hvordan skaber man incitamentsstrukturer som gennemsigtighed, regulering og evt. gevinst, der støtter en omlægning til miljømæssig bæredygtig produktion og holdningsændring hos forbrugere og virksomheder, så anvendelse af arbejdskraft og miljøressourcer bliver ansvarlig.

Hvordan skaber man holdningsændring, så produktionen bliver værdiskabende (ikke skadende på miljø og arbejdskraft)

2) Hvorfor er denne forskningsretning vigtig?

Det er fundamentalt at ændre på produktionsmetoderne, hvis vi skal sikre at fremtidige generationer vil have ressourcer nok og der samtidig foregår en opbremsning i mængden af affald og forurening på kloden og derigennem sikre befolkningens sundhed. Og vi som ressourcestærke nationer – både økonomisk og socialt – har en forpligtigelse til at være trendsættere.

3) Hvordan kan denne forskningsretning også blive grebet an?

Hvilke tiltag skal der til for at virksomhederne ændrer værdisæt?

4) Hvem skal involveres i at løse problemet?

Forskere skal undersøge producenter med best practice indenfor ansvarlig produktion samt undersøge hvad der gør at mange virksomheder ikke omstiller. Undersøgelsen skal foretages i små, mellem og store virksomheder.

5) Hvad er det vigtigste slutprodukt af forskningsaktiviteten?

- 1) Afdække hvilke incitamentsstrukturer, der virker, og hvilke der ikke virker.
- 2) Køreplan til virksomheders oplægning til miljømæssig bæredygtighed

Research programme scenario 4

8b: Symbiose mellem land og by

1) Hvilke udfordringer er forbundet med denne forskningsretning?

Udfordringen er, at der er en tendens til at man fokuserer på forskellene fremfor fællestræk mellem land og by. Det er med til at fastholde en opdeling mellem land og by. Vi skal undgå, at landbrugsturisme og køb af produkter med en særlig landlig branding fastholder forskelstanken. Det er en udfordring at gennemskue, om megalandbrug og urbant landbrug er bæredygtigt. Det er en udfordring at øge kendskabet, så det giver gensidigt ejerskab, uden at det bliver pseudo. Stigende urbanisering medfører, at flere kører langt, og at der kommer barrierer mellem land og by.

2) Hvorfor er denne forskningsretning vigtig?

Fordi bæredygtighed også er noget socialt. Der skal kulturændring, adfærdscændring og holdningsændring til. Derfor er det vigtigt, at nedbryde barriererne mellem land og by. En større gensidig forståelse og kendskab giver incitament til grøn omstilling, fx på grund af forståelse af, hvor fødevarer kommer fra. Forskningen skal afdække muligheder for, fordele og ulemper, at bo og arbejde lokalt (f.eks. hvis folk ikke pendler langt, mindskes transporten, og man har overskud i hverdagen til at foretage bæredygtige valg). Det er bæredygtigt med lokal produktion. Data kan sendes langt, mens produktionen sker lokalt. Det fremmer lokale arbejdspladser.

3) Hvordan kan denne forskningsretning også blive grebet an?

- Forskere indenfor kvalitative studier (antropologisk, etnologisk, sociologisk, samfundsstudier, psykologisk), fx om hvorfor folk flytter fra by til land og omvendt.
- Videndeling om modtendenser. Studier om, hvor dualismen (opdeling mellem land og by, og fokuseringen på forskelle) kommer fra og hvad den betyder.
- Udbredelse af fælles forståelse og nedbrydelse af fordomme.
- Studier i strukturelle initiativer/politikker på området.
- Forskning i fordele og ulemper ved megalandbrug – både økologisk og konventionelt og i fordele og ulemper ved urbant landbrug. Er det bæredygtigt?

4) Hvem skal involveres i at løse problemet?

NGO'er, borgere og politikere. Samarbejde mellem aktører. Lokale initiativer. Det skal ikke være en ny styringsform, men nedefra og op.

5) Hvad er det vigtigste slutprodukt af forskningsaktiviteten?

Tendensen til at fokusere på forskelle mellem land og by er blevet minimeret og der er skabt en gensidig forståelse, hvilket øger incitamentet til at medvirke til grøn omstilling (lokale arbejdspladser, lokal produktion, identifikation med naturen mm.)

Research programme scenario 5

12d: Mindre energiforbrug med strukturelt design og adfærdscændringer

1) Hvilke udfordringer er forbundet med denne forskningsretning?

- Det er en udfordring at få borgerne til at ændre adfærd. Nu kan løsninger designes så de er i stand til at ændre adfærd.
- Vores ressourcer beskyttes af et mindre energiforbrug.
- Det grønne valg skal ikke vælges til, men være standarden

2) Hvorfor er denne forskningsretning vigtig?

- Adfærdscændringer er vigtige, fordi borgernes indsats kan gøre en forskel.
- Ved at være foregangsland med langsigtede løsninger skal energiforbruget nedsættes, hvilket vil frigøre ressourcer til borgernære aktiviteter.

3) Hvordan kan denne forskningsretning også blive grebet an?

Start i det små, byg på eksisterende viden med lange prøveperioder. Vi skal støtte op om de gode ideer med tværfaglig forskning.

4) Hvem skal involveres i at løse problemet?

Universiteter (humanister/samfundsvidenskab) (ingeniører) til tværfaglig forskning.
Borgerinddragelse (energiforbrug) fordi borgernes adfærd skal ændres.
Entreprenører, fordi de har drivkraften til at udføre de gode ideer.

5) Hvad er det vigtigste slutprodukt af forskningsaktiviteten?

- Metoder til at gøre det nemmere at ændre adfærd.
- Håndbog der samler metoderne
- Metoderne skal afprøves i praksis



Report on the research and policy consultation in Estonia



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1: Concept for the consultation in Estonia

Estonian consultation took place in October 7th in Tartu, Estonia in the premises of Tartu University. We organized one single event type of consultation.

Our target group were youth in the age group between 18 to 25 years. During the Vision Development Workshop on January 7, 2015, the young participants showed their constructive thinking and creativity, thus proving their open-mindedness to new ideas and willingness to contribute to the process of shaping the future (their own). Therefore, we decided to give additional opportunity for people in age group 18 to 25 to voice their opinion.

For young people to feel comfortable, we've chosen the space in Tartu University, Faculty of Economics – "Idea Lab". This place is specially created for idea generation and future elaboration.

Participants were recruited using three main methods:

- 1) social media networks as a main channel that youth nowadays uses in communication
- 2) Local and national e-mail lists of universities
- 3) Personal recruitment through FFF (friends, family, fools).

During the recruitment process we created an event in Facebook. We invited also all participants from the first Vision development workshop off this age group. Of the above mentioned three methods, personal approach worked the best. As a result of 1-month recruitment process 48 persons signed up to the event and 31 of them finally attended the consultation. We observed that the event attendance in this age group is proportionately worse compared to other age groups, as only 64 % of the participants who confirmed their participation showed up in consultation.

As the method for workshop organisation which was offered to partners we selected method No1. In our opinion this method is the most appropriate for reaching our target audience (young people) and fully utilizes their potential and synergy in working together.

We used a single event format from the toolkit as it seemed more suitable looking from two different, but equally important, perspectives:

- a) Practical arrangement efficiency – we had to conduct 1 moderator training, 1 organizational preparation process of materials, venue, catering etc., single recruitment process.

- b) From first CIMULACT NCV we received positive feedback on socializing aspect. It means the bigger the group the more social connections created among participants and more enthusiasm in the room.

2: Programme for the consultation

9.00-9.30	Coffee and Reception	30 min
9.30-9.50	Welcome and Introduction	20 min
9.50-10.30	Exhibition and tables organisation (single event)	40 min
10.30-11.30	Group work A - Enriching the Specific Challenge	60 min
11.30-12.00	Break	30 min
12.00-14.00	Group work B - Enriching the Scope - Enriching Expected Impact	120 min
14.00-14.45	Break	45 min
14.45-15.30	Presentation, prioritisation and wrap up	45 min

3: Selected research programme scenarios

Estonia is known as a frontrunner in many new initiatives, especially in the field of technology and innovation. Therefore, such research scenarios as "Digital inclusion", "Transforming technologies for planet and people" and "Technology as a means of well-being". Food and health are classical strong economic areas for Estonia and also topics about which younger generation nowadays is strongly interested, thus those topics got chosen as well. Given the selected target group – young people, themes about future work/business and empowerment about one's own life seemed like natural choices too.

So, finally, following eight scenarios compiled the pool of research programme scenarios for Estonia:

1a. Digital inclusion

4a. Qualitative person-centred health

5a. Good food research

6d. I'm empowered to lead my changes

8d. Transforming technologies for planet and people

9a. Technology as a means of well-being

9c. (Business) Models for balancing time

12c. Interconnected open systems

Chosen scenarios by participants are highlighted in **bold** writing.

Selection process of scenarios was conducted in following manner:

1. Before consultation brief introduction of each scenario was sent out to all participants.
2. During consultation an "exhibition wall" was created where all scenarios were displayed.
3. Participants were given 20 minutes to acquaint themselves with scenarios and to choose their favourite two scenarios by adding their names to the scenarios.
4. Head moderator together with table moderators selected scenarios which had suitable number (4-6) of unique participants (names that didn't duplicate on selected scenarios). 3 scenarios were chosen this way.
5. Second selection round was conducted because of scenarios which had lacking number of participants (less than 4) or were selected multiple times by same persons. Due to fact that there was necessity to add only 2 more scenarios, methodology was free-flowing - participants were asked whether they are willing to move their name tags from scenarios which didn't get sufficient amount of votes to other scenarios which were lacking one or two participants. This way the last two scenarios were selected.

After participants had chosen their scenarios, head moderator asked from table moderators if they feel most comfortable with any given selected scenario. 3 out of 5 scenarios got their table moderator this way and since last two scenarios had to be divided by one remaining male and one female table moderator, courtesy won and lady got to choose first.

4: Estonia: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

1a. Digital inclusion

4a. Qualitative person-centred health (23)

5a. Good food research

6d. I´m empowered to lead my changes (7)

8d. Transforming technologies for planet and people (14)

9a. Technology as a means of well-being

9c. (Business) Models for balancing time (6)

12c. Interconnected open systems (12)

Each participant got two votes. The number of votes each scenario received can be seen above in brackets.

4a. Quantitative person-centred health (23)

To create database through collection of genome maps/data. Such database enables preventative treatment and/or best treatment combinations to offer personalized person centred medical services.

1) What challenge(s) does this research scenario address?

Alternative medicine does not believe in preventive treatment which is based on genome science.

Complexity in data collection.

Person centred approach and consultations are resource (human and time resource) intensive.

For excellent performance majority of population should be mapped.

Ethic and security concerns.

2) Is it important from your point of view to address this challenge? Why?

Major savings (money, workforce, human health) for preventive work in creation of genome map.

For the increase of life quality

Database provides basis for research.

Cure against new illnesses will be found faster

Prevention is healthier as treatment.

3) How could it be approached?

To increase education level of society about prevention work.

Step-by-step increase funding for preventive action in expense from treatment costs (1% per year for example)

Prevention is not as costly as treatment

Changes in education system, to create interest in young people

Motivation through gamification (different apps etc.)

To direct more human resources to genome sector, who would respectively manage data and handle information.

Cross-universities database

Increased ratio of bio-informatics

4) Who should be involved in solving the problem?

- State
- Educational institutions
- Bio-ICT
- Social media (apps)
- Doctors

- Private sector
- Volunteers (genome donors)
- Patients

5) What should be the main goals/impacts of the research activity?

- Longer life span
- Possibility to re-locate intelligence
- Less sick people
- Reduced funding for treatment costs and through that reallocation of social security funds.
- Theft and misuse of data.

6d. I'm empowered to lead my changes (7)

To put more emphasis on alternative education methods through self-development.

Inclusion of children into creative and developing activities so that they would learn through practical experience.

Extra-curricular training without practice doesn't work

How to learn to manage your time and set long-term goals?

1) What challenge(s) does this research scenario address?

Humans don't have will to develop themselves and they lack knowledge what will be the result of that.

Raising methods are restrictive

Low entrepreneurial spirit hinders economic growth

Low rate of goal-setting causes dissatisfaction

How to connect theory and practice?

2) Is it important from your point of view to address this challenge? Why?

YES

You develop this way both yourself and society

Innovative teaching methods encourage and empower to be independent member of society

Higher rate of entrepreneurial spirit brings economic growth

Setting goals increases satisfaction

Connecting practice with theory brings better results

3) How could it be approached?

Basic education should be reformed

- reading success stories instead of fiction
- being a work shadow
- not to limit freedom of thought

Extra-curricular / further training should be reformed

- financial grants
- include more practical elements
- promote further training in all age groups (life-long education)

4) Who should be involved in solving the problem?

- entrepreneurs
- schools, pupils, teachers, educational institutions
- ministries
- Unemployment Office
- volunteers (mentorship)
- employers
- media
- EU

- family
- state

5) What should be the main goals/impacts of the research activity?

Society of future is built upon freedom of thought

People can, want and have the courage to lead their own lives

Interest and emphasis of higher education increases.

Actions of people are planned and targeted

8d. Transforming technologies for planet and people (14)

1) What challenge(s) does this research scenario address?

Technophobia

How to spread technology worldwide

How to best utilize human resource

Redefining work culture

How to use greentech more efficiently

Better retraining opportunities

2) Is it important from your point of view to address this challenge? Why?

YES

Since transforming technologies will emerge anyway, they should be dealt with proactively. Also with creating framework for such technologies. This likely helps to avoid and prevent negative consequences.

It is also useful to consider how to employ these technologies for our own and for the benefit of the planet.

3) How could it be approached?

- Create legal framework which enables as efficient implementation of transforming technologies as possible.
- To cooperate more in the area of research to avoid meaningless competition
- Ordering and implementation of research results by entrepreneurs
- To allocate additional funds for research
- To make unsustainable behaviour for everyday consumer as uncomfortable as possible
- Fostering innovation and promoting motivation
- Optimization/elimination of existing restrictions
- usage and utilization of technology for sustainability, not for money

4) Who should be involved in solving the problem?

- Entrepreneurs
- State
- Scientists (not from academia)
- Youth and elderly
- Active citizens
- External experts
- Civil society organizations

5) What should be the main goals/impacts of the research activity?

- Share of renewable energy has increased, usage of fossil fuels is minimal
- Everything is a question of negotiations and cooperation is the secret sauce
- Better life quality thanks to widespread usage of technologies (machines are doing dangerous/unpleasant tasks)
- Waste is minimized
- Nature is saved, planet is happy

9c. (Business) Models for balancing time (6)

Topic is about properly and in a balanced way chosen different areas of life which make people feel safe, comfortable and happy and allow for people to experience different activities throughout their lives.

- Disappearance of classical subordination structures (top-down management structure)
- Employers accept different employment forms. They are based on trust, efficiency and different models both from employee and employer side
- working time is dependent on every employee's personal productivity
- Main goal of society is to educate people to be more productive
- In innovative society people have more time for their personal needs – family, hobbies, sports, free time etc.
- Families are financially secure and supported by society
- Work is just one part of life

1) What challenge(s) does this research scenario address?

Creation of happy, free and creative society

- find ways how people would be satisfied with what they are doing
- Society is financially secure. Sufficient income is guaranteed to everyone through activities what they like to do.
- How to create methods to measure happiness at workplaces?
- To create new cooperation forms between employers and employees
- explore new ways of employment where employees are more like volunteers / freelancers
- Effective use of time:
 - in commuting/travelling
 - in working
 - in communication

To teach to kids from very early age how to do something they are passionate about.
Teaching kids:

- thinking skills
- creative skills
- Psychologically accepted new forms of work, both individually and by society

2) Is it important from your point of view to address this challenge? Why?

YES

- People have more time to deal with things (activities) they like (free time, family)
- To reduce waste of time for commuting between work and home (in large urban areas) and for empty chit-chat at offices.
- work is a process not a location
- people can increase efficiency by avoiding empty and unnecessary work
- work is a way to express yourself, not an obligation and that already from early age
- economic growth through offering different kind of services
- understanding and vision of work and its essence should be given from childhood

3) How could it be approached?

What is perceived as happiness?

- Different activities at workplace such as sports, yoga. Education that enables to stay healthy and learn new things
- To create remote working opportunities in public spaces, i.e. if you cannot work from home, you do not need to travel long distances for reaching office
- Create new forms of entrepreneurship which allow cooperation in whole new level. To learn from well-working solutions from other countries.
- To create opportunities from childhood to develop your strengths, so that child could focus on what he/she likes
- Education is accessible regardless of person's age
- Create and develop new curricula to enhance and develop creativity

4) Who should be involved in solving the problem?

- research
- companies
- municipality
- Global community Forums

- Focus groups
- Other experts
- Schools, teachers
- NGOs
- Developers (Spatial)
- Society

5) What should be the main goals/impacts of the research activity?

- Children of different age learning nature sciences together using advanced technologies
- People share working space close to home. They do not need to travel so much
- Happy people value what they have, not what is missing
- New or developed economic model that leads to stable economy
- New technologies for remote learning in any age

12c. Interconnected open systems (12)

Meaning of this scenario is to preserve sustainability and liveability of the planet. It is important to develop and diversify energy technologies. For implementation of these technologies it is necessary to raise awareness of consumers. (Awareness about the effects of consumption)

Through that the demand for renewable energy sources will increase.

1) What challenge(s) does this research scenario address?

Low environmental awareness has led to large ecological footprint of man which leads to necessity for development of new technologies. These technologies need to consider both wellbeing of humans and environment. (Health, quality of life)

Excessive consumption and profit-driven greed have caused over-production which in turn has led to (over) exploitation of developing countries.

One of greatest obstacles to development is the strength of corporations and their lobbying power.

2) Is it important from your point of view to address this challenge? Why?

It is essential to deal with this problem. Only that way can we achieve responsible consumption and production which is based on reuse and recycling of resources.

Only that way can we retain possibility of life on Earth.

It is simply so!

3) How could it be approached?

Spreading knowledge about energy efficient buildings will increase demand for them and reduces their construction cost. Critically important is to share success stories and best practices within community.

Establishment of co-production plants (where both electrical- and thermal energy is concurrently produced) which are using local resources should be encouraged and subsidized.

Cold-fusion technology development in context of power-based (super) conductors.

If there is necessity to reduce waste exploration of new nuclear energy options (for example hydrogen energy)

For the sake of transparency of scientific research guarantee the availability of databases and repeatability of experiments/research.

To support and subsidize transfer of public and private transportation to biogas and/or electrical vehicles. This in turn leads to necessity to create network of relevant stations. By 2025 create EU level directive which would allow sales of only such vehicles which run on renewable energy sources.

4) Who should be involved in solving the problem?

In energy efficient building we will include:

- architects (landscape-, urban)
- engineers (heating, electricity, devices)
- construction workers (construction of buildings)
- raw material and device producers (usable things)
- local competence centres (sharing of knowledge)

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- banks (financing options for developers and buyers)
- consumer (citizen, worker, owner etc.)

In co-production and cooling energetics to include:

- Engineers
- Construction workers
- Materials technologists
- Banks
- Legislators

New nuclear energy requires inclusion of:

- Nuclear energetics (basic research)
- Materials technologists (basic research)
- State (funding)

In sharing the data to include:

- Universities + HEI's (data collection)
- National Statistics Offices (data collection, data management, procurer of research and studies so that funding would be transparent)

To enable transfer of transportation vehicles to biogas and electric power:

- Governments (especially oil-countries) as initiators of change
- Car producers (to change business model)
- Oil companies (offer of new resource, adaptors)
- Think Tanks (conducting research and surveys)

5) What should be the main goals/impacts of the research activity?

- Whole transportation is based either on biogas or power (TESLA)
- All buildings are energy efficient (passive houses)
- Waste-free nuclear energy (hydrogen energy)
- Consumption is actual need-based (consumers are environmentally aware)
- Responsible and ethical entrepreneurship and manufacturing (considerate to well-being both for humans and the environment)
- Ecological balance and richness of species will be restored

5: Selected research programme scenarios (national language)

1a. Digitaalne kaasatus

4a. Kvaliteetne isikukeskne tervis

5a. Toitva ja tervisliku toidu teadus

6d. Ma julgen, tahan ja saan ise oma elu juhtida

8d. Maailmamutvad tehnoloogiad nii planeedi kui inimkonna heaks

9a. Tehnoloogia kui heaolu saavutamise vahend

9c. (Äri)mudelid tööaja ja vaba aja tasakaalustamiseks

12c. Keskkonnasõbralikud ja säästlikud energiasüsteemid

6: Estonia: The enriched research programme scenarios (national language)

4a. Kvaliteetne isikukeskne tervis (23)

Läbi geenikaartide kogumise luua andmebaas, et aidata ennetavalt ravida või leida parimat ravikombinatatsiooni ja meetodeid personaalse raviteenuse pakkumiseks.

1. Milliseid probleeme/väljakutseid teie arvates käesolev stsenaarium käsitleb?

Alternatiivmeditsiin ei usu ennetustöösse, mis baseerub geeniteadusel.

Andmete kogumise keerukus

Personaalne väljavõtt ja nõustamine aja-ja tööjõumahukas

Et töötaks suurepäraselt, tuleks kaartistada suur osa rahvastikust

Eetika ja turvalisuse küsimus

2. Kas teie arvates on oluline selle probleemiga tegeleda? Miks?

Suur kokkuhoid (raha, tööjõud, inimtervis) ennetustööks geenikaarti koostamisel.

Elukvaliteeti tõsta

Andmebaas annab alust teadustööks

Uued haigused leiavad kiiremini ravi (immuunsus leitakse mingist regioonist)

Ennetus on tervisklikum kui ravi.

3. Kuidas sellele teemale võiks läheneda?

Suurendada ühiskonna haritust ennetustöö osas.

Step-by-step suurendada ravikuludeks minev raha ennetuskuludeks (näiteks aastas 1%)

Ennetustöö ei ole sama kulukas kui ravimine

Muutused haridussüsteemis, tekitada noortes huvi

Motiveerimine läbi mängu (erinevad äpid jne)

Suunata inimesi geenivaldkonda, kes omakorda töötleks infot ja haldaks andmeid

Ülikoolide ülene andmebaas

Bioinformaatikute osakaalu suurendamine

4. Keda peaks kaasama probleemi lahendamisse?

- Riik
- Haridusasutused
- Bio-IT
- Sotsiaalmeedia (äppid)
- Arstid
- Eraettevõtlus
- Vabatahtlikud (geenidoonorid)
- Patsiendid

5. Kuidas see muudaks tulevikku?

Pikem eluiga

Intelligentsi saab ümber paigutada

Vähem haigeid

Raviteenusteks kulub vähem raha, sotsiaalrahade ümberpaigutamine

Infovargus, väärkasutamine.

6d. Ma julgen, tahan ja saan ise oma elu juhtida (7)

Panna rohkem rõhku alternatiivsetele haridusmeetoditele läbi enesearenduse.

Laste kaasamine loomingulistesse ja ennastarendavatesse tegevustesse, et nad õpiks läbi praktiliste kogemuste

Täienduskoolitus ilma praktikate ei tööta

Kuidas õppida planeerima oma ega ja seadma pikaajalisi eesmärke?

1. Milliseid probleeme/väljakutseid teie arvates käesolev stsenaarium käsitleb?

Inimestel puudub tahtmine ennast arendada ja teadmine, mida tulemus toob

Kasvatusmeetodid on piiravad

Vähene ettevõtlikkus pärsib majanduskasvu

Vähene eesmärgistamine põhjustab rahulolematuse

Kuidas seostada praktikat ja teooriat?

2. Kas teie arvates on oluline selle probleemiga tegeleda? Miks?

JAH

Sellega sa arendad ninn ennast kui ühiskonda

Uuenduslikud kasvatusmeetodid julgustavad olema iseseisev ühiskonna liige

Suurem ettevõtlikkus loob majanduskasvu

Eesmärkide seadmine suurendab rahulolu

Praktika seostamine teooriaga toob parema tulemuse

3. Kuidas sellele teemale võiks läheneda?

Reformida alusharidust

- edulugude lugemine ilukirjanduse asemel
- töövarjuks olemine
- mitte piirata mõttevabadust

Reformida täiendõpet

- toetada rahaliselt
- tuua sisse praktilist osa
- propageerida täiendõpet igas vanuseklassis

4. Keda peaks kaasama probleemi lahendamisse?

- ettevõtjad
- koolid, õpilased, õpetajad, haridusasutused
- ministeeriumid
- töötukassa
- vabatahtlikud (menterlus)
- tööandjad
- meedia
- Euroopa Liit
- perekond
- riik

5. Kuidas see muudaks tulevikku?

Tuleviku ühiskond on üles ehitatud mõttevabadusele

Inimesed julgevad, tahavad ja saavad ise oma elu juhtida

Kõrghariduse huvi ja rõhk kasvab. Rõhk kõrgharidusele kasvab

Inimeste tegevused on eesmärgistatud ja planeeritud

8d. Maailmamuutvad tehnoloogiad nii planeedi kui inimkonna heaks (14)

1. Milliseid probleeme/väljakutseid teie arvates käesolev stsenaarium käsitleb?

Tehnofoobia

Kuidas viia tehnoloogia üle maailma

Kuidas hästi ära kasutada inimressursse

Töökultuuri ümbermõtestamine

Kuidas kasutada rohetechnoloogiasid efektiivsemalt

Paremad ümberõppe võimalused

2. Kas teie arvates on oluline selle probleemiga tegeleda? Miks?

JAH

Kuna maailmamuutvad tehnoloogiad tulevad niikuinii, tuleks sellega ja sellele raamistiku loomisega proaktiivselt tegeleda. See aitab tõenäoliselt vältida ja ennetada negatiivseid tagajärgi

Samuti on kasulik mõelda sellele, kuidas need tehnoloogiad enda ja planeedi jaoks kasulikult tööle panna

3. Kuidas sellele teemale võiks läheneda?

- Luua seadusraamistik, mis lubaks häid tehnoloogiaid võimalikult hästi kasutusele võtta
- Teha rohkem koostööd teaduse valdkonnas, et vältida mõttetut konkurssi
- Teadustöö tulemuste tellimine ja rakendamine ettevõtjate poolt
- Tuua rohkem raha teadusesse
- Teha mittejätkusuutlik käitumine tavatarbija jaoks võimalikult ebamugavaks
- Innovatsiooni..... tekitamine motivatsiooniks
- Olemasolevate piirangute ära koristamine/optimeerimine
- tehnoloogiaga mitte tegeleda raha nimel, vaid jätkusuutlikkuse nimel

4. Keda peaks kaasama probleemi lahendamisse?

Ettevõtjad

Riik

Teadlased (mitte ülikoolist)

Noored

Eakad

Aktiivsed kodanikud

Välisspetsialistid

Kodanikuühendused

5. Kuidas see muudaks tulevikku?

- Taastuvenergia on suurenenud osakaaluga, reostavate kütuste kasutamine on minimaalne

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- Kõik on läbirääkimiste küsimus ja omavahelises koostöös peitub võlu
- Tänu teadmispõhisele ühiskonnale ja laialdasele kaasamisele on tehnoloogia minimaalne
- Parem elukvaliteet tänu tehnoloogiate laialdasemale kasutamisele (masinad teevad ära ohtiku/ebameeldiva töö)
- Jäätmete hulk on minimeeritud
- Loodus on säästetud, planeet on õnnelik.

9c (Äri)mudelid töötaja ja vaba aja tasakaalustamiseks (6)

Teema räägib õigesti ja tasakaalustatult valitult eluvakdkondadest läbi mille inimesed tunnevad ennast mugavalt, turvaliselt ja õnnelikult tehes elus erinevaid asju

- alluvustruktuur (juhtimisstruktuuride) kadumine
- tööandjad aktsepteerivad erinevat koostöövorme. Selle aluseks on usaldus, efektiivsus ja erinevad vormid nii tööandja kui töötaja poolt
- tööaeg sõltub töötaja isiklikust produktiivsusest
- Ühiskonna peamine eesmärk on harida inimesi olema rohkem produktiivsed
- Innovtatiivsel ühiskonnal on inimeste personaalsete vajaduste jaoks rohkem aega-perekond, hobid, sport, vaba aeg
- perekond on finantsiliselt kindlustatud ja on olemas ühiskonna toetus
- töö on vaid üks osa elust

1. Milliseid probleeme/väljakutseid teie arvates käesolev stsenaarium käsitleb?

Õnnelik, vaba ja loova ühiskoona loomine

- leida viise, kuidas inimesed on rahul sellega, mida nad teevad
- ühiskond on finantsilises mõistes kindlustatud. Kõigil on tagatud piisav sissetulek, läbi tegevuste, mida neile meeldib teha.
- kuidas luua õnnelikkuse mõõdikuid töökohtades?

Luu uus koostöövorm töötajate ja tööandjate vahel

- uurida uusi töösuhte vorme, kus töötajad on pigem vabakutselised (freelancer)
- aja efektiivne kasutamine:

- o reisimine
- o töötamine
- o suhtlemine

Õpetada lastele juba maast madalast teha asju, millest nad hoolivad

- mõtlemine
- loovate oskuste/tegevuste tegemine
- psühholoogiliselt aktsepteeritud uued töö vormid (nii individuaalselt, kui ka ühiskonna poole pealt)

2. Kas teie arvates on oluline selle probleemiga tegeleda? Miks?

JAH

- Inimesed saavad rohkem aega tegelemaks asjadega (tegevustega), mis neile meeldib (vaba aeg, perekond)
- Vähendada aega, mis kulub asjatult töölesõiduks (suurtes linnades) ja tööl jutuajamisteks kolleegidega
- inimesed võetakse tööle töötegemiseks mitte töökohale
- inimesed saavad suurendada efektiivsust vältides mittevajalikku töötegemist
- töö on eneseväljendusviis, mitte kohustus ja seda juba lapsepõlvest
- majanduskasv läbi teistsuguste teenuste pakkumise
- arusaama ja nägemust tööloomest ja olemusest tuleks anda lapsepõlvest saati

3. Kuidas sellele teemale võiks läheneda?

Mida tajutakse õnnelikkusena?

- Erinevad tegevused töökohal nagu sport, jooga, haridus, mis võimaldab hoida tervist ja õppida uusi asju
- Tekitada avalikus ruumis kaugtöövõimalused, s.t et kui ei saa kodus töötada, siis ei pea siiski väga kaugele kontorisse töölkäimiseks aega kulutama
- Luua uusi ettevõtlusvorme mis võimaldavad koostööd täiesti uuel tasemel. Õppida teiste riikide hästitoimivatest lahendustest
- Lapsepõlvest alates luua võimausi oma tugevate külgede arendamiseks, et laps saaks keskenduda sellele, mis talle meeldib
- Haridusele ligipääs on olemas ükskõik mis vanuses

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- Luua ja arendada uus (õppe) kavasad loovuse arendamiseks

4. Keda peaks kaasama probleemi lahendamisse?

- uurimisasutused
- ettevõtted
- kohalikud omavalitsused
- globaalsed kogukonnad/foorumid
- Fookusgrupid
- eksperdid
- koolid ja õpetajad
- mittetulundusühingud
- arendajad
- ühiskond

5. Kuidas see muudaks tulevikku?

- Eri vanuses lapsed õpivad üheskoos loodusteadusi kasutades arenenud tehnoloogiaid
- Inimesed jagavad avalikke koostöötamisruume. Puudub vajadus aega nõudvaks töö ja kodu vahet liiklemiseks.
- Õnnelikud inimesed hindavad seda mis neil on, mitte seda mis neil puudub
- Uued või edasiarenenud majandusmudelid, mis viivad stabiilse majanduseni
- Uued tehnoloogiad kaugõppe võimaldamiseks ükskõik mis vanuses

12c. Keskkonnasõbralikud ja säästlikud energisüsteemid (12)

Antud stenaariumi mõte on planeedi maa elamisväärsuse ja jätkusuutlikkuse säilitamine.

Oluline on taastuvate energiatehnoloogiate arendamine ja mitmekesistamine. Nende rakendamiseks on vajali tõsta tarbijate keskkonna teadlikkust. (teadlikkus oma tarbimismõjust)

Seeläbi suureneb nõudlus taastuvate energiaalliate järgi

1. Milliseid probleeme/väljakutseid teie arvates käesolev stsenaarium käsitleb?

Vähene keskkonnateadlikkus on viinud inimese ökoloogilise jälje suurenemiseni, mis tingib vajaduse uudsete tehnoloogiate arengu järele. Need peavad arvestama inimese ja keskkonna heaoluga. (tervis, elukvaliteet jne).

Arutu tarbimine ja kasu(mi)ahnus on tinginud ületootmise, mis on põhjustanud arengumaade (liigse) ekspuuteerimise.

Üks suuremaid arengu pidureid on suur korporatsioonide võim ja lobbi jõud

2. Kas teie arvates on oluline selle probleemiga tegeleda? Miks?

Selle probleemiga tegelemine on paratamatult hädavajalik. Ainult seeläbi suudame jõua vastutustundliku tarbimise ja tootmiseni, mis tingib ressursside taaskasutamise.

Ainult seeläbi säilib elu võimalikkus maal

Lihtsalt nii ongi!

3. Kuidas sellele teemale võiks läheneda?

Energiatõhusate hoonete ehituse kohta teadmiste levitamine tõstab nende nõudlust ja alandab ehitusmaksumust. Eriti oluline on edulugude ja heade praktikate jagamine kogukonnas

Soodustada on tarvis koostootmisjaamade rajamist (toodetakse samaaegselt elektri- ja soojusenergiat, mis põhineb kohalikul toorainel).

Elektrienergiaal põhinevate konditsioneeride arendamine külmajaamade tehnoloogiaga.

Reostuse vähendamise vajadusel uute tuumaenergia võimaluste uurimine (nt. Vesinikenergia vms)

Teadusuuringute läbipaistvuse huvides tagada andmebaasid kättesaadavus ja uuringute korratavus

Toetada bussitranspordi ja erasõidukite üleviimist biogaasile või elektrisõidukite soetamise soodustamist. See tingib vajaduse vastavate jaamade võrgu loomiseks. Luua vastav

direktiiv, mis võimaldaks ainult sellisel energial liikuvate sõidukite müügi Euroopa Liidus aastaks 2025

4. Keda peaks kaasama probleemi lahendamisse?

Energiatõhusate hoonete puhul kaasame:

- arhitektid (maastiku-, linnaarhitektid)
- insenerid (küte, elekter, seadmed)
- ehitajad (hoonete püstitamine)
- materjali- ja seadme tootjad (kasutatavad asjad)
- Kohalikud kompetentsikeskused (teadmiste jagamine)
- Pangad (finantseerimine arendajale ja ostjale)
- Tarbija (elanik, töötaja, omanik jne)

Koostootmis ja jahutus-energeetika puhul kaasata:

- Insenerid
- Ehitajad
- Materjalitehnoloogid
- Pangad
- Seadusanda (regulatsioonimõiste)

Uus tuumaenergeetika nõuab kaasamist:

- Tuumaenergeetikud (alusuuringud)
- Materjaliteadlased (alusuuringud)
- Riik (rahastus)

Andmete jagamisel kaasata:

- Ülikoolid+ teadusasutused (andmete kogumine)
- Riiklikud statistikaametid (andmete koondamine, kogumine uuringute tellija (rahavastamise läbipaistvus)

Transpordi üleviimisel biogaasile ja elektrile kaasata:

- Valitsused (eriti naftariigid) muudatuse esilekutsujana
- Autotootjad (ärimudeli muutmiseks)
- Kütusefirmad (uue ressursi pakkumine, kohaneja)

- Mõttekojad (uuringute läbiviimine)

5. Kuidas see muudaks tulevikku?

- Kogu transport baseerub biogaasil või elektril (TESLA)
- Kõik honed on energiatõhusad (passiivmajad)
- Jäätmevaba tuumaenergeetika (vesinikenergia)
- Tarbimine on tegelike vajaduste põhine (tarbija on keskkonnateadlik)
- Vastutustundlik ja eetiline ettevõtlus ja tootmine (inimese ja keskkonna heaoluga arvestav)
- Taastub ökoloogiline tasakaal ja liigirikkus maal



Report on the research and policy consultation in Finland

14.10.2016

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1: Concept for the consultation in Finland

The consultation targeted Finnish citizens and took place at the University of Helsinki (Metsätalo, Unioninkatu 40 C) in September 2016 on five separate dates: 6.9, 7.9, 10.9, 12.9 and 15.9.

Citizens were selected as the target group of the consultation to ensure a close connection to the previous stages of the CIMULACT consultations. The participants were recruited through the consultancy Tutkimustie Oy. Recruitment was very successful in that a total of 47 citizens participated and only 5 citizens cancelled. A majority of the participants (30/47) had taken part in the CIMULACT NCV in January 2016.

The consultation followed a modification of CIMULACT Method 1 (Semi structured guided group interview with a co-design session). The modification consisted of an online pre-assignment in which participants assessed 8 research scenarios selected for Finland. This modification divided the participants' effort into two stages, making the consultation more comprehensive in that all participants assessed all 8 selected research scenarios and participants provided two alternatives for each scenario, and more active in that participants were well prepared to the face-to-face stage which itself was less burdensome due to the pre-assignment.

2: Programme for the consultation

Step	Scope	Duration
1	Pre-assignment: online questionnaire (assessment of 8 research scenarios; challenges, points of view)	180 min
2	Coffee and reception	30 min
3	Welcome and introduction: programme and aims, presentation of participants	25 min
4	Discussion of results of pre-assignment, group decision on a joint approach	25 min
5	Group work: how would this change the future	30 min
6	Break	20 min
7	Group work: who should be involved	50 min
8	Feedback, wrap up, outlook and thank you	30 min

3: Selected research programme scenarios

The following 8 research programme scenarios were addressed in the consultation in Finland. These scenarios were selected for the consultation because similar topics had been addressed in the Finnish CIMULACT NCV in January 2016. Five of the eight scenarios were selected to be enriched in the online pre-assignment carried out by 47 participants.

Title	Code	Selected to be enriched (selections)
Community building development	2b	Yes (36)
The transparency toolbox	3c	Yes (27)
Quantitative person-centred health	4a	Yes (29)
The bigger (cities) the better	10c	No (24)
Moving together (more collective transports)	10d	Yes (43)
Production awareness	11b	Yes (30)
Smart energy governance	12a	No (19)
Enabling market for energy prosumers	12b	No (19)

4: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

Priority	Title	Code	Votes
1	Moving together (more collective transports)	10d	23
2	Community building development	2b	22
3	The transparency toolbox	3c	16
4	Quantitative person-centred health	4a	14
5	Production awareness	11b	13

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

The prioritization of the enriched research programme scenarios was carried out after the five workshops through an online questionnaire. Before prioritization, participants received the five enriched scenarios. The total number of votes was 88 (44 respondents used two votes each for separate scenarios).

The following sections report on the enrichments provided in the consultation in the order of prioritisation. Each enrichment consists of shared responses (questions 1 and 2) as well as workshop specific insights (questions 3, 4 and 5). One scenario was addressed in each of the workshops and led to two enrichments. The number of participants varied from 8 to 11 in the workshops.

Research programme scenario 10d: Moving together (more collective transports)

1) What challenge(s) does this research scenario address?

This research scenario addresses challenges relating to urbanisation. The planning of traffic, traffic solutions in the far countryside and pollution pose challenges to transport.

2) Is it important from your point of view to address this challenge? Why?

Collective transport should become more affordable, attractive and interesting in cities as well the countryside. The movements of masses of people should be foreseen, the construction of infrastructure for collective transport supported financially, and the use of collective transport made more inviting for instance by increasing the frequency of services to fit people's everyday schedules, to reduce the need for exchanges, and to offer affordable, transparent fare alternatives. On the other hand, congestion is prevented by spreading residency to interconnected centres, and also working hours can be spread out and opportunities for distance work improved. Cheaper vehicles, which pollute less and consume less energy, should be developed.

Enrichment 1: Attractiveness of collective transport.

3) How could it be approached?

In order for collective transport to be affordable, public support should increase or cooperation with businesses should be carried out (additional services), sponsors acquired, who could market their own products, and transport should be automated. Open cooperation between different actors to a shared end is important in order to create experiences.

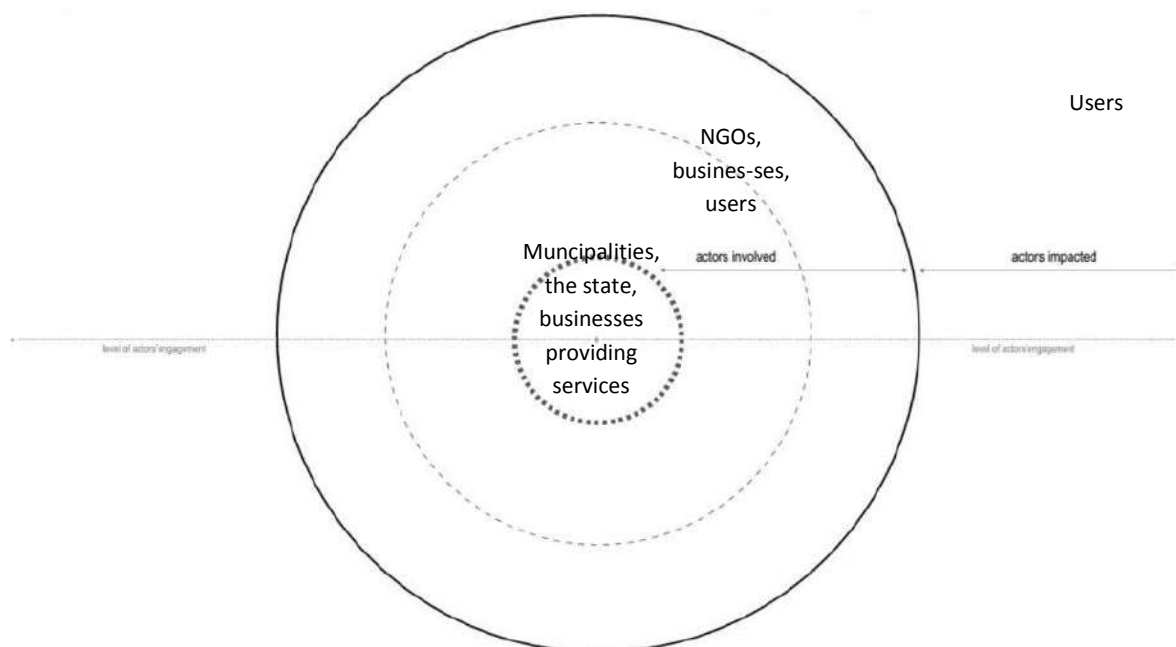
Citizen influence requires interaction and new platforms to fulfill democracy. Comfort relates to strengthening of communal "our bus" -thinking, to giving room to volunteer activities, and to creating communal behavioral patterns.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

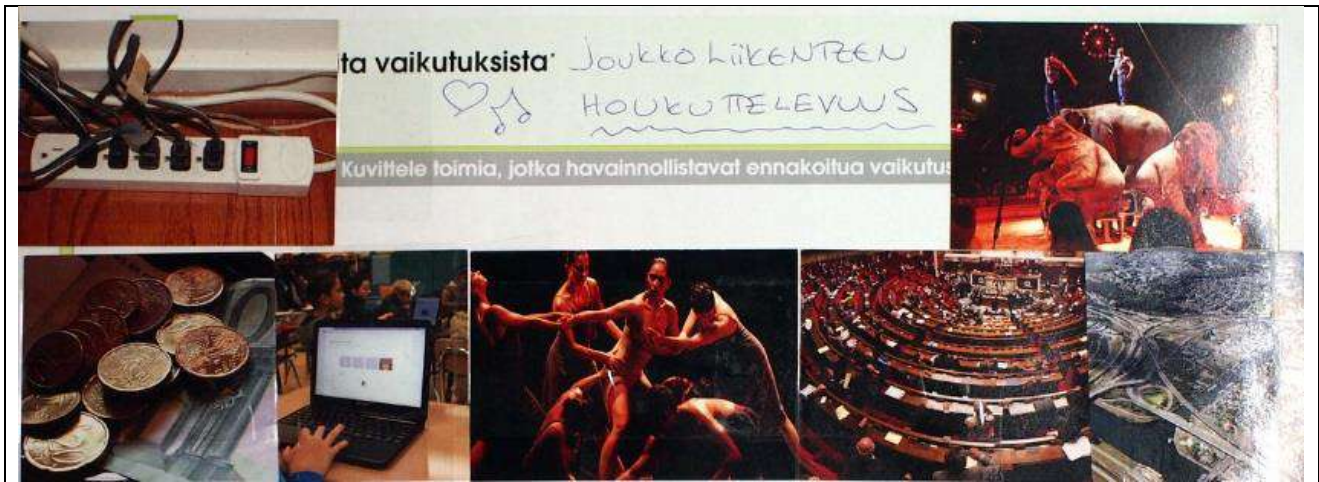
Up-to-date and real time information about traffic and mobile services are important. This is something to be prepared for, as it cannot be foreseen if all soon have a chip in their head for the reception of information. Public support, investments and foresight are the key to establish good connectivity.

4) Who should be involved in solving the problem?

Core actors in the accomplishment of attractiveness are municipalities, the state and businesses providing services. Intermediaries include NGOs, businesses and users. Users are the target of the activities.



5) What should be the main goals/impacts of the research activity?



<p>A. Affordability (fares, public support and/or sponsorship e.g. through communication services, equal transport opportunities for all, cafeteria/restaurant business open for entrepreneurs)</p>	<p>B. Information (up-to-date, announcements and screens on stops, effortless)</p>	<p>C. Experiences (comfort, theme carriages, communities, branding, hostesses, gaming and other activities)</p>	<p>D. Opportunities for citizen influence (ask for what people want, routes and schedules)</p>	<p>E. Good connections (comprehensive network, quick)</p>	<p>F. Comfort (hygiene, safety, air conditioning, seats, roominess, reversible seats available, customer service)</p>
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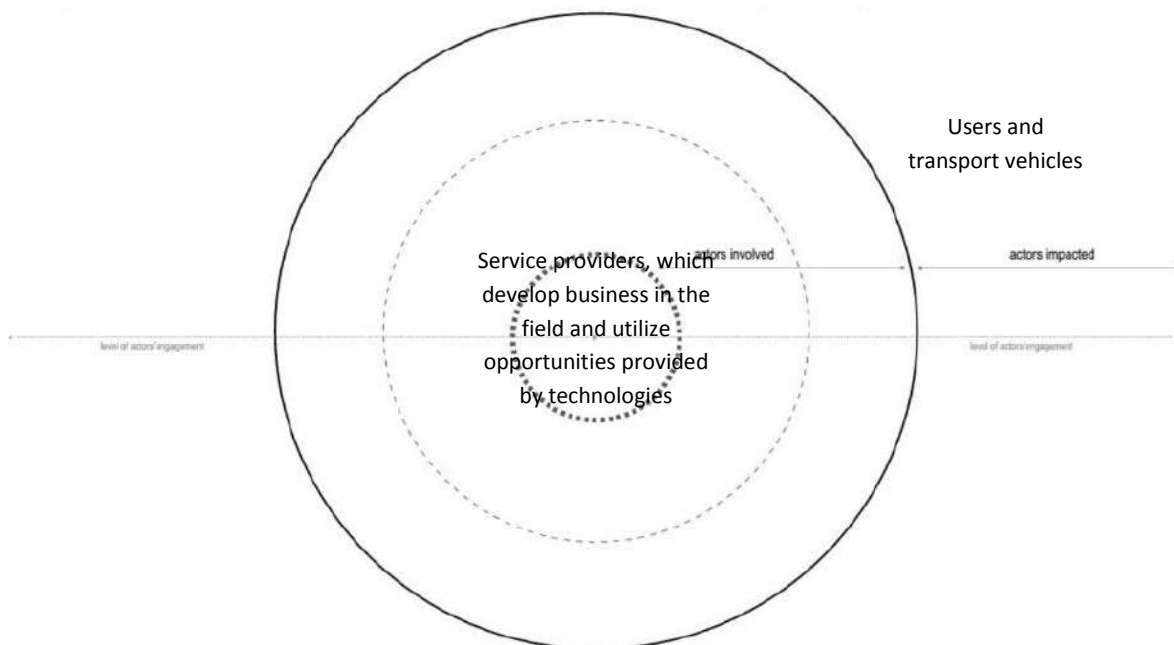
Enrichment 2: Collective transport profitable outside the capital area.

3) How could it be approached?

New services are needed to accompany collective transport in order to make it more viable also outside dense cities. For instance, buses could have their own shopping services which give customers goods they have ordered when exiting. Another example of services are new studying opportunities. There would be devices in vehicles that remember their users and keep up language studies etc. Viability is obtained by increasing the comfortability of users.

4) Who should be involved in solving the problem?

Service providers, which develop business in the field and utilize opportunities provided by technologies, are core actors. Targets include users of collective transport and transport vehicles.



5) What should be the main goals/impacts of the research activity?



A. Increasing masses

C. Making use of new technologies and automation

E. Utilizing time more efficiently

Research programme scenario 2b: Community building development

1) What challenge(s) does this research scenario address?

The research scenario addresses challenges that concern people and their communities. Becoming part of a community relates to loneliness and diversity. Construction activities and use of spaces also contribute to communities.

2) Is it important from your point of view to address this challenge? Why?

People and their shared interests are central when building communities. Communities are soft powers that keep societies together, connect different kinds of people and prevent exclusion. People grow into communities in their various stages of life, which includes caring about others. City planning that supports encountering other people are important when building communities. Living arrangements can also contribute to joint activities. Digital devices and services create new virtual and physical forms of communities yet also enable exclusion and seclusion. Communities and joint activities may also be an economically efficient way to build prosperity and common use of spaces, but accompanying costs should be allocated so as to promote instead of hinder such activities.

Enrichment 1: Feeling of cohesion.

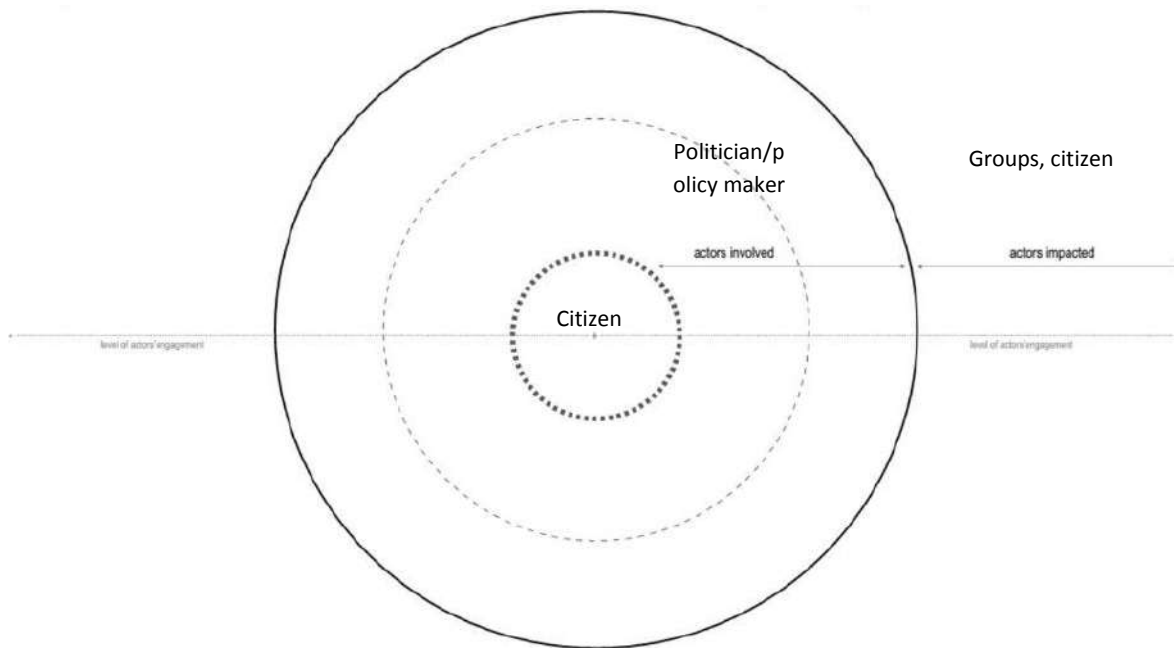
3) How could it be approached?

Decision making should not be founded only on economic standpoints. There should be an obligation to consider the individual in decision making. Cities should support wide-ranging financial opportunities.

4) Who should be involved in solving the problem?

Citizens are core actors. Intermediaries include politicians and policy makers. Groups and citizens are targeted.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



5) What should be the main goals/impacts of the research activity?



A. *Decision making (decisions that set premises to the birth of the feeling) → local vs. national*

C. *Common spaces, recreational activities etc. Digitally: event calendars*

E. *Reducing bureaucracy and other regulation*

F. *"Human size" units from baby to grandpa.*

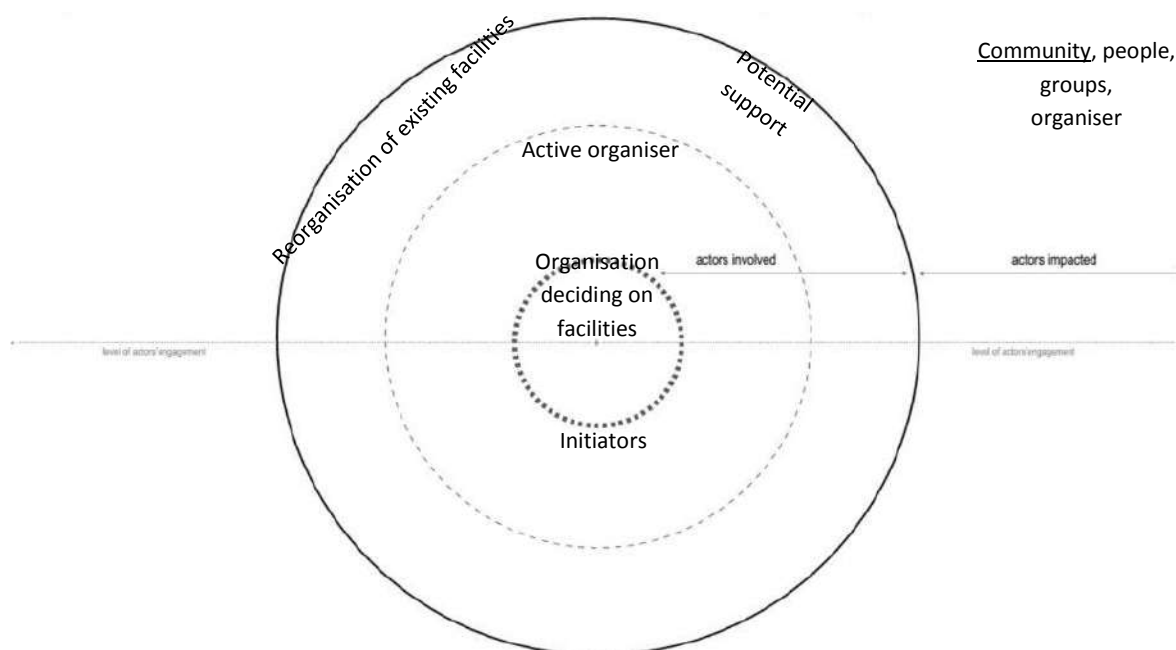
Enrichment 2: Communities are soft powers that keep societies together, connect different kinds of people and prevent exclusion.

3) How could it be approached?

Common functional and user-friendly spaces are needed. Organisation of and technological support for joint activities are also needed. Encounters between people with similar interests create group formation. Support of cities is needed to minimize costs of facilities. People of different ages and backgrounds (youngsters/parents/children) are entitled to communities which they naturally perceive as their own.

4) Who should be involved in solving the problem?

The organisation, which decides on facilities, is the core actor. Intermediaries include active organisers and initiators. The community, people, groups and organisers are targeted.



5) What should be the main goals/impacts of the research activity?



A. Similar interests form a community.

B. Shared food and doing things together

C. Example: Announcing in Facebook that apples from one's garden can be picked and paid for, if wanting to do so, in the mailbox.

D. People of different ages are together.

E. Different kinds of people irrespective of colour/race.

F. When money is short ("3 euros in the bank"), one can ask the community to contribute with small amounts - solidarity

Research programme scenario 3c: The transparency toolbox

1) What challenge(s) does this research scenario address?

The research scenario addresses challenges relating to societal activities and decision making. The continuously increasing amount of data as well as the openness of the rationales in decision making pose challenges to transparency.

2) Is it important from your point of view to address this challenge? Why?

People want to vote more and more on particular issues and less for (just) political parties, who have their own interests. Societal influence is hard to accomplish without knowledge of background and impact information, when decisions are not made in public, and experienced problems are not reported. On the other hand, people have tools to provide feedback, participate in public discussions and formulate stances together. A more open and partly automated media-induced public information system would make it easier to reach people than it is now. People want to see concretely, whose opinions have been considered in decision making and what effects lobbying has had on it. Scientific decision making, in particular, should always be transparent and political decision making utilize scientific evidence. The privacy of individuals and ethical issues should be considered when applying transparency.

Enrichment 1: Make the basics in life transparent

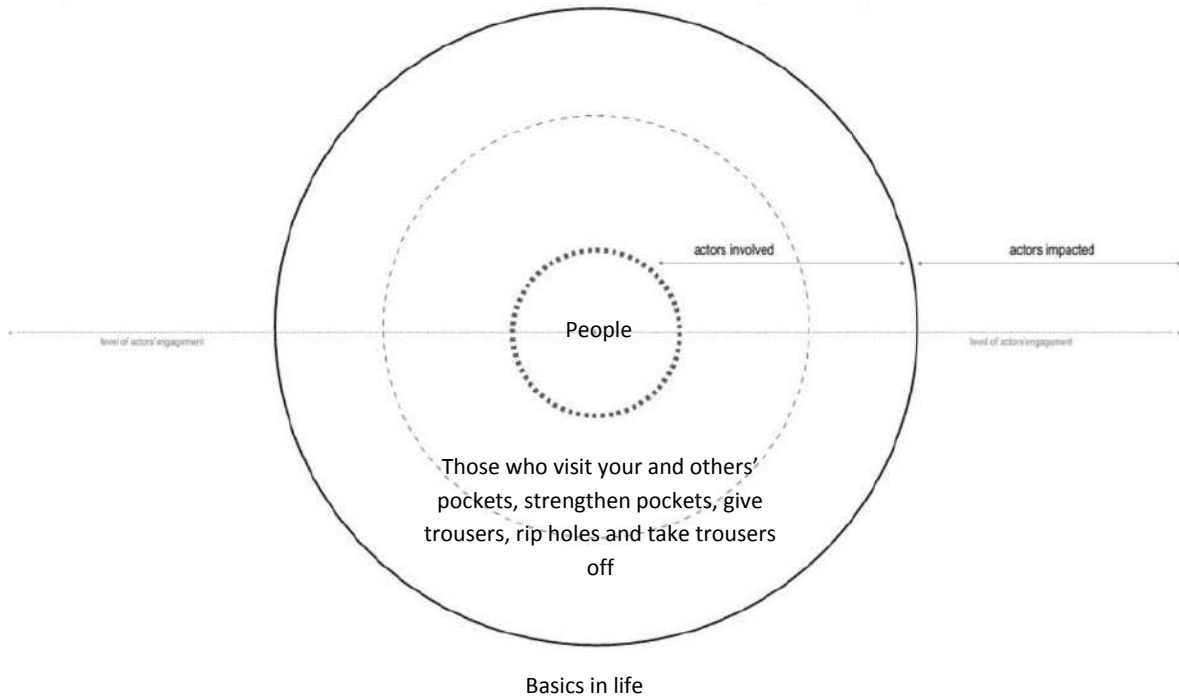
3) How could it be approached?

It is the responsibility of every citizen to understand the transparency of one's basics, make them transparent, and work for the improvement of transparency. Individual responsibility can be reached by everybody.

4) Who should be involved in solving the problem?

People are core actors. Intermediaries include those who visit your and others' pockets, strengthen pockets, give trousers, rip holes and take trousers off. Basics in life are targeted.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



5) What should be the main goals/impacts of the research activity?



<p>A. Living arrangements transparent – rent / living is the biggest expenditure for citizens.</p>	<p>B. Food and drink transparent – production of food and agricultural subsidies</p> <p>pricing of electricity transparent</p>	<p>C. Pricing of electricity transparent</p>	<p>D. Work / unemployment – viability and transparency</p>	<p>E. Public funding and its use</p>	<p>F. Only then transparency in decision making – all others before that, more openly to the people</p>
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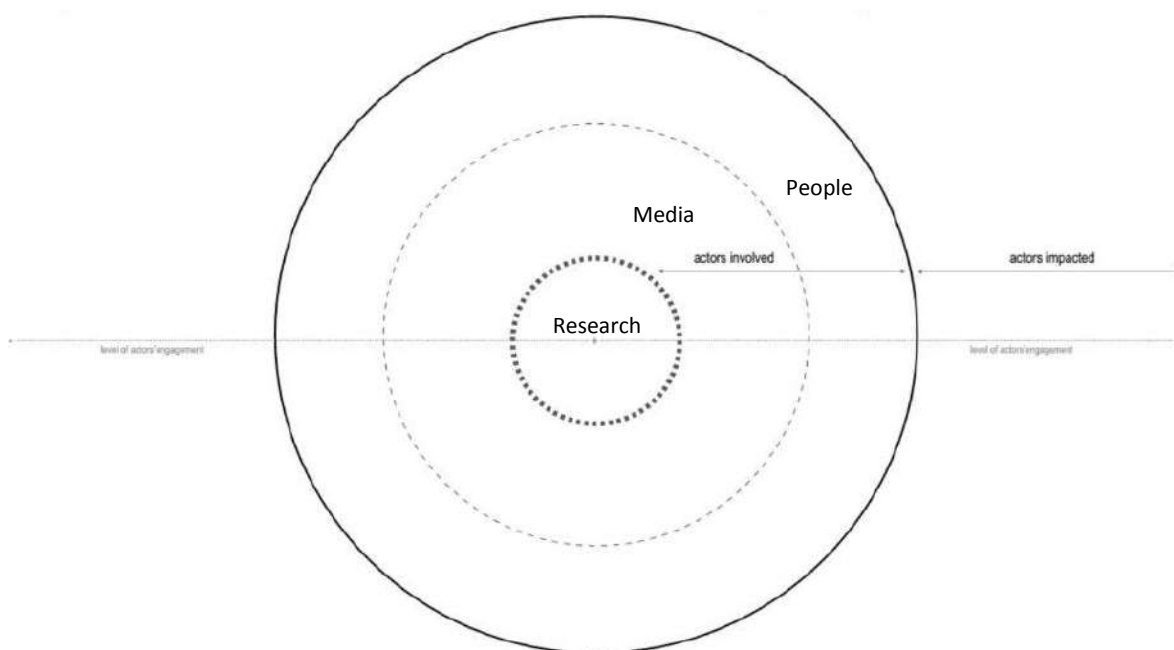
Enrichment 2: Published research should be disseminated also through popular briefs.

3) How could it be approached?

Universities need funding to produce information and media, especially Yleisradio which produces a public service, to make information approachable to all. Information needs to be easily accessible. The media literacy of citizens should be improved, as well as a critical approach to scientific work enhanced.

4) Who should be involved in solving the problem?

Scientists who produce research are core actors. The media is an intermediary. The public at large is targeted.



5) What should be the main goals/impacts of the research activity?

<p>ajat sivat</p>	<p>Yhteis- kyöti tie- de jurna- li...</p>	<p>c. tie- tämittäjä kirjittaja ulkaisija</p>	<p>D.</p> <p>Yhteis- juinen julkais...</p>	
<p>A. Researchers study</p>	<p>B. Cooperation with science journalists</p>	<p>C. A science journalists authors an article</p>	<p>D. Publication for laypeople</p>	<p>E. Reaching citizens, LIGHT!</p>

Research programme scenario 4a: Quantitative person-centred health

1) What challenge(s) does this research scenario address?

This research scenario addresses challenges relating to information processing solutions, which create new challenges and opportunities for more individually based medical care, health support and disease prevention as well as emphasize human centric care. The use of quantitative data in the prevention of diseases could save public spending and make individuals more healthy.

2) Is it important from your point of view to address this challenge? Why?

Emphasizing human centric approaches in new information processing solutions (big data etc.) creates new challenges and opportunities in more individual treatments, health promotion and disease prevention, having economic impacts even at the national level. Biorepositories create opportunities to develop designer drugs. New health technologies and data collection facilitate better and more efficient healthcare and self-treatments as well as national health statistics, which should free resources to more demanding healthcare. New technologies may realize healthcare for all which is more equal, of higher quality and more personalized. Technological development helps medically the follow-up and promotion of individual health as well as the prevention of diseases, but there is a danger that the individual is no longer met or examined except through digital data. Does technology replace jobs in healthcare?

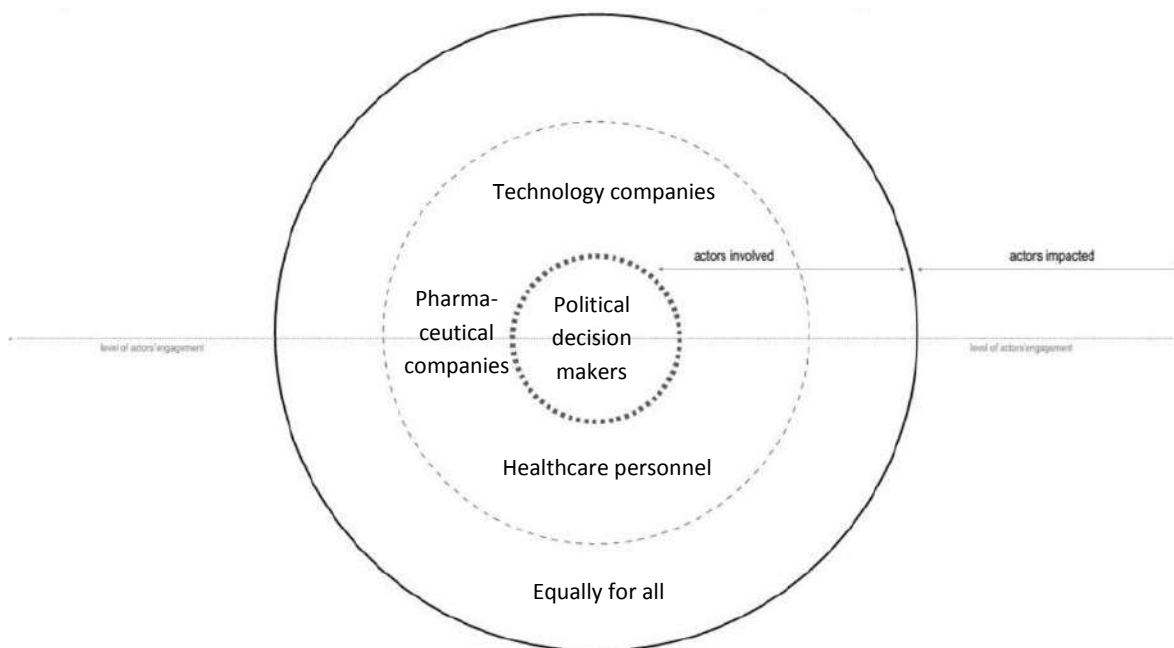
Enrichment 1: The healthcare of the future?

3) How could it be approached?

There needs to be political will to ensure an appropriate equal allocation of freed resources. Resources should be allocated to more personalized care and true encounters with people. An equal access to technology should be guaranteed for all.

4) Who should be involved in solving the problem?

Political decision makers are in the core of creating the healthcare of and its operation in the future. Intermediaries include pharmaceutical and technological companies, as well as healthcare personnel. All citizens are targeted equally.



5) What should be the main goals/impacts of the research activity?



A. Collection of data

B. Analysis of data

C. Resources for more demanding healthcare

D. Personal data repository

E. Development of designer drugs

F. Increase in surveillance / control

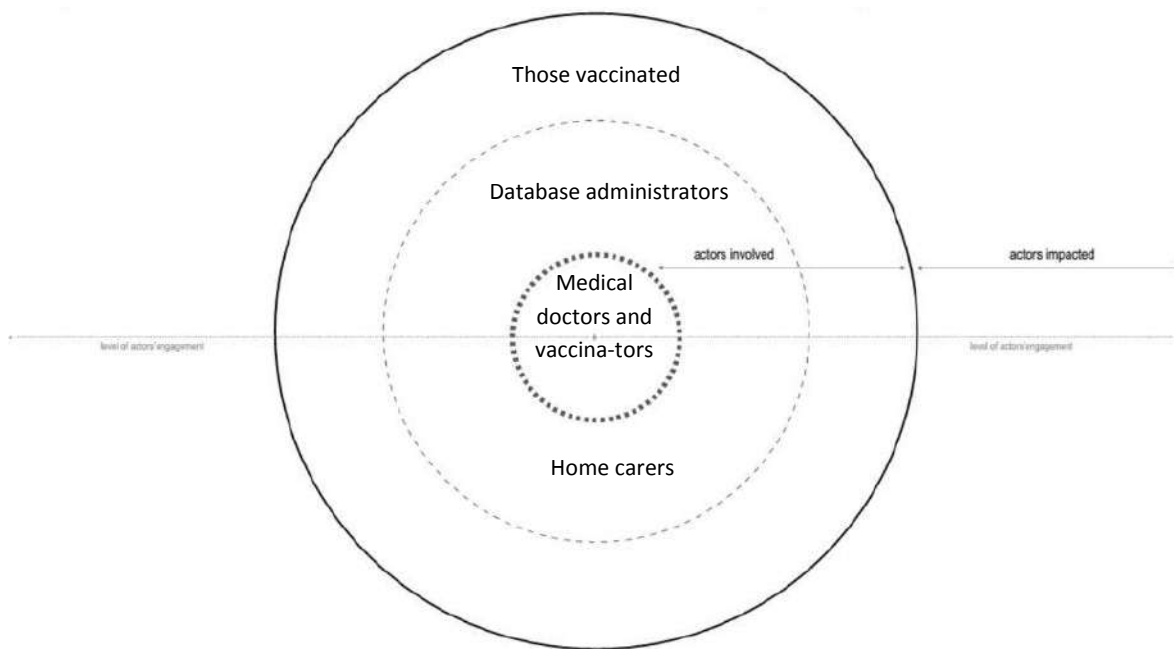
Enrichment 2: Vaccination base.

3) How could it be approached?

A database should be formed. Permissions relating to the use and updating of the database should be decided on. Attention should be given to maintenance and updates, to enable information flows. Peoples' willingness and motivation to use should be ensured. Funding should be arranged to the foundation of the vaccination base.

4) Who should be involved in solving the problem?

Medical doctors and vaccinators are core actors. Intermediaries include database administrators and home carers. All those who are vaccinated form the target group.



5) What should be the main goals/impacts of the research activity?



A. NEW SERVICES

- virtual vaccination document
- reminders
- need repository
- regional accessibility
- risk groups

B. INFORMATION MANAGEMENT

- information easily usable for oneself and one's physician
- privacy

C. MORE EFFICIENT CARE

- information is better accessible
- more personalized care

D. SELF-CARE

- monitoring one's health
- not necessarily visiting a physician

E. NATIONAL HEALTH

- more exact and extensive statistics and better care
- equal care

F. DEMANDING TREATMENTS

- resources can be used for more demanding treatments
- prevention of potential future diseases

Research programme scenario 11b: Production awareness

1) What challenge(s) does this research scenario address?

This research scenario addresses to challenges relating to limited natural resources and their more efficient use. It focuses attention to the awareness of current production resources and conditions so as to consider environmental, social and societal risks by enhancing recycling and reducing waste.

2) Is it important from your point of view to address this challenge? Why?

Better design leads to longer life spans of consumer products and a reduction of waste. Natural resources should be used sparingly, so that we can ensure that the needs of individuals and the continuously developing society are met by saving resources for future generations. The later this problem is addressed, the more radical actions are needed. A change in consumption attitudes is needed, because it is likely more efficient than regulation. People need transparent information of products to make ecological decisions. The research direction responds to the opportunity to develop cleaner technologies and encourages to make ecological choices.

Enrichment 1: Durability classification of products

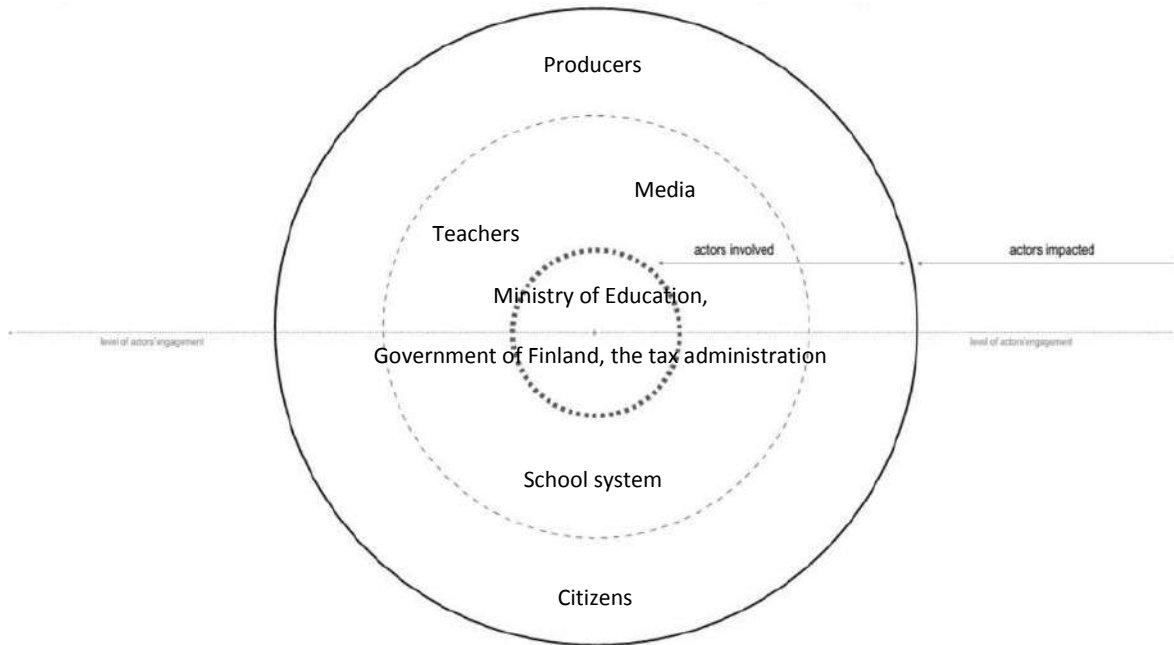
3) How could it be approached?

There should be legislative actions to regulate the sustainability and recyclability of products. Tax-like tariffs should be introduced to unsustainable products (all products should be classified according to their sustainability, which would be the knowledge base for a "sustainability tax"). The next generation of people should be awareness-raised. A sustainability certification would be a prerequisite for exemptions for taxes on negative externalities (i.e. if a product is sufficiently sustainable, it can be exempted from the "sustainability tax").

4) Who should be involved in solving the problem?

The Ministry of Education, the Government of Finland and the tax administration constitute core actors. Intermediaries include teachers, the school system and media. Citizens and producers are targeted.

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5) What should be the main goals/impacts of the research activity?

A. <i>This is history because everyone is recycling!</i>	B. <i>Mandatory regulation is infrequent. Awareness-raising has taken us far.</i>	C. <i>Durability classification of products has been extended also to cover textiles.</i>	D. <i>An increase in local production leads to reductions in intercontinental freight</i>	E. <i>More sustainable consumption leads to affluence!</i>	F. <i>Smart repairs prolong the life spans of smart products.</i>

Enrichment 2: Fashionability of immateriality.

3) How could it be approached?

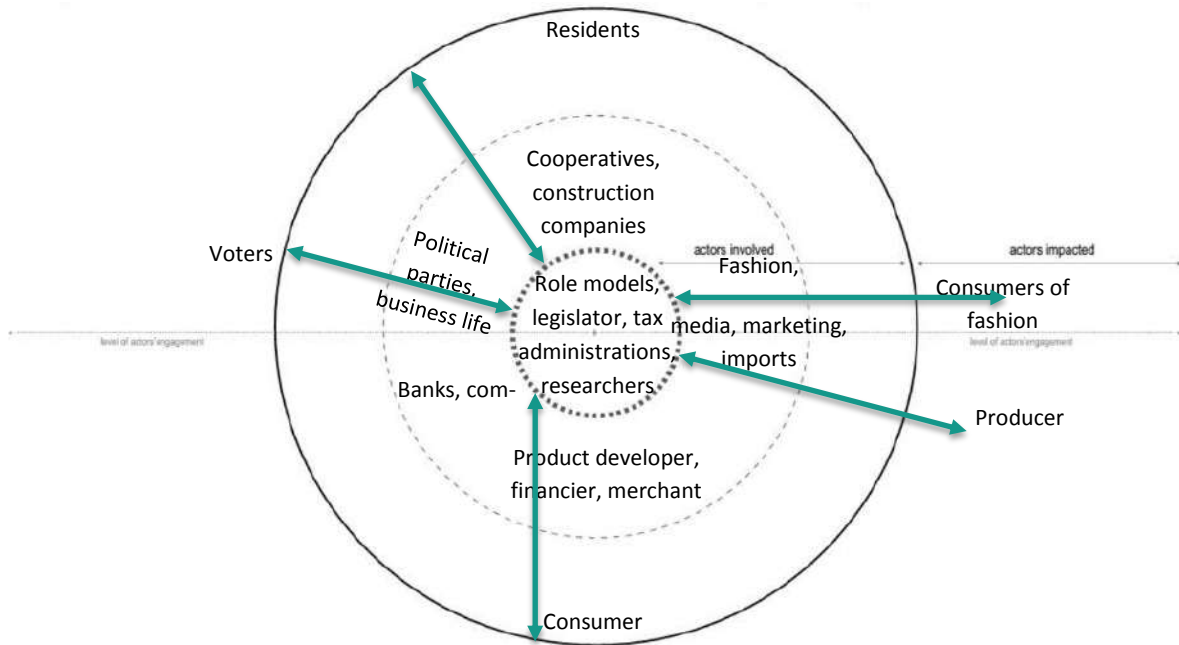
Opportunities for individual choice are eased by making information more easily comparable (more advanced product labelling) Research is then needed for standardisation of common indicators such as energy efficiency, electric safety (producers' declarations), labelling of origin. The fashionability of immateriality requires actions from Robin and other celebrities. ["Robin"=role model, who steers the behaviour of others and raises issues in the media making them fashionable]

In poorly steerable economic life, investments should be directed towards sustainability, taking into account motivation (?) and incentives (negative interest rates?). There should be investments in research and product development in the field (investment = EU funding). Could patent legislation be developed so that it would benefit society better? Tax reliefs are justified for ecological actors. Bubbles should be opened in art and housing policy. Society should also promote more communal living arrangements (youngsters to live in homes for the elderly).

4) Who should be involved in solving the problem?

Role models, legislators, the tax administration and researchers constitute core actors. Intermediaries include cooperatives, construction companies, political parties, business life, financial institutions, banks, companies, product developers, financiers, merchants, fashion, media, marketing and imports. Voters, residents, consumers, consumers of fashion and producers are targeted.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



5) What should be the main goals/impacts of the research activity?



<p>A. Extended, informative product labelling makes eco-choices easier: - share of</p>	<p>B. Transparency leads to that people can demand more healthy production models. The</p>	<p>C. Taxation which promotes ecological issues leads to sustainabl</p>	<p>D. EU funds research and innovations to find ecological solutions.</p>	<p>E. Immaterial consumption is fashionable. Experiences are the most valuable</p>	<p>F. Transgenerational communal senses reduce the loads produced by the community.</p>
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<p><i>recycled materials</i></p> <ul style="list-style-type: none"> - <i>wage-level of producers</i> - <i>promised sustainability</i> - <i>carbon footprint</i> - <i>production materials</i> - <i>maintenance instructions</i> 	<p><i>responsibility of the individual emerges.</i></p>	<p><i>e solutions.</i></p>		<p><i>parts of life. Materia is a burdain.</i></p>	
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5: Selected research programme scenarios (national language)

Suomi: käsitellyt tutkimusskenaariot.

Seuraavia kahdeksaa tutkimusskenaariota käsiteltiin Suomen konsultatiossa. Nämä valittiin konsultaatioon sen perusteella, että samankaltaisia teemoja oli käsitelty Suomen Cimulact-työpajassa tammikuussa 2016. Viisi kahdeksasta skenaariosta valittiin rikastettaviksi verkkoennakkotehtävässä, johon vastasi 47 osallistujaa.

Nimi	Koodi	Valittu rikastukseen (valintoja)
Yhteisöjen rakentamisen kehittäminen	2b	Kyllä (36)
Läpinäkyvyyden työkalupakki	3c	Kyllä (27)
Kvantitatiivinen henkilökeskeinen terveys	4a	Kyllä (29)
Mitä suurempi (kaupunki), sen parempi	10c	Ei (24)
Liikutaan yhdessä (enemmän joukkoliikennettä)	10d	Kyllä (43)
Tuotantotietoisuus	11b	Kyllä (30)
Älykäs energiahallinto	12a	Ei (19)
Mahdollistetaan energiamarkkinat tuottajakuluttajille	12b	Ei (19)

6: The enriched research programme scenarios (national language)

Suomi: rikastetut tutkimusohjelmaskenaariot.

Prioriteetti	Nimi	Koodi	Äänimäärä
1	Liikutaan yhdessä (enemmän joukkoliikennettä)	10d	23

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2	Yhteisöjen rakentamisen kehittäminen	2b	22
3	Läpinäkyvyyden työkalupakki	3c	16
4	Kvantitatiivinen henkilökeskeinen terveys	4a	14
5	Tuotantotietoisuus	11b	13

Tutkimusohjelmaskenaarioiden priorisointi suoritettiin verkkokyselynä viiden työpajan jälkeen. Ennen priorisointia osallistajat saivat käyttöönsä työpajoissa rikastetut skenaariotuotokset. Priorisoinnin äänimäärä on 88 (44 vastaajalla oli kullakin kaksi ääntä annettavanaan kahdelle eri skenaariolle).

Seuraavassa esitellään prioriteettijärjestyksessä kyseisten viiden skenaarioiden rikastukset. Kukin rikastus koostuu yhteisestä osiosta (kysymykset 1 ja 2) sekä kahdesta erillisestä ryhmätyöosuudesta (kysymykset 3, 4 ja 5). Kussakin ryhmäkeskustelussa käsiteltiin yhtä skenaariota ja tuotettiin kaksi rikastusta. Ryhmäkeskusteluihin osallistui 8-11 henkilöä.

Tutkimusohjelmaskaario 10d: Liikutaan yhdessä

1) Millaiseen haasteeseen tämä tutkimussuuntaus mielestäsi vastaa?

Tutkimussuuntaus vastaa kaupungistumisen haasteisiin. Liikkumisen haasteeksi tulee liikenteen suunnittelu, syrjäseutujen liikenteen ratkaisut sekä saastuminen. Liikkumisen muutoksessa tehokkuuden ohella on joukkoliikenteen houkuteltava käyttäjä.

2) Miksi on tärkeää vastata tähän haasteeseen?

Joukkoliikenne on tehtävä nykyistä edullisemmaksi, houkuttelevammaksi ja mielenkiintoisemmaksi niin kaupungissa kuin maalla. On ennakoitava ihmismassojen liikkeitä ja toiveita, tuettava taloudellisesti joukkoliikenneinfran rakentamista ja tehtävä julkisten käyttö houkuttelevammaksi esimerkiksi tihentämällä vuorovälejä sopimaan paremmin ihmisten arkaikatauluihin, vähentämällä vaihtojen tarvetta ja tarjoamalla edullisia, selkeitä lippuvaihtoehtoja. Toisaalta ruuhkien syntymistä estetään hajauttamalla asumista toisiinsa yhteyksissä oleviin keskuksiin, ja myös työaikoja voi hajauttaa ja etätyömahdollisuuksia kehittää. Liikenteeseen on kehitettävä nykyistä halvempia kulkuneuvoja, jotka saastuttavat ja kuluttavat energiaa nykyistä vähemmän.

Rikastus 1: Joukkoliikenteen houkuttelevuus

3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Jotta joukkoliikenne olisi edullista, niin julkisen tuen tulisi lisääntyä tai joukkoliikenteen pitäisi tehdä yhteistyötä yksityisten firmojen kanssa (oheispalvelut), hankittava sponsoreita, jotka voisivat mainostaa omia tuotteitaan ja liikennettä tulisi automatisoida.

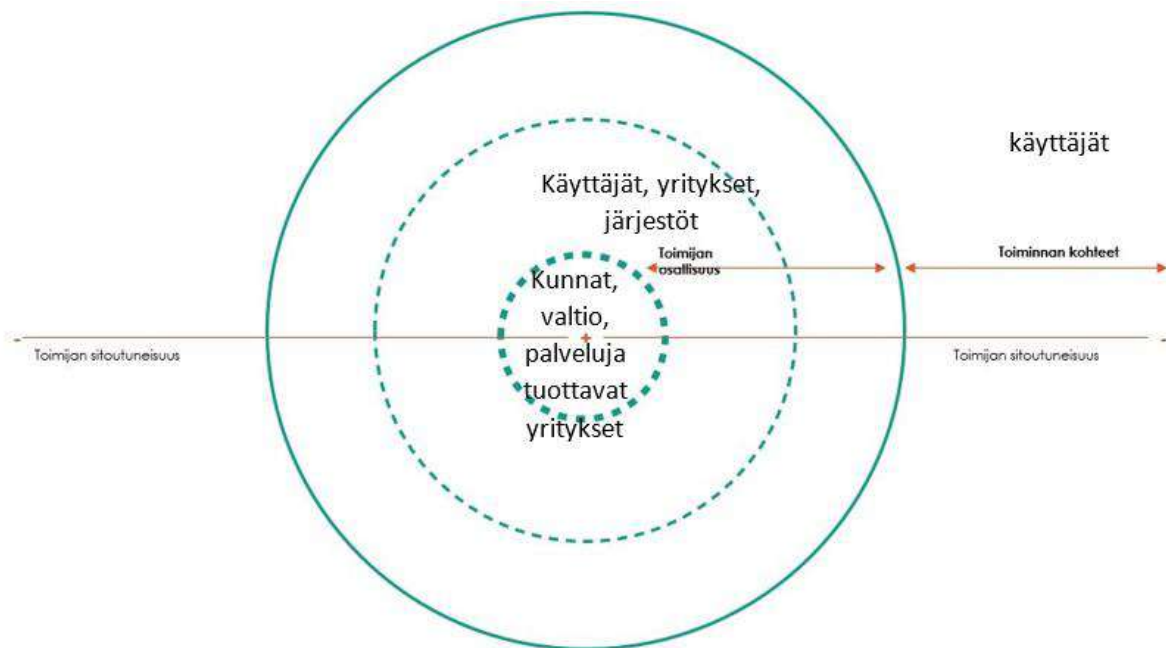
- *Tiedotuksessa ajantasainen ja reaaliaikainen tieto liikenteestä ja mobiilit palvelut tärkeitä. Varauduttava, sillä ei voida tietää ennakolta, onko kaikilla hetken päästä siru päässä tietojen vastaanottoon.*

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- *Elämyksellisyys toteutumisessa, eri toimijoiden avoin yhteistyö yhteiseen päämäärään tärkeää.*
- *Kansalaisten vaikuttamismahdollisuuksissa tarvitaan vuorovaikutusta ja demokratian toteutumista varten uusia alustoja.*
- *Hyvien yhteyksien toteutumiseen on keskeistä julkinen tuki, investoinnit ja ennakoiva tieto.*
- *Mukavuus toteutuu yhteisöllisyyttä "meidän bussi" – ajattelua vahvistamalla, antamalla tilaa vapaaehtoistoiminnalle ja luomalla yhteisön käytöstapoja.*

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita houkuttelevuuden aikaansaamisessa ovat kunnat, valtio ja palveluita tuottavat yritykset. Välittäjiä ovat järjestöt, yritykset ja käyttäjät. Toiminnan kohteena ovat käyttäjät.



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. Edullisuus (lippujen hinnat, julkinen tuki tai/ja sponsorointi esimerkiksi viestintäpalveluissa, kaikille tasarvoiset liikkumismahdollisuudet, yrittäjälle avoin kahvila/ravintolatoiminta)

B. Tiedotus (ajan tasalla, pysäkkikuulutukset ja näytöt, vaivattomuus)

C. Elämyksellisyys (viihtyvyyseri teemavaunu ja, yhteisöllisyys, brändäys, emännöinti, pelailu ja muu tekeminen)

D. Kansalaisten vaikuttamismahdollisuudet (kysytään mitä haluaa, reitit ja aikataulut)

E. Hyvät yhteydet (kattava verkosto, nopeat)

F. Mukavuus (hygienia, turvallisuus, ilmastointi, istuimet, tilavuus, käännettävät istuimet valittavana, asiakaspalvelu)

Rikastus 2: Saada joukkoliikenne pääkaupunkiseudun ulkopuolella kannattavammaksi

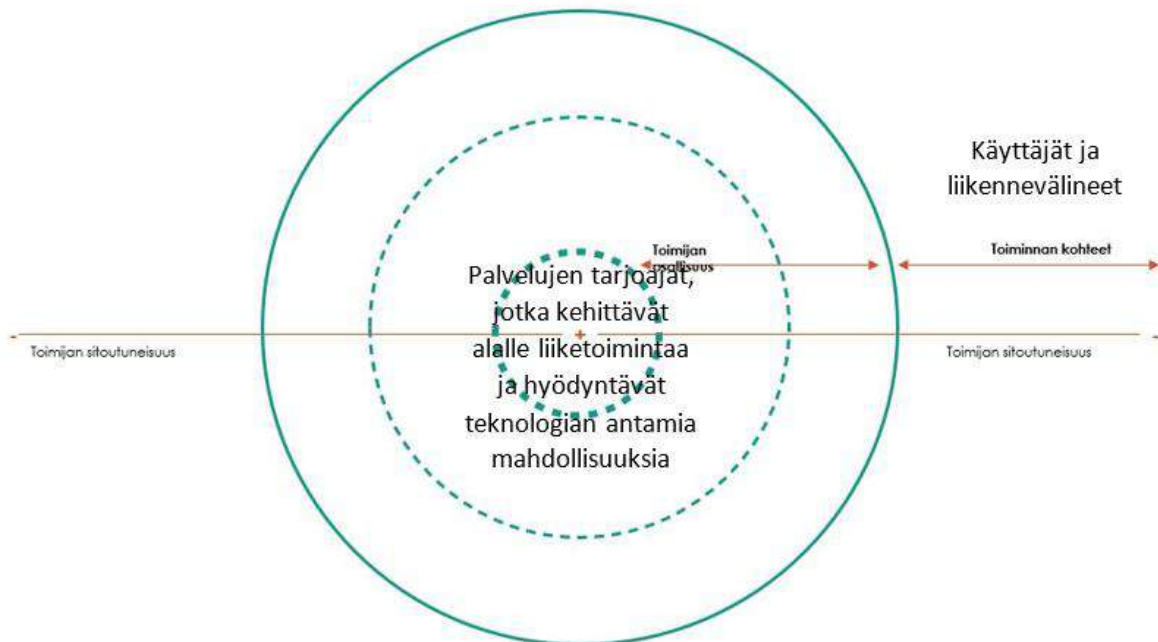
3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Tarvitaan uusia palveluja joukkoliikenteen yhteyteen, jotta se saadaan kannattavammaksi myös tiiviiden kaupunkien ulkopuolella. Esimerkiksi busseissa voisi olla kauppakassipalvelu, jonka asiakas saa tilaamansa tavarat mukaan laskeutuessaan kyydistä. Toinen esimerkki

palveluista on uudenlaiset opiskelumahdollisuudet. Ajoneuvoissa olisi laitteita, jotka muistavat käyttäjän ja pitävät yllä kielenopiskelua tms. Kannattavuus saadaan lisäämällä käyttäjien viihtyvyyttä.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita ovat palvelujen tarjoajat, jotka kehittävät alalle liiketoimintaa ja hyödyntävät teknologian antamia mahdollisuuksia. Toiminnan kohteena ovat joukkoliikenteen käyttäjät ja liikennevälineet.



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. Massojen
lisääminen

C. Uuden
teknologian
hyödyntäminen ja
automaatio

E.
Tehokkaamman
ajankäytön
hyödyntäminen

Tutkimusohjelmaskaenaario 2b: Yhteisöjen rakentamisen kehittäminen

1) Millaiseen haasteeseen tämä tutkimussuuntaus mielestäsi vastaa?

Tutkimussuuntaus vastaa ihmisiä ja heistä koostuvia yhteisöjä koskeviin haasteisiin. Yhteisön osaksi tulemisen haaste koskettaa yksinäisyyttä ja erilaisuutta. Myös rakentamisella ja tilojen käytöllä on merkitys yhteisöllisyydessä.

2) Miksi on tärkeää vastata tähän haasteeseen?

Ihmiset ja ihmisten yhteiset intressit ovat keskeisiä, kun rakennetaan yhteisöjä. Yhteisöllisyys on yksi pehmeistä yhteiskuntaa yhdessä pitävistä voimista, joka yhdistää erilaisia ihmisiä ja ehkäisee syrjäytymistä. Yhteisöllisyyteen kasvetaan elämän eri vaiheissa ja siihen kuuluu läheisistä välittäminen. Kaupunkisuunnittelun erilaisten ihmisten kohtaamisia tukevat ratkaisut ovat tärkeitä yhteisöllisyyden luomisessa. Myös asumisen ratkaisuilla voidaan luoda yhteistoimintaa. Digitaaliset laitteet ja palvelut luovat uusia sekä virtuaalisia että fyysisiä yhteisöllisyyden muotoja ja toisaalta mahdollistavat syrjäytymisen ja eristäytymisen. Yhteisöllisyys ja yhteinen tekeminen voivat myös olla taloudellisesti tehokas tapa rakentaa hyvinvointia ja tilojen yhteiskäyttöä, mutta niiden kustannukset kannattaa jakaa siten, että ne edesauttavat yhteistoimintaa eivätkä ehkäise sitä.

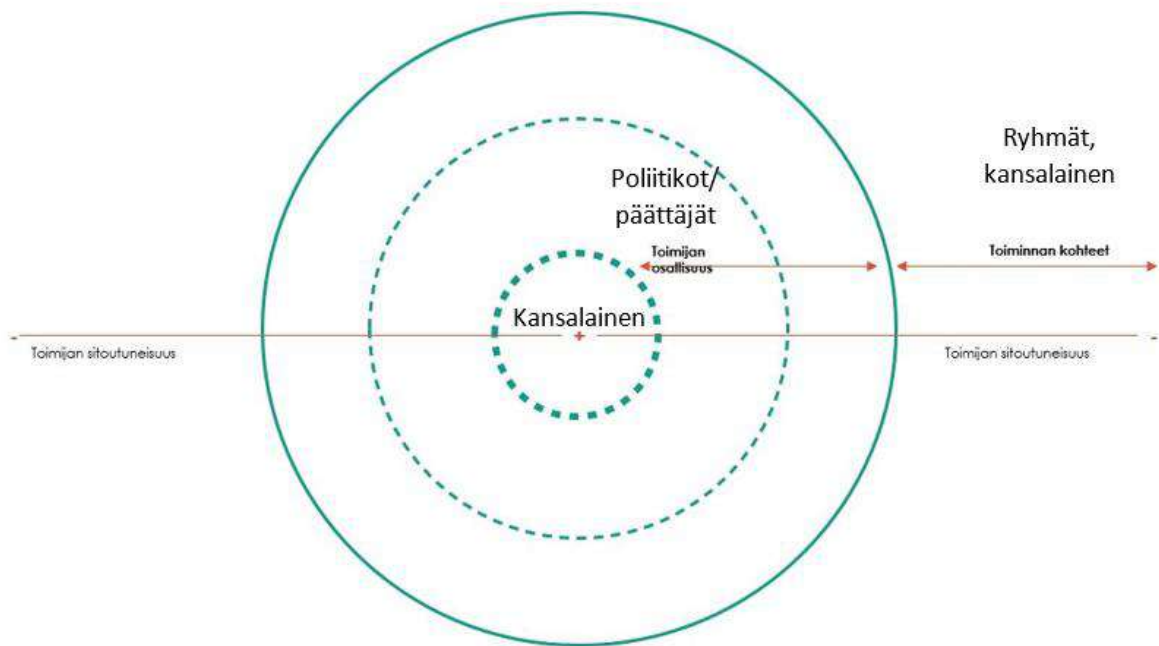
Rikastus 1: Yhteenkuuluvuuden tunne

3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Päätöksenteko ei saisi pohjautua pelkästään taloudellisiin näkökulmiin. Tulisi olla velvoite ottaa päätöksenteossa huomioon yksilö. Kaupungin pitäisi mahdollistaa monipuoliset rahoitusmahdollisuudet.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita ovat kansalaiset. Välittäjiä ovat poliitikot ja poliittiset päättäjät. Toiminnan kohteena ovat ryhmät ja kansalaiset.



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. Päätöksenteo (päätökset, jotka antavat edellytyksiä

C. Yhteiset tilat, harrastetoiminta jne.
Digitaalisuus: tapahtumak

E. Byrokratian ja muun sääntelyn vähentäminen

F. "Ihmisen kokoiset" yksiköt vauvasta vaariin

tunteen
syntymiselle)
-> paikallinen
vs.
valtakunnalli-
nen

a-lenterit

Rikastus 2: Yhteisöllisyys yksi pehmeistä yhteiskuntaa yhdessä pitävistä voimista, joka yhdistää erilaisia ihmisiä ja ehkäisee syrjäytymistä

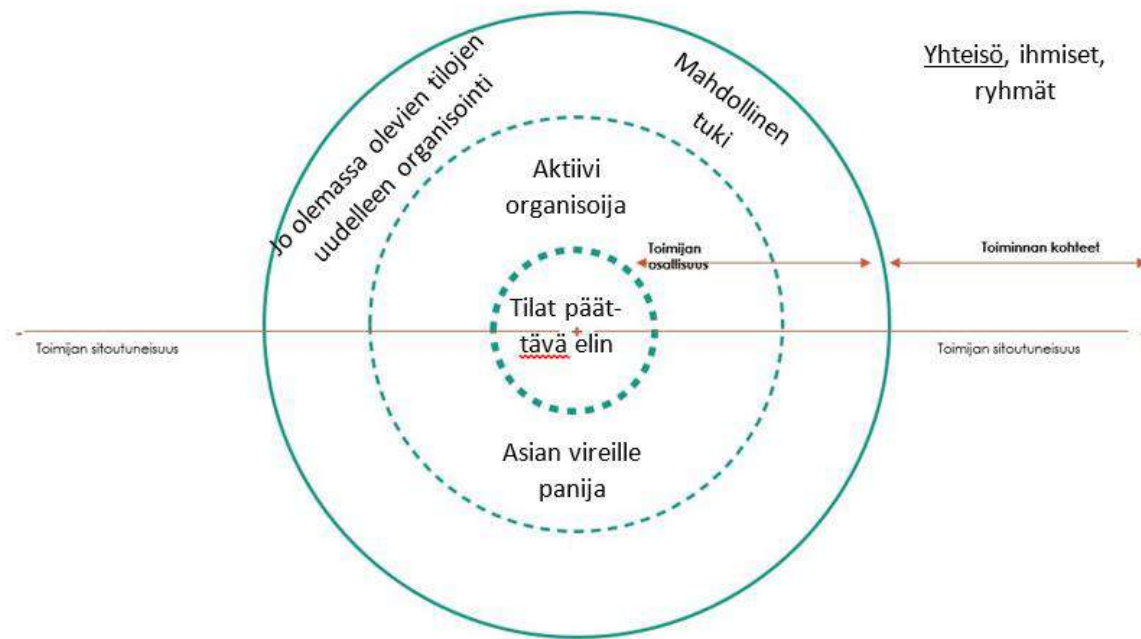
3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Tarvitaan yhteisiä toimivia ja käyttäjälähtöisiä tiloja. Yhteisten tekemisen organisointia ja teknologian tukea tarvitaan myös. Yhteisten intressien omaavien henkilöiden kohtaaminen luo ryhmäytymistä. Tilojen kustannusten minimointi edellyttää kaupungin tukea. Eri ikäisille ja taustaisille (nuoret/vanhemmat/lapset) kuuluu omaksi ja luontevaksi koettu yhteisö.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita on se elin, joka päättää tiloista. Välittäjiä ovat aktiiviorganisoiijat, asian vireille panijat. Toiminnan kohteena ovat yhteisöt ja ihmiset.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. Samanlaiset intressit muodostavat yhteisön

B. Yhteinen ruoka ja yhdessä tekeminen

C. Esimerkki: Facebookissa voi ilmoittaa, että oman pihan omenoita saa hakea ja halutessaan laittaa korvauksen postilaatikko on

D. Eri ikäiset ovat yhdessä.

E. Erilaisia ihmisiä yhdessä väriin/rotuun katsomatta

F. Kun rahat ovat vähissä ("3 euroa tilillä"), voi pyytää yhteisöä auttamaan pienillä panostuksilla - solidaarisuus

Tutkimusohjelmaskenaario 3c: Läpinäkyvyyden työkalupakki

1) Millaiseen haasteeseen tämä tutkimussuuntaus mielestäsi vastaa?

Tutkimussuuntaus vastaa yhteiskunnallisen toiminnan ja päätöksenteon haasteisiin. Läpinäkyvyyden haasteeksi tulee jatkuvasti lisääntyvän tiedon hyödyntäminen yhteiskunnan muuttuessa ja perustelujen avoimuus.

2) Miksi on tärkeää vastata tähän haasteeseen?

Ihmiset haluavat äänestää yhä enemmän yksittäisistä asiakysymyksistä ja vähemmän (vain) puolueita, joilla on omat etunsa. Yhteiskunnallinen vaikuttaminen on hankalaa, jos ei ole tausta- ja vaikutustietoja tarjolla, päätökset tehdään piilossa eikä koetuista ongelmista tiedoteta. Toisaalta ihmisillä on työkaluja antaa palautetta, osallistua keskusteluun ja muodostaa mielipiteitä yhdessä. Median kokooma avoimempi ja osittain automatisoitu joukkotiedostusjärjestelmä tavoittaisi ihmisiä nykyistä paremmin. Ihmiset tahtovat konkreettisesti nähdä, kenen mielipide on päätöksiä tehtäessä otettu huomioon ja millainen vaikutus lobbaajilla on ollut. Erityisesti tieteellisen päätöksenteon tulisi aina olla avointa ja poliittisen päätöksenteon hyödyntää tieteellistä tietoa. Läpinäkyvyyden toteuttamisessa on otettava huomioon yksilön tietosuoja ja eettiset kysymykset.

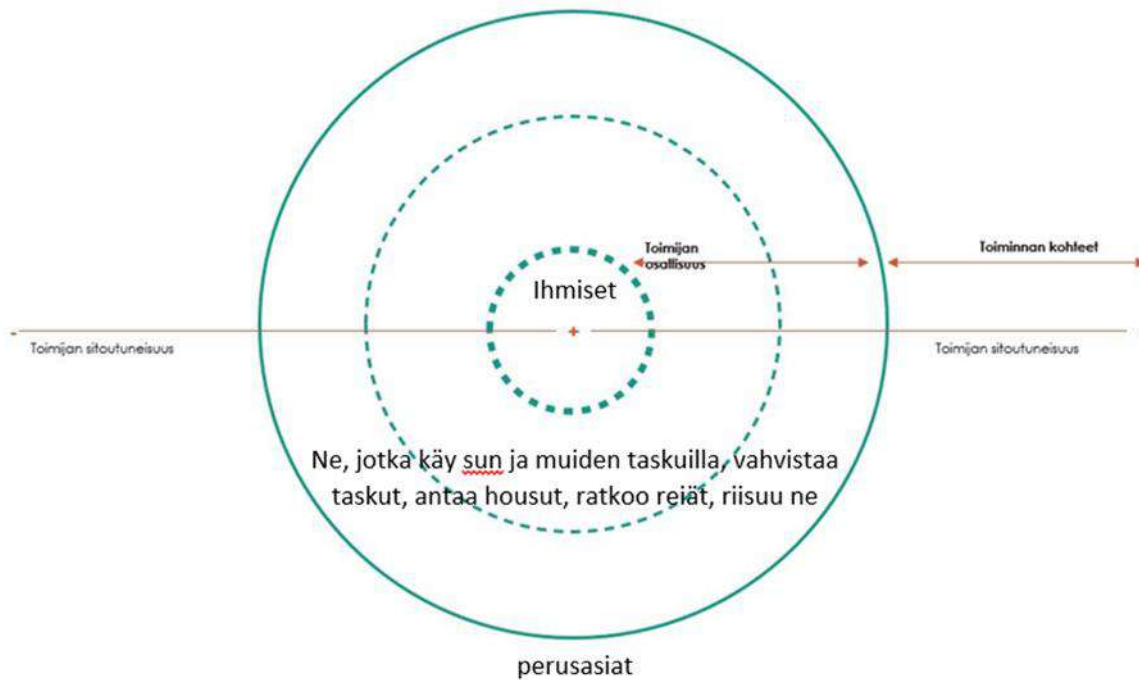
Rikastus 1: Perusasiat elämässä läpinäkyviksi

3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Jokaisen ihmisen velvollisuus on ymmärtää omien perusasioidensa läpinäkyvyys, saattaa ne julkiseksi ja toimia sen parantamisen eteen. Yksilövastuu on lopulta jokaisen saavutettavissa.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita ovat ihmiset. Välittäjiä ovat ne, jotka käyvät sinun ja muiden taskuilla, vahvistavat taskut, antavat housut, ratkovat reiät ja riisuvat housut. Toiminnan kohteena ovat perusasiat.



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A.

B. Ruoka ja

C. Sähkö-

D.

E. Julkinen

F. Vasta

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

<i>Asumisasiat läpinäkyviksi – vuokra / asuminen on suurin kuluerä kansalaiselle</i>	<i>juominen – läpinäkyviksi ruuan valmistus ja maataloustu et</i>	<i>hinnoittelu läpinäkyväksi</i>	<i>Työ/työttömy ys – kannattavuu s ja läpinäkyvyys</i>	<i>raha ja sen käyttö</i>	<i>sitten päätösten läpinäkyvyys – kaikki edellä edeltävät tätä, kansalle paremmin auki</i>
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Rikastus 2: Julkaistusta tutkimuksesta on julkaistava myös yleistajuinen tiedote

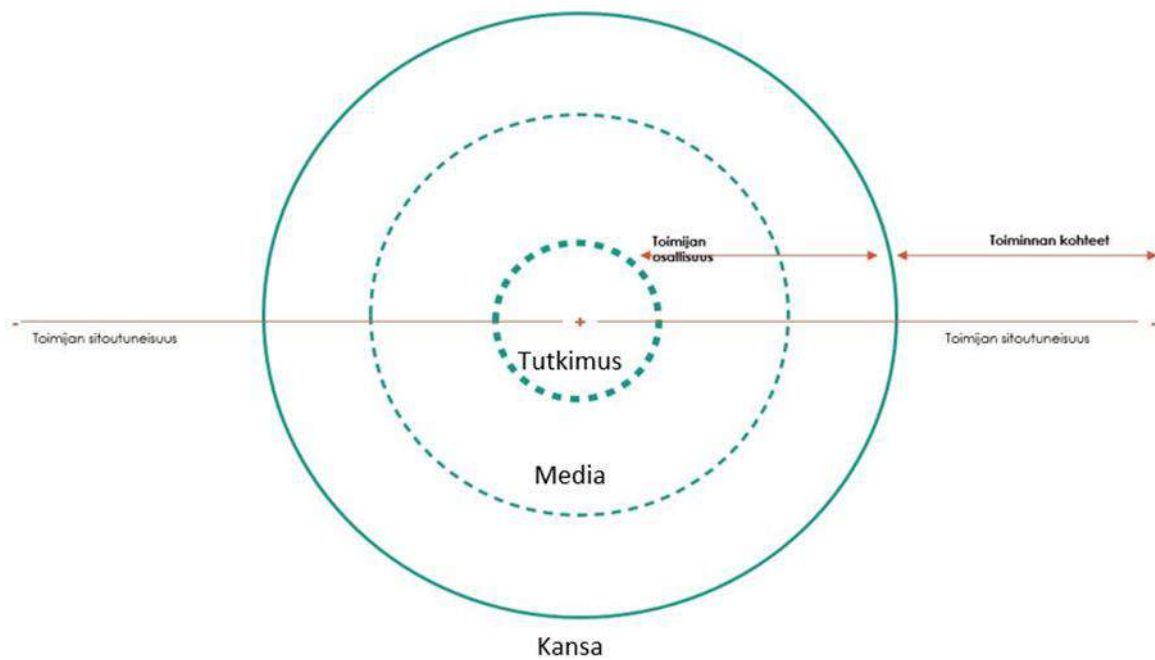
3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Rahoitusta tarvitaan sekä yliopistoille tiedon tuottamiseen että medialle, erityisesti Yleisradiolle tiedon yleistajuistamiseen. Tiedon on oltava helposti saatavilla. Kansalaisten medialukutaidon kasvattaminen ja siihen vaikuttaminen, että tieteen tekoon suhtaudutaan lähdekritiittisesti.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita ovat tutkijat, jotka tuottavat tutkimusta. Välittäjiä on media. Toiminnan kohteena on kansa.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. Tutkijat
tutkivat

B. Yhteistyötä
tiedejourna-
listien kanssa

C. Tiedetoimittaja
kirjoittaa
julkaisua

D. Yleistajuinen
julkaisu

E Kansalaisten
tavoittaminen,
VALO!

Tutkimusohjelmaskaenaario 4a: Kvantitatiivinen henkilökeskeinen terveys

1) Millaiseen haasteeseen tämä tutkimussuuntaus mielestäsi vastaa?

Uuden teknologian kehittäminen luo uusia haasteita ja mahdollisuuksia sairauksien yksilöidympään hoitoon, terveyden tukemiseen ja sairauksien ennaltaehkäisyyn sekä korostavat ihmiskeskeisyyttä hoidossa. Määrällisen datan hyödyntäminen sairauksien ennaltaehkäisyyn säästäisi yhteiskunnan resursseja ja yksilöt voisivat paremmin.

2) Miksi on tärkeää vastata tähän haasteeseen?

Ihmiskeskeisyyden korostuminen uusien tietojenkäsittelymenetelmien (big data jne.) kautta luo uusia haasteita ja mahdollisuuksia sairauksien yksilöidympään hoitoon, terveyden tukemiseen ja sairauksien ennaltaehkäisyyn kansantaloudenkin tasolla. Biopankit luovat mahdollisuuden uusien täsmäläkkeiden kehittämiseen. Uudet terveysteknologiat ja datan keruu mahdollistavat paremman ja tehokkaamman hoidon ja itsehoidon sekä kansanterveydellisen tilastoinnin, minkä tulisi vapauttaa resursseja vaativampaan hoitotyöhön. Uusi teknologia voi mahdollistaa tasa-arvoisemman, laadukkaamman ja yksilöidymmän terveydenhuollon kaikille. Teknologian kehitys auttaa lääketieteellisesti ihmisen terveyden seuraamisessa, edistämässä sekä eri sairauksien ennaltaehkäisyssä, mutta vaarana on, että ihmistä ei enää kohdata eikä tutkita vaan seurataan vain digitaalista dataa. Korvaako teknologia hoitoalan työpaikat?

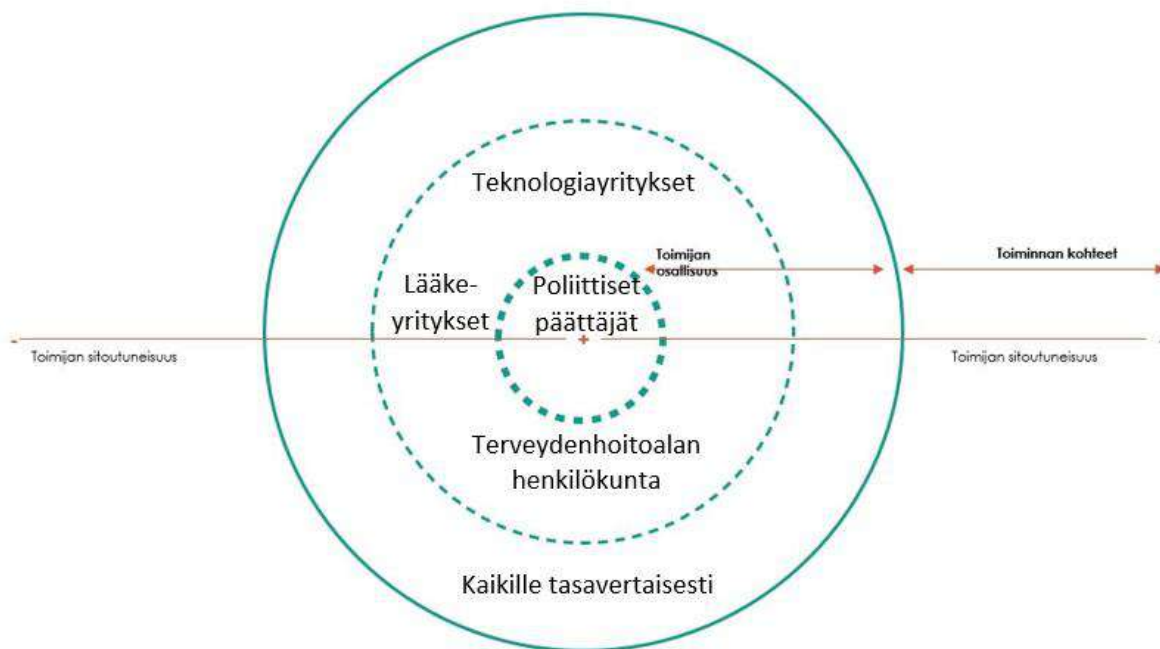
Rikastus 1: Tulevaisuuden terveydenhoito

3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Täytyisi varmistaa, että on vastuullinen poliittinen tahto varmentamassa sitä, että vapautuvat resurssit kohdennettaisiin tarkoituksenmukaisesti ja tasavertaisesti. Resurssit pitäisi kohdentaa yksilöidympään hoitotyöhön ja aitoon ihmisten kohtaamiseen. Teknologian tasavertainen saatavuus tulisi taata kaikille.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita tulevaisuuden terveyden huollon luomisessa ja siinä toimimisessa ovat poliittiset päättäjät. Välittäjiä ovat lääke- ja teknologiayritykset, sekä terveydenhoitoalan henkilökunta. Toiminnan kohteena ovat kaikki kansalaiset tasapuolisesti.



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. Datat kerääminen

B. Datat analysointi

C. Resursseja vaativampaan hoitotyöhön

D. Henkilökohtainen tietopankki

E. Täsmälääkkeiden kehittäminen

F. Valvonnan / kontrolloinnin lisääntyminen

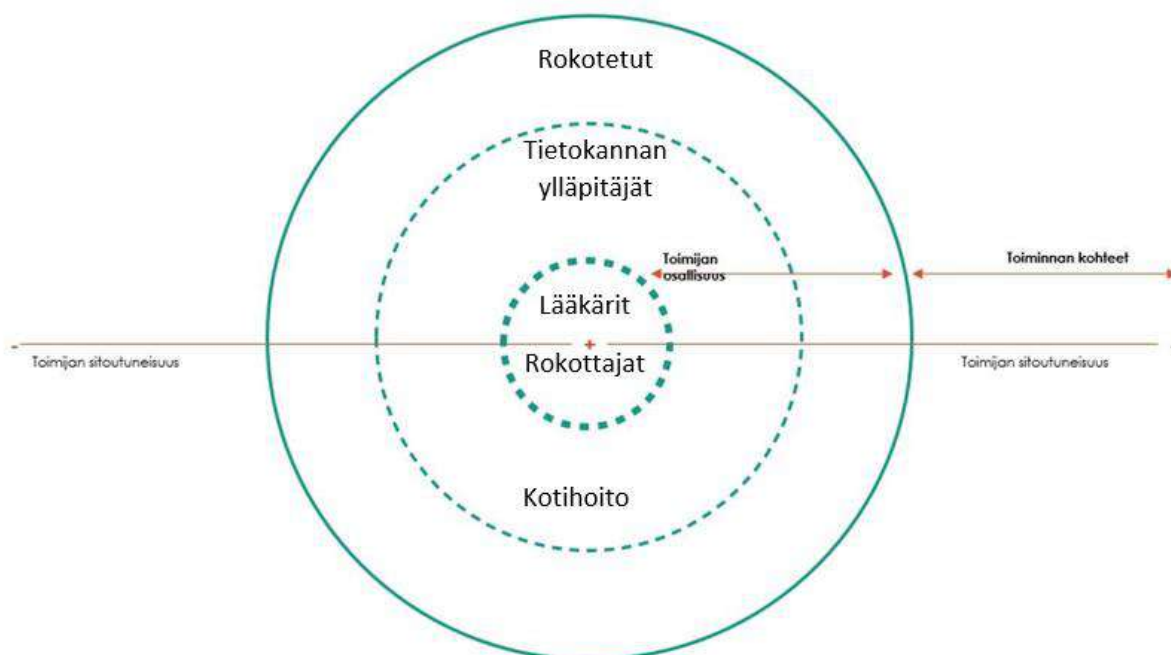
Rikastus 2: Rokotekanta

3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Täytyisi muodostaa olemassa oleva tietokanta. Sen luvista käyttöä ja päivittää tulisi sopia. Täytyisi kiinnittää huomiota ylläpitoon ja päivitykseen, jotta tiedonkulku toimisi. Tulisi varmistaa ihmisten käyttöhalukkuus ja motivaatio. Tulisi järjestää rahoitus rokotuskannan perustamiselle.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita rokotekannan luomisessa ovat lääkärit ja rokottajat. Välittäjiä ovat tietokannan ylläpitäjät ja kotihoito. Toiminnan kohteena ovat kaikki rokotetut.



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. UUDET
PALVELUT

- virtuaalinen rokotuskortti
- muistutus
- tarvepankki
- alueellinen saatavuus
- riskiryhmät

B. TIEDON-
HALLINTA

- tiedot helposti käytettävissä itselle ja lääkärille
- yksityisyyden suoja

C. TEHOKKAAMPI HOITO

- pohjatieto on parempi
- saatavilla yksityisempi hoito

D. ITSEHOITO

- oman terveydenhoidon tarkkailu
- ei välttämättä lääkärikäyntiä

E. KANSANTERVEYS

- tarkemmat ja kattavammat tilastot ja parempi hoito
- tasavertaiset mahdollisuudet

F. VAATIVAMPI HOITO

- resursseja ja vaativimpiin hoitoihin
- ennalltaehkäistä jo mahdollisia tulevia sairauksia

Tutkimusohjelmaskenaario 11b: Tuotantotietoisuus

1) Millaiseen haasteeseen tämä tutkimussuuntaus mielestäsi vastaa?

Tämä tutkimussuuntaus vastaa rajallisten luonnonvarojen ja resurssien tehokkaamman hyödyntämisen haasteeseen. Se kohdistaa huomion tietoisuuteen materiaaleista siten, että tuotantoa suunniteltaessa huomioitaisiin ympäristöön liittyvät, sosiaaliset ja yhteiskunnalliset riskit parantamalla kierrätystä ja ehkäisemällä liikakulutusta.

2) Miksi on tärkeää vastata tähän haasteeseen?

Tuotteiden parempi suunnittelu johtaa kulutustavaroiden käyttöiän pitenemiseen sekä jätteiden vähenemiseen. Luonnonvaroja on hyödynnettävä säästeliäästi, jotta voimme varmistaa yksilöiden ja jatkuvasti kehittyvän yhteiskunnan tarpeet säästämällä luonnonvaroja tuleville sukupolville. Mitä myöhemmin ongelmaa aletaan ratkaista, sitä jyrkempiä toimenpiteitä vaaditaan. Asennemuutosta kuluttamiseen tarvitaan, sillä se on todennäköisesti sääntelyä tehokkaampaa. Ihmiset tarvitsevat läpinäkyvää tietoa tuotteista tehdäkseen ekologisia päätöksiä. Tutkimussuuntaus vastaa mahdollisuuden kehittää enemmän puhtaampaa teknologiaa ja kannustaa kestävään kuluttamiseen.

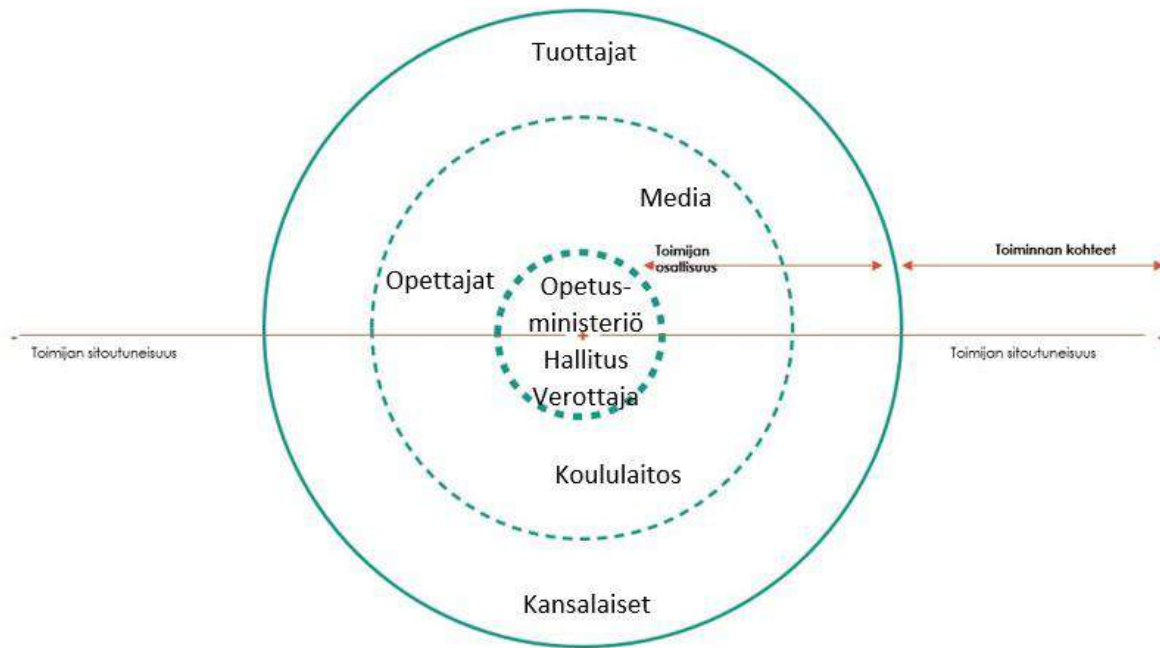
Rikastus 1: Tuotteiden kestävyysluokittelu

3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

Lainsäädäntöön pitäisi saada asetus sääntelemään tuotteiden kestävyttä ja kierrätettävyyttä. Tulisi asettaa veroluonteiset maksut kestäättömille tuotteille, siten että kaikissa tuotteissa olisi kestävyteen liittyvä luokittelu, jonka mukaan maksetaan ns. kestävyysveroa. Tulisi ottaa käyttöön myös ns. kestävyyssertifiointi, joka olisi edellytys haittaveroon poistolle, eli jos tuote osoittautuu tarpeeksi kestäväksi, siltä voidaan poistaa "kestävyysvero". Lisäksi täytyisi panostaa seuraavan sukupolven asennekasvatukseen. Toiminnan kohteena ovat kansalaiset ja tuottajat.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita ovat opetusministeriö, hallitus ja verottaja. Välittäjiä ovat opettajat, koululaitos ja media. Toiminnan kohteena ovat kansalaiset ja tuottajat.



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. Tämä on historiaa koska kaikki lajittelevat!

B. Pakottava sääntely on vähäistä. Asennekasvatuksella on päästy pitkälle.

C. Tuotteiden kestävyysluokittelu on laajentunut tekstiileihin.

D. Lähituotannon lisääntymisen johtaa mannerten välisen rahtiliikenteen vähenemisen.

E. Kestävämpi kulutus johtaa vaurastumisen!

F. Fiksulla korjaustoiminnalla pidennetään fiksujen tuotteiden elinkaarta.

Rikastus 2: Aineettomuuden muodikkuus

3) Mitä pitäisi tapahtua, jotta vaikutus toteutuisi?

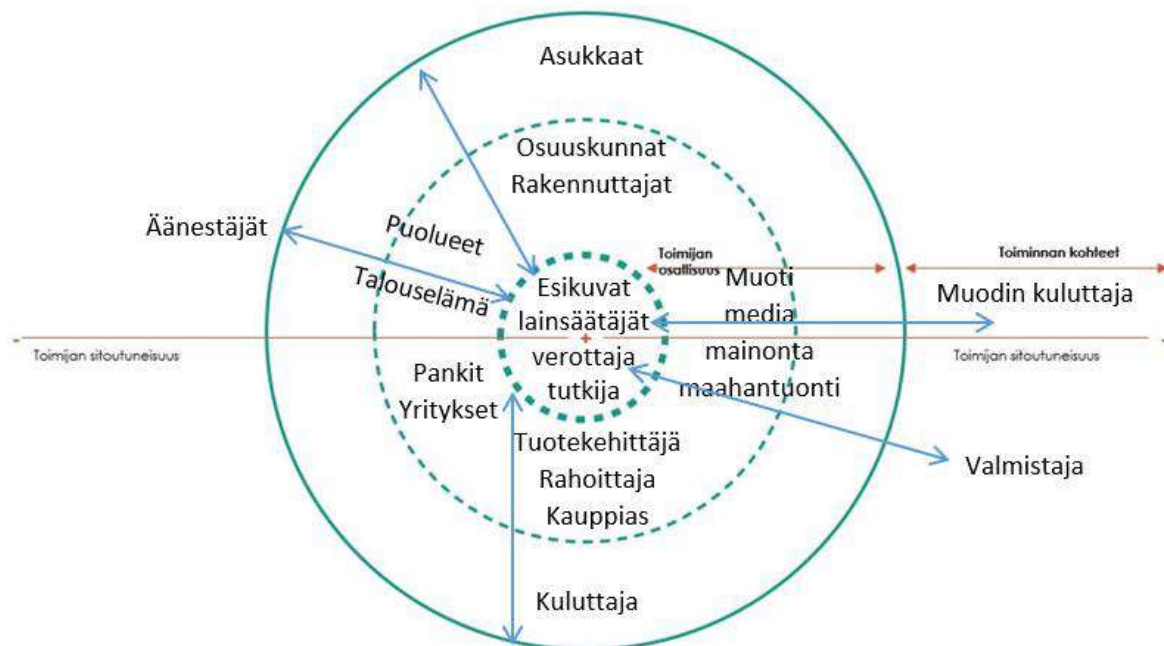
Ekologisille toimijoille tulisi myöntää verohelpotuksia. Alan tutkimukseen ja tuotekehitykseen tulisi panostaa, erityisesti EU-rahoituksen muodossa. Tutkimustyötä tässä edustaisi standardointia tai yhteisten mittareiden luomista esimerkiksi energiatehokkuuteen, sähköturvallisuuteen tai alkuperämerkintöihin liittyen. Aineettomuuden muodikkuuden aikaansaaminen edellyttää toimia Robinilta (ja muilta julkkisilta). ("Robin" tarkoittaa tässä esikuvaa, joka ohjaa muiden käytöstä ja tuo asioita median huomioon ja muodikkaaksi).

Yksilön valintamahdollisuuksia tulee helpottaa jäsentämällä tieto helpommin vertailtavaksi, esimerkiksi kehittyneempien tuoteselosteiden muodossa.

Yhteisöllisempiä asumisratkaisuja tulisi mahdollistaa yhteiskunnan taholta kuten esimerkiksi tukea nuoria asumaan vanhainkoteihin. Yhteiskunnan kuplia tulisi avata, kuten esimerkiksi taiteessa tai asuntopolitiikassa. Patenttilainsäädäntöä tulisi kehittää yhteiskuntaa hyödyttävämpään suuntaan. Talouselämää tulisi kannustaa sijoittamaan kestävän kehityksen hankkeisiin, vaikka on vaikeaa hahmottaa kuinka motivointi tapahtuisi, kenties investointikannustimien kautta, kuten negatiivisten korkojen muodossa. Talouselämä on huonosti ohjailtavissa.

4) Kenen pitäisi toimia ja ketkä ovat kohteita?

Ydintoimijoita ovat esikuvat, lainsäätäjät, verottaja ja tutkijat. Välittäjiä ovat osuuskunnat, rakennuttajat, puolueet, talouselämä, rahoituslaitokset, pankit, yritykset, tuotekehittäjät, rahoittajat, kauppiat, muoti, media, mainonta ja maahantuonti. Toiminnan kohteena ovat äänestäjät, asukkaat, kuluttajat, muodin kuluttajat ja valmistajat.



5) Mitkä ovat tutkimustoiminnan päävaikutukset?



A. Tuotteiden laajennettu, tiedottava tuoteseloste tekee ekovertailusta helpompaa:

- kierrätysmat e-riaalin osuus
- tekijöiden palkkaluokka
- luvattu kestävyys
- hiilijalanjälki
- valmistusmat e-riaalit
- hoito-ohje

B. Läpinäkyvyys johtaa siihen, että ihmiset osaavat vaatia terveempiä tuotantomalleja. Yksilön vastuu herää.

C. Ekologisuuden kannustava verotus ohjaa kestäviin ratkaisuihin.

D. EU rahoittaa tutkimusta ja innovointia ekologisten ratkaisujen löytämiseksi.

E. Aineeton kulutus on muodissa. Elämykset ovat arvokkainta elämän sisältöä. Materia on taakka.

F. Sukupolvet ylittävä yhteisöllisyys pienentää yhteisön tuottamaa kuormaa.



Report on the research and policy consultation in France



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1: Concept for the consultation in France

Our consultation took place in Paris on September 23rd from 9 am to 5.30 pm. 34 persons attended the research and policy consultation with:

- 14 citizens
- 12 experts
- 8 policy-makers

We've recruited 37 persons and 34 came. This is due to regular information emails and reminders. Also, the experts and policy-makers were very enthusiastic to come. A part of them contacted us because they heard about the consultation from a colleague or other ministry members and they wanted to join spontaneously. We used method 3 from the toolkit as we designed it with GreenDependent (HU) for all consortium partners. However, we adapted it for a better use. As an example, for the voting process at the beginning and the end of the day, we made an exhibition of the 8 research scenarios and then of the 5 enriched ones. We also exhibited pictures, citizens' visions quotes, research questions and the 48 research scenarios titles, ordered by societal needs. It helped the participants to have an overview of CIMULACT.

The participants worked in round tables – 5 in total – and at each table were: 1 table facilitator, 2/3 experts, 1/2 policy maker(s) and 3/4 citizens. At each table, there was one citizen from the national citizen consultation.

	Method 3
Duration	8h
<ul style="list-style-type: none"> • Participants: who and how many? 	<ul style="list-style-type: none"> • Citizens, stakeholders and policy-makers • Based on 35 participants, the panel distribution should be: 15 lay citizens, 15 stakeholders, 5 policy-makers
<ul style="list-style-type: none"> • Staff 	<ul style="list-style-type: none"> • 5 tables facilitators • 1 head facilitator
<ul style="list-style-type: none"> • Advantages 	<ul style="list-style-type: none"> • Have multiple points of views • Bring actors around the tables that might not be used to discuss • High interactions between participants
<ul style="list-style-type: none"> • Limits 	<ul style="list-style-type: none"> • This method requires good facilitation skills It is one full day facilitation, which is time consuming for the stakeholders and policy-makers you will invite
Does this method answers the quality criteria of inclusion?	Yes
Does this method answers the quality criteria of relevance?	Yes
Does this method answers the quality criteria of equity?	Yes

Does this method answers the quality of criteria of deliberation?	Yes
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This method was appreciated by the participants as it has a cumulative effect. One research scenario is covered by 3 different groups and each group has to start where the previous group stopped. It helps to get more in depth instead of starting again and again the same discussion.

Method 3 as it is described in the toolkit is similar to World Café with a participant nominated to be host at each table. We decided to adapt it. Only the facilitator remained at the table and he/she was in charge to take 5 min with his/her group to summarize the main ideas before explaining those to the new group. Otherwise, there is a lot of pressure on the participants' shoulders and he/she cannot fully concentrate on the topic.

2: Programme for the consultation

9 – 9.30 am: Welcoming participants

9.30 – 9.50 am: Introduction of the day, objectives and results expected

9.50 – 10.10 am: Ice breaker

10.10 – 10.40 am: Overview of the 8 research scenarios and voting process to select the 5 ones to enrich

10.40 – 11 am: Coffee break

11 – 12.45 am: Research scenario workshop (round 1 and 2)

12.45 – 1.45 pm: Lunch break

1.45 – 2.15 pm: Research scenario workshop (round 3)

2.15 – 2.45 pm: Collective presentation of the first results

2.45- 3.45 pm: Finalization of the research scenario

3.45 – 4pm: Coffee break

4 – 5pm: Exhibition of the 5 enriched scenarios and final voting process

5 – 5.30 pm: Global feedback of the day

3: Selected research programme scenarios

8 research scenarios have been proposed to the participants. Considering Missions Publiques is specialized on citizens and stakeholders engagement, we choose to explore entirely need 3. Then, we wanted to reach new types of stakeholders according to topics that we have estimated as priority in our country and region.

Research scenario 2c Evidence-based community building

Research scenario 2b Community building development

Research scenario 3b « Snakes and ladders". Connecting scales of issues and actors

Research scenario 3c The transparency toolbox

Research scenario 3a Data for all – share the power of data

Research scenario 3d Empowered citizens

Research scenario 5b Good food quality for all

Research scenario 10c The bigger (cities) the better

The participants have decided to enrich those 5 research scenarios:

Research scenario 10c The bigger (cities) the better

Research scenario 5b Good food quality for all

Research scenario 3d Empowered citizens

Research scenario 2b Community building development

Research scenario 3b « Snakes and ladders". Connecting scales of issues and actors

4: The enriched research programme scenarios

Research programme scenario 1

NEED 10-SCENARIO C

The bigger (cities), the better [14]

A dense territory is an asset to avoid urban sprawl. Indeed urban sprawl is a threat to environment. However, urban concentration also brings its own issues: territorial disparities, rural desertification, etc. The bonds between metropolis and peri-urban or rural areas need to be enhanced (economic, cultural bonds etc.).

We need to encourage social, cultural and functional diversity (housing, workplaces, leisure areas, water access and food access etc.).

Develop the ecological city: develop energy renovation of housing, reduce ecological footprint (carbon, CO₂), encourage environmentally positive externalities (use waste as a resource), and choose cleaner, cheaper and smarter transportation that will answer the needs. A sustainable city is a desired city!

Think about a city development plan – economy and tourism (business and leisure)- that respects the inhabitants:

Housing (Airbnb and ecological hotels ex: Solar Hotel Paris)

Transportation

Financing: how to finance tomorrows' desired city? What new funding models can we invent?

Is it important to address this challenge in order:

1. To have a city of wellbeing, nicer, cosier, less stressing with a slower rhythm of life. Tomorrow's city takes into account health issues. A greener city allows a regulation of temperature and encourages the wellbeing: it "focuses on greening rather than building".
2. For a fairer city, more egalitarian, encouraging housing for everyone, shorter trips and a cheaper public transportation. It will also provide easier access to cultural goods (equal access policy) and labour (shared areas, co-working etc.) to reduce costs. There will be less contamination and less travelling.
3. A nicer city, that is desirable. Urban beauty can be encouraged through:
 - More green spaces, collective gardens.
 - Developing the city identity built on: heritage conservation, urban programs, choice of materials for building, and development of local production (material as well as buildings)
4. Ease the "live together", social blending, diversity, and dialogue:
 - Fight against "securitarian" inflexions within urbanism that goes against social bonding. Develop collective and cultural events, no suppressing them.
 - Think about collective housing with common and share spaces and services.

This research should be:

1. A participatory research that will blend actors and citizens. It should be inspired by participatory process already existing in some cities, especially digital ones (e.g. : Mulhouse city)
2. Develop a research that experiments, tests, and tries...instead of just observing. Develop and make known the "right to experiment" for municipalities (funding and partnerships between research and municipalities).
3. A research that "demonstrates" to policy makers and representatives:
 - Inform them on positive outcomes seen elsewhere.

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- Get them on board of the research
 - Create a collaborative platform that shows results and successful experiences.
4. Look for good practices in small town and neighbourhoods, where innovation is actually at the best today! (For instance Loos-en-Gohelle⁷)
 5. Focus research also on the peri-urban, not only on dense territories.
 6. Work on circular economy and bio-economy.

Example: In Belgium, estate actors are accountable of their studies in front of the public.

This research should involve:

- Citizens, especially the ones the most distant of participation, thanks to digital tools
- Artists... to make cities nicer
- Children... for creativity
- Digital actors: open data, applications, smart city...
- Associations and local initiatives, especially already existing participatory experience
- Architects, urbanists
- Decision-makers
- Social and solidarity economy actors (ESS), that advocate for new forms of labour management and solidarity.

The expected results of this research are:

- Done research should answer to question 1 challenges
- Research could bring answers to the following challenges: density, diversity, ecological city, development and respect of populations, finances of the city

The actors impacted are the ones that make the city, local decision-making actors, architects and urbanists, economic actors, and inhabitants of the city.

⁷ French commune from the Northern region, which has put in place the "Third Industrial Revolution" i.e. J.Rifkin for the theory.

Research programme scenario 2

NEED 5- SCENARIO B

Good food quality for all [13]

The research scenario « Good food quality for all » addresses several challenges:

- A social challenge regarding demography (how to feed everyone and feed them well?). Access to a healthy diet is linked to a social justice issue: an equal right to healthy food.

This scenario answers also to an education challenge (education for “healthy eating”, to avoid feeding waste, to taste, to cooking etc.).

An ecological challenge because it implies another way of farming and producing food that will preserve natural resources of ground and water.

A health challenge because healthy feeding has its role in the quality of life and the wellbeing. Healthy diet helps fighting against some diseases (cardiovascular ones, obesity etc.).

An economical challenge because access to sustainable feeding is more expensive than having access to industrial and intensive farming food. Equally, for farmers producing sustainable food is less profitable from an economical point of view and asks for a professional reconversion;

A cultural challenge because sustainable feeding implies a change in food habits, in consumption habits, in perception, and in productions models. Access to healthy and sustainable feeding encounters several drags, especially financial ones but also cultural when one thinks about the production and consumption patterns. There is a need for raising public awareness by information.

- A political challenge because sustainable feeding has to allow the creation of another society model. This transition needs to be politically supported. This new model should allow to production territories optimization and it should aim to a feeding sovereignty at small scales.

A conceptual challenge because nowadays one does not know what is behind the label of « sustainable food », « short circuit », « reasonable feeding », « organic farming », « quality product » and so on (can we rely on them, is it transparent, is it a neighbourhood circuit, organic, good?). Many of these terms are used but misunderstood. The example of

short circuit is accurate: do we refer to short circuit meaning the less possible of intermediaries or do we mean the less distance possible from the farm to our table?

To sum up, the main challenge is to have a healthy feeding for all, which respects both planet and humankind.

European Commission and searchers need to grab this topic because it is urgent: it is a social justice urgency, an environmental urgency, an answer to epidemics and diseases, an urgency regarding the growing urbanization, the uneasiness of peasants and the loss of small farming.

Prior of conceiving solutions so everyone can equally access healthy feeding, the question of information and education on feeding needs to be addressed. People need to be informed (where does what I'm eating is coming from? what is its production circuit? Its provenience?) and sensitized to the question of healthy feeding (what does it mean? does it mean organic, fair-trade? what differences exist between labels ? How to understand the labelling?).

This awareness to healthy and sustainable eating must be culturally done and from the youngest age through school with cooking workshops, gardening classes, taste classes. But it has to be raised for adults too, so adults can «relearn» to eat and to consume (because we are used to eat whatever we want when we want it, without respecting seasons and without knowing the distribution circuits).

In this overall research on equal access to quality feeding, several areas of research need to be explored. First, the issue of feeding everyone needs to be addressed (how to plan the transition and the demographic explosion? how to answer in an adaptive way to the needs ? how to conciliate the stake of numbers and the one of quality ? how to support this [food] transition ? how do we do to keep producing while preserving environment ? what kind of food ?).

Then, scientific researches on alternative models of farming and production to ensure quality feeding need to be pursued (organic, permaculture etc.).

Research also needs to focus on how to produce food while respecting the resources equilibrium.

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We also propose to work at different scales (local, regional, global). Access to sustainable feeding must be thought at all scales with all the complexities it drags (should we harmonize some labels, even if we might lose in terms of quality? should we treat each country differently? how can we take into account cultural differences regarding food? how to achieve feeding sovereignty?).

To promote quality feeding, research has to multiply the studies on the consequences of pesticide and crop protection products use on human health.

Research must study the drivers and impediments for a sustainable feeding. It needs to think about different perceptions (positive and negative) and different representations (social, cultural) that we have on food, on its ways of production, on its consumption.

Equally, searchers need to address the question of geographical equilibrium (differences between urban and rural areas? Are they complementary? How do they perceive farming?). In addition to this, research on economic models of production and consumption for healthy and equally shared feeding is needed (are we ready to pay the fair price for a healthy and fair food?).

To reach the objectives of this research scenario, we advocate for multidisciplinary and joined-up research between engineers, sociologists, economists, etc. Sustainable feeding has to be thought globally and coherently (for instance we can eat Spanish organic tomatoes but grown by cheap workers in poor labour conditions). We wish that conducted researches would be transparent and public, accessible to all. Current experiences on sustainable feeding have to be evaluated to draw ideas and generalize them.

All stakeholders should be associated to the research: producers (raw materials), farmers in all their diversity (intensive farming, organic on or small exploitations), experts, food industrials, citizens (as users, consumers, "conso-actors"), associations, cooperatives, purchasing networks, public officers from municipalities or states, health sector (doctors, nutritionists, toxicologists), representatives, agencies (audit, studies, expertise), education associative networks. The actors need to be directly present (and not represented) to start by assessing the needs on the ground.

Lobbies that sway a lot public policies on feeding (e.g.: labelling enhancement finally dropped because of their pressure) need to be under watch.

Research has to be participative. We can associate for instance a group of farmers with a group of searchers on transition. Searchers could support farmers in the evolution of their

doing, in a personalized way. Adopted methodology should allow the blending of knowledge (scientific, professional etc.) and cross experimentation.

Research has to support production modelling (aquaculture, viticulture) and distribution patterns (from the farm to the table) evolution.

The results (outcomes) should be more transparent. A collaborative platform, accessible to everyone, should capitalize experiences. Research needs to rely on diverse knowledge, from the scientific knowledge up to the informal knowledge of citizens-consumers.

Research programme scenario 3

NEED 3 – SCENARIO D [12]

Empowered citizens

This research should give means to build a common good. Develop citizens' capacity and autonomy to learn and contribute [to it] online and offline. Empower citizens. Allow the masses to express themselves. Assert the legitimacy of all citizens and recognize each and everyone's skills and capacities. It is important to articulate individuals and collectives. To learn, to listen, and to talk to each other.

It is important to create social peace, so everyone can better master its living conditions, by creating public policies more efficient and better adapted to needs. Allow everyone to make their own choice and be free.

Develop participatory research strategies:

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- Research programs including all actors concerned to link scientific expertise and user experience (ATD⁸)
- Plan events on massive data to get enlighten opinions (citizens conferences for instance)
- Research programs (financed) so searchers can support innovative methodologies or "alternative ones".

The following groups should be associated to the research:

Public = BLENDED

- Children
- Citizens
- Elected representatives
- Public servants
- associations

Places = schools

- networks
- citizens vacancies

Think to give feedback to inhabitants.

Elected representatives and institutions will listen more to citizens' needs and will be ready to take care of unexpected developments. To allow evolutions in the professional attitudes of representatives and public officers, who are not to start with participation experts. Overtime, they will give more space and power to citizens and participation. There will be dialogue between citizens and policy makers. Citizens will be more involved in politics and will have a better control over it. Social cohesion will be stronger, citizens more involved and they will be actor in their neighbourhood life. The time should be spent to foster citizens' activities for all. Schools become a democratic and citizen area.

⁸ <https://www.td.org/>

Research programme scenario 4

NEED 2 – SCENARIO B [10]

Community building development

This research answers to several challenges: foster social bonding development, fight against isolation and exclusion. It can encourage the understanding between different cultures and cultural groups. Prior to this, it can allow deconstruction of negative perceptions of the “community” notion, and precise how it is perceived in several countries depending on their political tradition. For instance, a positive outcome of community can be linked to usage expertise, which needs to be explored in this research scenario. Another challenge could be taking into account « communities » within practical disciplines such as management and administration.

It is important to set up research on infrastructures that could sustainably support inclusion and cohesion of very diverse populations, because it allows communities to know each other, to foster or consolidate assistance networks (to learn the language, to fill administrative forms), to fight isolation and exclusion and to origin local associative initiatives (common projects, ecological neighbourhood).

All these initiatives would allow reducing violence and inequalities that erode some neighbourhoods, while offering the benefits of multicultural environment to inhabitants.

Several approaches exist: first, the question of the research topic definition is crucial. Which perimeter for it? Which territories? Which social group? And so on.

Then, a participatory approach (i.e. question 4 regarding participants) in adapted places (cafés, pubs, streets and neighbourhoods) should be retained, by organizing community panels too.

For a better understanding of communities, a sociological and historical approach is indispensable. This could allow, further on, a prospective approach of communities. Moreover there should be researched done on Theodore.

First, community members should be involved in this research. For instance, we hear out: citizens, elected representatives, associations, “concrete populations” (e.g.: parents of

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pupils), student and children (as mediators of the encounter). Not only should the communities' leaders be involved.

Other actors should be taken into account: the reactive publics to the very notion of "community".

Special attention is needed regarding the material conditions of public mobilization, availability and facilitation means (financial counterparts for instance).

Skills:

- Human and social sciences
- History
- Geopolitics
- Consultation actors

Work configuration and places:

- Get-together meetings
- Historical conferences, field visits and sociological insights.
- Panels of communities

By prescribing a participatory structured research on communities (action-research"), we expect results directly linked to the process: allow divided communities to get-together and participate to a common project, so they join-up.

Thanks to the historical approach, we can bring new perspectives – it means, research will allow a better recognition of communities.

This research also needs to determine how to support communities in order for them to act for a common good (solidarity, ecology). It needs to make more understandable how to help community development.

On a concrete level, by developing communities, the mutual understanding and the living together will be helped; we will learn how to be more tolerant and involved. Communities will be helpful to better understand needs and answer to them by adapted public policies

Concerned actors/dissemination: research must be communicated to both participants and citizens, with back and forth notifications.

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Research needs to be transmitted through in social studies courses (more social sciences required in programs). It should also be disseminated by digital means to foster other actions.

Research programme scenario 5

NEED 3 – SCENARIO C [7]

« Snakes and ladders » Connecting scales of issues to actors

During the table's discussion, it occurred that the scenario answers to societal and political challenges. Societal challenges concern the knowledge production and sharing, for academic as well as profane knowledge. Another societal challenge is to get rid of inhibitions that cluster the different actors by adopting a common language (translation need). Political challenges regard the elected representatives and public officers, especially their training to dialogue and reachability; but also how to ensure the consultation guarantees.

The recurrent challenge, for society and policy, has two faces: create again mutual trust between citizens and their representatives in order to give all of them the desire to invest themselves, get involved in the life of the city [Greek sense]. In other words, to become a Citizen!

It is important to cease these challenges to find a certain social cohesion and unity. Otherwise, the risk of social fractures, marginalization and exclusion of some people, remains. Yet, this last situation is harmful to democracy by fostering political extremes and populism.

The exchanges prescribe an inclusive, participatory and multidisciplinary approach.

All approaches used have to find a balance between theory and practice.

Participatory-observation must be fostered because it seems to give legitimacy to the research. For instance, the research is immersed in the studied environment for a year, no matter if it is a poor neighbourhood or a state institution. Then, he is able to write upon it.

One can see there is a real need stated at this table to reintroduce human and social sciences in research and public policy construction.

Diverse mechanisms have been evoked: co-construction of research questions, door-to-door processes, comparative analysis of two territories, one using non-violent communication and participation in its policy life and the other not (control group) to see the differences between the two in political and social lives.

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There is a strong agreement: everybody needs to be involved. Actors associated to the research, depending on its topic, are sociologists, psychologists, elected representatives, citizens, pedagogics, experts and public officers. What matters it is to have an accurate multidisciplinary team.

Required skills, besides the technical ones, are « a good listening capacity », empathy, co-creates a common language to avoid misunderstandings and the felling of non-competence of profane actors.

Knowledge of non-violent communication but also in statistics (to do the state of the art) is very important to identify good practices and answer to challenges.

The impacts of this research will be visible at a medium and long term, because research needs to operate back and forth (reiterative) to be adjusted and serve social utility. At the end, this research should recreate links between the different actors and stakes.

The main goal of this research is to make coherence with the offer and the demand of participation: especially by building participatory processes on topics that interest real citizens (that inspire them and not the ones one think are interesting for them). In addition, to orient research towards social utility and ensure civil society as well as policy makers and public officers use its results.

TO IDENTIFY COMMON INTERESTS seems to be the key of a successful process.

The needed steps are:

1. State of art
2. Co-construction of research program
3. Co-production of research
4. Give feedback to citizens: be accountable

All the research process has to be transparent.

5: Selected research programme scenarios (national language)

BESOIN 10 – SCENARIO C [14]

« Les villes : plus c'est grand, mieux c'est »

Un territoire dense est un atout souhaitable pour éviter l'étalement urbain. L'étalement porte atteinte à l'environnement. Cependant, la concentration urbaine pose elle aussi des difficultés : disparités territoriales, désertification rurale, etc. Les liens entre les métropoles et les territoires péri-urbains et ruraux adjacents sont à renforcer (lien économique, lien culturel...).

2. Favoriser la mixité fonctionnelle (se loger, travailler, se divertir, favoriser la place de l'eau dans la ville ... et se nourrir) et la diversité sociale et culturelle est une nécessité.

3. Développer la ville écologique : développer la rénovation énergétique du bâti, réduire l'empreinte écologique (carbone, CO2), favoriser les externalités environnementales positives (faire des déchets des ressources), mettre en œuvre des transports plus propres, plus intelligents, moins coûteux, adaptés aux besoins. Une ville durable est une ville désirable !

4. Penser un développement de la ville, économique et touristique (loisir et affaire), respectueux de ses habitants :

- Sur le logement (airbnb, hôtels écologiques ... ex : Solar Hôtel à Paris)
- Sur les transports

5. Comment financer la ville souhaitable de demain ? Quels nouveaux modèles de financements inventer ?

Il est important de se saisir de ces enjeux :

1. Pour une ville du bien-être, plus agréable, plus confortable, moins stressante, avec un rythme de vie plus lent. La ville de demain prend en compte les questions de santé. Le verdissement de la ville permet de réguler la température et favorise le bien-être : développer le « greening » de la ville plutôt que le « bétonnement ».

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2. Pour une ville plus juste, plus égalitaire, favorisant le logement pour tous, des mobilités à distance plus courtes et des transports plus accessibles financièrement, l'accès à la culture (politique d'égalité d'accès) et au travail (espaces partagés, de co-working, etc.), pour faire des économies, moins de pollution et moins de déplacements.
3. Une ville plus belle, qui donne envie. Favoriser la beauté urbaine grâce :
 - A plus d'espaces, d'espaces verts, de jardins potagers collectifs
 - En développant l'identité des villes, qui repose sur :
 - o La préservation patrimoine existant
 - o La lutte contre l'uniformisation des villes, des programmes urbains, des matériaux utilisés dans la construction
 - o Le développement des productions locales (matériaux et constructions)
4. Faciliter le vivre ensemble, la mixité sociale et les échanges :
 - Lutter contre la tendance sécuritaire de la création urbaine qui va à l'encontre du lien social. Développer les événements collectifs et culturels, ne pas les supprimer.
 - Penser le logement collectif avec des espaces communs, des services partagés.

Pour ce faire, cette recherche devrait initier :

1. Des recherches participatives alliant les acteurs et les citoyens. Il faut se nourrir des dispositifs participatifs existants dans les villes, notamment des dispositifs numériques (exemple : Ville de Mulhouse)
2. Développer une recherche qui expérimente, qui teste, qui essaye... et pas uniquement qui observe. Développer et faire connaître aux municipalités le « droit à l'expérimentation » (financements et partenariats entre collectivités et recherche).
3. Une recherche qui « fait la démonstration de ... » aux décideurs, aux élus :
 - les informer des résultats positifs obtenus ailleurs
 - En les embarquant dans la recherche

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- En créant une plateforme collaborative, supports des bons résultats, des expériences réussies
- 4. Aller chercher les bonnes pratiques dans les petites villes et les quartiers, lieux où l'innovation se développe le plus aujourd'hui ! Exemple : Loos-en-Gohelle
- 5. Axer la recherche aussi sur le périurbain, pas uniquement sur les territoires denses
- 6. Travailler sur l'économie circulaire, la bio-économie.

Exemple : En Belgique, des acteurs de la construction doivent rendre compte de leurs études au grand public.

Les publics suivants devraient être associés :

- Les citoyens, notamment les plus éloignés de la participation, grâce aux outils numériques
- Les artistes ... pour embellir les villes
- Les enfants ... pour leur créativité
- Les acteurs du numérique : open data, applications, smart city...
- Les associations et les initiatives locales, notamment les expériences participatives existantes
- Les architectes, urbanistes
- Les décideurs
- Les acteurs de l'économie sociale et solidaire (ESS), qui prônent de nouvelles organisations de travail et la solidarité

Les résultats attendus sont:

- Que la recherche effectuée corresponde aux défis énoncés à la question 1
- Que la recherche puisse apporter des réponses par rapport aux défis énoncés : densité, mixité, ville écologique, développement et respect de la population, financement de la ville

Les acteurs impactés sont ceux qui font la ville, les décideurs locaux, les architectes et urbanistes, les décideurs économiques, mais aussi les habitants des villes

Research programme scenario 2

BESOIN 5 – SCENARIO B [13]

“Alimentation durable pour tous”

Le scénario de recherche « alimentation de bonne qualité pour tous » répond à plusieurs défis :

- Un défi social autour de l'enjeu démographique (comment nourrir toute la population, et comment bien la nourrir ?). L'accessibilité à une alimentation saine est liée à la question de justice sociale visant à une égalité des droits au bien manger. Ce scénario répond aussi à un défi d'éducation (éduquer au « bien manger », au non gaspillage alimentaire, au «goût », à la cuisine, etc.).
- Un défi environnemental car il implique un autre mode de culture et de production ; préservant les ressources naturelles des sols et les ressources en eau.
- Un défi sanitaire car une alimentation saine et durable joue sur le mieux vivre et le bien-être. Elle permet de lutter contre certaines maladies (cardiovasculaires, obésité, etc.).
- Un défi économique car avoir accès à l'alimentation durable coûte plus chère qu'avoir accès à une alimentation industrielle ou issue de l'agriculture intensive. De même, pour les agriculteurs, produire une alimentation durable est moins rentable économiquement et demande une reconversion professionnelle.
- Un défi culturel car l'alimentation durable implique un changement d'habitude alimentaire, de modes de consommation, de perceptions, de modes de production. L'accessibilité à une alimentation saine et durable se heurte à de nombreux freins, particulièrement financiers, mais aussi à des freins culturels sur le mode de production agricole et sur le mode de consommation alimentaire. Il faut réussir à sensibiliser les personnes, en les informant.
- Un défi politique car l'alimentation durable doit permettre de créer un autre modèle de société. Ce nouveau modèle de transition doit être porté politiquement. Il doit permettre d'optimiser les territoires de production et viser la souveraineté alimentaire aux plus petites échelles possibles.

- Un défi conceptuel car aujourd'hui on ne sait pas ce que l'on met derrière le terme « alimentation durable », « circuit court », « alimentation raisonnée », « agriculture « bio », « alimentation de qualité » (fiable, traçable, à proximité, bio, bonne ?). Beaucoup de ces termes circulent mais sont méconnus. L'exemple du circuit court est parlant, est ce que nous entendons par circuit court le moins d'intermédiaire possible ou le moins de kilomètres possibles entre la fourche et la fourchette ?

En quelques mots, le défi est d'avoir d'une alimentation saine, pour tous, respectant la planète, dans un respect des hommes.

La commission européenne et les chercheurs doivent se saisir de ce sujet car il y a urgence ; une urgence de justice sociale, une urgence face aux dégradations environnementales, aux épidémies et aux enjeux de santé, une urgence face à l'urbanisation croissante, au mal être paysan et à la perte de petite cultures locales.

Avant de concevoir des solutions pour que chacun puisse accéder équitablement à une alimentation saine, il convient de réfléchir à la question de l'information et de l'éducation autour de l'alimentation. Les personnes ont besoin d'être informées (d'où viennent les produits que l'on mange ? quel circuit de production ? de quel pays ?) et sensibilisées à la question de l'alimentation saine (qu'est-ce qu'on met derrière ce terme ? est-ce le bio, l'équitable ? quelle différence entre les labels ? comment comprendre les étiquettes ?). Cette sensibilisation à l'alimentation saine et durable doit se faire dès le plus jeune âge à l'école par des ateliers de cuisines, des cours de jardinage, des ateliers sur le goût. Mais elle doit aussi se faire à l'âge adulte pour « réapprendre » à manger et à consommer (car nous sommes habitués à pouvoir manger de tout quand on veut, sans respecter les saisons de productions, sans connaître le circuit de distribution).

Dans cette recherche générale sur l'accès équitable à une alimentation de bonne qualité, plusieurs champs de recherches doivent être explorés. Tout d'abord, il faut explorer la question de l'alimentation pour tous (comment préparer ce changement et cette explosion démographique ? comment répondre de manière adaptée aux besoins ? comment concilier l'enjeu du nombre et de l'enjeu de la qualité ? comment accompagner cette transition ? comment continuer à produire en respectant l'environnement ? quels types d'aliments ?).

Il faut aussi poursuivre les recherches scientifiques sur les alternatives aux modèles de production intensifs et les modèles de production pour avoir une alimentation de bonne qualité pour tous (bio, permaculture, etc.). La recherche doit aussi s'axer sur la manière de produire en respectant les équilibres et les ressources. Nous proposons aussi de travailler sur les différentes échelles (local, territorial, global). L'accès à l'alimentation durable soit se penser aux différentes échelles avec toute la complexité que cela entraîne

(faut-il harmoniser certains labels, au risque de voir perdre en qualité ? faut-il différencier d'un pays à l'autre ? comment prendre en compte les différences culturelles autour de l'alimentation ? comment aller vers une souveraineté alimentaire ?). Pour promouvoir l'alimentation de bonne qualité, la recherche doit multiplier les études sur les conséquences de l'utilisation des pesticides et phytosanitaires sur la santé humaine.

La recherche doit s'intéresser aux leviers et aux freins pour une alimentation durable. Elle doit réfléchir aux différentes perceptions (positives, négatives) et aux différentes représentations (sociales, culturelles) que nous avons sur l'alimentation, sur les modes de production, sur la manière de consommer. De même, les chercheurs doivent s'interroger sur le rééquilibrage géographique (différences entre les zones urbaines et rurales ? quelle complémentarité ? quel rapport à l'agriculture ?).

S'ajoute à cela, une recherche sur le modèle économique de la production à la consommation pour une alimentation de qualité accessible à tous (sommes-nous prêts à payer un juste prix pour une alimentation saine et équitable ?).

Pour atteindre les objectifs de ce scénario de recherche, nous préconisons des recherches pluridisciplinaires et décloisonnées entre les ingénieurs, les sociologues, les économistes, etc. L'alimentation durable doit être réfléchie dans son ensemble et de manière cohérente (par exemple nous pouvons manger des tomates espagnoles bio qui finalement sont cultivées par une main d'œuvre pas chère dans des mauvaises conditions de travail). Nous souhaitons que les recherches menées soient transparentes et publiques, accessibles à tous. Il faut évaluer les expérimentations en cours autour de l'alimentation durable, pour pouvoir en tirer des idées et les généraliser.

Toutes les parties prenantes doivent être associées dans cette recherche : les producteurs des produits primaires, les agriculteurs dans leur diversité de profil (intensif, bio, petite exploitation), les experts, les industries agro-alimentaires, les citoyens (usager, consommateur, consom'acteur), les associations, les coopératives, les réseaux d'achat, les agents de la ville ou de l'Etat, les acteurs de santé (médecins généralistes, nutritionniste, toxicologues), les politiques, les agences (audit, études, expertises), les réseaux associatifs sur l'éducation. Les acteurs doivent être directement présents (et pas seulement leurs représentants) pour pouvoir partir des besoins du terrain.

Les lobbies qui influencent énormément les décisions politiques sur l'alimentation (exemple sur l'étiquetage de produit annulé au dernier moment à cause de la pression de certains lobbies) doivent être surveillés.

La recherche doit être participative. Nous pouvons associer par exemple un groupe d'agriculteurs à un groupe de chercheurs sur la transition. Les chercheurs pourraient accompagner les agriculteurs dans l'évolution de leurs modes de faire avec un suivi

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personnalisé. La méthodologie adoptée doit permettre de croiser les savoirs (scientifiques, professionnels, etc.) et de croiser les expérimentations.

La recherche doit accompagner l'évolution des modèles de production (aquaculture, viticulture, etc.) et de distribution (de la fourche à la fourchette). Les résultats devraient être plus transparents. Il faudrait capitaliser les expérimentations sur une plateforme collaborative accessible à tous. La recherche devrait s'appuyer sur différentes connaissances, des connaissances scientifiques aux connaissances informelles du citoyen consommateur.

6: France: The enriched research programme scenarios (national language)

Overview of the prioritized research programme scenarios

Research programme scenario 1

BESOIN 10 – SCENARIO C [14]

« Les villes : plus c'est grand, mieux c'est »

Un territoire dense est un atout souhaitable pour éviter l'étalement urbain. L'étalement porte atteinte à l'environnement. Cependant, la concentration urbaine pose elle aussi des difficultés : disparités territoriales, désertification rurale, etc. Les liens entre les métropoles et les territoires péri-urbains et ruraux adjacents sont à renforcer (lien économique, lien culturel...).

2. Favoriser la mixité fonctionnelle (se loger, travailler, se divertir, favoriser la place de l'eau dans la ville ... et se nourrir) et la diversité sociale et culturelle est une nécessité.

3. Développer la ville écologique : développer la rénovation énergétique du bâti, réduire l'empreinte écologique (carbone, CO2), favoriser les externalités environnementales positives (faire des déchets des ressources), mettre en œuvre des transports plus propres, plus intelligents, moins coûteux, adaptés aux besoins. Une ville durable est une ville désirable !

4. Penser un développement de la ville, économique et touristique (loisir et affaire), respectueux de ses habitants :

- Sur le logement (airbnb, hôtels écologiques ... ex : Solar Hôtel à Paris)
- Sur les transports

5. Comment financer la ville souhaitable de demain ? Quels nouveaux modèles de financements inventer ?

Il est important de se saisir de ces enjeux :

1. Pour une ville du bien-être, plus agréable, plus confortable, moins stressante, avec un rythme de vie plus lent. La ville de demain prend en compte les questions de santé. Le verdissement de la ville permet de réguler la température et favorise le bien-être : développer le « greening » de la ville plutôt que le « bétonnement ».
2. Pour une ville plus juste, plus égalitaire, favorisant le logement pour tous, des mobilités à distance plus courtes et des transports plus accessibles financièrement, l'accès à la culture (politique d'égalité d'accès) et au travail (espaces partagés, de co-working, etc.), pour faire des économies, moins de pollution et moins de déplacements.
3. Une ville plus belle, qui donne envie. Favoriser la beauté urbaine grâce :
 - A plus d'espaces, d'espaces verts, de jardins potagers collectifs
 - En développant l'identité des villes, qui repose sur :
 - o La préservation patrimoine existant
 - o La lutte contre l'uniformisation des villes, des programmes urbains, des matériaux utilisés dans la construction
 - o Le développement des productions locales (matériaux et constructions)
4. Faciliter le vivre ensemble, la mixité sociale et les échanges :
 - Lutter contre la tendance sécuritaire de la création urbaine qui va à l'encontre du lien social. Développer les événements collectifs et culturels, ne pas les supprimer.
 - Penser le logement collectif avec des espaces communs, des services partagés.

Pour ce faire, cette recherche devrait initier :

1. Des recherches participatives alliant les acteurs et les citoyens. Il faut se nourrir des dispositifs participatifs existants dans les villes, notamment des dispositifs numériques (exemple : Ville de Mulhouse)
2. Développer une recherche qui expérimente, qui teste, qui essaye... et pas uniquement qui observe. Développer et faire connaître aux municipalités le « droit à l'expérimentation » (financements et partenariats entre collectivités et recherche).

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3. Une recherche qui « fait la démonstration de ... » aux décideurs, aux élus :
 - les informer des résultats positifs obtenus ailleurs
 - En les embarquant dans la recherche
 - En créant une plateforme collaborative, supports des bons résultats, des expériences réussies
4. Aller chercher les bonnes pratiques dans les petites villes et les quartiers, lieux où l'innovation se développe le plus aujourd'hui ! Exemple : Loos-en-Gohelle
5. Axer la recherche aussi sur le périurbain, pas uniquement sur les territoires denses
6. Travailler sur l'économie circulaire, la bio-économie.

Exemple : En Belgique, des acteurs de la construction doivent rendre compte de leurs études au grand public.

Les publics suivants devraient être associés :

- Les citoyens, notamment les plus éloignés de la participation, grâce aux outils numériques
- Les artistes ... pour embellir les villes
- Les enfants ... pour leur créativité
- Les acteurs du numérique : open data, applications, smart city...
- Les associations et les initiatives locales, notamment les expériences participatives existantes
- Les architectes, urbanistes
- Les décideurs
- Les acteurs de l'économie sociale et solidaire (ESS), qui prônent de nouvelles organisations de travail et la solidarité

Les résultats attendus sont:

- Que la recherche effectuée corresponde aux défis énoncés à la question 1

- Que la recherche puisse apporter des réponses par rapport aux défis énoncés : densité, mixité, ville écologique, développement et respect de la population, financement de la ville

Les acteurs impactés sont ceux qui font la ville, les décideurs locaux, les architectes et urbanistes, les décideurs économiques, mais aussi les habitants des villes

Research programme scenario 2

BESOIN 5 – SCENARIO B [13]

“Alimentation durable pour tous”

Le scénario de recherche « alimentation de bonne qualité pour tous » répond à plusieurs défis :

- Un défi social autour de l'enjeu démographique (comment nourrir toute la population, et comment bien la nourrir ?). L'accessibilité à une alimentation saine est liée à la question de justice sociale visant à une égalité des droits au bien manger. Ce scénario répond aussi à un défi d'éducation (éduquer au « bien manger », au non gaspillage alimentaire, au «goût », à la cuisine, etc.).
- Un défi environnemental car il implique un autre mode de culture et de production ; préservant les ressources naturelles des sols et les ressources en eau.
- Un défi sanitaire car une alimentation saine et durable joue sur le mieux vivre et le bien-être. Elle permet de lutter contre certaines maladies (cardiovasculaires, obésité, etc.).
- Un défi économique car avoir accès à l'alimentation durable coûte plus chère qu'avoir accès à une alimentation industrielle ou issue de l'agriculture intensive. De même, pour les agriculteurs, produire une alimentation durable est moins rentable économiquement et demande une reconversion professionnelle.
- Un défi culturel car l'alimentation durable implique un changement d'habitude alimentaire, de modes de consommation, de perceptions, de modes de production. L'accessibilité à une alimentation saine et durable se heurte à de nombreux freins, particulièrement financiers, mais aussi à des freins culturels sur le mode de production agricole et sur le mode de consommation alimentaire. Il faut réussir à sensibiliser les personnes, en les informant.
- Un défi politique car l'alimentation durable doit permettre de créer un autre modèle de société. Ce nouveau modèle de transition doit être porté politiquement. Il doit permettre d'optimiser les territoires de production et viser la souveraineté alimentaire aux plus petites échelles possibles.

- Un défi conceptuel car aujourd'hui on ne sait pas ce que l'on met derrière le terme « alimentation durable », « circuit court », « alimentation raisonnée », « agriculture « bio », « alimentation de qualité » (fiable, traçable, à proximité, bio, bonne ?). Beaucoup de ces termes circulent mais sont méconnus. L'exemple du circuit court est parlant, est ce que nous entendons par circuit court le moins d'intermédiaire possible ou le moins de kilomètres possibles entre la fourche et la fourchette ?

En quelques mots, le défi est d'avoir d'une alimentation saine, pour tous, respectant la planète, dans un respect des hommes.

La commission européenne et les chercheurs doivent se saisir de ce sujet car il y a urgence ; une urgence de justice sociale, une urgence face aux dégradations environnementales, aux épidémies et aux enjeux de santé, une urgence face à l'urbanisation croissante, au mal être paysan et à la perte de petite cultures locales.

Avant de concevoir des solutions pour que chacun puisse accéder équitablement à une alimentation saine, il convient de réfléchir à la question de l'information et de l'éducation autour de l'alimentation. Les personnes ont besoin d'être informées (d'où viennent les produits que l'on mange ? quel circuit de production ? de quel pays ?) et sensibilisées à la question de l'alimentation saine (qu'est-ce qu'on met derrière ce terme ? est-ce le bio, l'équitable ? quelle différence entre les labels ? comment comprendre les étiquettes ?). Cette sensibilisation à l'alimentation saine et durable doit se faire dès le plus jeune âge à l'école par des ateliers de cuisines, des cours de jardinage, des ateliers sur le goût. Mais elle doit aussi se faire à l'âge adulte pour « réapprendre » à manger et à consommer (car nous sommes habitués à pouvoir manger de tout quand on veut, sans respecter les saisons de productions, sans connaître le circuit de distribution).

Dans cette recherche générale sur l'accès équitable à une alimentation de bonne qualité, plusieurs champs de recherches doivent être explorés. Tout d'abord, il faut explorer la question de l'alimentation pour tous (comment préparer ce changement et cette explosion démographique ? comment répondre de manière adaptée aux besoins ? comment concilier l'enjeu du nombre et de l'enjeu de la qualité ? comment accompagner cette transition ? comment continuer à produire en respectant l'environnement ? quels types d'aliments ?).

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Pour atteindre les objectifs de ce scénario de recherche, nous préconisons des recherches pluridisciplinaires et décloisonnées entre les ingénieurs, les sociologues, les économistes, etc. L'alimentation durable doit être réfléchie dans son ensemble et de manière cohérente (par exemple nous pouvons manger des tomates espagnoles bio qui finalement sont cultivées par une main d'œuvre pas chère dans des mauvaises conditions de travail). Nous souhaitons que les recherches menées soient transparentes et publiques, accessibles à tous. Il faut évaluer les expérimentations en cours autour de l'alimentation durable, pour pouvoir en tirer des idées et les généraliser.

Toutes les parties prenantes doivent être associées dans cette recherche : les producteurs des produits primaires, les agriculteurs dans leur diversité de profil (intensif, bio, petite exploitation), les experts, les industries agro-alimentaires, les citoyens (usager, consommateur, consom'acteur), les associations, les coopératives, les réseaux d'achat, les agents de la ville ou de l'Etat, les acteurs de santé (médecins généralistes, nutritionniste, toxicologues), les politiques, les agences (audit, études, expertises), les réseaux associatifs sur l'éducation. Les acteurs doivent être directement présents (et pas seulement leurs représentants) pour pouvoir partir des besoins du terrain.

Les lobbies qui influencent énormément les décisions politiques sur l'alimentation (exemple sur l'étiquetage de produit annulé au dernier moment à cause de la pression de certains lobbies) doivent être surveillés.

La recherche doit être participative. Nous pouvons associer par exemple un groupe d'agriculteurs à un groupe de chercheurs sur la transition. Les chercheurs pourraient accompagner les agriculteurs dans l'évolution de leurs modes de faire avec un suivi

personnalisé. La méthodologie adoptée doit permettre de croiser les savoirs (scientifiques, professionnels, etc.) et de croiser les expérimentations.

La recherche doit accompagner l'évolution des modèles de production (aquaculture, viticulture, etc.) et de distribution (de la fourche à la fourchette). Les résultats devraient être plus transparents. Il faudrait capitaliser les expérimentations sur une plateforme collaborative accessible à tous. La recherche devrait s'appuyer sur différentes connaissances, des connaissances scientifiques aux connaissances informelles du citoyen consommateur.

Research programme scenario 3

BESOIN 3 – SCENARIO D [12]

“La montée en compétences des citoyens”

Cette recherche vise à donner envie et les moyens pour la construction à un intérêt général. Développer la capacité des citoyens à apprendre et contribuer conjointement et de façon autonome, par le numérique et d'autres moyens. Permettre au plus grand nombre de s'exprimer. Affirmer la légitimité de tout citoyen et reconnaître les talents et capacités de chacun. Il est très important d'articuler l'individuel au collectif. Apprendre à s'écouter et à se parler.

Il est important de créer de la paix sociale, que chacun puisse mieux maîtriser ses conditions de vie, en créant des politiques publiques plus efficaces et mieux adaptées aux besoins. Permettre à chacun de faire ses choix et être libre.

Cette recherche devrait être menée de manière participative:

- programmes de recherche incluant les acteurs concernés pour lier l'expertise scientifique et l'expertise d'usage (ATD)
- organiser des événements autour des données massives sur un thème pour produire des avis éclairés (type conférence de citoyens)

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- programme de recherche (financeur) pour que les chercheurs puissent accompagner des méthodes innovantes ou « Alternatives »

Les publics associés devraient être :

Public = MIXTE

- Enfants
- Citoyens
- Elus
- Agents
- asso

Lieux = écoles

- Réseaux
- Congés citoyens

Penser à restituer aux acteurs habitants les éléments de leur contribution

Les effets attendus sont :

Les politiques et les institutions seront plus à l'écoute des citoyens, prêts à accueillir l'inattendu. Permettre de faire évoluer les postures professionnelles des élus et es agents des institutions, qui à la base ne sont pas des professionnels de la participation. Avec le temps ils laisseront d'avantage d'espace et de pouvoir à la participation. Il y a un échange entre le citoyen et le politique. Le citoyen plus impliqué aura un contrôle plus grand sur le politique. La cohésion sociale sera plus grande, les citoyens mieux intégrés et acteurs dans la vie de leur quartier. On aura repensé le temps pour faire émerger les activités citoyennes pour tous. Les écoles deviennent un espace démocratique et citoyen.

Research programme scenario 4

BESOIN 2 – SCENARIO B [10]

« Développement des communautés »

Cette recherche répond à plusieurs défis : celui de favoriser le développement du lien social, celui de la lutte contre l'isolement et l'exclusion. Cela peut permettre de favoriser le rapprochement entre groupes de religions et cultures différentes. Au préalable, cela peut permettre de déconstruire certaines visions négatives de la notion de communauté, et de préciser ce qu'on met derrière cette notion au sein de différents pays ayant chacun leur tradition politique. Par exemple, une finalité positive de la communauté peut être reliée à celle d'expertise d'usage, qui devrait être explorée dans ce scénario de recherche. Un autre défi pourrait être trouvé dans la prise en compte de la notion de communauté, dans des disciplines essentiellement tournées vers l'action, telles que les sciences de management et de gestion.

Il est important de mettre en place une recherche autour des infrastructures qui pourraient durablement soutenir l'inclusion et la cohésion dans les populations très diversifiées car cela permet aux différentes communautés de mieux se connaître, d'échanger l'émergence ou la consolidation de réseaux d'entraides (apprentissage de la langue, aide administrative) permettre de combattre la solitude et l'exclusion et enfin d'être à l'origine d'initiative locales d'asso, projets communs, éco-quartiers...) Toutes ces initiatives permettraient de réduire la violence et les inégalités qui rongent certains quartiers, tout en permettant aux habitants de profiter de leur rayonnements multiculturels

Les types d'approches sont multiples : dans un premier temps, la question de la définition du sujet de recherche est cruciale : quel périmètre, quels territoires, quel groupe social, etc ? Ensuite, une approche participative (g. quest 4 pour les participants) dans des lieux réappropriés (cafés, pubs, rues, villes et quartiers) et organiser des panels de communautés. Afin de mieux comprendre les communautés, une approche historique et sociologique indispensable. Ce qui pourra permettre dans un second temps une approche prospective des communautés.

En premier lieu, les membres des communautés devraient être impliqués dans cette recherche. Par membres, on entend les citoyens, les élus, les associations, les « populations du concret » (ex parents d'élèves), les étudiants, lycéens et les enfants (en tant notamment que médiateurs de rencontre.) Ce ne sont pas uniquement les leaders des communautés qui devraient être impliqués. D'autres acteurs devraient être considérés par les recherches : les publics réactifs à la notion de communauté. Il faut faire attention aux conditions matérielles de la mobilisation des publics en fonction de leur disponibilité et penser à des moyens de facilitation (comme par ex des indemnisations.)

Compétences :

- Sciences humaines et sociales

- Histoire
- Géopolitique
- Acteurs de la concertation

Formes de travail et lieux dédiés :

- réunions de rencontre
- conférences historiques, visites de terrain avec approche sociologique
- panels de communautés

En recommandant un processus de recherche participative (recherche-action) avec des rencontres entre communautés, on attend des résultats directement liés à ce processus : permettre à des communautés séparées de se rencontrer et participer à un projet commun, de décroisement. Grâce à l'approche historique, on peut susciter sur elles de nouveaux regards – Plus directement, la recherche permettra de faciliter la reconnaissance des communautés. Cette recherche doit aussi permettre de déterminer comment accompagner les communautés à agir pour le bien commun (solidarité, écologie). Elle doit permettre de comprendre comment aider à développer les communautés. Plus directement, en développant les communautés on aidera à mieux se connaître et vivre ensemble, être plus tolérant et impliqué. Les communautés permettront aussi de mieux connaître les besoins et adapter les politiques publiques.

Acteurs touchés ou diffusion : la recherche doit être communiquée aux citoyens et aux participants avec des allers-retours. La recherche doit être transmise via les parcours de formation en sciences sociales (il faut plus de sciences sociales dans les formations). Elle doit être aussi diffusée par voie numérique pour lancer d'autres actions.

Research programme scenario 5

BESOIN 3 – SCENARIO C [7]

« Serpents et échelles » : Relier les enjeux aux acteurs

Il est apparu au cours des échanges que le scénario répond à des défis d'ordres sociétaux et politiques. Les enjeux de société portent sur la production et le partage des connaissances, qu'elles soient expertes ou profanes ; ainsi que lever les inhibitions qui isolent les acteurs en adoptant un langage commun (défi de traduction). Les enjeux politiques mis en avant sont ceux de la formation des élus et des agents de l'Etat au dialogue et à l'accessibilité ; mais aussi, poser les garanties de la concertation.

Le défi récurrent, à cheval entre société et politique est double : recréer la confiance mutuelle entre les élus et les citoyens pour redonner à tous le désir de s'investir, de s'impliquer, dans la vie de la cité. Autrement dit, de devenir citoyen !

Il est important de se saisir de ses défis pour retrouver une certaine cohésion et unité sociale. Autrement, le risque de voir s'accroître les fractures, la marginalisation et l'exclusion de certains, demeure. Or ce terreau est néfaste pour la démocratie en ce qu'il favorise extrêmes et populismes politiques.

Les discussions plébiscitent une approche inclusive, participative et pluridisciplinaire. Les approches retenues doivent opérer un équilibre entre théorie et pratique. L'observation participante doit être favorisée car elle semble donner une certaine légitimité à la recherche. Par exemple, le chercheur est en immersion pendant un an dans l'environnement étudié, que celui-ci soit la « cité » ou le Conseil d'Etat. Puis, il commence à écrire. Il est dès lors perceptible que la nécessité de redonner sa place aux sciences humaines dans la recherche et dans la construction de politiques publiques est un axe majeur à cette table.

Différents dispositifs ont été évoqués : la co-construction des recherches, le porte à porte, l'analyse comparative de 2 territoires l'un doté de processus participatifs et de communication non-violente dans la politique et l'action publique et l'autre non (témoin) pour voir les effets et différences sur la société et la politique.

Il y a un fort consensus : tout le monde doit être impliqué. Les acteurs associés à la recherche, selon le thème de celle-ci, devraient être des : sociologues, psychologues, élus, citoyens, pédagogues, experts et administrateurs (fonction publique). Le tout est d'avoir une équipe pluridisciplinaire large et adaptée.

Les compétences requises, outre celles techniques, sont « une bonne écoute réciproque », l'empathie, co-crée un langage commun pour éviter les incompréhensions et le sentiment de non-compétence des acteurs profanes.

Avoir des connaissances en communication non-violente, mais aussi des statistiques (avoir fait un état des lieux) est très important pour recenser les bonnes pratiques et répondre aux enjeux.

Les effets de cette recherche seront visibles sur un temps moyen voire long, parce que la recherche devra reposer sur des allers-retours (être réitérative) pour se réajuster et être au service de l'utilité sociale. A la fin, cette recherche doit permettre de recréer du lien entre les différents acteurs et aussi leurs enjeux.

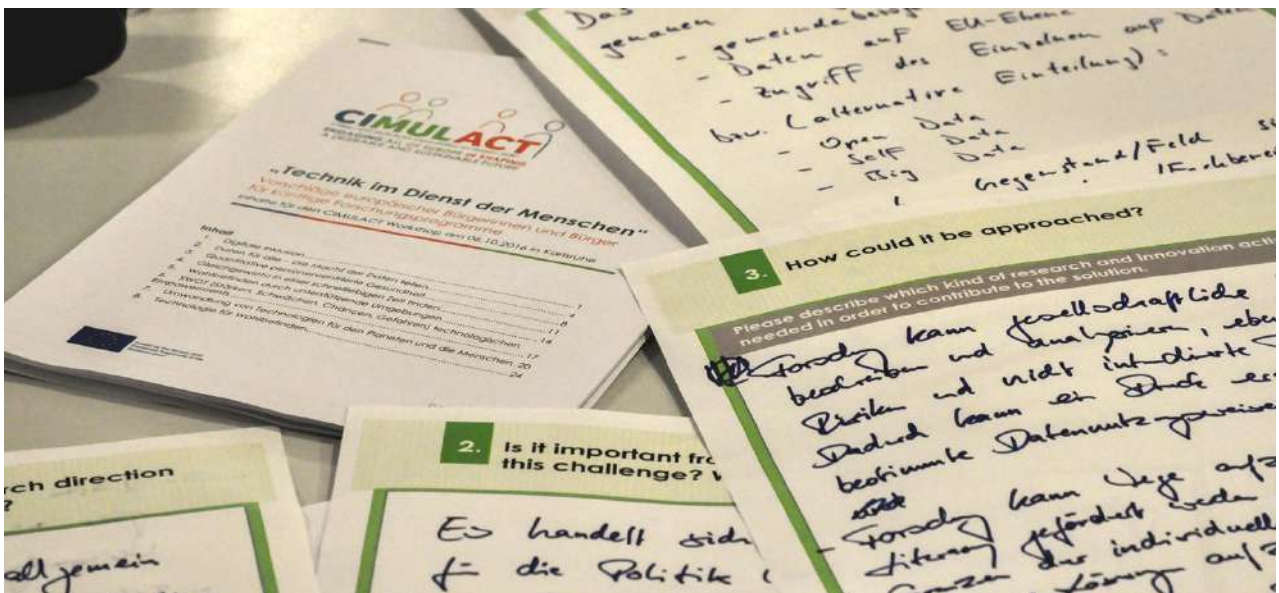
Le but principal est de faire se rencontrer l'offre et la demande de participation : notamment en construisant les sujets de participation à partir des sujets qui intéressent les citoyens (sujets sur lesquels ils ont vraiment envie de se prononcer [et non ceux qu'on leur prête]). Mais aussi d'orienter la recherche pour l'utilité sociale et que ses résultats soient exploités aussi bien par la société civile, les élus que les agents publics.

IDENTIFIER DES INTERETS COMMUNS semble être la clef du processus.

Des étapes sont nécessaires :

1. Etat des lieux
2. Co-construction du programme de recherche
3. Co-production de la recherche
4. Retour vers les citoyens : leur rendre des comptes

Il faut que l'ensemble du processus de recherche soit transparent.



Report on the research and policy consultation in Germany

Fraunhofer ISI | Karlsruhe, Germany | October 2016

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1: Concept for the consultation in Germany

The consultation took place October 6th 2016 in Karlsruhe (Akademieverein Karlsruhe, Am Rüppurrer Schloß 40, 76199 Karlsruhe). It was a single stakeholder consultation. The overall topic of the consultation was “Technology serving human beings”, which was a main aspect in the chosen research programme scenarios (RPS).

We invited a broad variety of stakeholders, experts and policy makers from both, research as well as from companies that share a focus on this topical frame. The invitees were chosen from the following stakeholder groups:

- researchers from universities, public institutions, RTOs – including young researcher groups;
- R&D/strategy staff from related companies;
- staff members of the federal research ministry (department human-technology interactions) and project management (Projektträger);
- science and research journalists.

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The research side will be composed interdisciplinary e.g. (robotics, AI, Technology Assessment, Serious Games, ...) engineering, sociology, philosophy, design, ICT, etc. The first two groups formed the bigger part, the latter two groups were meant to complement their perspectives.

The target group forms the relevant stakeholder community, because they are the ones who are researching and developing the future socio-technical arrangements (in Germany and abroad) or managing and designing their national funding. The central need that is at the very heart of our topic and stakeholder selection (*17 Technology serving human beings and society*) was the need to which most citizens' visions contributed. The research side adds an informed professional perspective to the citizens' visions and the experts' contributions. The ministerial or project management staff as well as the overview wise well-informed research journalists should contribute a larger societal public interest view. In addition, it was our intention not only to enrich the scenarios with the invited expertise but also to disseminate and promote the scenarios' content to the participants especially on a national level, i.e. to the national funding institution (via project management or ministerial staff).

For the recruitment, we started from a selection of disciplines, institutions, current research projects, advisory/strategic boards etc. We used our connections to the addressed community in Germany and we started contacting each group via our existing network. We used e-mail and phone as main channels.

The recruitment process proofed to be as difficult as expected. Due to the consultation date in autumn, several additional difficulties occurred and thus many invitations were rejected:

- All invitees received the first invitation in July 2016 which is already summer holiday time. When they checked the mails back from vacation, it occurred frequently that the invitation was overlooked in the crowded inbox. The responses to the reminding email after vacation time in the beginning of September showed clearly that this was the case.
- Generally: Autumn is a very busy phase for researchers and policymakers, thus many invitees were already booked the respective day.
- Especially for university researchers the winter semester classes all over Germany started just the week of the consultation.

As a first round, we invited about 60 candidates of which almost one third accepted the invitation. We then invited another set of about 20 candidates in order to balance the participants concerning gender, age and expertise. In the end we had 26 accepted invitations and 5 table moderators from the Fraunhofer ISI. This set of participants was

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perfectly gender balanced (15 female, 16 male) and had wide variety of expertise from the following institutions: FAU Nürnberg, FH Düsseldorf, Fraunhofer ISI, Fraunhofer ZV, HSU Hamburg, ITAS Karlsruhe, ITZ Karlsruhe, KIT Karlsruhe, KUKA Roboter GmbH, OTH Regensburg, PH Luzern, RWTH Aachen, TU Berlin, TU Chemnitz, TU Darmstadt, UDK Berlin, Uni Hannover, Uni Wien and VDI-VDE IT. The group of science journalists could not be engaged, as well as the ministerial policy makers. All expressed great interest in the consultation topics but lack of time to participate. The latter (BMBF) deliberately sent a member of the German project coordinator staff from VDI-VDE IT for them to participate (as anticipated in the recruitment strategy statement). Furthermore experts from companies were quite underrepresented. But with a member of the Project Office - Social Impacts of Robotics, from the Corporate Research Department of KUKA Robotics GmbH we were able to engage an ideal participant from one of the biggest global players in robotics.

We experienced some short term cancellations of participants in the week before the consultation due to a variety of reasons like child care problems, a sudden death within the institution of a participant and unforeseen administrative meetings and exam dates in the universities. So we ended up with 31 participants for our workshop, 5 of them were no-shows at the very day due to illness. The final group of 26 persons proved to be very well composed, highly motivated and very apt to fulfill the task of enrichment and prioritization of the 5 RPSs.

We used method 2 – Consulting stakeholders. We chose this method in order to engage excellent stakeholders and researchers. The main problem was anticipated to be their scarce time for participation. So we needed to offer a method that allows both in depth face to face discussion time and an overall time span to let most participants manage their participation and travelling in one day or one day and a half. That is why we set the begin at 9:30 am and the end at 4 pm: 9:30 am is early enough for those who arrived the night before not having to wait too long that morning for the others to arrive but it is late enough for those who travel directly to the consultation to be able to get there in time. 4 pm is late enough to get the results needed without unnecessary stress and early enough to allow all participants to travel home and not urge them to stay another night before being able to get home. This method with this timing was the happy medium for working time and willingness of participation.

Therefore we decided to do only one round of group work – that is to enrich 5 instead of 10 RPSs. We divided this single round in one part of discussion and aspect gathering before lunch (Group work 1) and one part of consolidation, agreement, and final template writing after lunch (Group work 2). This turned out to be the right decision in this timeframe because the overall excellent participant evaluation sheets show a slight discomfort with the rather high work pace and of some the wish for more time for discussion. Having to deal with two RPSs per group instead of only one surely would have been an excessive demand.

2: Programme for the consultation

09:30 – 10:00	Welcome, Introduction
10:00 – 10:30	Presentation of the 8 research programme scenarios
10:30 – 11:00	Selection of 5 RPS and formation of the 5 working groups
11:00 – 11:15	Introductory round/warm up within the working groups
11:15 – 12:30	Group work 1
12:30 – 13:30	Lunch break
13:30 – 14:30	Group work 2
14:30 – 14:45	Coffee break (extended group work 2)
14:45 – 15:45	Plenary exhibition and presentation of the enrichments; Prioritization
15:45 – 16:00	Wrap up, Feedback

See annex 1 for original German version of the agenda.

3: Selected research programme scenarios

We selected a set of 8 RPSs that prominently deal with aspects of human-technology relations and subsumed them under the working title "Technology serving human beings" ("Technik im Dienst der Menschen"). In order not to irritate the participants when sending them the RPSs for preparation we renumbered them. We enlist here the German titles with the new numbers and the English titles with the CIMULACT-numbers.

The chosen RPSs were:

Topic of the Consultation "Technology serving human beings"	"Technik im Dienst der Menschen"
1a: Digital Inclusion	1: Digitale Inklusion
3a: Data for all – Share the power of data	2: Daten für alle – Die Macht der Daten teilen
4a: Quantitative person-centred	3: Quantitative personenbezogene

health	Gesundheit
4c: Finding a balance in a fast-paced life	4: Gleichgewicht in einer schnelllebigen Zeit finden
4d: Promoting wellbeing through relating environments	5: Wohlbefinden durch unterstützende Umgebungen
7d: SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment	6: SWOT (Stärken, Schwächen, Chancen, Gefahren) technologischen Empowerments
8d: Transforming technologies for planet and people	7: Umwandlung von Technologien für den Planeten und die Menschen
9a: Technology as a means of wellbeing	8: Technologie für Wohlbefinden
Renumbering: 1=1a; 2=3a; 3=4a; 4=4c; 5=4d; 6=7d; 7=8d; 8=9a	

The RPSs in bold font are the 5 that were chosen to be enriched. This choice was done by self-assignment of the participants. We placed the 8 posters of the prepared and introduced RPSs on the floor and asked the participants to place themselves next to the RPS they prefer to discuss. They had to form 5 equally sized groups next to 5 RPSs thus leaving 3 unselected.

The enriching groups worked on table and whiteboard with post-its, the templates and the posters of the RPS. After group work 2 each group presented the enrichment work with these materials at the group whiteboard to the plenum. The plenum asked questions and commented. After all 5 enriched RPSs were presented and briefly discussed; each participant was given 2 dot stickers and was asked to stick it on the 2 of the 5 final RPSs thus voting for this RPS. The voting task was: Please vote for the 2 RPSs you consider the most impactful for society. They were not allowed to give 2 votes/stickers to one single RPS.

Place 1: 4c: Finding a balance in a fast-paced life

ASPIRATION

We now live in a world where work has taken over our lives. We are expected to be ever more productive and juggle this with our caring responsibilities in the home, at the expense of a meaningful personal life. Fast paced living is endangering our health (heart problems, mental health problems, burnout, break down of our immunological system etc.). Citizens should be enabled to manage their daily lives in a balanced way by valuing relationships, taking breaks and creating opportunities for recreation.

RESEARCH DIRECTIONS:

Large scale intervention studies are needed to create a framework of measures for well-being and stress management for a better life.

RESEARCH QUESTIONS:

- How can we identify practices within cultural traditions that would empower citizens to take on board healthy lifestyles?
- How can precarious work be better regulated to protect vulnerable members of society?
- How do different people cope in managing work responsibility at a managerial level that entails long hours of work?
- How can work cultures create relating environments that also respect workers caring responsibilities and nourishing relationships with significant others on the home front?
- How does the rise of virtual relationships affect physical and mental health?

STATE OF PLAY - EXPERTS VIEW (Scientific research):

Many people experience ill health due to fast paced life. Companies push staff in a competitive manner.

Limited time for social life – electronic relationships

Some companies offer employee benefits but demand long working hours (and even colonize staff leisure time).

STATE OF PLAY - CITIZENS VIEW (Everyday life):

Pressure for continuous and increased productivity

Longer working hours (even on a felt/subjective basis)

Possible salary cuts due to the ongoing economic crisis

All these result in less personal, social and family time.

IMPACTED CITIZENS VISIONS:

[ROU] Vision 6: The mind of the future, in a healthy body

“We will be healthy and able to work properly and we will have a longer and harmonious life”

[SVN] Vision 1: Society of Sustainability

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Centres around a *“Society of sustainable balance i.e. a society of balanced co-existence, high quality of life fairness and responsibility”*

[DE] Vision 1: Sustainability implemented

Less hectic, friendly approach to each other. Deceleration / slow down the pace of life

[LUX] Vision 6: I am satisfied with what I am doing! (Do what you love, love what you do!)

“I am satisfied and I am serving society. My pace of work is being respected; I can combine my social, family and associative commitments and I have time for myself. Every moment of life is well lived. I try, I am wondering, I am experimenting, I am changing, I am building, I live free of my choices, respected by others.”

[AUT] Vision 3: Work and the economic world: worth living

Reduced pace!

[PL] Vision 1: Healthy Family, Healthy Society (Flower of Life)

“We try to maintain a healthy balance between work and everyday life, even after a lousy day, a stressfree and pleasant atmosphere awaits us, as the intelligent apartment block we live in adjusts to our mood.”

[IRE] Vision 3: Relationships with one another and the environment

Work / life balance will be different. More time for relationships, culture, society e.g. look at Danish model.

[SWE] Vision 3: Ecological sustainability and health

It is also easier for the individual to make choices about the distribution of their working time and free time to improve the work-life balance.

Place 2: 8d: Transforming technologies for planet and people

ASPIRATION

The challenge is:

We have many current technologies that are embedded in the system. How do we re-assess them in the light of our new knowledge about our interconnected earth system and global societies?

How do we ensure that new technological development helps people and planet?

RESEARCH DIRECTIONS:

Currently technological development is being driven by short term industrial decision-making without considering ecological and social impacts and long term effects. A democratic approach to technical innovation should include citizens and established organizations.

Research needs to be conducted in different ways to conduct this process effectively. Traditional skills and technologies that work with ecological systems are often undervalued. It is imperative that this should be supported, showcased, and included in future research.

Potentialities for links between these technologies and social innovation should be explored.

RESEARCH QUESTIONS:

- What is the best way of preserving knowledge and skills of more sustainable "technologies" (e.g. closed-loop farming, repair, re-use) and transferring them from central Eastern European countries to Western European countries? And vice-versa in some cases.
- Test sustainability oriented design principles like:
 - o Design for durability/biodegradability
 - o Design for repair and re-use
- Creating new livelihoods
- Linking social and technical innovation
- System impact assessment
- What different models to use for involving citizens in technology assessment? How to train them to be able to do it?

CONCERNS:

Who decides of the ethical important issues in technology and research?

If more citizens and stakeholders are involved, will the innovation process slow down?

Citizens would need system assessment training

STATE OF PLAY - EXPERTS VIEW (Scientific research):

There is a growing philosophy of technology movement / research, but not so far well linked to sustainability. There is a body of EU research on responsible innovation. Appropriate technology studies tend to be confined to the developing world. Re-thinking current technologies is mostly done by movements, NGO, through research and campaigning. There is work on the ethics of new technologies and citizen views. There is a lack of research on the potential for new job creation in repairing / reuse / etc. as resource depletion rises.

There is existing research on ecological design. Making links between research areas might be the main task, skills in assessing system impacts need to be spread.

Action research linking, social and technological innovation in developing countries needs more support.

STATE OF PLAY - CITIZENS VIEW (Everyday life):

We use technology too little - too much - use of paper, not enough control.

In Eastern European countries people tend to repair and reuse more, e.g. technology and clothing. But in Western European countries people tend to waste much more.

There is too little impact assessment.

IMPACTED CITIZENS VISIONS:

[EST] Vision 5: A new hope: *"In 2050, technological and scientific breakthroughs have led to 1) minimised pollution, air pollution, water pollution and domestic waste, 2) the use of clean energy sources growth of the share of renewable and sustainable energy"*

[LIT] Vision 2: Human and Environment

"[in our vision] there is just enough technology to serve ecology and harmony..."

[ESP] Vision 3: Building the future

"to regulate the role of new technologies in order to avoid damaging the quality of human relationships"

[LIT] Vision 2: Human and Environment

"...pure barber; generation of non-consumers..."

[UK] Vision 1: The 2020 Economy

"a cyclical economy built on 'cradle to cradle' philosophy; built on 100% reusable recourse, including supply changing production, energy usage and consumption"

[PORT] Vision 3: E.U. - We are

"existing technology allows us to have comfort and optimal management of resources"

[PORT] Vision 1: Alice in tomorrow's land

"technological development has evolved and contributed to finding solutions for better resource management (and natural disaster prevention)"

[ROU] Vision 4: The Golden Age

" quality of life will have improved tremendously for senior citizens aided by technology"

[FIN] Vision 2: Predictive health tracking

"Developments in technology and medical sciences have prolonged people's lives and improved their quality of life. Technology is utilized in basic health care and maintenance, in the diversification of treatments and, for instance, in the prediction of different kinds of seizures."

[IRE] Vision 5: Balance of nature, humanity, and technology

"We want technology to be used for the betterment of society"

[LUX] Vision 3: A quantum leap in development

"Technology is being used for the wellbeing of people and not in order to maximize profits"

Place 3: 3a: Data for all – Share the power of data

ASPIRATION

Today's data-driven economy and society can exclude people from knowledge and decision-making. We want to reverse that by empowering people to create data, make sense of data, use data to their own individual or collective ends and discuss data and data-based decisions.

This will allow citizens to participate more in the production of knowledge and have more meaningful discussions on common issues.

This agenda calls for policies on: literacy, mediation (on helping non-specialists to take part), open tools and data (train the people who develop the data and train the people who use the data)...

RESEARCH DIRECTIONS:

Research should aim at finding ways of sharing the power of data with non-specialists and individual citizens for use in their own lives and for participating in collective decisions. Two sets of challenges need to be considered:

People-centred challenges: data literacy, privacy, co-production of data

Data-centred challenges: the risk of over quantifying issues and the fact that data themselves is the result of production-processes with mechanisms that should also be open to investigation.

Research projects should include citizens.

RESEARCH QUESTIONS:

- How can data become assets and tools to allow non-specialists to take more active part in decision making as well as in the design and production of public services?
- What are barriers of open data on the side of supply as well as demand?
- What are the risks and limitations of data-driven collective decision making? Can there be too many data? How can desirable social goals result in the production of new data? Should data diversity become an explicit policy objective?

CONCERNS:

Do we really have the data to produce these indicators?

Do we need qualitative rather than quantitative data? Are we turning everything into numbers?

Belief that data can be produced easily, cheaply by everyone, can result in poor quality data.

STATE OF PLAY - EXPERTS VIEW (Scientific research):

The following issues are being researched in this context:

Open Data (opening up licenses, open use of data).

Self Data (an emerging field on the use of personal data by individuals, VRM⁹ quantified self data ownership).

Big Data (Advanced methods to extract information from huge datasets generated from diverse sources).

⁹ VRM stands for Vendor Relationship Management. VRM tools provide customers with both independence from vendors, and better ways of engaging with vendors. (Source: Wikipedia)

Data literacy / Data visibility.

Social mapping (analysis of human networks, discussion dynamics etc. for recognition of behaviour and preferences).

STATE OF PLAY - CITIZENS VIEW (Everyday life):

Vilnius (Lithuania): Open access data at municipality level → trying to find ways to process them and make them

Data is not yet ready to be released in a way that citizens can use them / understand them.

Databases at European level are difficult to use. It is hard to reach data in a filtered and organized way.

Simplified platforms that allow people to find the information.

Need to produce and disseminate the knowledge about new ways / opportunities to access data.

IMPACTED CITIZENS VISIONS:

[NL] Vision 3. Freedom

"There is no manipulation of your thoughts by media."

[CZE] Vision 6. Back to the roots

"Balance between technologies and personal values".

[UK] Vision 4. Untitled.

- Citizens decide on spending priorities (e.g. taxes, referendum, participatory budgets)

- WIDENING PUBLIC DEBATE / VOTING MECHANISMS – organising more workshops like this, electronic referendum, public debates including more political parties, groups of interest.

[FR] Vision 2. Collective Project.

"Direct democracy is possible and citizen consultations are held frequently"

[CZE] Vision 5. Open Civil Society.

"Make useful information instead of information ballast".

[AUT] Vision 1. Finally a true European community.

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"It is not possible to hack into digital systems anymore, so that the online voting cannot be manipulated."

"Direct elections and standardised voting systems are state of play in Europe and the member states."

[BEL] Vision 4. Citizen-centred vision

"Citizens will become aware of their responsibilities about the information they diffuse and receive."

[CZE] Vision 3: Free citizens in the secure world of data

"100% security of personal data against abuse – it will be achieved by an advanced technology."

Place 4: 7d: SWOT Technological empowerment

ASPIRATION

We envisage a society where Strengths, Weaknesses, Opportunities and Threats of technology are identified and taught. Instead of "smart technologies" we need technologies designed to make us "smarter". Instead of "smart cities", we need liveable cities! In our desired future the term "smart" has been redefined and includes concepts like wisdom, young children's urge to socialise and abilities as self-directed learner, and the psycho-biological-social-motivational "needs" (Maslow pyramid) without which no one can grow or thrive!

RESEARCH DIRECTIONS:

Investigating the role of technologies to support students' self-directed learning and develop critical thinking and creative adoption of effective technologies for learners' benefit.

Investigating the dimensions of human "smartness" and put them in relation with "smartness" or lack of thereof of technologies and infrastructures in order to improve the educational ecosystem as viable, attractive, sustainable, human-centred settings for enabling individual and collective well-being and development.

RESEARCH QUESTIONS:

- What if technologies will be used to support students' self directed learning?
- How to foster understanding of differences between tech and human "smartness" (intelligences) and use the latter to boost student development and school improvement?

- How to develop critical thinking and foster penetration [adoption] of effective technologies for learners' benefits?

CONCERNS:

Access to technology is not enough to develop technological literacy

How is technology affecting social interaction and participation?

Is technology been used to replace experts and education?

STATE OF PLAY - EXPERTS VIEW (Scientific research):

Lack of awareness of the WOW effect: the relevance of a tool should be measured as a factor of its "holding power" (Papert) or ability to elicit interest over time, beyond the novelty factor.

Lack of a critical adoption of tech models and tech-based methodology

Insufficient understanding of the relation between "smart" tech and human intelligence.

Lack of nuance in the generally polarized debates between technophobes and techno-fetishist. Technologies are tools! It is what we make of them that matters.

Lack of awareness of the potential of tech for didactics and learning. Digital technologies can be stifling or empowering depending on "who uses them to control what". In other words, it is not the same to use computers to track and control student outcomes, to use a word-processor, Photoshop (or other authoring tools) to write a report, or to search for resources online.

STATE OF PLAY - CITIZENS VIEW (Everyday life):

Parental control systems allow parents to control and supervise technological/digital accessibility.

Schools have varying amounts of technologies but in cases teachers are not sufficiently "trained" on how to use them.

There are free classes that teach digital literacy to seniors.

Not everyone has access to tech devices for education.

Maslow's theory of needs is being addressed in some cases; in Malta breakfast clubs ensures some physiological needs of students are satisfied so they can move on to satisfying their educational needs.

IMPACTED CITIZENS VISIONS:

Research in this domain will:

Raise awareness about SWOT of technology in supporting job placement and individual self and life-long learning.

Enhance quality and smartness of the educational ecosystem.

Accordingly, it will contribute to the following needs expressed in the citizens visions:

[GR] Vision 1: Humanity - Environment – Justice

“Schools fully equipped with the latest technology.”

[SVK] Vision 6: School of the Future

“Change of the form, content and processes of education, usage of the latest technology in education, more creativity and “out of the box” thinking, possibility of virtual education. Greater attention to cognitive processes of students.”

[ROU] Vision 3: Back to (our) roots

“Technology will develop in harmony with the environment and individuals’ needs.”

Place 5: 4d: Promoting wellbeing through relating environments

ASPIRATION

We want to promote well-being by installing environments that promote both, mental and physical health. By environment we mean both, the psycho-social environment which has to do with the quality of the relationships amongst people (e.g. constructive styles of dealing with conflict, good team work) and the physical environment which we inhabit (e.g. spaces, buildings, gardens).

RESEARCH DIRECTIONS:

We need to explore what are the “relating environments” that best promote physical and mental health and how they can be build up in workplaces and beyond.

RESEARCH QUESTIONS:

- What technologies could underpin a responsive environment that identifies and matches user needs in real time?
- What are good practice used by companies to promote the physical and mental health of their employees through relationships at work and the creation of physical environments that are mentally and physically relaxing?
- How can relating environments be achieved outside of big organizations (or corporations) eg. in SME's?

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- What are methods and strategies to achieve engagement and motivation in healthcare interventions and promotion in the workplace and on the home front?
- Is it possible to create a model of social responsibility for the implementation of self sustaining health communities?

CONCERNS:

Some relating environments exist only at service of business interest i.e. keeping employees well for long working hours

STATE OF PLAY - EXPERTS VIEW (Scientific research):

Problems at work impact on happiness and thereby on mental and physical health.

Working groups can produce motivation for health promotion, social influence increases cooperation.

Wearables also encourage a healthy lifestyle.

There are cultural differences in social initiatives i.e. different attitudes towards sharing apartments.

Gamification can help to motivate healthy lifestyle, but not everyone uses it.

Responsive environments for anticipation and complying for users' needs are being researched.

If companies provide such environments this would encourage workers to socialize at work rather than spending time with their families.

STATE OF PLAY - CITIZENS VIEW (Everyday life):

Currently environments promoting well-being are rare. Our experience shows that this kind of comprehensive / inclusive concepts is actually lacking from our everyday lives.

IMPACTED CITIZENS VISIONS:

[GR] Vision 4: Improving quality of life - a weapon to fight cancer

By creating environments promote: *"healthy lifestyle", "reduced stressed" thus "improving quality of life".*

[SVN] Vision 3: Green Future

"To improve the quality of life to achieve mental and physical health", "Raising awareness and concern for the management of the (workplace) environment!"

[DK] Vision 1: Physical and mental health

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“Healthy as a whole i.e. both lifestyle, mental and physical health”

[SVN] Vision 3: Green Future

“Life in and with nature → mental and physical health”

4: Germany: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

Place 1:	4c: Finding a balance in a fast-paced life [12]	
Place 2:	8d: Transforming technologies for planet and people	[11]
Place 3:	3a: Data for all – Share the power of data [10]	
Place 4:	7d: SWOT Technological empowerment [09]	
Place 5:	4d: Promoting wellbeing through relating environments	[08]

Total votes 50 (one participant abstained).

Place 1: 4c: Finding a balance in a fast-paced life

1) **What challenge(s) does this research scenario address?**

Basic assumptions of the present are:

- A fast pace is considered as set, we all assume that acceleration is and will be the norm – but that can be doubted.
- Concerning “speed”, there is a contrast or duality of *work* and *leisure*. People feel time differently – in active times “time runs fast”, in inactive times “time runs slowly”.
- The current economic and societal systems are all based on the growth paradigm: growth is necessary (= status quo). (This can be doubted.)

Criticism of Vision:

- Balance does not fit the research directions mentioned. Looking at recent studies (e.g. intervention study on stress management), we know that stress and sometimes imbalance is positive. Stress can be positive and negative. Instead of just stating that “balance” is the norm, study the causes.

Problems and challenges:

Vision: It is difficult to cope with a fast paced world (=understanding).

Our approach: Fast pace is a symptom of different developments that are going on in parallel that lead to the impression of a generally "faster" world. Examples are:

- dealing with values (values are often asked for and in question),
- establish a sense of meaning (people often do not see a meaning in their doing, this has to be made explicit),
- anxiety as a driver (people fear change because they do not know what might come), this anxiety (more than "German Angst") hampers them to act so that they remain in the current patterns of behaviour.

2) Is it important from your point of view to address this challenge? Why?

Discrepancies that we perceive:

- The proportion of work and leisure is very different and perceived differently, in some cases, the workload is pressure, in others positive stress.
- Time is often seen equivalent to money because salaries are paid based on time or productivity. In fact, they are different categories.
- Activity and recognition are perceived differently + "added value" (≠ vs. profit): Added value is not always monetary profit but perceived as such. This is disturbing balance.
- Growth and equilibrium: We have a lot of growth processes, but they do not lead to an equilibrium. There are no research processes that deal with equilibrium or shrinking.
- Leisure is colonised, everybody has to be available 24/7, there is no time off.
- A differentiated, inter- and transdisciplinary debate of value does not take place.

3) How could it be approached?

Two approaches:

a) Within the frame of celerity/ acceleration:

- Chronobiology research, to find out where adaptation is possible
- Capture fast pace: clarify what is fast and how to deal with it
- Do a survey of individual satisfaction and value creation and find out how persons can be satisfied.

b) Set speed in question (not always, acceleration is necessary):

- anxiety research: Why do people have or develop "Angst"/ anxiety? How could this anxiety be alleviated?
- measuring und understanding of positive and negative stress in order to adjust both
- break the "time = money" equation (overcome the notion that time is money), make clear where it is more important to be at the right place at the right time or

where more quality is necessary (instead of speed), decouple salary and time, decouple productivity and time (outcome per time) or measure it differently

- there are gender differences that have to be made explicit
- age differences have to be made explicit
- Evaluation, recognition, classification and develop research ethics in this field.

Experimental trial

- Go beyond your own lifetime, think longer term than your own lifetime.
- Experimental historical research (for learning from history) together with reflection of long-term artistic consequences in the future (Long Now Foundation, John Cage "As slow as possible" (Halberstadt))
- Do research through design, design processes first.

4) Who should be involved in solving the problem?

- transdisciplinary philosophy
- psychologists (for larger studies)
- "fear/ anxiety researcher"
- theologians of all world religions
- social psychologists
- (sociologist)
- physicians
- economists, interdisciplinary
- ecologists (for environmental consequences, identification of concepts in nature)
- manager (for implementation in companies)
- Research through Design
- designer (for methodological tool)

5) What should be the main goals/impacts of the research activity?

Good health and quality of life of people by achieving an equilibrium in respect of discrepancies, evoke a change in "how can economy and society think differently"?

- new adjusting of activity and work (welfare economy) + unconditional basic income
- higher level of satisfaction, happiness, health
- life guidance counsellor as a new profession

Place 2: 8d: Transforming technologies for planet and people

1) *What challenge(s) does this research scenario address?*

The main challenge of this proposal is to bring together sustainability and democratization. The proposal assumes that a democratic, participatory technology development leads to a sustainable, better world.

There is, however, a tension from which result a wide range of methodological questions.

All in all, this is mainly about applied research, less about basic research. Therefore, the second area of tension lies between short-term economic trading and long-term sustainable action.

Further problems:

- logic of science
- Who decides on ethics?

2) *Is it important from your point of view to address this challenge? Why?*

Yes, there is a risk that participation becomes a "buzzword".

→ Participation can and should offer value for man and nature.

→ Approach is to be developed.

Participation is expected to provide a greater variety of alternatives. At the same time, participation must not limit diversity.

3) *How could it be approached?*

- Further development of participatory methods
- Differentiated spectrum for different purposes
 - Critical reflection of the research questions for research / innovation projects (framing)
 - Systematic integration of social innovation
 - Include different forms of science
 - Integrate ethical aspects (value debates)
 - Free space obtained for "free" research
 - Tying in with already existing TA, TB, RRI, CSR, sustainability design
- Educational research
 - How to increase sustainability awareness and participation competency?

4) Who should be involved in solving the problem?

- Citizen participation does not generate sustainability per se. Citizen participation is meaningful and effective, but it must be considered in the research context and is therefore not necessarily useful in every area.
- In addition to citizens (users / beneficiaries), the following areas should be involved:
 - Industry
 - Engineering sciences
 - Social sciences
 - Legal science
 - Philosophy
 - Ethics
- Objects of research should be included
 - Sustainability design
 - Responsible Research and Innovation (RRI)
- Should be fully anchored in both disciplinary and cross-disciplinary disciplines.

5) What should be the main goals / impacts of the research activity?

More people are enabled to live a dignified life in a healthy environment and in an intact social environment (no poverty, access to drinking water, decent working conditions).

The spheres of science and technology, on the one hand, and citizens and people, on the other hand, will approach each other.

The science landscape is changed by the core competency of citizens' new power structures, new disciplines, and new fields emerge.

Place 3: 3a: Data for all – Share the power of data

1) What challenge(s) does this research scenario address?

The proposal generally aims for the appeal of a democratic deficit in the EU / in different countries. This expresses itself in the case of thread No. 2 in the sense of a lack of information.

Involved challenges:

- Education about existing data access options
- Education about non-public data processing of personal data

Criticism:

- Specification of definitions with regards to "file", "information" and "knowledge" is necessary.
- Data is not equal to having power, it depends on their use.
- In general, is it possible to "share power of information" because the use of competent data usage requires expertise (analysis + rating).
- Is the transfer of competence to the individual desirable? (Over-receivable / overload?)

2) Is it important from your point of view to address this challenge? Why?

It is a challenge for policy makers (also: rights policy), because research alone cannot re-establish the lack of confidence in research. Nevertheless, research can contribute towards it. -> See template 3

3) How could it be approached?

- Research can describe and analyze social developments, as well as potential risks and unintended consequences. Thus, a pressure can be generated to disclose specific data usage patterns.
- Research can show paths of how data literacy can be promoted, otherwise show the limits of individual data usage as well as collective solutions.
- Research can contribute towards technical innovations in the field of data storage, processing and use, to solve the above mentioned problems. -> integration of social science perspectives!

4) Who should be involved in solving the problem?

It depends on the precise subject / field:

- Community related data
- Data at EU level
- Access of individuals to information or (alternative classification):
 - Open Data
 - Self Data
 - Big Data

Depending on the subject / field other disciplines / departments are approached (science of law, education, politics, engineering, sociology and others).

5) What should be the main goals/impacts of the research activity?

It will result in gaining knowledge in relation to social developments and mechanisms of data usage.

- See the immediate results that result from template 3.

An immediate impact (in this context) cannot be usefully estimated/ quantified.

Place 4: 7d: SWOT Technological empowerment

1) What challenge(s) does this research scenario address?

We wish for a society in which strengths, weaknesses, opportunities and dangers of technologies are studied and taught.

There is a concern about a loss of competences, autonomy and control. On the basis of existing competences, we want to gain new skills without losing old ones. We rather aim to strengthen them at the same time.

Instead of using "smartness" to refer only to technologies / as a property of technology, we prefer an open / wide understanding of "smartness", which encompasses competencies such as wisdom, experience, ..., as well as the effect of interaction between human and technology.

The concept of "smart" comprises concepts such as wisdom, the urge of small children to social relations, the ability to learn independently from their own impulse, and the (social, psychological, biological) basic needs (Maslow pyramid) without whose fulfilment no one can grow and thrive.

- An open understanding of Smart - Smart is not related to subjects, but rather to interactions

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- Opposition critical, instead of "smarter". Tenor of control loss.
- Competence - decision remains possible
- Fear of loss of functional competence

Problems:

- Loss of control
- Competence development
- Lack of judgement and evaluation
- Negative experience in dealing with new technologies

Lack of competence not only on the part of the users, but also on the part of the developers, designers, teachers ...

2) Is it important from your point of view to address this challenge? Why?

- Prerequisite for a self-determined / situation-adequate / context-taking experience, design and assessment of human-technology interaction
- Important contribution to livable environments.
- The key role of technology in a society with long life expectancy (requires dealing with these challenges)
- Contribution to RRI
- Make sure it is not too
 - purely market driven, economically driven interests
 - Pure technology-based determinism
 - Pure technical feasibility (e.g. cloning)driven developments

3) How could it be approached?

- Investigate which role technologies can play for new forms of learning.
- Develop critical thinking and self-determined use of technologies for the benefit of learners.
- Dichotomy should be avoided.
- Investigation of the genesis and socio-technical dimensions of prudence.
- Infrastructures that make ecology of learning a viable, attractive, sustainable, human-centric framework, that promotes individual and collective well-being and development.
- Development competence (user centering, forms of participation)
- Public discourse
- Transparency, traceability, co-determination

4) Who should be involved in solving the problem?

- Situation-specific integration of different stakeholders / potential users / all relevant people.
- Conflicting interests must be negotiated. This results in who must be involved. (Power aspects, competencies, etc. must be taken into account.)
- Whoever is involved is a learning effect in itself.

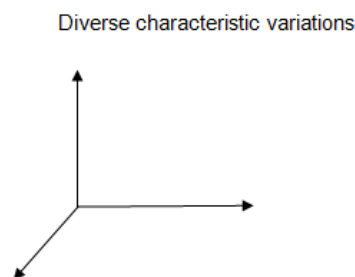
5) What should be the main goals / impacts of the research activity?

- Technological fears are reduced
Make sure it is not too
- Purely market driven, economically driven interests
- Pure technology-based determinism
- Pure technical feasibility (e.g. cloning)
Driven developments
(See question 2, No. 5)
- New forms of technology development and design
Prerequisite for a self-determined / situation-adequate / context-taking experience,
design and assessment of human-technology interaction
(See question 2, No. 1)

Place 5: 4d: Promoting wellbeing through relating environments

1) What challenge(s) does this research scenario address?

- Disambiguations are necessary, in order to promote versatile solutions and open transdisciplinary approaches.
 - Wellbeing (Relation to needs)
 - Support
 - Environment
- Subject matter (Human – Technology – Activity) must be defined according to context.
- Large heterogeneity of solution space impedes the predictability of the research project
 - Solution space



- Conflicting interests, that result from the subject matter, must be resolved

2) Is it important from your point of view to address this challenge? Why?

- Multiple application contexts result from multiple subject matters.
- Differentiated and variable decision-variety is necessary and possible e.g. technically.
- Narrowed perspectives and one-sided solutions must be laid open or avoided.
- The relationship between costs and impact is potentially remarkable (e.g. serious games, best practice „remission“ game.)
- The environmental reaction must be expected and may not be a criterion.
- The concretion of the term “wellbeing” can be adjusted to definitional understandings of stake-holders.

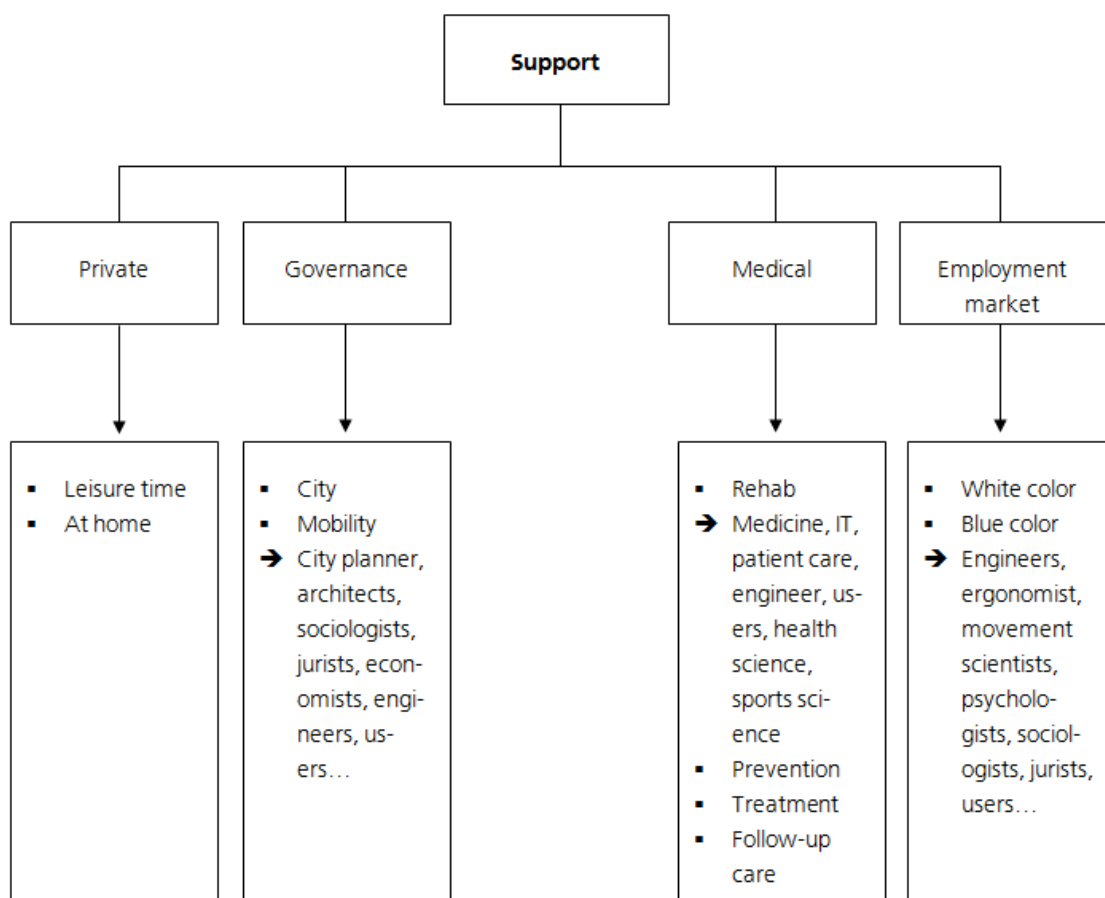
3) How could it be approached?

- Multi-criteria approaches enable individual (human) and specific (task, aim) solutions, that can be considered as adequate.
- Multiple levels must be addressed, e.g. methods, concepts, systems (socio-technological), implementation, fabrication.
- Extension of disciplinary approaches for inter- and transdisciplinary (user-integration) practices.

- Integration of diverse disciplinary methods and findings into a common deliverable.
- Participation and transparency in the overall process (RRI) to promote acceptance and usability.
- Educational advertising of risks and uncertainties.

4) Who should be involved in solving the problem?

- Problem-setting / context-related composition / cooperation
- Participation is a basic prerequisite in all phases
- Examples:



6) What should be the main goals / impacts of the research activity

- The changing understanding of social responsibility in all stakeholders and different contexts / level.
- New social questions arise through the transparency of conflicts of interest.

- E.g. public transport system: ecological efficiency vs. pleasant timing (non-repetitive, but independent perspectives)
- Coordinated units of human-technology environment as opposed to grown states

5: Selected research programme scenarios (national language)

NB: In the German consultation the set of *selected* and the set of *enriched* RPSs is identical. 5 RPSs out of 8 were selected and the very same were enriched.

Place1: 4_ Gleichgewicht in einer schnellebigen Zeit finden

ANSPRUCH

Wir leben in einer Welt, in der Arbeit unser Leben bestimmt. Es wird von uns erwartet, dass wir ständig produktiver werden und dies auf Kosten unseres persönlichen Lebens mit unseren Verantwortlichkeiten zuhause vereinbaren.

Das hektische Leben gefährdet unsere Gesundheit (Herzprobleme, Probleme mit geistiger Gesundheit, burnout, Zusammenbruch des Immunsystems etc.). Es sollte den Bürgerinnen und Bürger ermöglicht werden, ihr alltägliches Leben auf eine ausgewogene Weise zu gestalten, indem man Beziehungen wertschätzt, Pausen nimmt und Gelegenheiten für Erholung schafft.

FORSCHUNGSRICHTUNG

Groß angelegte Interventionsstudien sollten durchgeführt werden, um einen Rahmen zur Messung von Wohlergehen und zum Stressmanagement für ein besseres Leben zu schaffen.

FORSCHUNGSFRAGEN:

- Wie können wir in unseren kulturellen Traditionen Ansätze finden, die uns darin stärken, gesündere Lebensweisen anzunehmen?
- Wie kann prekäre Arbeit besser reguliert werden, um verwundbare Mitglieder der Gesellschaft zu schützen?
- Wie werden verschiedene Personen auf Managementebene mit der Arbeitsverantwortung fertig, die lange Arbeitstage mit sich bringt?
- Wie kann eine Arbeitskultur Bezugs-Umgebungen („relational environments“) schaffen, die auch die privaten Verantwortungen respektiert und wichtige Beziehungen mit Personen zuhause unterstützt?
- Wie beeinflusst die Zunahme von virtuellen Beziehungen die körperliche und mentale Gesundheit?

STAND DER DINGE AUS SICHT DER EXPERTINNEN UND EXPERTEN (FORSCHUNG)

Viele Menschen werden durch ein hektisches Leben krank. Firmen setzen die Angestellten mit Wettbewerb unter Druck.

Begrenzte Zeit für Sozialleben – elektronische Beziehungen.

Manche Firmen bieten den Angestellten Vorteile, fordern aber dafür lange Arbeitszeiten (und kolonisieren sogar die Freizeit der Angestellten).

STAND DER DINGE AUS SICHT DER BÜRGERINNEN UND BÜRGER (ALLTAGSLEBEN)

Druck zu andauernder und wachsender Produktivität

Längere Arbeitszeiten (sogar auf gefühlter / subjektiver Ebene)

Drohende Lohnkürzungen wegen der Wirtschaftskrise

All dies führt zu weniger Zeit für sich selbst, Beziehungen und Familie

ADRESSIERTE BÜRGERVISIONEN:

[SVN] Vision 1: Society of Sustainability

Centres around a *“Society of sustainable balance i.e. a society of balanced co-existence, high quality of life fairness and responsibility”*

[DE] Vision 1: sustainability implemented

Less hectic, friendly approach to each other. Deceleration / slow down the pace of life

[LUX] Vision 6: I am satisfied with what I am doing! (Do what you love, love what you do!)

“I am satisfied and I am serving society. My pace of work is being respected; I can combine my social, family and associative commitments and I have time for myself. Every moment of life is well lived. I try, I am wondering, I am experimenting, I am changing, I am building, I live free of my choices, respected by others.”

[AUT] Vision 3: Work and the economic world: worth living

Reduced pace!

[PL] Vision 1: Healthy Family, Healthy Society (Flower of Life)

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"We try to maintain a healthy balance between work and everyday life, even after a lousy day, a stressfree and pleasant atmosphere awaits us, as the intelligent apartment block we live in adjusts to our mood."

[IRE] Vision 3: Relationships with one another and the environment

Work / life balance will be different. More time for relationships, culture, society e.g. look at Danish model.

[SWE] Vision 3: Ecological sustainability and health

It is also easier for the individual to make choices about the distribution of their working time and free time to improve the work-life balance.

Place 2: 7_ **Umwandlung von Technologien für den Planeten und die Menschen**

ANSPRUCH

In unseren Systemen sind sehr viele Technologien integriert.

Es bestehen folgende Herausforderungen:

- Wie können wir diese im Lichte unseres Wissens über unser hochvernetztes System Erde und globale Gesellschaften neu bewerten?
- Wie können wir sicherstellen, dass neue Technologien den Menschen und dem Planeten helfen?

FORSCHUNGSRICHTUNG

Aktuell wird Technikentwicklung durch kurzfristige Entscheidungen der Industrie getrieben, ohne dass Auswirkungen auf Umwelt und Gesellschaft sowie Langzeitauswirkungen bedacht werden. Eine demokratische Technikentwicklung sollte Bürgerinnen und Bürger sowie etablierte Organisationen einbeziehen. Um diesen Prozess effektiv zu gestalten, muss Forschung anders betrieben werden. Traditionelle Fertigkeiten und Technologien, die mit Ökosystemen arbeiten sind oft unterbewertet. Es ist sehr wichtig, dass solche Ansätze unterstützt, verbreitet und in zukünftige Forschung übernommen werden. Möglichkeiten solche Technologien mit sozialen Innovationen zu verbinden, sollten erforscht werden.

FORSCHUNGSFRAGEN

- Was sind die besten Methoden, um Wissen und Fähigkeiten zu nachhaltigeren Technologien (z. B. ressourcenschonende Landwirtschaft,

Reparatur, Wiedernutzung) zu bewahren und sie grenzüberschreitend zu übertragen? (z.B. von Ost nach Westeuropa oder umgekehrt).

- Nachhaltigkeitsorientierte Designprinzipien testen wie:
 - o Design für Langlebigkeit/biologische Abbaubarkeit
 - o Design für Reparierbarkeit und Wiedernutzung.
- Neue Lebensgrundlagen schaffen.
- Soziale und technische Innovation verbinden.
- System-Impactbewertung.
- Welche verschiedenen Modelle sollen genutzt werden, um Bürgerinnen und Bürger in die Technologiebewertung mit einzubeziehen? Wie kann man sie ausbilden, um die Modelle zu nutzen?

BEDENKEN

Wer entscheidet, was die ethisch wichtigen Aspekte in Technologie und Forschung sind?

Wird der Innovationsprozess verlangsamt, wenn mehr Bürgerinnen und Bürger sowie Stakeholder beteiligt sind?

STAND DER DINGE AUS SICHT DER EXPERTINNEN UND EXPERTEN (FORSCHUNG)

Die Technik- und Wissenschaftsphilosophie ist im Wachstum begriffen, aber bisher nicht gut mit Nachhaltigkeit verbunden.

Es gibt in Europa einiges an Forschung zu verantwortlicher Forschung und Innovation (RRI).

Studien zu „Appropriate Technology“ fokussieren sich in der Regel auf Entwicklungsländer.

Die Neubewertung von Technologien wird hauptsächlich von sozialen Bewegungen und NGOs durch Forschung und Kampagnen betrieben.

Es gibt Arbeiten zur Ethik neuer Technologien und der Perspektive der Bürgerinnen und Bürger.

Es gibt zu wenig Forschung dazu, wie man angesichts schwindender Ressourcen Arbeitsplätze in Bereichen wie Reparatur und Wiedernutzung schaffen könnte.

Forschung zu nachhaltigem Design findet statt. Die verschiedenen Forschungsbereiche zu verbinden, ist hier wahrscheinlich die Hauptaufgabe.

Die Fähigkeit zur Impactbewertung von Systemen ist zu wenig verbreitet.

Action Research zur Verbindung sozialer und technischer Innovation in Entwicklungsländern braucht mehr Unterstützung.

STAND DER DINGE AUS SICHT DER BÜRGERINNEN UND BÜRGER (ALLTAGSLEBEN)

Wir nutzen Technologien zu wenig und verbrauchen zu viel Papier; es gibt dafür zu wenig Kontrolle.

In osteuropäischen Ländern ist Reparieren und Wiedernutzen tendenziell üblicher während die Menschen in westeuropäischen Ländern eher mehr verschwenden.

Es gibt zu wenig Impact Assessment.

ADRESSIERTE BÜRGERVISIONEN

[EST] Vision 5: A new hope: *"In 2050, technological and scientific breakthroughs have led to 1) minimised pollution, air pollution, water pollution and domestic waste, 2) the use of clean energy sources growth of the share of renewable and sustainable energy"*

[LIT] Vision 2: Human and Environment

"[in our vision] there is just enough technology to serve ecology and harmony..."

[ESP] Vision 3: Building the future

"to regulate the role of new technologies in order to avoid damaging the quality of human relationships"

[LIT] Vision 2: Human and Environment

"...pure barter; generation of non-consumers..."

[UK] Vision 1: The 2020 Economy

"a cyclical economy built on 'cradle to cradle' philosophy; built on 100% reusable recourse, including supply changing production, energy usage and consumption"

[PORT] Vision 3: E.U. - We are

"existing technology allows us to have comfort and optimal management of resources"

[PORT] Vision 1: Alice in tomorrow's land

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“technological development has evolved and contributed to finding solutions for better resource management (and natural disaster prevention)”

[ROU] Vision 4: The Golden Age

“ quality of life will have improved tremendously for senior citizens aided by technology“

[IRE] Vision 5: Balance of Nature, Humanity, and Technology

“We want technology to be used for the betterment of society”

[LUX] Vision 3: A quantum leap in development

“Technology is being used for the wellbeing of people and not in order to maximize profits“

Place 3: 2_ Daten für alle – Die Macht der Daten teilen

ANSPRUCH

Die heutige datengetriebene Wirtschaft und Gesellschaft kann Menschen von Wissen und Entscheidungsprozessen ausschließen. Wir wollen dagegen angehen, indem wir Menschen befähigen, selbst Daten zu erheben und Informationen zu verstehen und sie für individuelle oder kollektive Zwecke zu nutzen sowie Informationen und Entscheidungen, die auf Daten beruhen, zu diskutieren. Dies wird es den Bürgerinnen und Bürgern erlauben, sich mehr an der Wissensproduktion zu beteiligen und sinnvollere Diskussionen über gemeinsame Themen zu führen. Diese Agenda benötigt Strategien für: (Digital) Literacy, Vermittlung (um Laien zu unterstützen sich zu beteiligen), offene Werkzeuge und Daten (Weiterbildung für Entwickler und Nutzer der Daten).

FORSCHUNGSRICHTUNGEN

Forschung sollte Wege finden, die Macht der Daten mit Nicht-Spezialisten zu teilen, so dass diese sie für ihr eigenes Leben und um sich an kollektiven Entscheidungsprozessen zu beteiligen nutzen können. Zwei Bereiche von Herausforderungen sollten adressiert werden:

- Personenbezogene Herausforderungen: Daten Literacy, Privacy, Daten-(Ko-)Produktion.

- Datenbezogene Herausforderungen: Das Risiko der Überquantifizierung von Problemstellungen, die Tatsache, dass Daten immer in einem Konstruktionsprozess entstehen und die Notwendigkeit der Transparenz dieser Konstruktionsprozesse.

Forschungsprojekte in diesem Bereich sollten Bürgerinnen und Bürger einbeziehen.

FORSCHUNGSFRAGEN

- Wie können Informationen zu einem Werkzeug werden, das es Laien ermöglicht, eine aktivere Rolle bei der Entscheidungsfindung sowie in der Gestaltung und Bereitstellung von öffentlichen Dienstleistungen zu spielen?
- Was sind Hindernisse für Angebot und Nachfrage von offenen Daten?
- Was sind die Risiken und Grenzen von datengesteuerten kollektiven Entscheidungsprozessen? Kann es zu viele Daten geben? Wie können neue Daten für wünschenswerte gesellschaftliche Ziele produziert werden? Sollte Datenvielfalt ein explizites Politikziel werden?

BEDENKEN

Haben wir wirklich die Daten um diese Indikatoren zu bilden?

Brauchen wir nicht eher qualitative als quantitative Daten? Wandeln wir alles in Zahlen um?

Der Glaube, dass Daten einfach und billig von jeder und jedem produziert werden können, kann zu schlechter Datenqualität führen.

STAND DER DINGE AUS SICHT DER EXPERTINNEN UND EXPERTEN (FORSCHUNG)

Folgende Themen werden aktuell beforscht:

Open Data (Öffnung von Lizenzen, offene Nutzung von Daten)

Self Data (ein neu aufkommendes Forschungsfeld zur Nutzung persönlicher Daten durch Einzelpersonen, VRM¹⁰, Dateneigentum bei Quantified Self)

Big Data (Avancierte Methoden um Information aus einer sehr großen Menge von Daten aus verschiedenen Quellen zu extrahieren)

Data Literacy/Data Visibility

Social Mapping (Analyse von Personen, Netzwerken und deren Diskussionsdynamiken etc. zur Erkennung von Verhalten und Vorlieben)

¹⁰ VRM stands for Vendor Relationship Management. VRM tools provide customers with both independence from vendors, and better ways of engaging with vendors. (Source: Wikipedia)

STAND DER DINGE AUS SICHT DER BÜRGERINNEN UND BÜRGER (ALLTAGSLEBEN)

Vilnius (Litauen): Open Access Daten auf der Ebene von Gemeinden. Es wird versucht Wege zu finden, sie zu generieren.

Daten sind bis jetzt noch nicht so in einem Format verfügbar, dass Bürgerinnen und Bürger sie wirklich verstehen und nutzen können.

Daten auf europäischer Ebene sind schwierig zu nutzen. Es ist schwierig Daten zu erhalten, die gut gefiltert und strukturiert sind.

Wir brauchen einfache Plattformen, auf denen man die benötigten Informationen auch finden kann.

Wissen über neue Wege und Möglichkeiten auf Daten zuzugreifen sollte generiert und verbreitet werden.

ADRESSIERTE BÜRGERVISIONEN

[CZE] Vision 5. Open Civil Society.

"Make useful information instead of information ballast".

[AUT] Vision 1. Finally a true European community.

"It is not possible to hack into digital systems anymore, so that the online voting cannot be manipulated."

"Direct elections and standardised voting systems are state of play in

Europe and the member states."

[BEL] Vision 4. Citizen-centred vision

"Citizens will become aware of their responsibilities about the information they diffuse and receive."

[CZE] Vision 3: Free citizens in the secure world of data

“100% security of personal data against abuse – it will be achieved by an advanced technology.”

Place 4: 6_ SWOT (Stärken, Schwächen, Chancen, Gefahren) technologischen Empowerments

ANSPRUCH

Wir wünschen uns eine Gesellschaft, in der Stärken, Schwächen, Chancen und Gefahren von Technologien untersucht und gelehrt werden. Statt „smarter Technologien“ brauchen wir Technologien, die so gestaltet sind, dass sie **uns** smarter machen. Statt „Smart Cities“ brauchen wir lebenswerte Städte. In unserer Wunschzukunft ist der Begriff „smart“ undefiniert und umfasst Konzepte wie Weisheit, den Drang kleiner Kinder nach sozialen Beziehungen, die Fähigkeit selbstbestimmt aus eigenem Antrieb zu lernen und die (sozialen, psychologischen, biologischen) Grundbedürfnisse (Maslow Pyramide), ohne deren Erfüllung niemand wachsen und gedeihen kann.

FORSCHUNGSRICHTUNGEN

Untersuchen welche Rolle Technologien für selbstbestimmtes Lernen spielen können sowie kritisches Denken und selbstbestimmten Einsatz von Technologien zum Nutzen der Lernenden entwickeln.

Die Dimensionen menschlicher Klugheit untersuchen und sie mit (dem mangel an) technischer Klugheit vergleichen.

Infrastrukturen, die das Ökosystem des Lernens zu einem lebensfähigen, attraktiven, nachhaltigen, menschenzentrierten Rahmen machen, der individuelles und gemeinsames Wohlbefinden und Entwicklung fördert.

FORSCHUNGSFRAGEN

- Was wäre, wenn Technologien genutzt würden, um das selbstbestimmte Lernen zu unterstützen?
- Wie kann man das Verständnis von Unterschieden zwischen technologischer und menschlicher “Klugheit“ fördern und die Erkenntnisse für die Entwicklung der Lernenden und die Verbesserung der Schulen nutzen?
- Wie kann man kritisches Denken entwickeln und die Einführung von leistungsfähigen Technologien im Unterricht zum Nutzen der Lernenden fördern?

BEDENKEN

Zugang zu Technik ist nicht genug, um ein Verständnis für Technologien zu entwickeln.

Wie wirkt sich Techniknutzung auf die sozialen Beziehungen und die Beteiligung aus?

Soll Technik genutzt werden, um Experten und Bildung zu ersetzen?

STAND DER DINGE AUS SICHT DER EXPERTINNEN UND EXPERTEN (FORSCHUNG)

Zu wenig Bewusstsein für WOW Effekte: Die Relevanz eines Werkzeugs sollte als ein Faktor seiner „holding power“ (Papert) bewertet werden – die Fähigkeit langfristig Interesse zu wecken auch wenn der erste Neuigkeitswert verblasst ist.

Technologische Modelle und Methoden werden bei ihrer Anwendung zu wenig kritisch analysiert.

Das Verhältnis von smarter Technologie und menschlicher Intelligenz ist unzureichend verstanden.

Die Debatte zwischen Technikfeinden und Technikenthusiasten ist polarisiert und zu wenig nuanciert. Technik ist ein Werkzeug! Es kommt darauf an, was wir damit machen.

Es gibt zu wenig Verständnis des Potenzials von Technologien das Lernen zu unterstützen. Digitale Technologien können lähmen oder ermöglichen, je nachdem wer sie nutzt, um was zu kontrollieren. Anders gesagt, es ist nicht der gleiche Computer zu benutzen, um Lernleistungen von Studierenden zu überwachen, wie ein Text- oder Bildverarbeitungsprogramm zu nutzen, um einen Bericht zu schreiben oder online Quellen zu suchen.

STAND DER DINGE AUS SICHT DER BÜRGERINNEN UND BÜRGER (ALLTAGSLEBEN)

Es gibt technische Systeme, die es Eltern ermöglichen, den Zugang Ihrer Kinder zu digitalen Technologien zu steuern.

Schulen besitzen in verschiedenem Maße neue Technologien, aber in vielen Fällen sind die Lehrerinnen und Lehrer nicht ausreichend in der Nutzung ausgebildet.

Es gibt kostenlose Computer-Kurse für Seniorinnen und Senioren.

Nicht jeder hat Zugang zu Geräten, die das Lernen unterstützen.

In manchen Fällen werden Maslows Bedürfnisse adressiert. In Malta gibt es „Frühstücksclubs“ die sicherstellen, dass die physischen Bedürfnisse der Lernenden gestillt sind, bevor sie zu den Lernbedürfnissen übergehen.

Forschung in diesem Bereich wird:

Bewusstsein über die SWOTs von Technologien schaffen, Jobsuche sowie selbstbestimmtes lebenslanges Lernen zu unterstützen.

Die Qualität und Klugheit des Ökosystems des Lernens verbessern.

ADRESSIERTE BÜRGERVISIONEN

[GR] Vision 1: Humanity - Environment – Justice

“Schools fully equipped with the latest technology.”

[SVK] Vision 6: School of the Future

“Change of the form, content and processes of education, usage of the latest technology in education, more creativity and “out of the box” thinking, possibility of virtual education. Greater attention to cognitive processes of students.”

[ESP] Vision 3: Building the future

“to regulate the role of new technologies in order to avoid damaging the quality of human relationships”

[ROU] Vision 3: Back to (our) roots

“Technology will develop in harmony with the environment and individuals' needs.”

Place 5: 5_ Wohlbefinden durch unterstützende Umgebungen

ANSPRUCH

Wir möchten Umgebungen installieren, die die körperliche und geistige Gesundheit fördern und dadurch das menschliche Wohlbefinden verbessern. Mit Umgebung meinen wir sowohl die psycho-sozialen Umgebungen, die mit der Qualität der zwischenmenschlichen Beziehungen zu tun haben (z.B. konstruktive Konfliktlösungen, gute Teamkultur) als auch die physischen Umgebungen, die wir bewohnen (z.B. Räume, Gebäude, Gärten).

FORSCHUNGSRICHTUNG

Wir müssen untersuchen, welche unterstützten Umgebungen am besten die geistige und körperliche Gesundheit fördern und wie diese in Arbeitsplätzen und anderswo installiert werden können.

FORSCHUNGSFRAGEN

- Welche Technologien könnten eine reaktionsfähige Umgebung unterstützen, die Nutzerbedürfnisse in Echtzeit erkennt und adressiert?

- Welche guten Praktiken für gute, entlastende Arbeitsbeziehungen und Arbeitsumgebungen nutzen Unternehmen, um die körperliche und geistige Gesundheit ihrer Angestellten zu unterstützen?
- Wie können unterstützende Umgebungen auch außerhalb von großen Organisationen und Firmen erreicht werden (z.B. in KMUs)?
- Was sind Strategien, um das Engagement für Gesundheitsinterventionen am Arbeitsplatz und zuhause zu erhöhen?
- Ist es möglich, ein Modell sozialer Verantwortung für die Implementierung von sich selbst tragenden Gesundheitsgemeinschaften zu entwickeln?

BEDENKEN

Einige unterstützende Umgebungen dienen rein wirtschaftlichen Interessen, z.B. einer Verlängerung der Arbeitszeiten.

STAND DER DINGE AUS SICHT DER EXPERTINNEN UND EXPERTEN (FORSCHUNG)

Probleme bei der Arbeit wirken sich auf die Zufriedenheit und damit auf die geistige und körperliche Gesundheit aus.

Arbeitsgruppen können die Motivation für gesundheitsförderndes Verhalten verbessern, der Einfluss der Gemeinschaft stärkt die Kooperation.

Wearables fördern ebenfalls gesunde Lebensstile.

Es bestehen kulturelle Differenzen bei der Einstellung zu sozialen Innovationen z.B. sehr unterschiedliche Haltungen zu Wohngemeinschaften.

Gamification kann helfen, gesunde Lebensweisen zu stärken, aber es wird nicht jeder nutzen.

Umgebungen, die Nutzerbedürfnisse antizipieren und adressieren (responsive environments), werden schon erforscht.

STAND DER DINGE AUS SICHT DER BÜRGERINNEN UND BÜRGER (ALLTAGSLEBEN)

Umgebungen, die das Wohlergehen fördern, sind selten. Unsere Erfahrung zeigt, dass solche umfassenden Ansätze in unserem Alltagsleben nicht vorkommen.

ADRESSIERTE BÜRGERVISIONEN

[GR] Vision 4: Improving quality of life - a weapon to fight cancer

By creating environments promote: "healthy lifestyle", "reduced stressed" thus "improving quality of life".

[SVN] Vision 3: Green Future

“To improve the quality of life to achieve mental and physical health”, “Raising awareness and concern for the management of the (workplace) environment!”

[DK] Vision 1: Physical and mental health

“Healthy as a whole i.e. both lifestyle, mental and physical health”

[SVN] Vision 3: Green Future

“Life in and with nature → mental and physical health”

6: Germany: The enriched research programme scenarios (national language)

The 5 mandatory template questions in German were as follows:

1. Auf welche Herausforderungen zielt dieser Vorschlag aus Ihrer Sicht? Bzw. welche Probleme würden angegangen?
2. Aus Ihrer Sicht: Ist es wichtig diese Herausforderungen anzugehen? Warum?
3. Wie könnte dies angegangen bzw. erreicht werden? Bitte beschreiben Sie die Art der Ful-Aktivitäten, die benötigt würden, um zu einer Lösung zu gelangen?
4. Wer sollte beteiligt werden?
5. Wie würde dies die Zukunft ändern? Bitte nennen Sie Beispiele. Wie könnte der Einfluss / die Wirkung ggf. gemessen oder überprüft werden?

Overview of the prioritized research programme scenarios

Place 1: 4: Gleichgewicht in einer schnelllebigen Zeit finden (4c)

1) Auf welche Herausforderungen zielt dieser Vorschlag aus Ihrer Sicht? Bzw. welche Probleme würden angegangen?

Grundannahmen:

- Schnelllebigkeit wird als gegeben angenommen und nicht hinterfragt. Es wird angenommen, dass Beschleunigung die Norm ist – dies sollte angezweifelt werden.
- Hinsichtlich der Schnelligkeit gibt es einen Gegensatz/ Dualität *Arbeit* und *Freizeit*. Menschen nehmen Zeit unterschiedlich wahr – in aktiven Zeiten vergeht sie schnell, in inaktiven langsam.
- Die derzeitigen wirtschaftlichen und gesellschaftlichen Systeme sind alle auf Wachstum (schneller, mehr...) ausgerichtet. Wachstum ist zu ihrem Erhalt notwendig (=Status quo). (Dies kann in Zweifel gezogen werden.)

Kritik an Vision:

- „Gleichgewicht“/ Balance passt nicht zur Forschungsrichtung (siehe z.B. die Interventionsstudie Stressmanagement). Es gibt positiven und negativen Stress und

manchmal ist Ungleichgewicht positiv. Gleichgewicht als Norm festzulegen, ist nicht immer hilfreich, stattdessen sollten die Ursachen für Ungleichgewichte hinterfragt werden.

Probleme und Herausforderungen:

Vision: Schwierigkeiten in einer schneller werdenden Welt zurechtzukommen (=Verständnis).

Unser Ansatz: Schnelllebigkeit als Symptom verstehen, nicht als Ursache. Schnelligkeit/ Beschleunigung und Schnelllebigkeit sind Symptome unterschiedlicher Entwicklungen, die parallel verlaufen und zum Eindruck verleiten, in einer generell „schnelleren“ Welt zu leben. Beispiele sind:

- Umgang mit Werten (es wird oft nach Werten gefragt, hinterfragt)
- Sinnhaftigkeit herstellen (Menschen sehen häufig keinen Sinn in ihrem Tun, z.B. ihrer Arbeit)
- Angst als Treiber (Menschen fürchten Änderungen, weil sie nicht wissen, was auf sie zukommt). Diese Angst hemmt sie, etwas anders zu tun oder Anderes zu tun, so bleiben sie in ihren eingefahrenen Verhaltensweisen.

2) Aus Ihrer Sicht: Ist es wichtig diese Herausforderungen anzugehen? Warum?

Ja, denn es gibt starke Gegensätze:

- Das Verhältnis von Arbeit und Freizeit wird als ungleich wahrgenommen und kann auch so gemessen werden. In einigen Fällen, ist die Arbeitslast Druck auf den Menschen, in anderen Fällen positiver Stress.
- Zeit wird häufig mit Geld gleichgesetzt, weil Gehälter/ Löhne auf Zeitbasis bezahlt werden und auch Produktivität über die Zeit (Leistung pro Zeiteinheit, Produziertes pro Zeiteinheit...) gemessen wird. Beide Faktoren müssen aber auseinander gehalten werden.
- Tätigkeiten und ihre Anerkennung werden unterschiedlich wahrgenommen, "Mehrwert" ist nicht nur mehr Geld oder mehr Profit.
- Wachstum und Balance: Es gibt viele Wachstumsprozesse, aber sie führen nicht zu Ausgeglichenheit. Es gibt kaum Forschung zu Balance oder Schrumpfungprozessen.
- Freizeit wird kolonisiert. Jeder muss immer verfügbar sein, kein "Ausschalten/ Abschalten" ist mehr möglich.
- Eine differenzierte und inter-, sowie transdisziplinäre Wertedebatte existiert nicht.

3) **Wie könnte dies angegangen bzw. erreicht werden?**

Zwei Ansätze:

1. Innerhalb v. Schnelligkeit/ Schnelllebigkeit

- Forschung zur Chronobiologie, wo ist Anpassung möglich?
- Schnelllebigkeit erfassen: klären, was alles „schnell“ ist und wie ein Umgang damit möglich ist
- Vermessung von individueller Satisfaktion (Zufriedenheit) und Wertstiftung über eine Untersuchung (Befragung), um herauszufinden, wie Menschen zufriedengestellt werden können.

2. Schnelligkeit in Frage stellen

- Angstforschung: Warum haben die Menschen Angst vor Veränderung, vor Schnelligkeit, nicht mehr mitkommen zu können? Wie kann ihnen die Angst genommen werden?
- Positiv- & Negativstress messen und verstehen, um Anpassung zu ermöglichen
- Formel von „Zeit = Geld“ durchbrechen, verdeutlichen, wo es wichtiger ist zur richtigen Zeit am richtigen Ort zu sein oder wo stärker Qualität als Schnelligkeit gefragt ist; den Zusammenhang von Entlohnung und Zeit aufheben, ebenso Produktivität und Zeit entkoppeln (Outcome pro Zeiteinheit) – oder anders messen
 - Dabei gibt es Unterschiede bei den Geschlechtern, die explizit gemacht werden müssen
 - Auch Altersunterschiede sollten expliziert werden
- Gewichtung, Anerkennung, Wertung, eine spezifische Forschungsethik sind im Zusammenhang gefragt.

Experimentelles Ausprobieren

- Über eigene Lebenszeit hinausgehen, weiter als das eigene Leben denken
- Experimentelle Geschichtsforschung (um von der Geschichte zu lernen) und gleichzeitig langfristig künstlerische Konsequenzen bedenken (Long-Now-Foundation, John Cage „As Slow as Possible“ (Halberstadt))
- Research through Design, Prozesse anlegen

4) **Wer sollte beteiligt werden?**

- Transdisziplinäre Philosophie
- Psychologen (für größere Studien)
- „Angstforscher“
- Theologen aller Weltreligionen

- Sozialpsychologen
- (Soziologen)
- Mediziner
- VWLer, interdisziplinär
- Ökologen (für Umweltkonsequenzen, Identifikation von Konzepten in der Natur)
- Manager (für die Umsetzung in Unternehmen)
- Designer (für methodisches Werkzeug); Research through Design

5) Wie würde dies die Zukunft ändern?

Gesundheit und Lebensqualität der Menschen durch ein Equilibrium (bzgl. Diskrepanzen) → Wie können Wirtschaft und Gesellschaft anders gedacht werden?

- Neujustierung von Tätigkeiten und Arbeit (Gemeinwohlökonomie) + bedingungsloses Grundeinkommen?
- Höhere Zufriedenheit, Glück, Gesundheit
- Life-Guidance-Berater/in als neues Berufsfeld

Place 2: 7: Umwandlung von Technologien für den Planeten und die Menschen (8d)

1) Auf welche Herausforderungen zielt dieser Vorschlag aus Ihrer Sicht? Bzw. welche Probleme würden angegangen?

Die zentrale Herausforderung dieses Vorschlags besteht darin, Nachhaltigkeit und Demokratisierung zusammenzubringen. Der Vorschlag nimmt an, dass eine demokratische, partizipative Technikentwicklung zu einer nachhaltigen, besseren Welt führt. Doch besteht eher ein Spannungsverhältnis, aus dem sich vielfältige methodische Fragen ergeben. Insgesamt geht es hierbei vor allem um angewandte Forschung, weniger um Grundlagenforschung. Daher besteht das zweite Spannungsfeld zwischen kurzfristigem Wirtschaftshandeln und langfristigem nachhaltigem Handeln.

Weitere Probleme:

- Logik der Wissenschaft
- Wer entscheidet über Ethik

2) Aus Ihrer Sicht: Ist es wichtig diese Herausforderungen anzugehen? Warum?

Ja, es besteht die Gefahr, dass Partizipation zum "Buzz-Word" wird.

- > Partizipation kann und soll einen Mehrwert für Mensch und Natur bieten.
- > Herangehensweise ist zu entwickeln

Partizipation soll eine höhere Vielfalt von Alternativen liefern. Gleichzeitig darf Partizipation die Vielfalt nicht einschränken.

3) Wie könnte dies angegangen bzw. erreicht werden?

- Partizipative Methoden weiter entwickeln
- differenziertes Spektrum für verschiedene Zwecke
 - Kritische Reflexion der Fragestellungen
 - Für Forschungs- / Innovationsvorhaben (Framing)
 - Systematische Integration sozialer Innovation
 - Verschiedene Wissenschaftsformen einbeziehen
 - Ethische Aspekte integrieren (Wertdebatten)
 - Freiräume erhalten für „freie“ Forschung
 - An existierendes anknüpfen TA, TB, RRI, CSR, Nachhaltigkeitsdesign
- Bildungsforschung
 - Wie Nachhaltigkeitsbewusstsein und Beteiligungskompetenz erhöhen

4) Wer sollte beteiligt werden?

- Bürgerbeteiligung generiert nicht per se Nachhaltigkeit.
Bürgerbeteiligung ist sinnvoll & zielführend, muss jedoch im Forschungskontext betrachtet werden und ist daher nicht in jedem Bereich umfänglich notwendig und sinnvoll.
- Neben Bürger/innen (Nutzenden) sollten folgende Bereiche involviert werden:
 - Industrie
 - Ingenieurwissenschaften
 - Sozialwissenschaften
 - Rechtswissenschaften
 - Philosophie
 - Ethik
- Forschungsgegenstand sollte einbezogen werden:
 - Nachhaltigkeitsdesign
 - Responsible Research and Innovation (RRI)
- Sollte sowohl in Fachprogrammen (disziplinär) als auch übergreifend komplett interdisziplinär verankert sein.

5) Wie würde dies die Zukunft ändern?

Es wird mehr Mensch ermöglicht, ein menschenwürdiges Leben in einer gesunden Natur und in einem intakten sozialen Umfeld zu führen (keine Armut, Zugang zu Trinkwasser, menschenwürdige Arbeitsbedingungen)

Die Sphären Wissenschaft und Technik einerseits und Bürger/innen und Nutzer/innen andererseits werden sich annähern.

Die Wissenschaftslandschaft wird durch die Kernkompetenz der Bürger verändert – neue Machtstrukturen, neue Disziplinen, neue Felder.

Place 3: 2: Daten für alle – Die Macht der Daten teilen (3a)

1) Auf welche Herausforderungen zielt dieser Vorschlag aus Ihrer Sicht? Bzw. welche Probleme würden angegangen?

Der Vorschlag zielt allgemein auf das Behelfen eines Demokratiedefizits in der EU / in verschiedenen Ländern. Dies äußert sich im Falle des Themas 2 im Gefühl eines Informationsdefizits.

Herausforderungen dabei:

- Aufklärung über vorhandene Daten Zugriffsmöglichkeiten
- Aufklärung über nicht-öffentliche Verarbeitung verhaltensbezogener Daten

Kritik:

- Eine Begriffspräzisierung in Bezug auf „Datei“, „Information“ und „Wissen“ ist notwendig.
- Daten sind nicht gleich Macht, sondern es hängt von der Verwendung ab.
- Ist es überhaupt möglich, die „Macht der Daten zu teilen“, denn kompetente Datennutzung erfordert Expertise (Analyse + Bewertung).
- Ist die Übertragung von Kompetenz auf das Individuum wünschenswert? (Überforderung/Überlastung?)

2) Aus Ihrer Sicht: Ist es wichtig diese Herausforderungen anzugehen? Warum?

Es handelt sich um eine Herausforderung für die Politik (auch: Rechtspolitik), denn Forschung allein kann nicht das mangelnde Vertrauen der Forschung (wieder-herstellen). Gleichwohl kann Forschung einen Beitrag leisten. → Siehe Template 3.

3) Wie könnte dies angegangen bzw. erreicht werden?

- Forschung kann gesellschaftliche Entwicklungen beschreiben und analysieren, ebenso potentielle Risiken und nicht intendierte Folgen. Dadurch kann ein Druck erzeugt werden, bestimmte Datennutzungsweisen offenzulegen.
- Forschung kann Wege aufzeigen, wie Data Literacy gefördert werden kann, andererseits Grenzen der individuellen Datennutzung, sowie kollektive Lösungen aufzeigen.
- Forschung kann einen Beitrag zu technischen Innovationen im Bereich der Archivierung, Verarbeitung und Nutzung beitragen, zur Lösung der o. g. Probleme.
→ Integration sozialwissenschaftlicher Perspektiven !

4) Wer sollte beteiligt werden?

Das ist abhängig vom genauen Gegenstand/Feld:

- Gemeindebezogene Daten
- Daten auf EU-Ebene
- Zugriff des Einzelnen auf Daten
bzw. (alternative Einteilung):
 - Open Data
 - Self Data
 - Big Data

Je nach Gegenstand / Feld sind andere Disziplinen / Fachbereiche angesprochen (Rechtswissenschaften, Erziehungswissenschaften, Politikwissenschaften, Ingenieurwissenschaften, Soziologie u.a.)

5) Wie würde dies die Zukunft ändern?

Es wird ein Erkenntnisgewinn in Bezug auf gesellschaftliche Entwicklungen und Mechanismen der Datennutzung resultieren.

- Siehe die unmittelbaren Ergebnisse, die aus Template 3 resultieren.

Ein unmittelbarer Impact kann nicht sinnvoll (in diesem Rahmen) abgeschätzt / quantifiziert werden.

Place 4: 6: SWOT technologischen Empowerments (7d)

1) Auf welche Herausforderungen zielt dieser Vorschlag aus Ihrer Sicht? Bzw. welche Probleme würden angegangen?

Wir wünschen uns eine Gesellschaft, in der Stärken, Schwächen, Chancen, und Gefahren von Technologien untersucht und gelehrt werden.

Es gibt die Sorge vor einem Verlust von Kompetenzen, Autonomie und Kontrolle. Auf der Grundlage vorhandener Kompetenzen wollen wir neue Kompetenzen hinzugewinnen, ohne alte Kompetenzen zu verlieren, sondern diese sollen (im Gegenteil) zugleich gestärkt werden. Anstatt „Smartness“ ausschließlich auf Technologien zu beziehen / als Eigenschaft von Technologien zu denken, präferieren wir ein offenes / weites Verständnis von „Smartness“, das Kompetenzen, wie Weisheit, Erfahrungswissen,... umfasst, als auch als Effekt der Interaktion von Mensch und Technik verstanden werden können.

Der Begriff „smart“ umfasst Konzepte wie Weisheit, den Drang kleiner Kinder nach sozialen Beziehungen, die Fähigkeit selbstbestimmt aus eigenem Antrieb zu lernen und die (sozialen, psychologischen, biologischen) Grundbedürfnisse (Maslow Pyramide), ohne deren Erfüllung niemand wachsen und gedeihen kann.

- Offenes Verständnis von Smart – Smart nicht bezogen auf Subjekte, sondern Interaktionen
- Gegenüberstellung kritisch, statt „smarter“. Grundhaltung des Kontrollverlustes.
- Kompetenz – Entscheidung bleibt möglich
- Angst vor Funktions-Kompetenzverlust

Probleme:

- Kontrollverlust
- Kompetenzentwicklung
- Fehlende Urteilskraft und –möglichkeiten (judgement and evaluation)
- Negative Erfahrungen im Umgang mit neuen Technologien

Mangelnde Kompetenz nicht nur auf Seiten der Nutzer(innen), sondern auch auf Seiten der Entwickler(innen), Designer(innen), Lehrer(innen)...

2) Aus Ihrer Sicht: Ist es wichtig diese Herausforderungen anzugehen? Warum?

- Voraussetzung für eine selbstbestimmte / situationsadäquate / Kontext berücksichtigende Erfahrung, Gestaltung und Beurteilung von Mensch-Technik-Interaktion.
- Wichtiger Beitrag zu lebenswerten Umwelten
- Schlüsselrolle der Technologie in einer Gesellschaft mit langer Lebenserwartung (erfordert einen Umgang mit diesen Herausforderungen)
- Beitrag zu RRI
- Sicherstellen, dass es nicht zu
 - Rein marktgetriebenen, ökonomisch getriebenen Interessen
 - Rein Technologiedeterminismus getrieben
 - Rein technische Machbarkeit (z.B. Klonen) getriebenen Entwicklungen kommt.

3) Wie könnte dies angegangen bzw. erreicht werden?

- Untersuchen, welche Rolle Technologien für neue Formen des Lernens spielen können
- Kritisches Denken und selbstbestimmten Einsatz von Technologien zum Nutzen der Lernenden entwickeln.
- Dichotomie sollte vermieden werden.
- Untersuchung der Genese und sozio-technischen Dimensionen von Klugheit.
- Infrastrukturen, die eine Ökologie des Lernens zu einem lebensfähigen, attraktiven, nachhaltigen, menschenzentrierten Rahmen machen, der individuelles und gemeinsames Wohlbefinden und Entwicklung fördert.
- Entwicklungskompetenz (Nutzerzentrierung, Formen der Partizipation)
- Öffentliche Diskurse
- Transparenz, Nachvollziehbarkeit, Mitbestimmung

4) Wer sollte beteiligt werden?

- Situationsspezifische Einbindung von unterschiedlichen Interessensgruppen / Nutzern / potenziellen Nutzern / Betroffene
- Konfligierende Interessen müssen ausgehandelt werden können. Daraus ergibt sich, wer eingebunden werden muss. (Machtaspekte, Kompetenzen etc. sind zu berücksichtigen)
- Wer beteiligt wird, ist ein eigener Lerneffekt.

5) Wie würde dies die Zukunft ändern?

- Technikängste werden abgebaut
Sicherstellen, dass es nicht zu
 - rein marktgetriebenen, ökonomisch getriebenen Interessen
 - rein Technologiedeterminismus getrieben
 - rein technische Machbarkeit (z.B. Klonen)getriebenen Entwicklungen kommt.

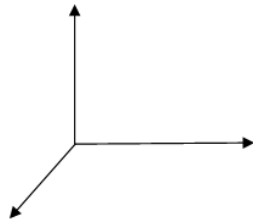
(Siehe 2. Nr. 5)
- Neue Formen der Technikentwicklung und –gestaltung
Voraussetzung für eine selbstbestimmte / situationsadäquate / Kontext berücksichtigende Erfahrung, Gestaltung und Beurteilung von Mensch-Technik-Interaktion (Siehe 2. Nr. 1)

Place 5: 5: Wohlbefinden durch unterstützende Umgebungen (4d)

1) Auf welche Herausforderungen zielt dieser Vorschlag aus Ihrer Sicht? Bzw. welche Probleme würden angegangen?

- Begriffsklärungen sind notwendig, um vielfältige Lösungen zu begünstigen und transdisziplinäre Zugänge zu eröffnen.
 - Wohlbefinden (Beziehung zu Bedürfnissen)
 - Unterstützung
 - Umgebung
- Betrachtungseinheit (Mensch – Technik – Aktivität) muss kontextabhängig definiert werden.
- Große Heterogenität des Lösungsraums erschwert die Planbarkeit des Forschungsvorhabens
 - Lösungsraum

Unterschiedliche Ausprägungsvarianten



- Interessenskonflikte müssen gelöst werden, die sich aus der Betrachtungseinheit ergeben

2) Aus Ihrer Sicht: Ist es wichtig diese Herausforderungen anzugehen? Warum?

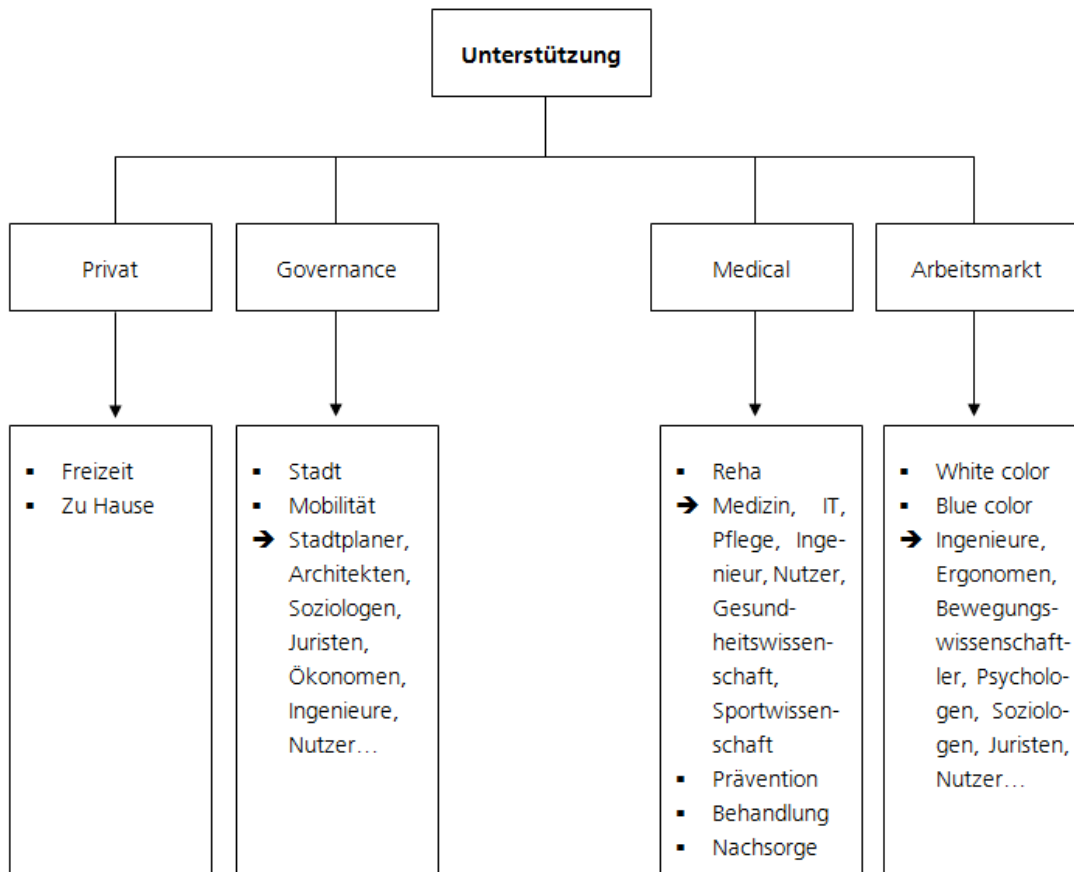
- Durch eine Vielzahl von Betrachtungseinheiten ergibt sich eine Vielzahl von Anwendungskontexten, differenzierte und variable Entscheidungsvielfalt ist notwendig und v.a. möglich, z.B. technisch.
- Perspektivenverkürzungen und einseitige Lösungen werden sichtbar oder vermieden.
- Das Verhältnis von Kosten und Impact ist potentiell außerordentlich gut. (z.B. serious games, best practice „remission“ game)
- Reaktion der Umwelt wird ohnehin stattfinden und ggf. kein Kriterium sein.
- Setzung des Begriffs „Wohlbefinden“ kann durch Stake-Holder vorweggenommen werden

3) Wie könnte dies angegangen bzw. erreicht werden?

- Multikriterielle Herangehensweisen ermöglichen individuelle (Mensch) und spezifische (Aufgabe, Ziel) Lösungen, die angemessen sind.
- Es sind mehrere Ebenen zu adressieren, hierzu zählen u.a. Methoden, Konzepte, Systeme (soziotechnisch), Umsetzung, Implementierung, Fertigung
- Erweiterung von disziplinären Ansätzen zu inter- (fachübergreifend) und transdisziplinären (u.a. Nutzerintegration) Vorgehensweisen
- Integration verschiedener disziplinärer Methoden und Erkenntnisse in ein gemeinsames Deliverable
- Partizipation und Transparenz im gesamten Prozess (RRI) zur Erhöhung von Akzeptanz und Usability
- Aufklärung über Risiken und Unsicherheiten

4) Wer sollte beteiligt werden?

- Problemstellungs- / Kontextbezogene Zusammenstellung / Kooperation
- Partizipation ist dabei Voraussetzung in allen Phasen
- Beispiele:



5) Wie würde dies die Zukunft ändern?

- Verändertes Verständnis sozialer Verantwortung bei allen Stakeholdern und zu verschiedenen Kontexten / Ebenen.
- Durch Transparenz von Interessenskonflikten entstehen neue gesellschaftliche Fragen.
- Bsp. Öffentliches Nahverkehrssystem: ökologische Effizienz vs. angenehme Taktung (nicht widersprechende, sondern unabhängige Perspektiven)
- Aufeinander abgestimmte Einheiten von Mensch-Technik-Umwelt im Gegensatz zu gewachsenen Zuständen

„Technik im Dienst der Menschen“

Vorschläge europäischer Bürgerinnen und Bürger
für künftige Forschungsprogramme

CIMULACT Workshop am 06.10.2016

Akademiehôtel Karlsruhe, Am Rüppurrer Schloß 40, 76199 Karlsruhe

09:30 – 10:00	Begrüßung, Einführung
10:00 – 10:30	Präsentation der acht Vorschläge für Forschungsprogramme
10:30 – 11:00	Auswahl der Vorschläge und Einteilung in fünf Kleingruppen
11:00 – 11:15	Kennenlernrunde
11:15 – 12:30	Gruppenarbeit I
12:30 – 13:30	Mittagspause
13:30 – 14:30	Gruppenarbeit II
14:30 – 14:45	Kaffeepause
14:45 – 15:45	Kurzpräsentation der Weiterentwicklungen, Priorisierung
15:45 – 16:00	Schlussrunde, Ausblick

Annex 2 – Poster of the 8 RPSs



1. Digitale Inklusion

ANSPRUCH

Die Digitalisierung des Alltagslebens bietet große Chancen, gleiche Bedingungen für alle zu schaffen. Damit wir diese nutzen können ist es wichtig, für alle Bürgerinnen und Bürger gleichen Zugang zu Informationen und Werkzeugen zu schaffen und dazu digitale Bildungsmaterialien zur Verfügung zu stellen. Dies wird es den Menschen ermöglichen, ihre Bildung selbst in die Hand zu nehmen und vielleicht sogar digitale Produzenten zu werden.

FORSCHUNGSRICHTUNG

Forschung sollte untersuchen, wie ein voll verteiltes Informations- und Kommunikationssystem aussehen könnte. Damit meinen wir ein System, in dem jede und jeder sich gleichermaßen einbringen kann. Jeder Knoten hat ähnliche Möglichkeiten und Chancen. Dadurch könnte erreicht werden, dass Möglichkeiten, Macht, Wissen und Geld gleichmäßiger auf Bürgerinnen und Bürger, Gemeinden und lokale Stakeholder verteilt werden.



FORSCHUNGSFRAGEN

- Wie können wir für alle Bürgerinnen und Bürger einen Zugang zu Bildungsressourcen erreichen, der wirklich unabhängig von Wohnort, Sprache und anderen Vorbedingungen ist?
- Wie können wir besser verstehen, was bei der digitalen Transformation wirklich vor sich geht?
- Mit welchen Strukturen kann die Dominanz großer Player und Monopole abgewendet werden?
- Wie können wir gute Bedingungen für ein Informations- und Kommunikationssystem schaffen, auf das wirklich alle gleichberechtigt zugreifen können?
- Wie kann es möglich werden, dass alle Studierenden in Europa eine Grundausbildung in den zentralen Fähigkeiten für eine aktive Beteiligung an der digitalen Gesellschaft (d.h. Programmieren und Datenanalyse) erhalten?

[FIN] VALUES - Immateriality and minimalism "Information belongs to all: data communication is a basic right and data/interfaces open to citizens."

[CHE] Harmony between the social and the global "Online education, shared values / ethics - Pacifism, solidarity, mutual aid"

[GR] Humanity - Environment - Justice Schools fully equipped with the latest technology. For example, all schools shall have digital libraries and the ability to host video conference for remote learning.

[CYP] A just society oriented towards human rights "a society where justice is prevailed and is oriented on the basis of human rights. A society that provides equal opportunities for all EU citizens, as well as direct access to a secure health and education system."



2. Daten für alle. Die Macht der Daten teilen

ANSPRUCH

Die heutige datengetriebene Wirtschaft und Gesellschaft kann Menschen von Wissen und Entscheidungsprozessen ausschließen. Wir wollen dagegen angehen, indem wir Menschen befähigen, selbst Daten zu erheben und Informationen zu verstehen und sie für individuelle oder kollektive Zwecke zu nutzen sowie Informationen und Entscheidungen, die auf Daten beruhen, zu diskutieren. Dies wird es den Bürgerinnen und Bürgern erlauben, sich mehr an der Wissensproduktion zu beteiligen und sinnvolle Diskussionen über gemeinsame Themen zu führen. Diese Agenda benötigt Strategien für: (Digital) Literacy, Vermittlung (um Lernen zu unterstützen sich zu beteiligen), offene Werkzeuge und Daten (Weiterbildung für Entwickler und Nutzer der Daten).

FORSCHUNGSRICHTUNG

Forschung sollte Wege finden, die Macht der Daten mit Nicht-Spezialisten zu teilen, so dass diese sie für ihr eigenes Leben und um sich an kollektiven Entscheidungsprozessen zu beteiligen nutzen können. Zwei Bereiche von Herausforderungen sollten adressiert werden:

- Personenbezogene Herausforderungen: Daten Literacy, Privacy, Daten-(Ko-)Produktion.
- Datenbezogene Herausforderungen: Das Risiko der Überquantifizierung von Problemstellungen, die Tatsache, dass Daten immer in einem Konstruktionsprozess entstehen und die Notwendigkeit der Transparenz dieser Konstruktionsprozesse.

Forschungsprojekte in diesem Bereich sollten Bürgerinnen und Bürger einbeziehen.



FORSCHUNGSFRAGEN

- Wie können Informationen zu einem Werkzeug werden, das es Laien ermöglicht, eine aktivere Rolle bei der Entscheidungsfindung sowie in der Gestaltung und Bereitstellung von öffentlichen Dienstleistungen zu spielen?
- Was sind Hindernisse für Angebot und Nachfrage von offenen Daten?
- Was sind die Risiken und Grenzen von datengesteuerten kollektiven Entscheidungsprozessen? Kann es zu viele Daten geben? Wie können neue Daten für wünschenswerte gesellschaftliche Ziele produziert werden? Sollte Datenvielheit ein explizites Politikziel werden?

[CZE] Free citizens in the secure world of data "100% security of personal data against abuse – it will be achieved by an advanced technology."

[CZE] Open Civil Society, "Make useful information instead of information bolus!"

[AUT] Finally a true European community, "It is not possible to hack into digital systems anymore, so that the online voting cannot be manipulated." "Direct elections and standardised voting systems are state of play in Europe and the Member States."

[BEL] Citizen-centred vision "Citizens will become aware of their responsibilities about the information they diffuse and receive."



3. Quantitative personenzentrierte Gesundheit

ANSPRUCH

Wir wünschen uns die Entwicklung eines Gesundheitssystems, das auf Menschen und Technologien beruht und auf dieser Basis innovative, personalisierte und menschenzentrierte Gesundheitsförderung, Prävention und Rehabilitation leistet.

FORSCHUNGSRICHTUNG

Ganzheitliche datenbasierte Gesundheitsdienstleistungen erfordern eine zuverlässige Bewertung von Lebensstilen der Nutzerinnen und Nutzer. Zu diesem Zweck könnte man Daten aus einer Vielzahl kleiner, umweltverträglicher (tragbarer und verteilter) Geräte gewinnen und mit Daten aus anderen Quellen (z.B. EHR, Versicherungsdaten) kombinieren. Forschung sollte Wege untersuchen, gesundheitsbezogene Daten aus verschiedenen Quellen kompatibel zu machen und neue Verarbeitungstechniken für personalisierte Analyse und Darstellung von Gesundheitsdaten entwickeln.



FORSCHUNGSFRAGEN

- Wie soll man die Fragmentierung von Gesundheitsdaten überwinden und dabei Bürgerinnen und Bürger, Expertinnen und Experten, Fachleute sowie Entscheidungsträgerinnen und Entscheidungsträger einbeziehen?
- Welche Modelle sind geeignet um große Datensätze so zu verwalten, zu verarbeiten und auszuwerten dass sie folgendes ermöglichen:
 - o Identifizierung von Gesundheitsproblemen,
 - o Integriertes Wissen über menschliche Gesundheit (physisch, geistig, sozial, umweltbezogen),
 - o Personalisierung von Maßnahmen zur Heilung und zur Förderung einer gesunden Lebensweise auf der Basis qualitativer und quantitativer Daten,
 - o Datenzugriff für Gesundheitspersonal nach Autorisierung durch die Bürgerinnen und Bürger.
- Wie kann man diese Ansätze in verschiedenen Ländern implementieren und dabei den Unterschieden gerecht werden?

[ITA] A school beyond times – a new education model
 "The social security system uses smart watches both to monitor the health status and to help individuals to take care of themselves"

[CZE] free citizens in the secure world of data
 "Effective use of data on personal health" "100% security of personal data against abuse It will be achieved by an advanced technology"

[ROU] Let's be humans through technology
 "Advanced technology for health and education"

[FIN] Vision 2: Predictive health tracking
 "Developments in technology and medical sciences have prolonged people's lives and improved their quality of life. Technology is utilized in basic health care and maintenance, in the diversification of treatments and, for instance, in the prediction of different kinds of seizures."



4. Gleichgewicht in einer schnelllebigen Zeit finden

ANSPRUCH

Wir leben in einer Welt, in der Arbeit unser Leben bestimmt. Es wird von uns erwartet, dass wir ständig produktiver werden und dies auf Kosten unseres persönlichen Lebens mit unseren Verantwortlichkeiten zuhause vereinbaren.

Das hektische Leben gefährdet unsere Gesundheit (Herzprobleme, Probleme mit geistiger Gesundheit, burnout, Zusammenbruch des Immunsystems etc.). Es sollte den Bürgerinnen und Bürger ermöglicht werden, ihr alltägliches Leben auf eine ausgewogene Weise zu gestalten, indem man Beziehungen wertschätzt, Pausen nimmt und Gelegenheiten für Erholung schafft.

FORSCHUNGSRICHTUNG

Groß angelegte Interventionsstudien sollten durchgeführt werden, um einen Rahmen zur Messung von Wohlergehen und zum Stressmanagement für ein besseres Leben zu schaffen.



FORSCHUNGSFRAGEN

- Wie können wir in unseren kulturellen Traditionen Ansätze finden, die uns darin stärken, gesündere Lebensweisen anzunehmen?
- Wie kann prekäre Arbeit besser reguliert werden, um verwundbare Mitglieder der Gesellschaft zu schützen?
- Wie werden verschiedene Personen auf Managementebene mit der Arbeitsverantwortung fertig, die lange Arbeitstage mit sich bringt?
- Wie kann eine Arbeitskultur Bezugs-Umgebungen („relational environments“) schaffen, die auch die privaten Verantwortungen respektiert und wichtige Beziehungen mit Personen zuhause unterstützt?
- Wie beeinflusst die Zunahme von virtuellen Beziehungen die körperliche und mentale Gesundheit?

[SVN] Society of Sustainability Centres around a "Society of sustainable balance i.e. a society of balanced co-existence, high quality of life fairness and responsibility"

[DE] sustainability implemented less hectic, friendly approach to each other, Deceleration / slow down the pace of life

[LUX] I am satisfied with what I am doing! (Do what you love, love what you do!)
 "I am satisfied and I am serving society. My pace of work is being respected; I can combine my social, family and associative commitments and I have time for myself. Every moment of life is well lived. I try, I am wandering, I am experimenting, I am changing, I am building, I live free at my choices, respected by others."

[IRE] Relationships with one another and the environment
 Work / life balance will be different. More time for relationships, culture, society e.g. look at Danish model.

[PL] Healthy Family, Healthy Society (Flower of Life)
 "We try to maintain a healthy balance between work and everyday life, even after a lousy day, a stressfree and pleasant atmosphere awaits us, as the intelligent apartment block we live in adjusts to our mood."



5. Wohlbefinden durch unterstützende Umgebungen

ANSPRUCH

Wir möchten Umgebungen installieren, die die körperliche und geistige Gesundheit fördern und dadurch das menschliche Wohlbefinden verbessern. Mit Umgebung meinen wir sowohl die psycho-sozialen Umgebungen, die mit der Qualität der zwischenmenschlichen Beziehungen zu tun haben (z.B. konstruktive Konfliktlösungen, gute Teamkultur) als auch die physischen Umgebungen, die wir bewohnen (z.B. Räume, Gebäude, Gärten).

FORSCHUNGSRICHTUNG

Wir müssen untersuchen, welche unterstützten Umgebungen am besten die geistige und körperliche Gesundheit fördern und wie diese in Arbeitsplätzen und anderswo installiert werden können.

[GR] Improving quality of life - a weapon to fight cancer. By creating environments promote: "healthy lifestyle", "reduced stressed" thus "improving quality of life".



[DK] Physical and mental health
"Healthy as a whole i.e. both lifestyle, mental and physical health"

[SVN] Vision 3: Green Future
"Life in and with nature -> mental and physical health"

FORSCHUNGSFRAGEN

- Welche Technologien könnten eine reaktionssfähige Umgebung unterstützen, die Nutzerbedürfnisse in Echtzeit erkennt und adressiert?
- Welche guten Praktiken für gute, entlastende Arbeitsbeziehungen und Arbeitsumgebungen nutzen Unternehmen, um die körperliche und geistige Gesundheit ihrer Angestellten zu unterstützen?
- Wie können unterstützende Umgebungen auch außerhalb von großen Organisationen und Firmen erreicht werden (z.B. in KMUs)?
- Was sind Strategien, um das Engagement für Gesundheitsinterventionen am Arbeitsplatz und zuhause zu erhöhen?
- Ist es möglich, ein Modell sozialer Verantwortung für die Implementierung von sich selbst tragenden Gesundheitsgemeinschaften zu entwickeln?

[SVN] Green Future "To improve the quality of life to achieve mental and physical health". "Raising awareness and concern for the management of the (workplace) environment!"



6. SWOT technologischen Empowerments

ANSPRUCH

Wir wünschen uns eine Gesellschaft, in der Stärken, Schwächen, Chancen und Gefahren von Technologien untersucht und gelehrt werden. Statt „smarter Technologien“ brauchen wir Technologien, die so gestaltet sind, dass sie uns smarter machen. Statt „Smart Cities“ brauchen wir lebenswerte Städte. In unserer Wunschzukunft ist der Begriff „smart“ umdefiniert und umfasst Konzepte wie Weisheit, den Drang kleiner Kinder nach sozialen Beziehungen, die Fähigkeit selbstbestimmt aus eigenem Antrieb zu lernen und die (sozialen, psychologischen, biologischen) Grundbedürfnisse (Maslow Pyramide), ohne deren Erfüllung niemand wachsen und gedeihen kann.

FORSCHUNGSRICHTUNG

- Untersuchen welche Rolle Technologien für selbstbestimmtes Lernen spielen können sowie kritisches Denken und selbstbestimmten Einsatz von Technologien zum Nutzen der Lernenden entwickeln.
- Die Dimensionen menschlicher Klugheit untersuchen und sie mit (dem mangel an) technischer Klugheit vergleichen.
- Infrastrukturen, die das Ökosystem des Lernens zu einem lebensfähigen, attraktiven, nachhaltigen, menschenzentrierten Rahmen machen, der individuelles und gemeinsames Wohlbefinden und Entwicklung fördert.



[SVK] School of the Future
"Change of the form, content and processes of education, usage of the latest technology in education, more creativity and "out of the box" thinking, possibility of virtual education. Greater attention to cognitive processes of students."

[GR] Humanity - Environment - Justice
"Schools fully equipped with the latest technology!"

FORSCHUNGSFRAGEN

- Was wäre, wenn Technologien genutzt würden, um das selbstbestimmte Lernen zu unterstützen?
- Wie kann man das Verständnis von Unterschieden zwischen technologischer und menschlicher "Klugheit" fördern und die Erkenntnisse für die Entwicklung der Lernenden und die Verbesserung der Schulen nutzen?
- Wie kann man kritisches Denken entwickeln und die Einführung von leistungsfähigen Technologien im Unterricht zum Nutzen der Lernenden fördern?

[ROU] Back to (our) roots
"Technology will develop in harmony with the environment and individuals' needs."

[ESP] Building the future "to regulate the role of new technologies in order to avoid damaging the quality of human relationships"



7. Umwandlung von Technologien für den Planeten und die Menschen

ANSPRUCH

In unseren Systemen sind sehr viele Technologien integriert.

Es bestehen folgende Herausforderungen:

- Wie können wir diese im Lichte unseres Wissens über unser hochvernetztes System Erde und globale Gesellschaften neu bewerten?
- Wie können wir sicherstellen, dass neue Technologien den Menschen und dem Planeten helfen?

FORSCHUNGSRICHTUNG

Aktuell wird Technikentwicklung durch kurzfristige Entscheidungen der Industrie getrieben, ohne dass Auswirkungen auf Umwelt und Gesellschaft sowie Langzeitauswirkungen bedacht werden. Eine demokratische Technikentwicklung sollte Bürgerinnen und Bürger sowie etablierte Organisationen einbeziehen. Um diesen Prozess effektiv zu gestalten, muss Forschung anders betrieben werden. Traditionelle Fertigkeiten und Technologien, die mit Ökosystemen arbeiten sind oft unterbewertet. Es ist sehr wichtig, dass solche Ansätze unterstützt, verbreitet und in zukünftige Forschung übernommen werden. Möglichkeiten solche Technologien mit sozialen Innovationen zu verbinden, sollten erforscht werden.

[LIT] Human and Environment "... pure barrier; generation of non-consumers..."



[LIT] Human and Environment "In our vision, there is just enough technology to save ecology and harmony..."

[PORT] EU - We are: "existing technology allows us to have comfort and optimal management of resources"

[ESP] Building the future "to regulate the role of new technologies in order to avoid damaging the quality of human relationships"

[DUE] The 2020 Economy "a cyclical economy built on 'cradle to cradle' philosophy; built on 100% reusable resource, including supply changing production; energy usage and consumption"

[PORT] Alice in Tomorrow's land "technological development has evolved and contributed to finding solutions for better resource management (and natural disaster prevention)"

[ROU] The Golden Age "quality of life will have improved tremendously for senior citizens aided by technology"

[EST] A new hope: "in 2050, technological and scientific breakthroughs have led to: 1) minimised pollution, air pollution, water pollution and domestic waste, 2) the use of clean energy sources; growth of the share of renewable and sustainable energy"

FORSCHUNGSFRAGEN

- Was sind die besten Methoden, um Wissen und Fähigkeiten zu nachhaltigeren Technologien (z. B. ressourcenschonende Landwirtschaft, Reparatur, Wiedermutzung) zu bewahren und sie grenzüberschreitend zu übertragen? (z.B. von Ost nach Westeuropa oder umgekehrt).
- Nachhaltigkeitsorientierte Designprinzipien testen wie:
 - o Design für Langlebigkeit/biologische Abbaubarkeit
 - o Design für Reparierbarkeit und Wiedernutzung;
- Neue Lebensgrundlagen schaffen.
- Soziale und technische Innovation verbinden.
- System-Impactbewertung.
- Welche verschiedenen Modelle sollen genutzt werden, um Bürgerinnen und Bürger in die Technologiebewertung mit einzubeziehen? Wie kann man sie ausbilden, um die Modelle zu nutzen?



8. Technologie für Wohlbefinden

ANSPRUCH

Statt von technischen Geräten bestimmt zu werden, wollen wir sie bestimmen. Die Förderung eines besseren Bewusstseins bei der Nutzung von Technologien wird es uns ermöglichen, die Vorteile zu nutzen ohne unter negativen Folgen zu leiden wie Bildschirmabhängigkeit, Verlust direkter menschlicher Beziehungen und Auflösung der Grenzen zwischen virtueller und realer Welt.

FORSCHUNGSRICHTUNG

Wir brauchen disziplinübergreifende Forschung an der Entwicklung von Leitlinien für den Umgang mit elektronischen Geräten, um zu vermeiden von ihnen beherrscht zu werden. Ausserdem sollte sich Forschung darauf konzentrieren, existierendes Wissen über die Auswirkung von Technologien auf uns und auf unsere Beziehungen an die Gesellschaft weiterzuvermitteln und auf tatsächliche Alltagspraktiken zu übertragen.



[IRE] Balance of Nature, Humanity, and Technology "We want technology to be used for the betterment of society"

[HRV] The preservation of human health and nature for the generation XYZ "In our vision Technology does not endanger people and does not endanger their health"

[MAL] Education and Society (community) "Technology is not completely at our service [...] To give man a vision. What makes man is not what man makes, and our creations should not become our creators."

[FIN] Predictive health-tracking "Developments in technology and medical sciences have prolonged people's lives and improved their quality of life."

[LIT] Emotional Intelligence for Positive World Creation "Not only technology can save the world, but above all human self-knowledge".

[ESP] Building the future "To regulate the role of new technologies in order to avoid damaging the quality of human relationships"

[SVK] Technology for Better Health "People will live a quality life because of the support for research and development, improved access to its results and better cooperation of the included actions"

FORSCHUNGSFRAGEN

- Wie können wir unsere elektronischen Geräte im Alltag verantwortungsbewusst nutzen?
- Was sind die Kriterien, die in Leitlinien für Nutzerinnen und Nutzer einfließen sollten?
- Wie beeinflusst die Nutzung unserer elektronischen Geräte unsere sozialen und emotionalen Beziehungen?
- Wie kann man bestehendes Wissen über verantwortliche Techniknutzung bewerten?
- Wie kann man neues und bestehendes Wissen von der Forschung in die Gesellschaft transferieren?
- Wie kann man bestehendes Wissen über unser Verhältnis zu Technologien auf Alltagspraktiken übertragen?

[CZE] Free citizens in the secure world of data "Free citizens in the secure world of data"

Annex 3 – Pictures





Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

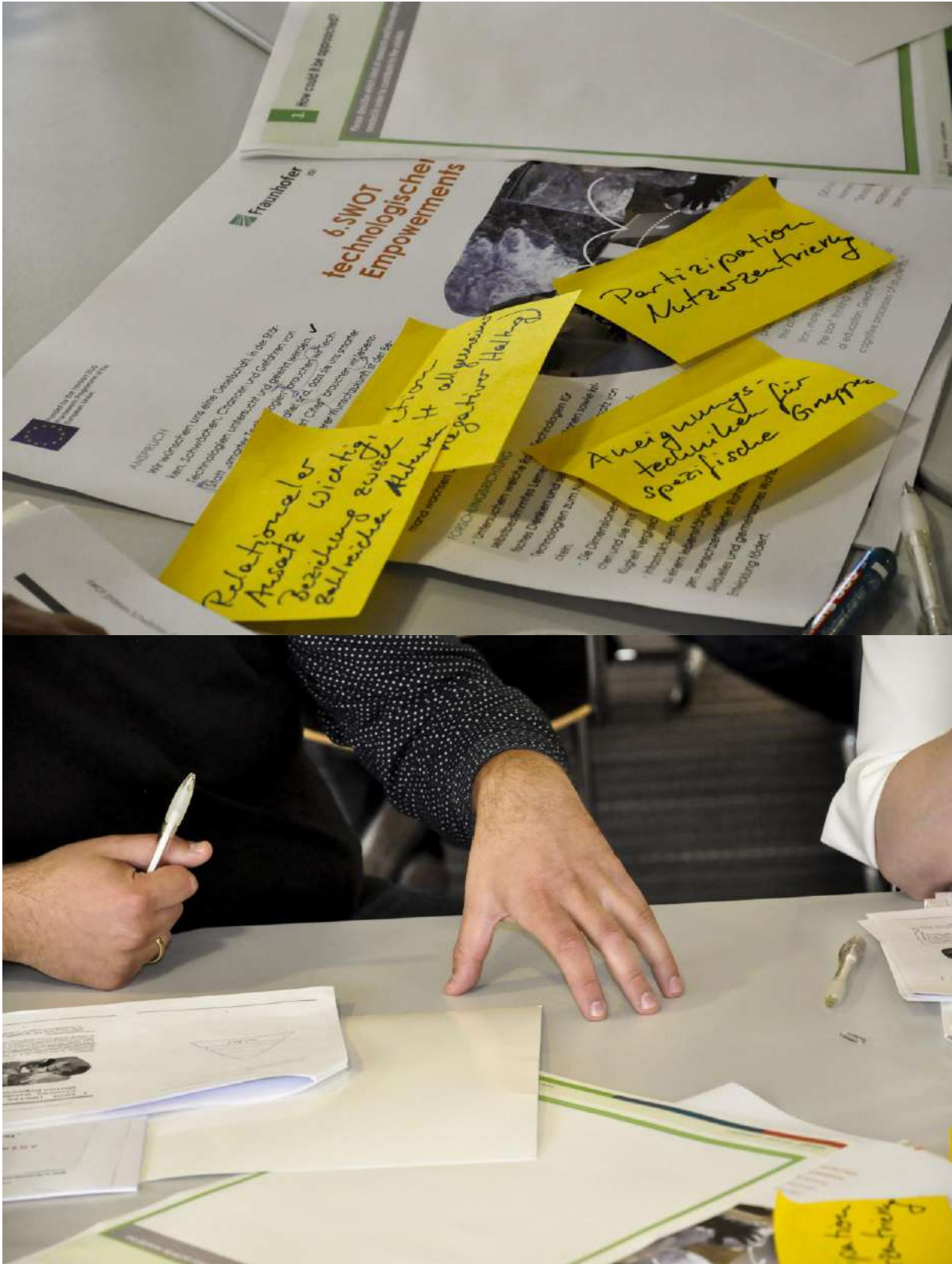


Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



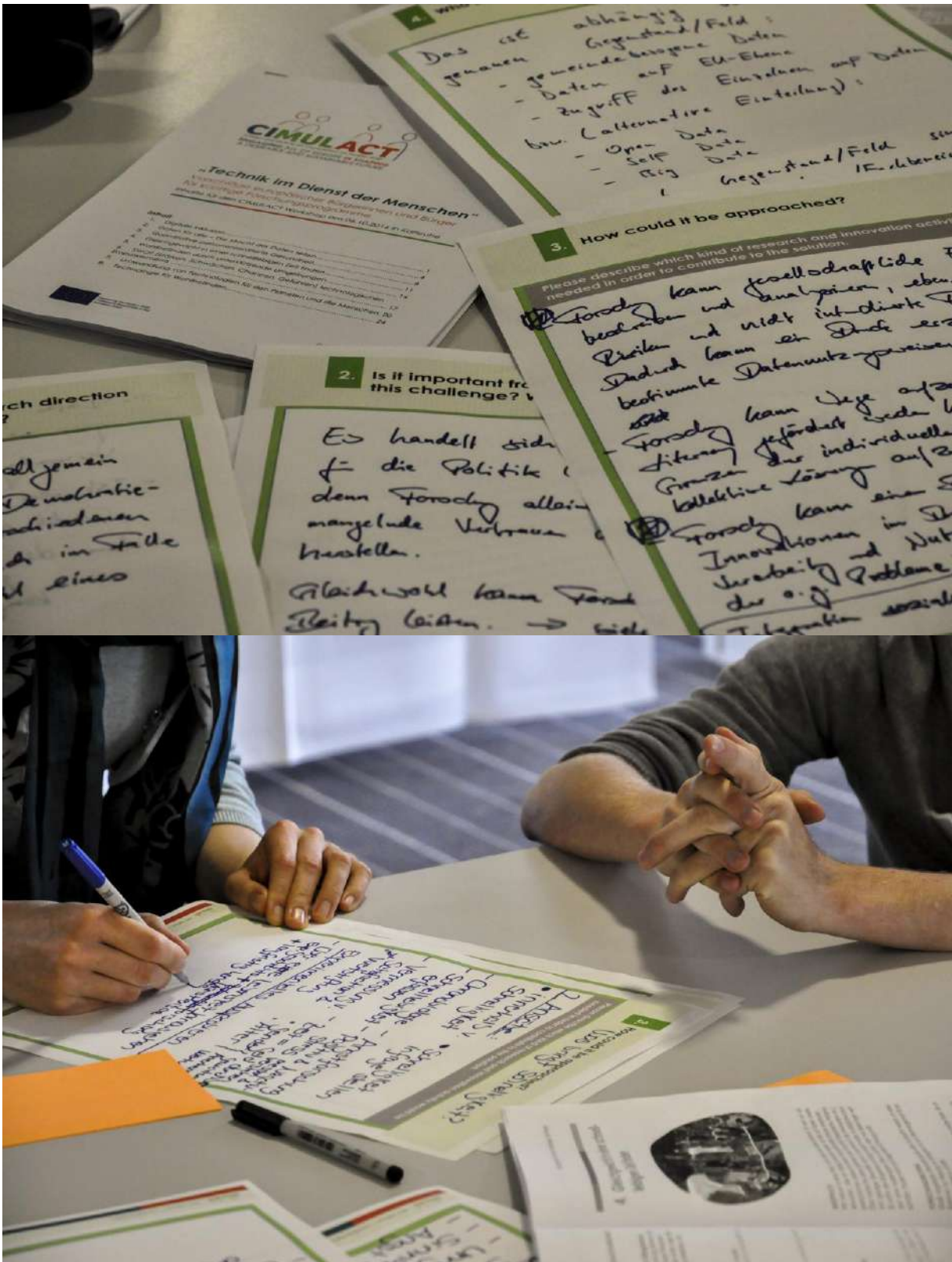
Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

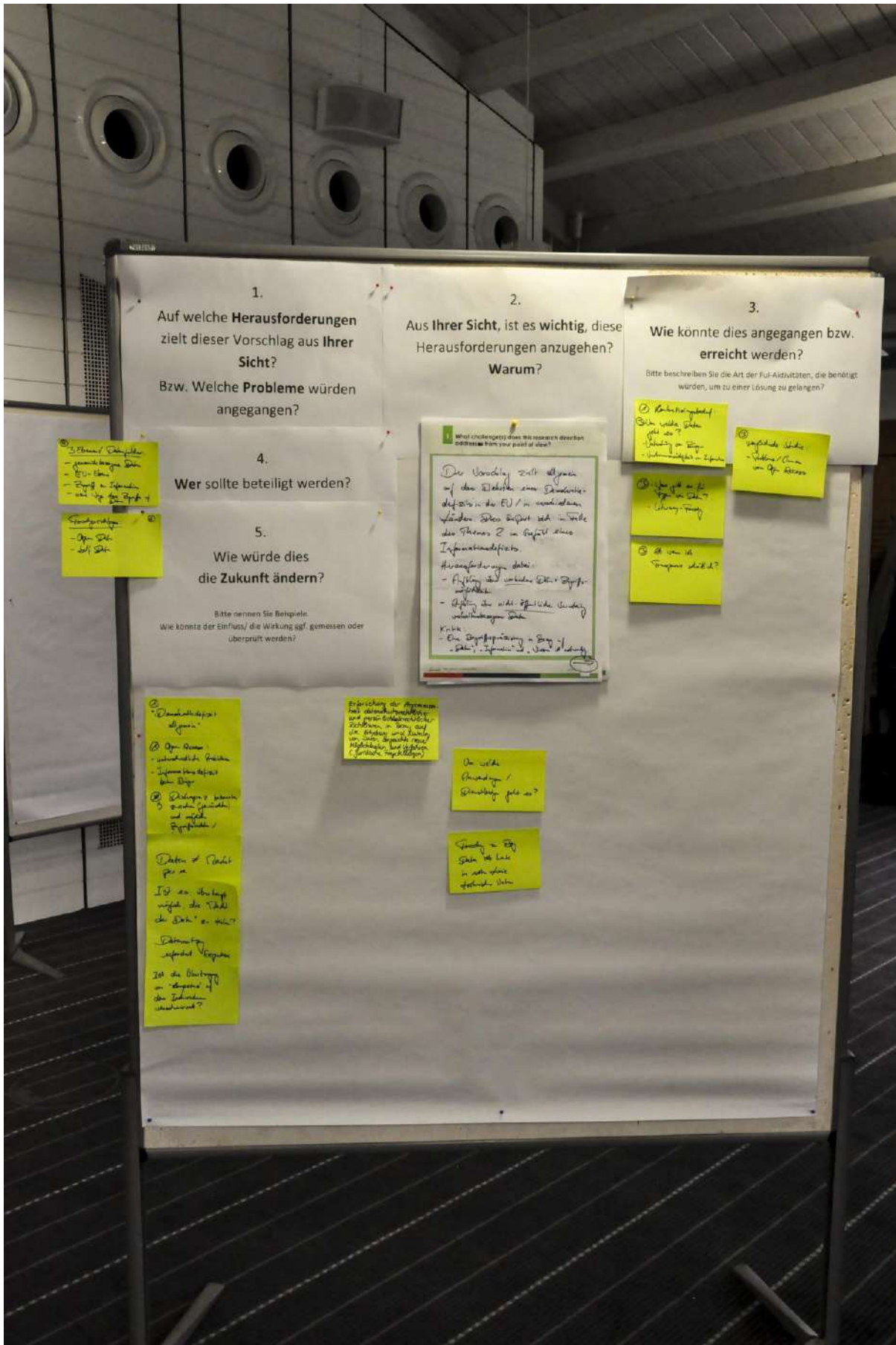




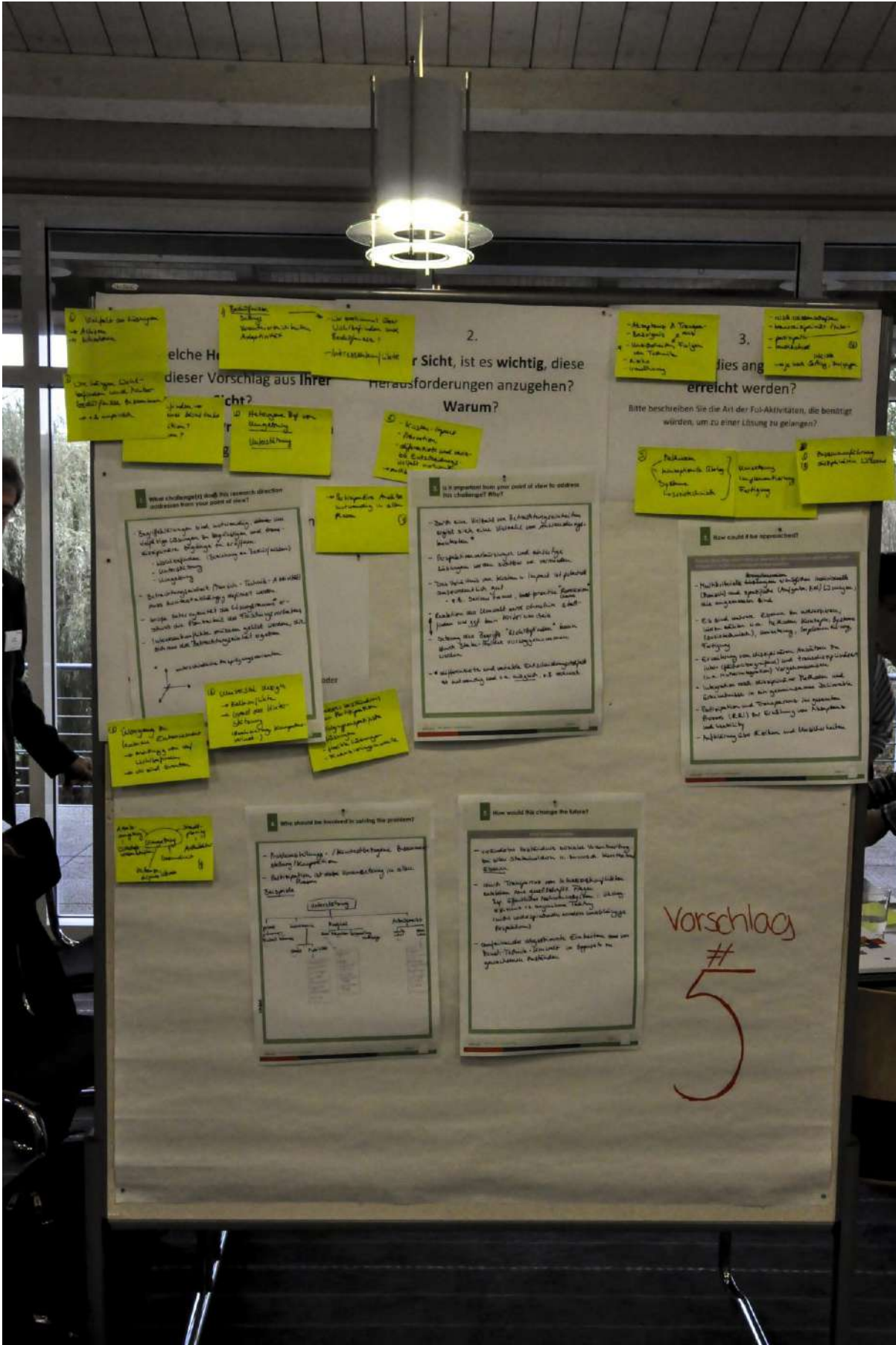
Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

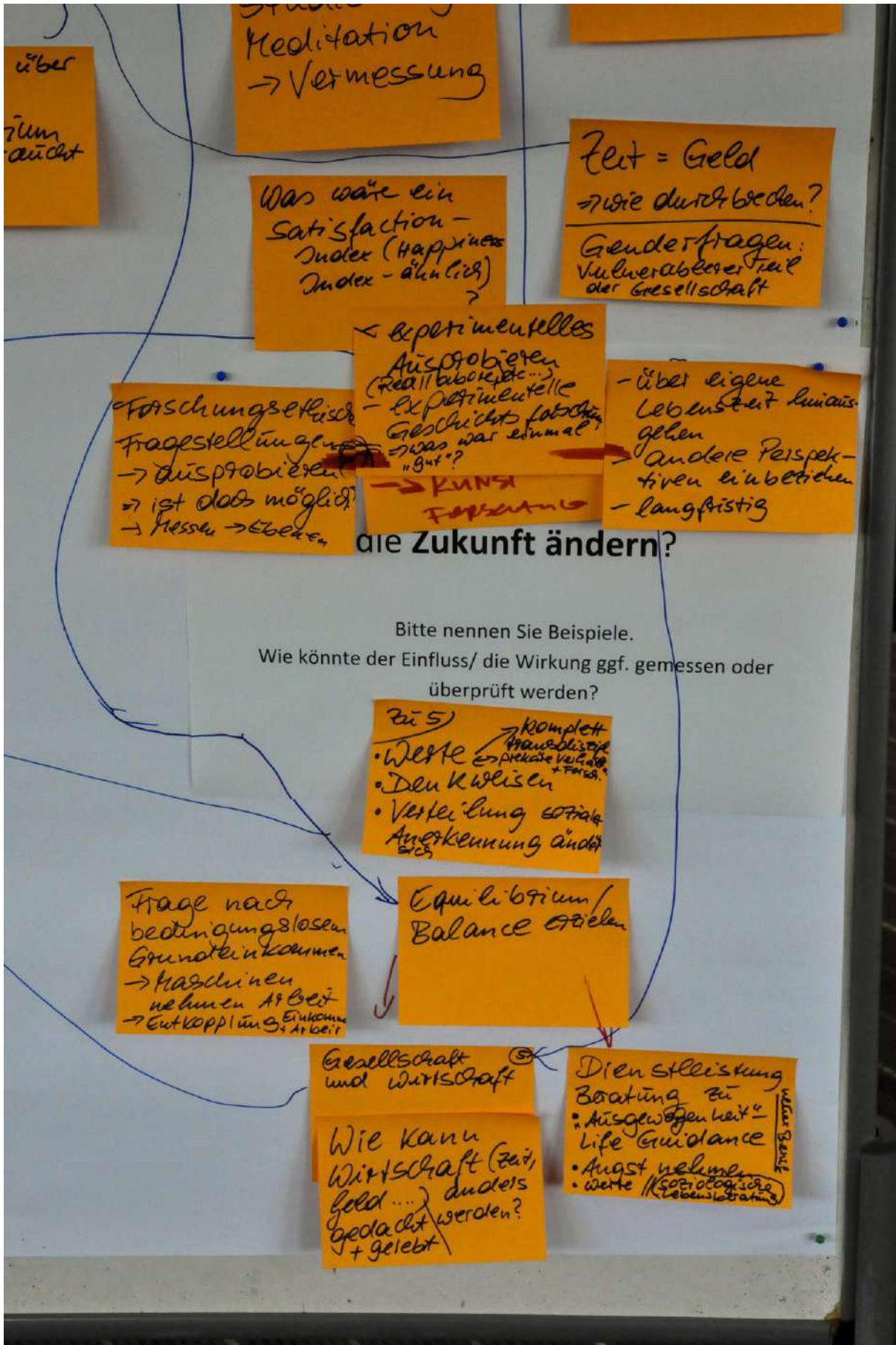












Warum?

(A)

2. Is it important from your point of view to address this challenge? Why?

6

- ③ - Schlüsselrolle der Technologie in einer Gesellschaft mit langer Lebenserwartung (erfordert einen Umgang mit diesen Herausforderungen)
- ① - Voraussetzung für eine selbstbestimmte / situations-
Erfahrung ^{und} ~~Geschäftstätigkeit~~ ^{und} ~~Beurteilung~~ von
Mensch-Technik-Interaktion
adequate / kontext berücksichtigende
- ② - Wichtiger Beitrag zu lebenswerten Umwelten
- ④ - Beitrag zu RPI
- Gegengewicht zu
• ~~Technologie determinismus~~
- ⑤ - Sicherstellen, dass es nicht zu
• rein Marktgetriebenen / ökonomischen
• Interessen / Fortschritt getriebenen
• ~~Technologie determinismus~~ getrieben
• ~~technische Machbarkeit~~ (z.B. Klone)
getriebene Entwicklung kommt

Erfahrungen



Report on the research and policy consultation in Greece



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1: Concept for the consultation in Greece



The

Group photo! Happy people shaping the future!

The Greek consultation took place on a sunny Saturday, 1st of October 2016 at Hotel Nepheli in Thessaloniki and it was a one day event.

The target group was citizens. The goal was to achieve a high diversity in the target group regarding age, gender, level of education and workplace, whilst keeping in mind that the people in groups will have to discuss and work closely so the differences should not be that big. Having all these 'restrictions' in mind the characteristics of the target group were as follows:

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

Age: 18-65

Gender: Both genders, however 23 women and 7 men.

Educational background: Hold a Bachelor degree (at least, except students)

Workplace: Private sector, unemployed people and students as well

I chose this target group since I wanted participants to be individuals who would express as many points of view as possible and have no agenda in mind other than expressing their view regarding the challenge (research scenario) at hand. I recruited mostly from Thessaloniki therefore distance wouldn't be an obstacle for the participants and, indeed, it was less time consuming, easier and cheaper for them to attend the consultation. First of all, I invited the citizens that had already participated in the NCV since they were most likely to participate again. In fact, 7 participants of the NCV workshop wanted to contribute again to CIMULACT and so they participated in the face to face consultation as well. The new people were contacted directly by phone, email or face to face. In order to be effective and have a strong possibility to hear a 'yes, I will come', I approached people from the company's professional network and my personal one.

I recruited approximately 40 people. However, 4 informed me that they would not be able to come due to work related issues just one week before the event and finally the workshop had 30 participants and 36 people in total counting the table facilitators and myself.

Additionally, regarding the table facilitators, given that only 3 from my colleagues could attend and facilitate, I had to recruit and train 2 citizens to be table facilitators. This was a rather challenging task, as I had to find two people that knew nothing about CIMULACT and familiarize them with the whole procedure so far. I wanted the table facilitators to be fully informed regarding all the previous phases of the project (NVC workshop, Paris and Milan workshop) and be able to answer any questions arising from participants regarding the visions, the research scenarios, the research questions, research directions, what's next etc. Thus, I dedicated a couple of days to explain to them the mentality of CIMULACT and gave them to read the deliverables of the aforementioned workshops and answered their questions.

In my opinion, the not showing up of the 5 citizens-participants (I was supposed to have 35 participants and I had 30) was not a problem at all. Each of the 5 tables of the consultation had 6 participants which were enthusiastic about the project and worked in a very collaborative and happy mood. Thus, I believe that mission was accomplished and the gap of the 5 people was filled by the willingness of the ones that actually came.

As I had predicted, the biggest challenge was the timing of the recruitment process, since July and August are summer vacation months in Greece and it was pretty difficult to find people in their offices to make them commit to participate in a workshop that would take place in two months' time. Consequently, most of the recruitment process happened during September and it was kind of intense as I wanted people to book the date for the workshop as soon as possible.

I chose Method 1 – Consulting Citizens- because it was the method developed by ITA and POLIMI that included only citizens as participants and that was the target group I was aiming for. However, I modified the method a little bit since there was not a presentation of the 8 research scenarios in the workshop. I followed the next steps:

1. We translated the 8 selected research scenarios in Greek.
2. Two weeks before the event, the translated research scenarios were sent to the participants and the table facilitators by e-mail and they were asked to choose 2-3 scenarios that they feel are more interesting, important, relevant etc.
3. After the selection was made, we created a list with the 5 most popular research scenarios and these were the ones we enriched during the workshop.
4. At the beginning of the workshop, each table had on top its own research scenario and the participants walked around and read all 5 scenarios and sat in the table that had a scenario they liked.

I chose to do it this way and not to present all 8 research scenarios at the event, because in my opinion this would create a little chaos with people discussing and walking around without really knowing what they will be asked to do. Moreover, we would lose valuable time having as a result participants being tired towards the end of the consultation when the fifth important question about impact of the template should be answered. So, since I wanted them to work fresh and not to lose time reading, I chose to let them pick their scenarios before the event.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



During the consultation... discussing... sharing ideas...



2: Programme for the consultation



Face to face national workshops

Agenda

Date: **October 1, 2016**

Venue: **Nepheli Hotel, Panorama, Thessaloniki, Greece**

10:00	Reception and Coffee
10:30	Welcome and Introduction <ul style="list-style-type: none"> • CIMULACT- What is the project about? • Work done so far • What we will do today
11:00	Tables organization <ul style="list-style-type: none"> • The participants read the 5 selected scenarios and choose their seating place freely.
11:30	Group work A – Enriching the Specific Challenge <ol style="list-style-type: none"> 1. What challenge(s) does this research direction address from your point of view? 2. Is it important from your point of view to address this challenge? Why?
13:30	Lunch Break
14:00	Group photo session
14:05	Group work B – Enriching the Scope <ol style="list-style-type: none"> 3. How could it be approached? 4. Who should be involved in solving the problem? 5. What should be the main goals/impacts of the research activity?
16:00	Presentation of the final product <ul style="list-style-type: none"> • One participant shortly (1 min) describes highlights of the respective table's scenario
16:05	Voting <ul style="list-style-type: none"> • Each participant will vote for 2 Scenarios
16:15	Wrap up



3: Selected research programme scenarios

The 8 Research scenarios are listed below:

1. 4c: Finding a balance in a fast-paced life
2. 4d: Promoting wellbeing through relating environments
3. 5a: Good food research
4. 5b: Good quality food for all
5. 7b: Rethinking (the new) "job market needs"
6. 7c: Design literacy and life skills for all
7. 7d: SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment
8. 10d: Moving together (more collective transports)

✚ The ones highlighted in yellow are the 5 scenarios the participants worked with in the face to face consultation.

I chose very carefully the research scenarios having in mind the most important issues in my country and the target group that had to enrich the research scenarios during the consultation. Hence, the chosen ones are the ones that in my opinion are the most comprehensible, interesting and important for the citizens to talk about and develop. Health issues (wellbeing), food quality, education and transportation are of great interest in my country and I believed that the citizens would be able to choose the 5 they want to work with and do a really good job. During the workshop and after it was over, many participants told me that they thought the scenarios were very interesting and were dealing with contemporary issues. Overall participants were glad to be part of this consultation because it wasn't tedious for them.

After the 8 research scenarios were chosen, they were translated in Greek. Then, the 8 translated scenarios were sent to the participants and the table facilitators of the workshop via e-mail with the request to choose 3 or 4 out of the 8 that they believe are more relevant, interesting, realistic etc. Once, they selected the ones they liked, we created the list with the most 'popular' ones.

4: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

1. 7b: Rethinking (the new) "job market needs" [15]
2. 5b: Good quality food for all [14]
3. 4c: Finding a balance in a fast-paced life [12]
4. 4d: Promoting wellbeing through relating environments [12]
5. 5a: Good food research [7]

The total number of votes is 60 (2 votes * 30 participants).

Research programme scenario 1

7b: Rethinking (the new) "job market needs"

1. *What challenge(s) does this research scenario address?*

The research scenario concerns the lack of cooperativeness between businesses and educational institutions. During the studies the necessary knowledge that would be useful in the professional life is not acquired. There is no separation between the theoretical and practical knowledge. There is a volatile operational framework whose needs are increasing and on the other hand the educational system is static and inflexible. Furthermore, there is no institutionalized practice and no incentives are given to companies to provide internships to students. On the other hand, the school does not cultivate the institution of practice which is nevertheless essential to discover one's talents and skills.

Overall, there is a lack of culture in society itself regarding modern needs in a business and social-interpersonal level that impede lifelong learning and evolution.

2. *Is it important from your point of view to address this challenge? Why?*

This challenge is not only important but also necessary to address. The problem concerns the whole society. More specifically, it concerns institutions, companies, educational system and each of us individually. By cultivating the institution of internship, the integration of new social groups in the labor market becomes smoother, which is a major problem in Europe today, if one considers the high unemployment rates amongst young age groups.

There is the possibility for everyone to discover their abilities and skills that will lead to personal satisfaction and completeness and ideally to social satisfaction as well.

From the perspective of business groups, when employees have jobs close enough to their skills and interests, the working mechanism works better and innovative ideas and products are generated. In conclusion, the solution of the problem will lead to a more effective management of human and natural resources.

3. *How could it be approached?*

It could be approached by the following ways:

- Connect the educational system with technological innovation resulting from research.
- Dissemination of the financial tools of the EU and export research on the precise criteria based on which the education system should be altered.
- Existence of interdisciplinary approaches that promote the effective exchange of ideas and technologies and being able to integrate them in education.
- Project where there are partnerships amongst organizations including companies and educational institutions and the results should be analyzed by specialists such as sociologists, economists in order to create new guidelines.

- Create a single qualifications framework, common and widely recognized throughout the European community.

4. *Who should be involved in solving the problem?*

Common and organized efforts must be made since everyone will reap the benefits, common platforms for cooperation should be established with the contribution of the EU, which will assist the communication among researchers, social organizations, companies, educational institutions and will focus on a common goal. These partnerships aim at implementing objectives that could be measured. The role of the state is important, as it will create an institutional framework that will be consistent with the needs and the decisions of institutionalized internships.

5. *What should be the main goals/impacts of the research activity?*

The establishment of a new educational system adapted to modern needs which will equip the young not only with technical skills but also with theoretical.

The research activity should have a people-oriented approach and focus on the prosperity of all people.

An important step is the cultivation of an education system that promotes experiential training and lifelong learning. It's a difficult task that cannot be completed in a short time and with a small number of programs.

After each effort has ended, we can evaluate the results and quantify on the basis of specific indicators such as unemployment, welfare, product production and know-how.

Research programme scenario 2

5b: Good quality food for all

1. *What challenge(s) does this research scenario address?*

The problem concerns the lack of access to good quality food and is due to the following factors.

- ✓ There is an inequality of food overproduction in developed countries and developing countries.
- ✓ The production cost is big and the import of low-quality food is more advantageous, at the expense of the consumer.
- ✓ The EU policy for agricultural products and the sharing of production and consumption per country is inadequate.
- ✓ Lack of information on ingredients in food and deficient rules.
- ✓ There is no policy on management of overproduction.
- ✓ Unequal access to food.
- ✓ A reduced production is observed due to climate change or the promotion of mutant.

2. *Is it important from your point of view to address this challenge? Why?*

It is important because food is a survival factor. The importance of finding a solution is great because it will reduce the imbalance regarding food, it will strengthen local producers, we will have fewer diseases due to quality food, the trade will be enhanced and there will be better food management.

The problem exists in developed and developing countries; in the former due to poor nutrition and in the latter due to malnutrition. The solution of the problem is significant for all as it concern on only individuals but also the society in general. We need to address the problem in order to have equality worldwide and to enhance living standards.

3. *How could it be approached?*

Regarding the research activity, research could be done on the quality of food and on the factors that affect its commercialization. At the same time, effective information could be to a greater extent and also stricter legislation on the components of food and information. With regard to innovation, there could be actions for the distribution of the excess of food, for a more efficient distribution of food and in order to organize transnational partnerships in the form of humanitarian operations.

4. *Who should be involved in solving the problem?*

In solving the problem, researchers and policy makers should be engaged. After studies have been carried out regarding production and awareness, politicians should regulate the legislation whilst the participation of all is needed: citizens, researchers, politicians and humanitarian organizations.

5. *What should be the main goals /impacts of the research activity?*

The measurable impact is:

- ✓ Increased number of people having access to quality food.
- ✓ Increased access to quality food.
- ✓ Increase imports and exports in countries facing troubles with food contribution.

After the research is over, we will observe increasing number of people who are informed and have increased access to quality food and thus the imbalance will be reduced.

Moreover, other ways of measuring the impact could be questionnaires for the food distribution per country, feedback from citizens and the preservation of records by public authorities. Research and innovation cannot help too much, but can provide theoretical solutions and help in relation to information. The desired effect is to reduce the imbalance in access to quality food.

Research programme scenario 3

4c: Finding a balance in a fast-paced life

1. *What challenge(s) does this research scenario address?*

The work, the competition, the pressure and the high pace of life affect people's lives mentally, physically and socially. What happens is that we live to work and there is oppression to work many hours emerging from social conditions. To be more specific, people pursue social goods, status and copy the successful people "model" and the lives of people shown on the media so they are overwhelmed at a working level in order to progress professionally putting aside their personal lives.

However, the truth is that for humans the results of their personal life are more important than work. Work bears tangible goods but social activities are the ones that make people happy.

Multinational companies are an impersonal environment and treat employees like a 'number', namely what profit and performance they can offer. Having free time is necessary for activities besides the professional life, for instance gymnastics. Big companies exploit people's desire to create wealth so they offer them demanding jobs that require long working hours. At the same time, the dependence of people on social networks and the internet work at the expense of personal relationships.

2. *Is it important from your point of view to address this challenge? Why?*

When people are pleased and happy in their personal life, they are more efficient in their work so there will be a positive impact in the economy. Therefore, the problem exists for companies (poor employee performance) and people in general as well. When this challenge is addressed, there will be justice and human relations will improve. Young people will be able to engage in new sectors, so there will be more progress in many areas. Meanwhile, when the employee works without stress, he/she feels more secure and thus is more efficient, as the stress of high pressure for performance doesn't exist.

The golden mean between work and personal / family life must be found, as when this happens there will be more qualitative life which implies the existence of better relations between individuals. Additionally, the habit of working really intensive (due to demanding work deadlines) which deprives the personal life and activities has resulted in people feeling a void when they stop working because they have nothing to fill their life with.

3. *How could it be approached?*

There could be studies on the hours and the days of working time during the working week, in order to achieve work-life balance. One possible suggestion is some weeks of the month to work four days instead of five (one day off). Moreover, companies could provide to employees activities related to their hobbies. A survey could be done regarding the desires of employees using questionnaires and interviews in order qualified researchers and policy makers to collect data, to classify proposals and design innovative work programs, benefit programs etc. Then it could become a pilot application with the possibility of feedback on the results. The research and implementation of pilot applications could be done by employers and employees working together.

Moreover, companies could offer training schemes to employees, breaks for social interaction, organize sports events, trips and switching positions within the company. Also, they could subject them to psychological and health tests. At the same time, schools could cultivate the humanities.

4. *Who should be involved in solving the problem?*

In solving the challenge researchers and citizens (employees, employers, and bodies) must get involved in meetings and conferences as they all have a common goal that requires a collaborative response. The cooperation will help to obtain the best result, different views will be expressed and commonalities will be found. Researchers will express the technocratic point of view, while citizens the logic point of view, so we will get the optimal result.

5. *What should be the main goals /impacts of the research activity?*

The goal is to create a unified practice for finding balance in life. The impact will be happier and more efficient employees, who will be happier in their personal lives as well. This will have a positive impact on the health sector and society in general. Other positive effects will be the better lifestyle, the increase in corporate profits, and that the man will be in the center and over-consumption will be reduced.

Ways of measuring the impact are questionnaires, interviews and case studies (e.g. employees keep diaries, results are categorized etc.).

Factors affecting research could be the country, the culture and social background and research should emphasize and take under consideration the specific characteristics of each country.

Research programme scenario 4

4d: Promoting wellbeing through relating environments

1. *What challenge(s) does this research scenario address?*

A lack of prosperity is identified in the environments of each person separately (work, personal, family, friendly, natural, social and economic).

In the workplace this is translated into a lack of employee performance and reduced productivity. At a personal level, it reflects a lack of mental balance, poor physical health and reduced confidence. What is more, the already existing problems within the family and friends create stressful situations, intensifying mental and physical problems. At the same time, the human relationship with the natural environment has been disturbed (pollution, urbanization, etc.).

The improvement of the wellbeing is something that people are looking for nowadays, under the important condition that each problem should be detected by each individual.

2. *Is it important from your point of view to address this challenge? Why?*

Addressing the problem would provide greater prosperity to all levels mentioned above. More specifically, the solution means increased productivity in the workplace, improving mental health, stress reduction, better physical health, and improved interpersonal relationships.

The world will be a better place because man will feel better at an individual level (what makes me happier as a person, how to overcome my own problems) and objective issues would find their solution (environmental contamination, intervention in nature, solving economic problems, food for all, health for all).

Our problem concerns everyone. Employees-employers, adults-children, state-citizens, women-men, these are all dipoles seeking on an ongoing basis to enhance their wellbeing. Addressing this challenge will bring about the required balance for all.

3. *How could it be approached?*

Regarding the working environment, it is essential to create an environment that promotes teamwork, pleasant atmosphere, and cooperativeness. The existence of suitably shaped spaces designed to relax is suggested where employees could gather, prepare their lunches and at the same time strengthen their interpersonal relationships. Furthermore, environments that promote well-being in the workplace could be distinct smoking areas, rooms where people could rest for a while during their heavy schedule, organization of training programs to address the negative effects of sedentary work and child care spaces. The presence of a safety technician, a physician and a psychologist is considered to affect positively the mental and physical health of employees.

The encouragement of internal search of citizens through group counseling at a municipal / state level as well as counseling for parents will increase prosperity.

At the same time, well designed spaces that are environmental friendly, will be beneficiary to use by the society for the implementation of activities (sports, art, etc.).

4. *Who should be involved in solving the problem?*

All actors (state, businesses, research institutions, citizens) should be involved in solving the problem as they are all part of the problem and the solution as well. Collaborative platforms that will involve all the players will give the possibility of a holistic approach and effective response to the challenge facing the research scenario.

5. *What should be the main goals /impacts of the research activity?*

The contribution of the state to promote prosperity will be Improvements / additions to the legislation. Moreover, sharing questionnaires to stakeholders is a first approach of the research process. Indicators that could be used are the changes in legislation, influence on the health system (health indicators), and metrics of business participation to new initiatives regarding the applications of the legislation. This is a problem with significant complexity and the approach procedure must be studied carefully.

Research programme scenario 5

5a: Good food research

1. *What challenge(s) does this research scenario address?*

The following issues were identified:

A) Confusion

1. Due to a conflict of interest: food industries trying to present food that is not good for our health as beneficial.

2. Lack of information regarding the quality of food: e.g. what are the ingredients of bread, what kind of milk is good (with high pasteurization, fresh, are there antibiotic residues in milk, is the standardized baby food healthy?)

B) The need for the state to protect the public health

There are food substances that are proven to be unhealthy, such as processed meats-charcuterie and some chemical additives that are sold legally. Indeed, there are unhealthy foods that are widely promoted and consumed massively by children.

2. *Is it important from your point of view to address this challenge? Why?*

It is important to address this challenge as sustainable food production entails the protection of the environment. Moreover, by having a better diet we have fewer diseases, better quality of life and fewer costs for public health. At the same time, with less meat consumption (as required by the science of nutrition) the following could be achieved:

- a) presumably better conditions for animals (less massive animal rearing)
- b) less wasted food (animals need enormous amounts of food for their breeding)
- c) less methane production

3. *How could it be approached?*

Universities and other research institutions that are related to the environment and the nutrition need to offer as unbiased and reliable as possible research work. Yet, they should guide the society to sound eating habits, using experiential activities in various structures (e.g. schools, hospitals). The results of these studies should be the guiding principle for the legislation in all countries. In addition, research should address the issue of nutrition in all respects: there are also social, economic and other implications. Furthermore, novelties in the organic agriculture field can contribute significantly to solving the problem.

4. *Who should be involved in solving the problem?*

When solving the problem, everyone should participate. There must be strict company operating framework, since a human health issue is at stake. Moreover, quality certification bodies have an important role to play.

5. *What should be the main goals /impacts of the research activity?*

The most important consequences are the improvement of human health, the reduction of pollutants generated by unsustainable practices and the reduction of costs for the treatment of diseases. Additionally, people will know the food impact on themselves, the economy and the environment.

There is a way of impact assessment because the effects can have measurable results on human health and, secondarily on the economic activity (reduce disease, reduce pollution, etc.). Finally, the effort to solve this problem should be continuous.

5: Επιλεγμένα Ερευνητικά σενάρια

Τα 8 Ερευνητικά Σενάρια που επιλέχθηκαν είναι τα κάτωθι :

1. 4c: Η εύρεση ισορροπίας σε μία ζωή με γρήγορους ρυθμούς
2. 4d: Προώθηση της ευημερίας μέσω σχετιζόμενων περιβαλλόντων
3. 5a: Καλή έρευνα τροφίμων
4. 5b: Τρόφιμα καλής ποιότητας για όλους
5. 7b: Αναθεωρώντας (τις νέες) "ανάγκες της αγοράς εργασίας"
6. 7c: Σχεδιασμός γραμματισμού και δεξιοτήτων ζωής για όλους
7. 7d: Ανάλυση SWOT(Δυνατά σημεία, Αδύνατα σημεία, Ευκαιρίες, Απειλές) της Τεχνολογικής Ενδυνάμωσης
8. 10d: Μετακινούμαστε Μαζί (περισσότερες επιλογές για τις μαζικές μεταφορές)

✚ Τα σενάρια που είναι υπογραμμισμένα με κίτρινο είναι τα 5 ερευνητικά σενάρια που εμπλούτισαν οι συμμετέχοντες στην διαβούλευση.

Τα ερευνητικά σενάρια επιλέχθηκαν πολύ προσεκτικά έχοντας υπόψη τα πιο σημαντικά ζητήματα στην χώρα και την ομάδα στόχο που έπρεπε να τα εμπλουτίσει κατά την διάρκεια της διαβούλευσης. Ως εκ τούτου, αυτά που επικράτησαν είναι εκείνα που κατά την γνώμη μου είναι τα πιο κατανοητά, ενδιαφέροντα και σημαντικά για τους πολίτες να συζητήσουν και να αναπτύξουν. Τα θέματα υγείας (ευημερία), η ποιότητα των τροφίμων, η εκπαίδευση και οι μεταφορές ενδιαφέρουν σε πολύ μεγάλο βαθμό τους πολίτες στην Ελλάδα και οι πολίτες ήταν σε θέση να επιλέξουν τα 5 με τα οποία θέλουν να δουλέψουν και να γίνει μία πραγματικά καλή δουλειά. Κατά την διάρκεια και μετά το πέρας της διαβούλευσης, πολλοί από τους συμμετέχοντες δήλωσαν ότι τα ερευνητικά σενάρια τους φάνηκαν εξαιρετικά ενδιαφέροντα, τους άρεσε που ασχολήθηκαν με σύγχρονα θέματα και γενικά έμειναν πολύ ευχαριστημένοι από την διαδικασία αυτής της διαβούλευσης.

Αφού επιλέχθηκαν τα 8 ερευνητικά σενάρια, μεταφράστηκαν στα ελληνικά. Στη συνέχεια, τα μεταφρασμένα ερευνητικά σενάρια εστάλησαν μέσω ηλεκτρονικού ταχυδρομείου στους συμμετέχοντες και τους 'υπευθύνους' των τραπεζιών του workshop ώστε να επιλέξουν τα 3-4 που πιστεύουν πως είναι πιο σχετικά, ενδιαφέροντα, ρεαλιστικά κλπ. Μόλις, έκαναν την

επιλογή τους, δημιουργήσαμε την λίστα με τα 5 πιο δημοφιλή ερευνητικά σενάρια τα οποία ήταν αυτά που δουλέψαμε στην διαβούλευση.

6: Ελλάδα: Τα εμπλουτισμένα Ερευνητικά σενάρια

Επισκόπηση των ερευνητικών σεναρίων κατά προτεραιότητα

1. 7b: Αναθεωρώντας (τις νέες) "ανάγκες της αγοράς εργασίας" [15]
2. 5b: Τρόφιμα καλής ποιότητας για όλους [14]
3. 4c: Η εύρεση ισορροπίας σε μία ζωή με γρήγορους ρυθμούς [12]
4. 4d: Προώθηση της ευημερίας μέσω σχετιζόμενων περιβαλλόντων [12]
5. 5a: Καλή έρευνα τροφίμων [7]

Ο συνολικός αριθμός ψήφων ήταν 60 (2 ψήφοι * 30 συμμετέχοντες).

Ερευνητικό σενάριο 1

7b: Αναθεωρώντας (τις νέες) "ανάγκες της αγοράς εργασίας"

1) Σε ποιές προκλήσεις αναφέρεται αυτό το ερευνητικό σενάριο;

Το ερευνητικό σενάριο αφορά στην απουσία συνεργατικότητας μεταξύ των επιχειρήσεων και των εκπαιδευτικών ιδρυμάτων. Κατά την διάρκεια των σπουδών δεν αποκτώνται γνώσεις που είναι απαραίτητες για την επαγγελματική σταδιοδρομία. Δεν υπάρχει διαχωρισμός θεωρητικών και πρακτικών γνώσεων. Υπάρχει ευμετάβλητο επιχειρησιακό πλαίσιο που οι ανάγκες του συνεχώς αυξάνονται ενώ από την άλλη το εκπαιδευτικό σύστημα είναι στατικό και δύσκαμπτο. Ακόμη, δεν υπάρχει θεσμοθετημένη πρακτική άσκηση και δεν δίνονται κίνητρα στις επιχειρήσεις να παρέχουν πρακτική άσκηση σε σπουδαστές. Από την άλλη, το

σχολείο δεν καλλιεργεί το θεσμό της πρακτικής που όμως είναι απαραίτητος για να ανακαλύψει ο καθένας τις κλίσεις και τις δεξιότητες που έχει.

Συνολικά, υπάρχει έλλειψη κουλτούρας στην ίδια την κοινωνία σχετικά με τις σύγχρονες ανάγκες σ επιχειρησιακό και σε κοινωνικό-διαπροσωπικό επίπεδο που παρεμποδίζουν τη δια βίου μάθηση και εξέλιξη.

2) *Κατά την άποψή σας, είναι σημαντικό να αντιμετωπιστεί αυτή η πρόκληση; Γιατί;*

Η πρόκληση αυτή είναι όχι μόνο σημαντικό αλλά και απαραίτητο να αντιμετωπιστεί. Το πρόβλημα αφορά στο σύνολο της κοινωνίας. Αφορά θεσμούς, εταιρείες, το εκπαιδευτικό σύστημα και τον καθένα μας ξεχωριστά. Καλλιεργώντας το θεσμό της πρακτικής άσκησης γίνεται πιο ομαλά η ένταξη των νέων κοινωνικών ομάδων στην αγορά εργασίας η οποία αποτελεί ένα μείζον πρόβλημα στην Ευρώπη σήμερα, εάν λάβει κανείς υπόψη τα υψηλά ποσοστά ανεργίας στις νεαρές ηλικιακά ομάδες.

Δίνεται η δυνατότητα στον καθένα να ανακαλύψει τις κλίσεις, τις δυνατότητες, τις δεξιότητες του και αυτό θα οδηγήσει στην ατομική ικανοποίηση-πληρότητα και ιδανικά και στην κοινωνική.

Από την πλευρά των επιχειρηματικών ομάδων, όταν οι απασχολούμενοι ασκούν επαγγέλματα κοντά στις δεξιότητες και τα ενδιαφέροντά τους, λειτουργεί καλύτερα ο μηχανισμός εργασίας και παράγονται καινοτόμες ιδέες και προϊόντα. Συμπερασματικά, η επίλυση του προβλήματος θα οδηγήσει στην αποτελεσματική διαχείριση του ανθρωπίνου δυναμικού και των φυσικών πόρων.

3) *Με ποιόν τρόπο θα μπορούσε να αντιμετωπιστεί;*

Θα μπορούσε να αντιμετωπιστεί με τους εξής τρόπους:

- Σύνδεση εκπαιδευτικού συστήματος με τεχνολογική καινοτομία η οποία προκύπτει από έρευνα.
- Διάχυση των χρηματοδοτικών δράσεων της ΕΕ και εξαγωγή έρευνας σχετικά με τα ακριβή κριτήρια με βάση τα οποία θα πρέπει να μεταβάλλεται το εκπαιδευτικό σύστημα.

- Ύπαρξη διεπιστημονικών προσεγγίσεων που προωθούν την αποτελεσματική ανταλλαγή ιδεών και τεχνολογιών και να μπορούν να εντάξουν σε αυτά την εκπαίδευση.
- Project όπου υπάρχει σύμπραξη εταιρειών μεταξύ των οποίων επιχειρήσεις και εκπαιδευτικά ιδρύματα και τα αποτελέσματα να αναλυθούν από ειδικούς όπως κοινωνιολόγοι, οικονομολόγοι με σκοπό να δημιουργηθούν νέες κατευθυντήριες γραμμές.
- Δημιουργία ενιαίου πλαισίου επαγγελματικών προσόντων , κοινό και ευρέως αναγνωρισμένο σε όλη τη ευρωπαϊκή κοινότητα.

4) *Ποιός πρέπει να συμμετάσχει στην επίλυση του προβλήματος /πρόκλησης ;*

Πρέπει να υπάρξουν κοινές και οργανωμένες προσπάθειες εφόσον όλοι θα καρπωθούν τα οφέλη, να δημιουργηθούν κοινές πλατφόρμες συνεργασίας με τη συμβολή της ΕΕ, οι οποίες να φέρουν σε επικοινωνία ερευνητές, κοινωνικούς φορείς, εταιρείες, εκπαιδευτικά ιδρύματα και να επικεντρωθούν σε ένα κοινό στόχο. Οι συμπράξεις αυτές να αποσκοπούν στην υλοποίηση μετρίσιμων στόχων. Σημαντικός είναι και ο ρόλος του κράτους που θα δημιουργήσει ένα θεσμικό πλαίσιο που θα συνάδει με τις ανάγκες και τις αποφάσεις θεσμοθέτησης πρακτικής άσκησης.

5) *Ποιοί θα πρέπει να είναι οι κύριοι στόχοι / επιπτώσεις της ερευνητικής δραστηριότητας;*

Εγκαθίδρυση ενός νέου εκπαιδευτικού συστήματος προσαρμοσμένο στις σύγχρονες ανάγκες το οποίο να εξοπλίσει τους νέους όσο με τεχνικά τόσο με θεωρητικά προσόντα.

Η ερευνητική δραστηριότητα θα πρέπει να έχει ανθρωποκεντρική προσέγγιση και να προσανατολίζεται στην ευημερία του συνόλου.

Σημαντικό βήμα είναι η καλλιέργεια παιδείας που προάγει την βιωματική εκπαίδευση και τη δια βίου μάθηση. Είναι δύσκολος στόχος που δεν μπορεί να ολοκληρωθεί σε μικρό χρονικό διάστημα και με μικρό αριθμό προγραμμάτων.

Μετά το τέλος κάθε προσπάθειας μπορούμε να αποτιμούμε τα αποτελέσματα και να ποσοτικοποιήσουμε βάσει συγκεκριμένων δεικτών όπως αυτούς της ανεργίας, της ευημερίας , της παραγωγής προϊόντων και τεχνογνωσίας.

Ερευνητικό σενάριο 2

5b: Τρόφιμα καλής ποιότητας για όλους

1) Σε ποιές προκλήσεις αναφέρεται αυτό το ερευνητικό σενάριο;

Το πρόβλημα αφορά στη μη πρόσβαση σε ποιοτική τροφή και οφείλεται στους παρακάτω παράγοντες.

- ✓ Ανισότητα υπερπαραγωγής τροφίμων σε χώρες αναπτυγμένες και χώρες αναπτυσσόμενες.
- ✓ Μεγάλο κόστος παραγωγής και συμφέρει η εισαγωγή τροφίμων χαμηλής ποιότητας , εις βάρος του καταναλωτή.
- ✓ Η πολιτική της ΕΕ για τα αγροτικά προϊόντα και τον καταμερισμό της παραγωγής και κατανάλωσης ανά χώρα.
- ✓ Ελλιπής ενημέρωση για τα συστατικά των τροφίμων και ελλείψεις κανόνες.
- ✓ Δεν υπάρχει πολιτική για την διαχείριση της υπερπαραγωγής.
- ✓ Άνιση η πρόσβαση στα τρόφιμα.
- ✓ Παρατηρείται μειωμένη παραγωγή λόγω κλιματικής αλλαγής ή προώθησης των μεταλλαγμένων.

2) Κατά την άποψή σας, είναι σημαντικό να αντιμετωπιστεί αυτή η πρόκληση; Γιατί;

Είναι σημαντικό διότι η τροφή είναι παράγοντας επιβίωσης. Η σημασία της λύσης είναι μεγάλη καθώς θα μειώσει την ανισορροπία σχετικά με τα τρόφιμα, θα ενισχυθούν οι τοπικοί παραγωγοί, θα παρατηρούνται λιγότερες ασθένειες λόγω ποιοτικής τροφής, θα ενισχυθεί το εμπόριο και θα υπάρχει καλύτερη διαχείριση τροφίμων.

Το πρόβλημα υπάρχει πλέον και στις ανεπτυγμένες και αναπτυσσόμενες χώρες. Στις πρώτες λόγω κακής διατροφής και στις δεύτερες λόγω υποσιτίσισης. Η λύση του προβλήματος είναι σημαντική για όλους καθώς αφορά τα άτομα αλλά και τη κοινωνία γενικότερα. Χρειάζεται να αντιμετωπιστεί το πρόβλημα για να υπάρξει ισότητα παγκοσμίως και να ενισχυθεί το βιοτικό επίπεδο.

3) *Με ποιόν τρόπο θα μπορούσε να αντιμετωπιστεί;*

Όσον αφορά στην ερευνητική δραστηριότητα μπορούν να πραγματοποιηθούν έρευνες σχετικά με την ποιότητα των τροφίμων και ποιοι παράγοντες επηρεάζουν την κίνηση /εμπορευματοποίηση των τροφίμων. Παράλληλα, η αποτελεσματική ενημέρωση θα μπορούσε να υπάρχει σε μεγαλύτερο βαθμό και να υπάρχει αυστηρότερη νομοθεσία σχετικά με τα συστατικά και την ενημέρωση. Όσον αφορά στην καινοτομία θα μπορούσαν να γίνουν δράσεις για διανομή της περίσσειας τροφής, να πραγματοποιείται καλύτερη και αποτελεσματικότερη διανομή τροφίμων και να γίνονται διακρατικές συνεργασίες της μορφής των ανθρωπιστικών δράσεων.

4) *Ποιός πρέπει να συμμετάσχει στην επίλυση του προβλήματος /πρόκλησης ;*

Στην επίλυση του προβλήματος πρέπει να συμμετάσχουν ερευνητές και οι φορείς χάραξης πολιτικής. Αφού πραγματοποιηθούν μελέτες σχετικά με τους τρόπους παραγωγής και ενημέρωσης, οι πολιτικοί θα ρυθμίσουν την νομοθεσία ενώ χρειάζεται η συμμετοχή όλων : πολιτών, ερευνητών, πολιτικών, ανθρωπιστικών οργανώσεων.

5) *Ποιοί θα πρέπει να είναι οι κύριοι στόχοι / επιπτώσεις της ερευνητικής δραστηριότητας;*

Οι μετρήσιμες επιπτώσεις είναι οι εξής:

- ✓ Αυξημένος αριθμός ανθρώπων που αποκτούν πρόσβαση σε ποιοτική τροφή.
- ✓ Μεγαλύτερη πρόσβαση σε ποιοτικά τρόφιμα.
- ✓ Αύξηση εισαγωγών και εξαγωγών σε προβληματικές χώρες.

Μετά το πέρας της έρευνας θα παρατηρηθεί αύξηση του αριθμού των ανθρώπων που ενημερώνονται και αυξανόμενη πρόσβαση σε ποιοτικά τρόφιμα και έτσι θα μειωθεί η ανισορροπία.

Άλλοι τρόποι μέτρησης των επιπτώσεων μπορεί να είναι τα ερωτηματολόγια για την κατανομή τροφίμων ανά χώρα, η ανατροφοδότηση από τους πολίτες και η διατήρηση

αρχείων από τις κρατικές αρχές. Η έρευνα και η καινοτομία δεν μπορούν να βοηθήσουν σε πάρα πολύ μεγάλο βαθμό αλλά μπορούν να δώσουν θεωρητικές λύσεις και να βοηθήσουν σε ότι αφορά στην ενημέρωση.

Η επιθυμητή επίπτωση είναι η μείωση της ανισορροπίας στην πρόσβαση στα ποιοτικά τρόφιμα.

Ερευνητικό σενάριο 3

4c: Η εύρεση ισορροπίας σε μία ζωή με γρήγορους ρυθμούς

1) *Σε ποιές προκλήσεις αναφέρεται αυτό το ερευνητικό σενάριο;*

Η εργασία, ο ανταγωνισμός, η πίεση και οι υψηλοί ρυθμοί ζωής επηρεάζουν την ζωή των ανθρώπων ψυχικά, σωματικά, κοινωνικά και πνευματικά. Αυτό που συμβαίνει είναι ότι ζούμε για να δουλεύουμε και πέραν της εργασίας υπάρχει καταπίεση και από κοινωνικά δεδομένα. Δηλαδή οι άνθρωποι επιδιώκουν τα κοινωνικά αγαθά και το κοινωνικό στάτους και αντιγράφουν 'μοντέλα' επιτυχημένων ανθρώπων και ανθρώπων που προβάλλονται από τα ΜΜΕ με αποτέλεσμα να καταπιέζονται σε εργασιακό επίπεδο ώστε να ανελιχθούν παραμερίζοντας την προσωπική τους ζωή.

Όμως η αλήθεια είναι ότι για τον άνθρωπο τα αποτελέσματα της προσωπικής ζωής είναι σημαντικότερα από αυτά της εργασίας. Η εργασία φέρει υλικά αγαθά αλλά οι κοινωνικές δραστηριότητες κάνουν τους ανθρώπους ευτυχισμένους.

Οι πολυεθνικές εταιρείες αποτελούν ένα απρόσωπο περιβάλλον και αντιμετωπίζουν τους εργαζομένους σαν έναν 'αριθμό' δηλαδή τι κέρδος και απόδοση θα τους αποφέρουν. Είναι απαραίτητος ο ελεύθερος χρόνος για δραστηριότητες εκτός των επαγγελματικών π.χ. γυμναστική. Οι μεγάλες εταιρείες εκμεταλλεύονται την επιθυμία των ανθρώπων για πλούτο οπότε δημιουργούν απαιτητικές θέσεις εργασίας με εξαντλητικά ωράρια. Παράλληλα, η εξάρτηση των ανθρώπων από τα κοινωνικά δίκτυα και το διαδίκτυο λειτουργεί εις βάρος των προσωπικών σχέσεων.

2) *Κατά την άποψή σας, είναι σημαντικό να αντιμετωπιστεί αυτή η πρόκληση; Γιατί;*

Όταν οι άνθρωποι είναι ευχαριστημένοι και ευτυχισμένοι στην προσωπική τους ζωή είναι πιο αποδοτικοί στην εργασία τους οπότε θα υπάρχει θετικός αντίκτυπος και στην οικονομία. Άρα το πρόβλημα είναι και των εταιρειών (κακή απόδοση εργαζομένων) και των ανθρώπων γενικότερα. Όταν αντιμετωπιστεί αυτή η πρόκληση, θα υπάρχει δικαιοσύνη και οι ανθρώπινες σχέσεις θα βελτιωθούν. Οι νέοι θα μπορούν να δραστηριοποιηθούν και σε νέα αντικείμενα οπότε θα υπάρχει μεγαλύτερη πρόοδος σε πολλούς τομείς. Παράλληλα, όταν ο εργαζόμενος λειτουργεί χωρίς άγχος στην εργασία του αισθάνεται πιο ασφαλής άρα είναι πιο αποδοτικός, καθώς δεν υπάρχει το άγχος της υψηλής πίεσης για απόδοση.

Πρέπει να βρεθεί μία χρυσή τομή μεταξύ της εργασίας και της προσωπικής ζωής / οικογένειας, διότι έτσι θα υπάρχει πιο ποιοτική ζωή που συνεπάγεται την ύπαρξη καλύτερων σχέσεων μεταξύ των ανθρώπων. Επιπλέον, η συνήθεια στην έντονη εργασιακή ζωή (λόγω απαιτητικής εργασίας) που στερεί την προσωπική ζωή και δραστηριότητες, έχει σαν αποτέλεσμα οι άνθρωποι να αισθάνονται ένα κενό εάν σταματήσουν την εργασία καθώς δεν έχουν τίποτα για να γεμίσουν πλέον την ζωή τους, δηλαδή ταυτίζονται με μία ζωή άγχους και έντασης.

3) *Με ποιόν τρόπο θα μπορούσε να αντιμετωπιστεί;*

Θα μπορούσαν να υπάρχουν μελέτες αναφορικά με τις ώρες και τις ημέρες απασχόλησης, ώστε να επέλθει ισορροπία εργασιακής και προσωπικής ζωής. Μία πιθανή πρόταση είναι κάποιες εβδομάδες του μήνα να γίνουν τετράημερα. Επιπλέον, στις εταιρείες θα μπορούσαν να παρέχονται δραστηριότητες για τους εργαζομένους σχετικές με τα χόμπι τους. Θα μπορούσε να γίνεται μία έρευνα αναφορικά με τις επιθυμίες των εργαζομένων με ερωτηματολόγια και συνεντεύξεις ώστε να γίνει συλλογή στοιχείων, κατηγοριοποίηση προτάσεων, σχεδιασμός καινοτόμων προγραμμάτων εργασίας, παροχών κτλ. από κατάλληλους ερευνητές και φορείς πολιτικής. Έπειτα θα μπορούσε να γίνει πιλοτική εφαρμογή με δυνατότητα ανατροφοδότησης για τα αποτελέσματα. Η έρευνα και υλοποίηση των πιλοτικών εφαρμογών μπορεί να γίνει σε συνεργασία των εργοδοτών και των υπαλλήλων.

Θα μπορούσαν οι εταιρείες να προσφέρουν κατάρτιση στους εργαζομένους, διαλείμματα για κοινωνική συναναστροφή, αθλητικές εκδηλώσεις, εκδρομές και εναλλαγή πόστων εντός της εταιρείας. Επίσης, θα μπορούσαν να τους υποβάλλουν σε ψυχολογικά τεστ και τεστ υγείας.

Παράλληλα, στα σχολεία θα μπορούσαν να καλλιεργηθούν οι ανθρωπιστικές σπουδές.

4) *Ποιός πρέπει να συμμετάσχει στην επίλυση του προβλήματος /πρόκλησης ;*

Στην επίλυση της πρόκλησης πρέπει να συμμετέχουν ερευνητές και πολίτες (εργαζόμενοι, εργοδότες, φορείς) σε ημερίδες καθώς έχουνε όλοι ένα κοινό στόχο που χρήζει κοινής αντιμετώπισης. Με την συνεργασία όλων θα προκύψει το βέλτιστο αποτέλεσμα, θα εκφραστούν διαφορετικές απόψεις και θα βρεθούν τα κοινά στοιχεία. Οι ερευνητές θα εκφράσουν την τεχνοκρατική άποψη , ενώ οι πολίτες την λογική οπότε θα έχουμε το βέλτιστο αποτέλεσμα.

5) *Ποιοί θα πρέπει να είναι οι κύριοι στόχοι / επιπτώσεις της ερευνητικής δραστηριότητας;*

Ο στόχος είναι η δημιουργία μίας ενιαίας πρακτικής για την εύρεση ισορροπίας στην ζωή. Η επίπτωση θα είναι πιο ευτυχισμένοι , πιο αποδοτικοί εργαζόμενοι, που παράλληλα θα είναι πιο χαρούμενοι στην προσωπική τους ζωή. Αυτό θα έχει θετικό αντίκτυπο στον τομέα της υγείας και γενικότερα στην κοινωνία. Άλλες θετικές επιπτώσεις είναι η βελτίωση του τρόπου ζωής, η αύξηση των κερδών των επιχειρήσεων, ο άνθρωπος θα μπει στο κέντρο και θα μειωθεί ο υπερκαταναλωτισμός.

Τρόπους μέτρησης αποτελούν τα ερωτηματολόγια, οι συνεντεύξεις και οι μελέτες περιπτώσεων (π.χ. οι εργαζόμενοι κρατούν ημερολόγια, γίνεται κατηγοριοποίηση αποτελεσμάτων κτλ.)

Οι παράγοντες της έρευνας είναι η χώρα, η κουλτούρα και το κοινωνικό υπόβαθρο και στην έρευνα θα πρέπει να δοθεί έμφαση και στις ιδιαιτερότητες και τα χαρακτηριστικά της κάθε χώρας.

Ερευνητικό σενάριο 4

4d: Προώθηση της ευημερίας μέσω σχετιζόμενων περιβαλλόντων

1) Σε ποιές προκλήσεις αναφέρεται αυτό το ερευνητικό σενάριο;

Εντοπίζεται έλλειψη της ευημερίας από το περιβάλλον του καθενός (εργασιακό, προσωπικό, οικογενειακό, φιλικό, φυσικό, κοινωνικό και οικονομικό).

Στο εργασιακό περιβάλλον αυτή η έλλειψη μεταφράζεται σε μείωση απόδοσης εργαζομένου και παραγωγικότητας. Στο προσωπικό επίπεδο αντανακλά σε έλλειψη ψυχικής ισορροπίας, κακή σωματική υγεία, μειωμένη αυτοπεποίθηση και αυτοϊκανοποίηση. Προβλήματα στο πλαίσιο του οικογενειακού και φιλικού περιγυρου δημιουργούν στρεσογόνες καταστάσεις, εντείνοντας ψυχικά και σωματικά προβλήματα. Παράλληλα, η σχέση του ανθρώπου με το φυσικό περιβάλλον έχει διαταραχθεί (μόλυνση, αστικοποίηση κ.α.).

Η βελτίωση της ευημερίας αποτελεί ζητούμενο για τους πολίτες στις μέρες μας, με σημαντική προϋπόθεση να εντοπιστεί από τον καθένα ξεχωριστά το κάθε πρόβλημα.

2) Κατά την άποψή σας, είναι σημαντικό να αντιμετωπιστεί αυτή η πρόκληση; Γιατί;

Η αντιμετώπιση-λύση του προβλήματος θα προσφέρει μεγαλύτερη ευημερία σε όλα τα επίπεδα που προαναφέρθηκαν. Πιο συγκεκριμένα, η λύση σημαίνει αύξηση της παραγωγικότητας στον εργασιακό χώρο, βελτίωση της ψυχικής υγείας, μείωση του άγχους, καλύτερη σωματική υγεία, βελτίωση των διαπροσωπικών σχέσεων.

Ο κόσμος θα ήταν καλύτερος γιατί ο άνθρωπος θα ένιωθε καλύτερα σε ατομικό επίπεδο (τι με κάνει εμένα πιο ευτυχισμένο ως άνθρωπο, πώς θα ξεπεράσω τα δικά μου προβλήματα) και αντικειμενικά ζητήματα θα έβρισκαν τη λύση τους (μόλυνση περιβάλλοντος, παρέμβαση στην φύση, επίλυση οικονομικών προβλημάτων, τρόφιμα για όλους, υγεία για όλους).

Το πρόβλημα μας αφορά όλους. Εργαζόμενοι-εργοδότες, παιδιά –ενήλικες, κράτος-πολίτες, γυναίκες-άντρες, όλα είναι δίπολα που αποζητούν σε διαρκή βάση την ενίσχυση της ευημερίας τους. Η αντιμετώπιση της παρούσας πρόκλησης θα επιφέρει την απαιτούμενη για όλους ισορροπία.

3) Με ποιόν τρόπο θα μπορούσε να αντιμετωπιστεί;

Αναφορικά με το εργασιακό περιβάλλον είναι σημαντικό να δημιουργηθεί ένα περιβάλλον που να προάγει την ομαδική εργασία, το ευχάριστο κλίμα, και την συνεργατικότητα. Προτείνεται η ύπαρξη κατάλληλα διαμορφωμένων χώρων όπου θα συγκεντρώνονται οι εργαζόμενοι με στόχο τη χαλάρωση, την προετοιμασία γευμάτων και την ταυτόχρονη σύσφιξη των διαπροσωπικών σχέσεων. Επιπλέον, διακριτοί χώροι καπνιζόντων, αίθουσες

ολιγόλεπτης ξεκούρασης, εκγύμναση για την αντιμετώπιση των αρνητικών συνεπειών της καθιστικής εργασίας, χώροι φύλαξης παιδιών αποτελούν περιβάλλοντα που προάγουν την ευημερία στο χώρο εργασίας. Η παρουσία τεχνικού ασφαλείας, ιατρού και ψυχολόγου κρίνεται ότι θα επιδράσει θετικά στην ψυχική και σωματική υγεία των εργαζομένων.

Η ενθάρρυνση της εσωτερικής αναζήτησης των πολιτών μέσω ομαδικής συμβουλευτικής σε επίπεδο δήμου/πολιτείας καθώς επίσης και συμβουλευτικής γονέων θα συνέβαλε στην αύξηση της ευημερίας.

Παράλληλα, κατάλληλα διαμορφωμένοι χώροι, φιλικό προς το περιβάλλον, κρίνεται χρήσιμο να αξιοποιηθούν από την κοινωνία για την πραγματοποίηση δραστηριοτήτων (αθλητικές, καλλιτεχνικές κ.α.).

4) Ποιός πρέπει να συμμετάσχει στην επίλυση του προβλήματος /πρόκλησης ;

Το σύνολο των φορέων (πολιτεία, επιχειρήσεις, ερευνητικά ιδρύματα, πολίτες) πρέπει να συμμετάσχουν στην επίλυση του προβλήματος καθώς όλοι είναι μέρος του προβλήματος αλλά και της λύσης του. Πλατφόρμες συνεργατικότητας που θα εμπλέκουν το σύνολο των φορέων θα δώσουν την δυνατότητα ολιστικής προσέγγισης και αποτελεσματικότερης αντιμετώπισης της πρόκλησης που καλείται να αντιμετωπίσει το ερευνητικό σενάριο.

5) Ποιοί θα πρέπει να είναι οι κύριοι στόχοι / επιπτώσεις της ερευνητικής δραστηριότητας;

Βελτιώσεις/προσθήκες στη νομοθεσία αποτελούν τη συνεισφορά της πολιτείας στην ενίσχυση της ευημερίας. Επιπλέον, η διαμοίραση ερωτηματολογίων στους εμπλεκόμενους φορείς είναι ένας πρώτος τρόπος προσέγγισης της ερευνητικής διαδικασίας. Δείκτες όπως οι αλλαγές στη νομοθεσία, επίδραση στο σύστημα υγείας (δείκτες υγείας), μετρήσεις συμμετοχής επιχειρήσεων σε νέες πρωτοβουλίες εφαρμογής της νομοθεσίας από τις επιχειρήσεις. Πρόκειται για ένα πρόβλημα σημαντικής πολυπλοκότητας και η διαδικασία προσέγγισής του πρέπει να μελετηθεί με ιδιαίτερη προσοχή.

Ερευνητικό σενάριο 5

5α: Καλή έρευνα τροφίμων

1) Σε ποιές προκλήσεις αναφέρεται αυτό το ερευνητικό σενάριο;

Αναγνωρίστηκαν τα εξής ζητήματα:

A) Σύγχυση

3. Λόγω σύγκρουσης συμφερόντων: οι βιομηχανίες τροφίμων προσπαθούν να παρουσιάσουν τροφές που δεν είναι ωφέλιμες ως ωφέλιμες.
4. Ελλιπούς πληροφόρησης για την ποιότητα των τροφίμων: π.χ. ποιά είναι τα συστατικά του ψωμιού, ποιό γάλα είναι καλό (υψηλής παστερίωσης, φρέσκο, υπάρχουν στο γάλα υπολείμματα αντιβιοτικών, είναι υγιεινές οι τυποποιημένες παιδικές τροφές;

B) Ανάγκη για προστασία της δημόσιας υγείας από το κράτος

Υπάρχουν τρόφιμα-ουσίες που είναι αποδεδειγμένα ανθυγιεινά, όπως για παράδειγμα τα επεξεργασμένα κρέατα-αλλαντικά και ορισμένα χημικά πρόσθετα τα οποία πωλούνται νόμιμα. Μάλιστα, υπάρχουν ανθυγιεινές τροφές οι οποίες προωθούνται ευρέως και καταναλώνονται μαζικά και από παιδιά.

2) Κατά την άποψή σας, είναι σημαντικό να αντιμετωπιστεί αυτή η πρόκληση; Γιατί;

Είναι σημαντική η αντιμετώπιση καθώς η αιφόρος παραγωγή τροφών συνεπάγεται τη προστασία του φυσικού περιβάλλοντος. Επιπλέον, με καλύτερη διατροφή έχουμε λιγότερες ασθένειες, καλύτερη ποιότητα ζωής και μικρότερη επιβάρυνση και κρατικές δαπάνες περίθαλψης. Παράλληλα, με λιγότερη κατανάλωση κρέατος (όπως επιτάσσει η επιστήμη της διατροφολογίας) πετυχαίνουμε τα εξής:

- d) πιθανώς καλύτερες συνθήκες για τα ζώα (λιγότερη μαζική εκτροφή ζώων)
- e) λιγότερη σπατάλη τροφής (τα ζώα χρειάζονται τεράστιες ποσότητες τροφής για την εκτροφή τους)
- f) λιγότερη παραγωγή μεθανίου

3) Με ποιόν τρόπο θα μπορούσε να αντιμετωπιστεί;

Τα πανεπιστημιακά και λοιπά ερευνητικά ιδρύματα που σχετίζονται με το περιβάλλον και την διατροφή είναι ανάγκη να προσφέρουν ερευνητικό έργο όσο το δυνατόν πιο αμερόληπτα και αξιόπιστα. Ακόμη οφείλουν να καθοδηγήσουν την κοινωνία σε ορθές διατροφικές συνήθειες, εφαρμόζοντας βιωματικές δράσεις σε διάφορες δομές (πχ. σχολεία, νοσοκομεία). Τα αποτελέσματα των ερευνών αυτών πρέπει να είναι ο γνώμονας για τη θέσπιση νομοθεσίας στα κράτη. Επιπροσθέτως, οι έρευνες πρέπει να εξετάσουν το ζήτημα της διατροφής από κάθε άποψη: υπάρχουν επίσης κοινωνικές, οικονομικές και άλλες προεκτάσεις. Επίσης, οι καινοτομίες στον χώρο της βιολογικής γεωργίας μπορούν να συνεισφέρουν σημαντικά στην επίλυση του προβλήματος.

4) Ποιός πρέπει να συμμετάσχει στην επίλυση του προβλήματος / πρόκλησης ;

Στην επίλυση πρέπει να συμμετέχουν όλοι. Πρέπει να υπάρχει αυστηρό πλαίσιο λειτουργίας των εταιρειών, καθώς υπάρχει ζήτημα ανθρώπινης υγείας. Επιπλέον, υπάρχει πιθανώς σημαντικός ρόλος και για τους φορείς πιστοποίησης ποιότητας.

5) Ποιοί θα πρέπει να είναι οι κύριοι στόχοι / επιπτώσεις της ερευνητικής δραστηριότητας;

Οι σημαντικότερες από τις επιπτώσεις είναι η βελτίωση της υγείας των ανθρώπων, η μείωση των ρύπων που παράγονται από τις μη αειφόρες πρακτικές και η μείωση των δαπανών για την αντιμετώπιση ασθενειών. Επιπροσθέτως, θα γνωρίζουν οι άνθρωποι τις επιπτώσεις που έχει το φαγητό στους ίδιους, στην οικονομία και στο περιβάλλον.

Υπάρχει τρόπος αξιολόγησης των επιπτώσεων γιατί οι επιπτώσεις μπορούν να έχουν μετρήσιμα αποτελέσματα στην υγεία των ανθρώπων και , δευτερογενώς στην οικονομική δραστηριότητα (μείωση ασθενειών, μείωση επιπτώσεων ρύπανσης, κ.α.). Τέλος, η προσπάθεια επίλυσης πρέπει να είναι συνεχής.

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Report on the research and policy consultation in Hungary



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1: Concept for the consultation in Hungary

As GreenDependent Institute was a co-creator of one of the three model methodologies in the Research and Policy Consultation Toolkit of WP3 together with Missions Publiques, "**Method 3 for consulting citizens, stakeholders and policy-makers**" was chosen for the Hungarian workshop.

The consultation took place on **1st October 2016** in **Budapest**, Hungary, where almost 80 people were invited in the proposed proportion of the Toolkit. There was one full day workshop from 9.00 till 17.00.

The target group was threefold, we planned to have 15 stakeholders, 5 policy makers and 15 citizens, out of which 5-8 should be from the previous Citizen Consultation workshop.

The stakeholders, policy makers and the citizens from the previous CIMULACT workshop were all invited personally bearing in mind the age and gender ratios. The new "citizen" participants were either invited from the list of people who applied for the first one but did not get in for some reason and we also advertised on Facebook and in the monthly electronic newsletter of GreenDependent, which is distributed to almost 3000 addresses.

A specific situation made it rather difficult to recruit participants, namely that there was a national referendum on the migration issue on 2nd October 2016 and this issue was in some cases connected to the 8 chosen research scenarios (e.g. unconditional basic income).

Finally, 35 people accepted the invitation but unfortunately 8 people cancelled their participation on the last two days due to sudden illnesses (there was a flu epidemic in the country) and family issues, so we had **27 participants**. They included **14 stakeholders** (university lectures of the chosen topics, business association representatives, related NGOs of education and social groups, media representatives), **2 policy makers** and **11 citizens** who were really glad to be there and worked very hard the whole day. Nobody left earlier.

At the end of the consultation all the 27 participants were asked to fill in an **evaluation form** to which the followings answers were provided:

a) *Overall, how satisfied have you been with the event?*

19 participants stated that they were very satisfied and 8 were satisfied.

b) *Would you take part in such an event again?*

26 participants said yes.

c) *I felt sufficiently comfortable and at ease to speak out and voice my opinions during the process.*

21 participants strongly agreed with it and 6 agreed.

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d) *The moderators did a good job in ensuring a constructive and fair process during the discussions.*

16 participants strongly agreed with it and 11 agreed.

e) *The timing of the programme was perfect: I didn't feel stressed or in a rush.*

15 participants felt much eased, 7 felt OK, 3 responded neutral and only 1 participant disagreed with the statement.

f) *The purpose of the day was well communicated beforehand.*

25 participants strongly agreed with it and 2 agreed.

g) *I had a clear understanding of the purpose of this day.*

21 participants strongly agreed with it and 6 agreed.

h) *I understood the content of the research scenarios.*

14 participants strongly agreed with it, 12 agreed and only 1 person responded neutral.

i) *It is clear to me what will be done with the results of the discussions today.*

18 participants strongly agreed with it and 9 agreed.

Photo documentation was created at the workshop which can be seen here:

<https://goo.gl/photos/J5PkhnrBi8y8vVE7A>,

and also a small video was produced to reflect the very positive atmosphere:

http://www.intezet.greendependent.org/kepek/CIMULACT_Egyezteto_muhelymunka_kisfil_m.mp4.

2: Programme for the consultation

Time	Programme element
8:30 – 9:00	Welcoming participants
9:00 – 9:20	Greetings Presentation of the consultation purpose, objectives and the expected outcomes
9:20 – 9:40	Icebreaker – 'Who is an expert?'
9:40-10:10	Overview of the 8 research scenarios and selecting 5 for more detailed discussion
10:10-10:30	Coffee break
10:30 – 11:30	World Café tour 1.
11:30 – 12:15	World Café tour 2.
12:15 – 13:15	Lunch
13:15 – 14:00	World Café tour 3.
14:00 – 14:30	Summary of the results
14:30 – 15:30	Finalization of the template
15:30 – 16:00	Coffee break
16:00 – 16:30	Exhibition of the 5 enriched research topics and then prioritization
16:30 – 17:00	Closing session: Cakes and feedback on the day

3: Selected research programme scenarios

The 8 research scenarios preselected for the workshop were as follows – the ones chosen for detailed discussion are highlighted **red** and the number of votes each research scenario received is in brackets:

- 2a: No one left behind (11)
- **2d: Alternative economic model (18)**
- **8a: Top trending: at one with nature (19)**
- **8c: Ecologic future education (22)**
- 11a: Learning for society (10)
- **11c: Consume less, enjoy more (20)**
- 12b: Enabling market for energy prosumers (14)
- **12d: Beyond energy efficiency: less consumption by structural design and behaviour (21)**

The 8 research scenarios for Hungary were chosen and suggested as these research topics had come up very often and/or intensely in the six Hungarian visions created in January 2016, and they are also very relevant and debated at the moment in the country.

The prioritization exercise was carried out as suggested in the Toolkit, all participants received 5 coloured stickers and placed them on the research scenarios they preferred the most (altogether $5 \cdot 27 = 135$ votes). All participants had received all the 8 research scenarios in electronic and printed version via post at least one week prior to the workshop to allow them enough time to make deliberations for a well founded choice.

4: Hungary: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

Below are the research programme scenarios in prioritized order followed by the number of votes they received at the end of the workshop, where each participant (27) had two votes thus the total number of votes is 54.

Research programme scenario 1

8c: Ecologic future education (no. of votes 18)

1) What challenge(s) does this research scenario address?

We live in an unsustainable way. One, if not the most important reason behind this is that we do not think in an ecological way, e.g. our knowledge and thinking of the conditions of human life is fragmented, and this fragmentation can be traced in the education and vocational training systems too. Society does not reward systems thinking. Learning systems thinking is difficult as we do not have traditions in this field.

2) Is it important from your point of view to address this challenge? Why?

The lack of systems approach in our thinking threatens sustainable living. Consumerism and profit oriented approaches define the world and this is not sustainable in the long run.

3) How could it be approached?

We have to learn ecological thinking, the essence of which is systems thinking and the complementary approach together with it. We should overpass the simplifying, reductionist approach with its rigid categories. Systems thinking should be incorporated into our everyday education, vocational programmes and requirement systems. The rigid subject fragmentation in schools should be reduced in favour of systems thinking and the expansion of complex learning organization forms needs to be supported, where real situations organize learning. These forms can validate the basic principle that schools should prepare for – future – life.

Changing learning in schools makes the transformation of teacher training necessary too. Economic and political decision makers must also acquire this type of thinking thus enabling the change of approach.

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The existing good practices should be collected and placed in the present system (so it is not only another task).

4) Who should be involved in solving the problem?

All participants of education should be involved (teachers, technical staff), parents, education governors (education ministry, local leaders), from nursery school teacher through the public schools to university professors everyone, the influencing people of the smaller local community (e.g. local entrepreneurs, artist, priest/vicars).

We must bear in mind that there will not be any significant change without tipping the public opinion and media has a very important role in this.

5) What should be the main goals/impacts of the research activity?

We create the foundations of sustainable living.

Ecological thinking is strengthened.

The content and approach functions of the school will change.

The approach of the economic and political decision makers will change.

Research programme scenario 2

2d: *Alternative economic model (no. of votes 16)*

1) What challenge(s) does this research scenario address?

- Constant growth is impossible in a finite world.
- Inequality is growing in the world and also in the EU.
- Compound interest triggers the need to grow and unequal distribution of resources.
- Short period economic interests dominate decision making.
- The two main objectives of the EU 2020 Strategy – competitiveness and employment – are in contrast to each other.

2) Is it important from your point of view to address this challenge? Why?

- Responsibility for the future generations
- The present economic approach brings humanity to its doom as there is no limit to growth and thus we over exploit our environment.
- Alternative economics is not enough, we need a paradigm change.

3) How could it be approached?

- How can externalities be internalized?
- How can the carrying capacity (input, output) of an area be taken into account?
- Putting theoretical knowledge into practice
- How can the winners of the present system be involved?
- Economics of happiness
- The local realisation of global agreement practices
- Research and adaptation of well functioning good practices
- Researching the economic effects of the negative interest money

4) Who should be involved in solving the problem?

- Environmental economists
- Happiness researchers, cultural anthropologists, sociologists
- Alternative local communities and networks
- Community banks and entrepreneurs

5) What should be the main goals/impacts of the research activity?

- Introduction of alternative economic indicators instead of / besides GDP
- The local economy vitalizes as a result of the quick internalisation of the transportation externalities
- Sharing economy, open access to the results and good practices of research and development

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- Introduction of a new notion of fairness (FNA) into the public knowledge
- A cooperating (win-win type) economy instead of the "competitive"/competing one
- Spreading of the economy of kindness: timeshare, payment without money (LETS - Local Exchange Trade Systems)
- Changing the interest system

Research programme scenario 3

11c: Consume less, enjoy more (no. of votes 8)

1) What challenge(s) does this research scenario address?

Changing the values by changing views/approaches and taking into consideration the social groups in need, as squandering and deprivation are both present in our society presently. The possibilities of the sustainable economy with reduced consumption must be explored (maintenance of the state with lower tax incomes, why would companies agree to produce not obsolete products, etc). Special emphasis must be put to the relationship (food, energy, price-value, quality) between present day's overconsumption and environmental pollution (waste management) from both individual and societal level. Also it would be beneficial to observe the relationship between spare time and overconsumption, with special attention to healthy, but at the same time affordable lifestyles.

2) Is it important from your point of view to address this challenge? Why?

Global injustice caused by overconsumption results in such a great scale unsustainable environmental pollution, which could be overcome by moderate change of views/approaches and proper waste management. Additionally, reduced amount of waste and reuse, together with the development of consumer habits that satisfy the minimal life necessities and changing our lifestyles are also beneficial.

3) How could it be approached?

Long term thinking, re-evaluating our consumption and shifting the emphasis from material wealth to healthy wellbeing are all essential for the development of proper values which are necessary for sustaining our environment. Education based on changing views is a prerequisite while legal regulation is the secure background of consumption reduction. The power of the Community, human relationships, networking, local possibilities, experience, energy and tools provide opportunity. Long term consumer goods should not remain status symbols, they should be repairable and their lifeline should be increased and be traceable. Values generated by society and real ones should be separated.

4) Who should be involved in solving the problem?

Solution requires the active participation of all segments of society; the media, civil organisations, churches, local authorities, aid organisations, decision makers, producers-

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consumers are all needed. Steps must be made in sharing good practices in education (e.g. eco schools, green kindergartens).

5) What should be the main goals/impacts of the research activity?

The objective is the preparation of a social guide (methodological and practical), which contributes to the shift from wealth to wellbeing, bearing in mind the prevention of overconsumption and environmental pollution.

Research programme scenario 4

8a: Top trending: at one with nature (no. of votes 7)

1) What challenge(s) does this research scenario address?

The unity between humans and nature has been broken. It must be restored as humans are part of nature. However, in our thinking we always want to dominate nature. The challenge is restoring unity.

2) Is it important from your point of view to address this challenge? Why?

The tolerating capacity of the natural environment is finite. Because of human greed, unsympathetic behaviour and hunger for profit the resources of the Earth are running out and there is ecological imbalance: climate change, decreasing biodiversity, endangered species, etc.

3) How could it be approached?

Changing our attitude and thinking must be the starting point: building responsibility, commitment, complexity, new values, and new priorities. The relevant educational, communicational, etc. forms need to be researched which are necessary for spreading the good practices.

The economic and legal environments, in which the good practices can be realised, as well as the methods to remove the barriers to it also need to be researched.

4) Who should be involved in solving the problem?

Every "Earth dweller". More precisely, families, teachers, civil organisations, decision makers, etc. And the Media!

It should penetrate public thinking.

5) What should be the main goals/impacts of the research activity?

Humans should live in harmony with nature and they should be able to recognize the problems and to solve them. They should think systemically and in a long range.

Research programme scenario 5

12d: Beyond energy efficiency: less consumption by structural design and behaviour (no. of votes 5)

1) What challenge(s) does this research scenario address?

All levels of society should be made aware of the difference between energy consumption needs and demand. The ways and possibilities towards reaching behaviour change.

In what ways is the energy providing systems and behaviour change affected by the economic-social differences of the EU?

Researching the possibilities of decentralizing the energy providing system and individual solutions, as well as self sufficiency.

Exploring the saving possibilities caused by reducing energy consumption and disseminating the results with the stakeholders.

2) Is it important from your point of view to address this challenge? Why?

Gradual depletion of resources and climate change are acute problems all over the world. Energy demand could be significantly reduced by changing the behaviour and attitude of people as the exaggerated energy consumption generates newer and different types of energy dependencies and humans will become lazy. If there is energy, why not use more? The environmental burden caused by the energy systems and the related vulnerability generate problems, and presently there is no system-wide search for the solutions. Energy consumption is responsible for 60% of the ecological footprint.

It would be important that not energy centralisation should be the primary means to satisfy energy needs. Local energy storage should be developed and renewables, green energy cannot get widespread as there are many barriers to them.

3) How could it be approached?

The situation must be dealt with by a systemic approach. Greater emphasis should be placed on synergies in research between scientific domains, producers and consumers, stakeholders and decision makers, individuals and communities.

The cultural causes of overconsumption need to be researched and we should be looking for the possibilities of providing positive examples.

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It is of importance to find out what kind information and positive/negative incentives people need.

4) Who should be involved in solving the problem?

It is essential that the problem solution needs multi level (national, regional, small community, individual) and multi actor cooperation and harmonisation. Experts of different domains (both theoretical and practical) should be invited to disseminate their knowledge and good practices in the wider community. Decision makers and corporate leaders must take responsibility to support the best practices and innovation in energy efficiency as well as they should make efforts to realise these in society. Media should also take its role as every human being can be accessed through them. As the topic becomes their everyday routine they will be able to change their consumption patterns and behaviour, realizing that change depends upon them.

5) What should be the main goals/impacts of the research activity?

The goal is to strengthen systemic thinking which enables individual consumption reduction. Reduced consumption is supported by conscious choice of transportation methods (public, bikes, walking), energy efficient design of work processes (distant work, web conferences) and making the new technologies and innovation publicly available. The need for lower energy consumption will initiate changes in town and building planning, while the increased use and storing of renewable energy will bring along the change of attitude of decision makers.

5: Selected research programme scenarios (national language)

The 8 research scenarios preselected for the workshop were as follows in Hungarian – the ones chosen for detailed discussion are highlighted **red** and the number of votes each research scenario received is in brackets:

- 2a: Egyetemes alapjövedelem mindenkinek, hogy senki ne maradjon le (11)
- **2d: Alternatív gazdasági modell (18)**
- **8a: Népszerű (trending) kifejezés: egységben a természettel (19)**
- **8c: Öko-oktatás a jövőben (22)**
- 11a: Tanulás a társadalomért (10)
- **11c: Fogyassz kevesebbet, élvezd jobban (20)**
- 12b: Az „energiatermelő-fogyasztók” piacának létrehozása (14)
- **12d: Az energiahatékonyságon túl: a fogyasztás csökkentése a rendszer szerkezeti átalakításával és a viselkedés megváltoztatásával (21)**

6: Hungary: The enriched research programme scenarios (national language)

Overview of the prioritized research programme scenarios

Similarly to point 4, below the research programme scenarios in prioritized order can be found in Hungarian followed by the number of votes they received at the end of the workshop (total number of votes is $27 \cdot 2 = 54$).

Research programme scenario 1

8c: Öko-oktatás a jövőben (18)

1) Milyen kihívás(ok)al foglalkozzon az adott kutatási forgatókönyv?

Fenntarthatatlan módon élünk. Ennek egyik – vagy fő – oka, hogy nem ökológikus módon gondolkodunk, pl. az emberi élet feltételeiről való ismeretek és gondolkodás széttagolt, és ez a széttagoltság jelenik meg az oktatási és továbbképzési rendszerekben is. A társadalom nem értékeli pozitívan a rendszerben gondolkodást. A rendszergondolkodás tanulását nehezíti, hogy nincsenek ezen a téren hagyományaink.

2) Miért fontos ez(ek)el a kihívás(ok)al foglalkozni?

A rendszerszemléletű gondolkodás hiánya a fenntartható létet veszélyezteti. A fogyasztói szemlélet és a profitorientáltság határozza meg a világot és ez hosszú távon nem tartható fenn.

3) Hogy kellene a kérdést megközelíteni?

Tanulnunk kell az ökológikus gondolkodást, melynek lényege a rendszergondolkodás, s ezzel együtt a komplementáris szemléletmód. Meg kellene haladnunk a merev kategóriákban gondolkodó, leegyszerűsítő, redukcionista szemléletmódot. A rendszerszemléletű gondolkodást be kell építeni a mindennapi oktatásba, továbbképzési programokba, követelményrendszerekbe. Az iskolában a rendszergondolkodás érdekében csökkenteni kell a merev tantárgyi széttagoltságot, és szorgalmazni kell a komplex tanulásszervezési formák elterjedését, ahol valós helyzetek szervezik a tanulást. Ezek a formák érvényesíthetik azt az alapelvet, hogy az iskola az életre – a jövő életre – készítsen fel.

Az iskolai tanulás megváltozása elkerülhetetlenné teszi a pedagógusképzés átforgalmazását is. A szemléletváltás átalakításához szükséges, hogy ezt a gondolkodást az gazdasági és politikai döntéshozók is elsajátítsák.

A meglévő jó gyakorlatokat össze kell gyűjteni és ezeket a jelenlegi rendszerben elhelyezni (ne még egy feladat legyen!).

4) Kiket kellene bevonni a probléma megoldásába?

Az oktatás minden résztvevőjét (pedagógusok, technikai dolgozók), a szülőket, az oktatási irányítóit (oktatási kormányzat, helyi vezetők), az óvodától a köz- és

felsőoktatáson át a felnőttképzés oktatóig mindenkit, a kisebb helyi közösségek meghatározó személyeit, pl. helyi vállalkozó, művész, lekipásztor.

Tudatában kell lennünk annak, hogy a közvélemény átbillentése nélkül nem lesz alapvető változás, s ebben a médiának nagyon nagy szerepe van.

5) Mik legyenek a kutatási tevékenység főbb céljai és hatásai?

Megteremtjük a fenntartható lét szellemi alapját.

Erősödik az ökológiai gondolkodás.

Megváltozik az iskola tartalmi és szemléleti működés módja.

Megváltozik a gazdasági és politikai döntéshozók szemléletmódja.

Research programme scenario 2

2d: Alternatív gazdasági modell (16)

1) Milyen kihívás(ok)al foglalkozzon az adott kutatási forgatókönyv?

- Folyamatos növekedés lehetetlen egy véges világban.
- A világban és az EU-ban is növekszik az egyenlőtlenség.
- A kamatos kamat is okozza a növekedékényszert és az egyenlőtlen elosztást.
- Rövid távú gazdasági érdekek dominanciája a döntéshozatalban.
- EU 2020 Stratégia 2 fő célja (versenyképesség és foglalkoztatás) ellentétben áll egymással.

2) Miért fontos ez(ek)el a kihívás(ok)al foglalkozni?

- Felelősség a következő generációkért.
- A jelenlegi közgazdasági megközelítés sodorja az emberiséget pusztulásba, mert nincs korlátja a növekedésnek, így túlhasználjuk a környezetünket.
- Nem lehet csak „alternatív” gazdaság, paradigma váltás szükséges.

3) Hogy kellene a kérdést megközelíteni?

- Hogyan lehet az externáliákat internalizálni?
- Hogyan lehet a terület eltarthatóságát (input, output) figyelembe venni?
- Elméleti ismeretek gyakorlatba ültetése.
- Jelenlegi rendszer nyerteseit hogyan lehet bevonni?
- A boldogság gazdaságtana
- Globális egyeztetési gyakorlatok lokális megvalósítása
- Jól működő helyi gyakorlatok kutatása, adaptálása
- Negatív kamatozású pénz gazdasági hatásainak vizsgálata

4) Kiket kellene bevonni a probléma megoldásába?

- Környezetgazdászok
- Boldogság kutatók, kulturális antropológusok, szociológusok
- Alternatív helyi közösségek és hálózatok
- Közösségi bankok és vállalkozások

5) Mik legyenek a kutatási tevékenység főbb céljai és hatásai?

- Alternatív gazdasági mutatószámok bevezetésre kerülnek a GDP helyett/mellett.
- Közlekedési externáliák gyors internalizálásával a helyi gazdaság élénkül
- Megosztáson alapuló gazdaság, nyílt hozzáférés a kutatási, fejlesztési eredményekhez, jó gyakorlatokhoz
- Új méltányosság fogalom bevezetése a köztudatba (FNA)
- „Versenyképes”/versengő gazdasági helyett együttműködő (win-win típusú) gazdaság

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- Szívesség gazdaság terjedése: időbank, szívességbank, pénz nélküli ellentételezés
- Kamatrendszer megváltoztatása

Research programme scenario 3

11c: Fogyassz kevesebbet, élvezd jobban (8)

1) Milyen kihívás(ok)al foglalkozzon az adott kutatási forgatókönyv?

A szemléletformálással az értékrend megváltoztatása, rászoruló társadalmi rétegek figyelembe vételével, mert jelenleg a pazarlás és nélkülözés egyaránt jelentkezik a társadalmon belül. Meg kell vizsgálni hogyan valósítható meg a fenntartható gazdaság, a csökkentett fogyasztás mellett (állam fenntarthatósága kevesebb adó mellett, miért érné meg a gyártónak nem elavuló terméket gyártani, stb.). Külön ki kell térni a jelenlegi túlfogyasztás és a környezetszennyezés (hulladékgazdálkodás) kapcsolatára (élelmiszer, energia, ár-érték, minőség) mind az egyén, mind a társadalom szemszögéből vizsgálva. Érdemes lenne megvizsgálni a szabadidő és túlfogyasztás kapcsolatát, kiemelt figyelmet szentelve az egészséges, de megfizethető életmódra.

2) Miért fontos ez(ek)el a kihívás(ok)al foglalkozni?

A túlfogyasztásból adódó globális igazságtalanság olyan mértékű fenntarthatatlan környezetszennyezéssel jár, melyet kiküszöbölhetünk a mértéktartó szemléletformálással, megfelelő hulladékgazdálkodással, így a hulladékmennyiség csökkentésével, újrahasznosítással és a minimális élelszükségleteket kielégítő vásárlói szokások kialakításával, életmódformálással.

3) Hogy kellene a kérdést megközelíteni?

Környezetünk fenntartásához szükséges helyes értékrend kialakításához szükség van a hosszútávra való gondolkodásra, a fogyasztásunk újraértelmezésére és az anyagi jólét hangsúlyának áthelyezésére az egészséges jólétre. A szemléletformázásra épülő oktatás alapvető feltétele, míg a törvényi szabályozás pedig biztosító háttere a fogyasztáscsökkentésnek. A Közösség ereje, az emberi kapcsolatok, a hálózatosodás, helyi lehetőségek, tapasztalatok, energia és eszközök ad módot. El kell érni, hogy a tartós fogyasztási cikkek ne legyenek státuszszimbólumok, javíthatóak legyenek, a termék életútja növelhető és követhető legyen. A társadalom által generált és valós szükségletek szétválasztása.

4) Kiket kellene bevonni a probléma megoldásába?

A társadalom minden rétegének aktív szerepvállalása szükséges a megoldáshoz; mind a média, civil szervezetek, egyházak, önkormányzatok, segélyszervezetek, döntéshozók,

gyártók-felhasználókra szükség van. Az oktatás-nevelésben is lépéseket kell tenni a jó gyakorlatok megosztásában (ld. ökoiskolák, zöldovik).

5) Mik legyenek a kutatási tevékenység főbb céljai és hatásai?

Cél egy olyan társadalmi útmutató (módszertani, gyakorlati) készítése, mely hozzájárul a jólét jóllétre való átváltásához, szem előtt tartva a túlfogyasztás és a környezetszennyezés megelőzését.

Research programme scenario 4

8a: Népszerű (trending) kifejezés: egységben a természettel (7)

1) Milyen kihívás(ok)al foglalkozzon az adott kutatási forgatókönyv?

Az ember és természet egysége megbomlott. Ezt mindenképp helyre kell állítani, hiszen az ember a természet része. Azonban gondolkodásunkban az alakult ki, hogy uralni akarjuk a természetet. Kihívás: az egység helyreállítása.

2) Miért fontos ez(ek)el a kihívás(ok)al foglalkozni?

A természeti környezetünk tűrőképessége véges. Az emberi mohóság, részvétlenség, profitéhség következtében a Föld erőforrásai kimerülőben vannak, az ökológiai egyensúly megbomlott: klímaváltozás, a biodiverzitás csökkenése, veszélyeztetett állatfajok, stb.

3) Hogy kellene a kérdést megközelíteni?

A kiindulópont mindenképp a gondolkodásmód megváltoztatása: felelősség, elkötelezettség, komplexitás, új értékrend, új prioritások kialakítása. Vizsgálni kell az ehhez szükséges oktatási, kommunikációs, stb. formákat, amelyek szükségesek ahhoz, hogy a jó gyakorlatok el tudjanak terjedni.

Vizsgálni kell továbbá, hogy a jó gyakorlatok milyen gazdasági és jogi környezetben tudnak megvalósulni és hogyan háríthatók el az akadályozó tényezők.

4) Kiket kellene bevonni a probléma megoldásába?

Minden „Föld-lakót”. Konkrétabban: családok, pedagógusok, civil szervezetek, döntéshozók, stb. Média!

Járja át a közgondolkodást!

5) Mik legyenek a kutatási tevékenység főbb céljai és hatásai?

Az emberek éljenek harmóniában a természettel, legyenek képesek felismeri a problémákat, tenni megszüntetésükért. Gondolkodjanak rendszerben és hosszútávon.

Valósuljon meg egy teljeskörű szociális érzékenység, globális társadalmi egység.

Research programme scenario 5

12d: Az energiahatékonyságon túl: a fogyasztás csökkentése a rendszer szerkezeti átalakításával és a viselkedés megváltoztatásával (5)

1) Milyen kihívás(ok)al foglalkozzon az adott kutatási forgatókönyv?

A társadalom minden szintjét tudatosítani az energiafogyasztási szükséglet és igény közti különbségre. A viselkedésbeli változások elérésének útjai és lehetőségei.

Az EU gazdasági-társadalmi különbségei hogyan hatnak az energiaellátó rendszerre és a viselkedésbeli változásra.

Az energiaellátó rendszer decentralizálásának és egyéni megoldások, önellátás lehetőségeinek vizsgálata.

Az energiafogyasztás csökkentéséből származó megtakarítási lehetőségek feltárása, megismertetése az érintettekkel.

2) Miért fontos ez(ek)el a kihívás(ok)al foglalkozni?

Világszerte égető probléma az erőforrások fokozódó kimerülése és az éghajlatváltozás. Az emberek viselkedés- és gondolkodásmódjának megváltoztatásával jelentősen csökkenthető az energiaigény, ugyanis a túlzott energiafogyasztás egyre több és másfajta energiafüggőséget is generál, azaz az ember elkényelmesedik. Ha ugyanis van, miért is ne használjam többet? Az energiarendszerek okozta környezeti terhek, valamint az ahhoz kötődő kiszolgáltatottság problémákat okoz és jelenleg nincs rendszerszintű megoldáskeresés. Az ökológiai lábnyom 60%-a energiafogyasztáshoz kötődik. Fontos lenne az, hogy az energiacentralizáltság ne legyen az elsődleges eszköz az energiaigény kielégítésére. Fejleszteni kellene a helyi energiátárolást és nehézségekbe ütközik a megújuló, zöld energia minél nagyobb térhódítása is.

3) Hogy kellene a kérdést megközelíteni?

Rendszerszemlélettel kell kezelni a kérdést. A kutatásban hangsúlyt kell helyezni a szinergiákra a tudományterületek, termelők és fogyasztók, érintettek és döntéshozók, egyének és közösségek között.

Fel kell tárni a túlfogyasztás kulturális okát és a pozitív példamutatás lehetőségét keresni.

Kulcsfontosságú az a kérdés, hogy kinek milyen információra és pozitív/negatív ösztönzőre van szüksége konkrétan.

4) *Kiket kellene bevonni a probléma megoldásába?*

Alapvető, hogy a probléma megoldásához több szint (országos, regionális, kisközösségi, individuális) és több szereplő összehangolása együttműködése szükséges. Fel kell hívni a szakértőket (a különböző tudományterületek művelőit és gyakorlati megvalósítókat is) hogy a birtokukban lévő tudást és jó gyakorlatokat széles körben terjesszék. Felelősséget kell vállalniuk a döntéshozóknak és a vállaltok vezetőinek, hogy az energiahatékonyság jó gyakorlatait és innovációit támogatják és törekednek széles körű megvalósulására. Szerepet kell hogy vállaljon a média, mert rajta keresztül minden ember elérhető. Amint a téma mindennapi életük szerves részévé válik, úgy annak megfelelően tudják alakítani fogyasztásukat és viselkedésüket, felismerve, hogy a változás rajtuk múlik.

5) *Mik legyenek a kutatási tevékenység főbb céljai és hatásai?*

Cél a rendszerszintű gondolkodás erősítése, amely elősegíti az egyéni használat csökkentését. Tudatos közlekedési módok (tömegközlekedés, kerékpár, gyaloglás) választása, a munkafolyamatok energiahatékony tervezése (távmunka, webkonferencia) és az új technológiák, innovációk közkinccsé válása, elérhetősége hozzájárul a fogyasztás csökkentéséhez. Az igény az alacsonyabb energiahasználatra települési- és épülettervezési változásokat indít, a megújuló energia növekvő használata és tárolása a döntéshozók szemléletmódjának változását is magával hozza.



Report on the research and policy consultation in Ireland



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1: Concept for the consultation in Ireland

The Irish WP3 consultation took place on Friday 2nd September, 2016 in on the O’Rahilly Building University College Cork, main campus. A one-day consultation was organised that targeted citizens, stakeholders, and policymakers. These target groups were chosen to provide interesting viewpoints on the research scenarios assigned to UCC. Each group offered different insights and perspectives leading to enriched research scenarios that are both relevant and complete.

The following recruitment strategy was used:

Target Group	Recruitment Method
Citizens	<ul style="list-style-type: none"> • Personalised Letters of invitation (email) • Email distribution lists • Social media (Twitter, Facebook) • UCC, Cork Univ. Business School, and Health Information Systems Research Centre (HISRC) website • ActiveLink (community board for NGOs and citizens) • Newspaper • Staff / student newsletter • Snowball Strategy
Stakeholders	<ul style="list-style-type: none"> • Personalised Letters of invitation (email) • Email distribution lists • Social media (Twitter, Facebook) • Press release through University College Cork's Public Relations (PR) team • UCC, Cork Univ. Business School, and Health Information Systems Research Centre (HISRC) website • ActiveLink (community board for NGOs and citizens) • Snowball Strategy
Policy-makers	<ul style="list-style-type: none"> • Personalised Letters of invitation (email) • Social media (Twitter, Facebook) • Snowball Strategy

48 people were recruited across all target groups through this campaign. In the end, 33 people showed up at the consultation. Two challenges experienced during the recruitment process were ensuring that there was an equal representation of different target groups, and accommodating the schedules of different participants to ensure that they could attend.

We chose to use 'Method 3' for consulting citizens, stakeholders and policy-makers, which was developed by Missions Publiques and GreenDependent Institute. This method was selected as it provided a useful framework for organising the consultation and facilitating constructive dialogue between the different target groups.

2: Programme for the consultation

- 9.00-9.30 Welcoming participants
- 9.30-9.40 Presentation of the consultation purpose, objectives and the expected outcomes
- 9.50-10.10 Get to know each other: ice breaker
- 10.10-10.30 Overview of research scenarios and selecting 5 for discussion
- 10.30-11.00 *Coffee break*
- 11.00-12.45 Discussion round 1 & 2
- 12.45-13.45 *Lunch break*
- 13.45-14.15 Discussion round 3
- 14.15-14.50 Summary of the results
- 14.50-15.45 Finalization of the template
- 15.45-16.00 *Coffee break*
- 16.00-16.30 Exhibition of the 5 enriched research topics and prioritization
- 16.30-17.00 *Friendly closing session: feedback on the day*

3: Selected research programme scenarios

The 8 research programme scenarios selected by UCC for the national consultation were as follows:

- 3a. Data for all – Share the power of data
- 4a. Quantitative person-centred health
- 4b. Access to equal and holistic health services and resources for all citizens
- 4c. Finding a balance in a fast-paced life
- 4d. Promoting wellbeing through relating environments
- 7d. SWOT (Strengths, Weaknesses, Opportunities, Threats) of technological empowerment
- 8d. Transforming technologies for planet and people
- 9a. Technology as a means of well-being

The reasoning behind our choice of research programme scenarios, was we felt that our in-depth knowledge of the healthcare and technology domain would help produce high quality outputs for the CIMULACT project. Dr. Fitzgerald is co-director of the Health

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Information Systems Research Centre (HISRC) UCC and lecturer in Business Information Systems, while Stephen McCarthy works as a researcher in Business Information Systems and the HISRC. This expertise helped us to promote rich discussions and extract key knowledge from stakeholder groups around the research scenarios.

The 5 scenarios that the participants chose to enrich were as follows:

- 3a. Data for all – Share the power of data (18 votes)
- 4a. Quantitative person-centred health (19 votes)
- 4b. Access to equal and holistic health services and resources for all citizens (23 votes)
- 7d. SWOT (Strengths, Weaknesses, Opportunities, Threats) of technological empowerment (19 votes)
- 9a. Technology as a means of well –being (24 votes)

Each participant was asked to vote for 5 research scenarios from the 8 available using the 5 coloured dot stickers provided (Total votes available = 165 (5 votes x 33 participants)). Participants were allowed to place only 1 dot sticker on any one research scenario. Each table was then allocated one of selected 5 research scenarios, and participants assigned themselves to a table at the start of each round. Places were limited at each table to ensure that there was an appropriate mix of participants based on defined roles.

The next section outlines the enriched research programme scenarios developed during the Irish consultation.

4: The enriched research programme scenarios

Overview of the enriched research programme scenarios

The enriched research programme scenarios are listed in prioritized order below with the brackets indicating the number of votes that each scenario received.

1. 4a. Quantitative person-centred health [13]
2. 4b. Access to equal and holistic health services and resources for all citizens [10]
3. 3a. Data for all – Share the power of data [9]
4. 7d. SWOT (Strengths, Weaknesses, Opportunities, Threats) of technological empowerment [6]
5. 9a. Technology as a means of well –being [6]

Total votes available = 66 (2 votes x 33 participants)

Final vote count = 44 (note: some participants had to leave before the prioritisation stage)

4a. Quantitative person-centred health

1) What challenge(s) does this research scenario address?

- Health care service
 - Cost
 - Number of patients in A&E
 - Length of hospital stays
 - Not everything is accounted for
 - Unfamiliarity / fear of technology
 - Managing care across different settings
 - Multi-disciplinary practices
- Systems
 - Challenges of accessing reliable information – currently paper based
 - Patient records need to be accessible, easy to use, smart
 - Data integrity
 - Fragmentation of data - no centralised data
 - Validity of sources – needs to be contextual and timely
 - Difficult to undertake quantitative data / analysis

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- Storing poor quality data results in misinformation
- Lack of info, secrecy vs. security / trust
- Need for machine learning
- Need to agree rules of access and presentation
- Legislation
 - Short political cycle is a challenge
 - Lack of standards
 - Complex regulatory environment
 - Ensure sustainability and future proof outcomes
 - Patient consent
 - Data protection
 - Confidentiality
 - Personal responsibility - keeping citizens in control
 - Generate evidence and data based policies
 - Enforce policies (i.e. human genetic modification)
 - Legal status of electronic records?
- Clinical decision making
 - Need contextual info to solve problems – understanding, and interpretation
 - Problem with what we don't know - no patient profiles
 - Currently, too diagnostic not preventative, no holistic treatments
- Need for education
 - Address key challenges through awareness, discovery, and inclusivity
 - Engagement and communication (Geography, age, cultural differences, multiple-conditions)
 - Encourage development
 - Support preventative health

2) Is it important from your point of view to address this challenge? Why?

- Health service
 - Need to plan for demographic change
 - Sharing of best practice
 - Faster diagnosis
 - Cost efficiency
 - Patient safety
 - Promote better conversation
 - Aim for excellence
 - Reduce immediate costs of making people better
 - Better standard of care
 - More efficient health service
 - Better value for money spent
 - Improves service efficiency
 - Saves time
 - Saves money
 - Better communication
 - Supports clinical and health services research
 - Better effectiveness and less deaths

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- Societal
 - Anything that improves lives is important
 - If we don't focus on this, we fail before we start
 - Need societal discussion – can't ignore the issue
 - Patient empowerment
 - Reduce cost to economy by having a healthier population
 - Make people better faster
 - People's longevity – healthy for longer not just living for longer
- Systems
 - Open vs. closed data
 - Secrecy / privacy
 - Data management
 - Need audit of outcomes i.e. wastage, inappropriate environment of treatment

3) How could it be approached?

- Targeted funding (practical vs. ideal)
 - Proper funding structure for targeted research with HSE
 - Increase quantitative health initiatives
 - Indigenous solutions, work with hospital group
 - Consolidate piecemeal organisational initiatives
- Research contributes to solutions
 - Holistic and collective solution
 - Develop indigenous solutions
 - Deal with problems at hospital group level
 - Hub and spoke: knowledge is mobile
 - Wider evidence from wider research base
- Legislation
 - Comprehensive legislation on ethics, quality of life, outcomes
 - Development of legislation to facilitate electronic medical records
 - Legislation planning
 - Timeline and feedback loops
- Systems
 - Research into optimal data structures for patient records (clinical and research)
 - Investigate the danger of openness
 - Filtering / balance
 - Security and fairness
- Education
 - Education on how to implement evidence based medicine
 - Support people to take responsibility for health

4) Who should be involved in solving the problem?

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- Central statistics office
- Society
 - Citizens / residents
 - Full community involvement – consultation days
- Healthcare professionals
 - Multi-disciplinary focus is central
 - Nurses
 - Doctors
- Patients (end user)
- IT professionals
- University / academia
 - Get third level sector to figure it out vs. paying consultants
- SMEs
- Policymakers
- Specialist groups

5) What should be the main goals/impacts of the research activity?

- Health services
 - Better overall health for everyone
 - Monitor deployment of resources and value for money
 - Reduction in primary care in the long term
 - Fully costed
 - Efficient health system
 - More value for money
 - Less waste / duplication of information
 - Audit and research
- Informed decisions on healthcare priorities
 - Everyone profiled
 - Personal vs. trend of generalities
 - Manage info and options
 - Review of possibilities
 - Potential to transform data into information
 - Differentiate actions v outcomes
 - Implementation of learnings from research
- Policymaking
 - Agree standards i.e. Unique health identifier
 - Balanced decision making
 - Define scope based on societal priorities
- Patients
 - Responsibility for one's health (opportunity)
 - Improve quality of care
 - Awareness of personal health through data
 - Visible / useful feedback mechanism
- Economic
 - Attach economic value to personal health and contribution to society
 - Value and benefits of data

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- Healthier population
- Measurable, tangible outcome
- Systems
 - Integrated systems
 - Integrate sources: qualitative and quantitative
 - Data validation and integrity
 - Volume of data, standards, navigation
 - Allows review of rules of engagement
 - Defines rules and roles
 - Medical info systems – awareness, efficient use
 - Properly structured EHR is auditable

4b. Access to equal and holistic health services and resources for all citizens

1) What challenge(s) does this research scenario address?

- Social inequity
 - Elderly people services, very expensive and not easily accessible
 - Health insurance inequality – get rid of two-tier system
 - Giving equal access to all, easy to access, financially accessible care
 - Facilities / location / geographical / expertise available
 - Fairness across all classes of society
 - People bias i.e. demographics (elderly), culture ethnic differences
 - Each person should get or access to health care only when they really need it
 - This will give a chance to other people to access to healthcare services in an equal way
- Awareness of health
 - Limited focus on health promotion
 - Locus of control – people can do more to help themselves
 - Poor health literacy
 - Education – enhance people's knowledge and prevent illness in first place
 - Poor public health (not enough, not appropriate strategies)
 - Mental health issues not addressed well (especially for adolescents)
 - Need to focus in increasing people awareness about how expensive medical resources are and what is their entitlement
- Health care services
 - Efficiency / effectiveness of facilities available
 - Treatment focused as opposed to prevention
 - Hospital centred health services
 - Focused on physical health
 - Not holistic – too diagnostic, problem centred (need more attention on food, environment)
 - Geographical, age limitations

2) Is it important from your point of view to address this challenge? Why?

- In-equal access
 - Every citizen deserves to have the same chance at good quality health
 - Problems, while known are not being addressed well currently
 - Addressing this issue will minimise countries' spending on health
 - Affects everyone – an issue of life and death
 - Societal implications, other indirect costs (workforce, family)
 - Affects rates of illness (cost, suffering, loss of life)
 - Further research needed as anything that affects a person's health is critical to life
- Healthcare services
 - Minimise patient waiting time to get access to health services
 - Inefficiencies in health system
 - Limited state funding
 - Prevention costs less and is open to more from the same budget
 - Promote good health rather than fix bad health
 - Treatment more expensive than prevention
 - There are huge inefficiencies / flaws in the current systems
 - Big financial cost to society – not good ROI
- Patients
 - Don't forget the patient's needs
 - Enhance peoples' quality of health
 - Mental and physical health needs have changed, it needs more focus on biodiverse foods and biodiverse rich habitats
 - A person's health is their wealth
 - Cost disparities across EU e.g. cost of drugs in Spain vs. Ireland
- Demographics
 - Sources of illness has changed
 - High risk groups
 - We have rising obesity rates... high future burden in the healthcare systems so needs to be made more effective / efficient
 - Aging population
- Policymaking
 - Disjoined government thinking
 - Consolidation and collaboration opportunities lost
 - Need for citizen empowerment
 - Big picture lost
 - We need to understand what is best model of the wide variety of healthcare systems throughout Europe and develop and promote this
 - Not good ROI on spending

3) How could it be approached?

- Education
 - Start at infants and continue the education right through
 - Invest in research projects exploring the link between education and prevention in all areas of society
 - Educate patient in healthcare facilities about how expensive health facilities are in schools or through social media, conferences or brochures, for a period of time then measuring patient's waiting time or spending of healthcare resources if there are any changes
 - Wellness focus (health promotion, social infrastructure i.e. voluntary home, geography, councils, education)
 - Look at budget for education within Department of Health – budget for health education – competitive from EU
 - Introduce more education in schools regarding health and personal responsibility – set the next generation up for better health
- Habitats
 - Increase wellness focus
 - Allowing access to “natural” high biodiversity habitats to enhance mental and physical health. For example, wild areas such as native reserves, rivers and woods
 - Identify such areas and how to help allow access
- Policymaking
 - Look at process of health policy formation from beginning to implementation
 - Follow the patient not the money
 - Having more brain-storming meeting like this today and have these ideas presented to key policymakers
 - Models of care – hospital, at work, find out what works and implement
 - One size does not fit all
 - Examine other countries' systems, best practice
 - And model our on what appear to work best based on our unique needs
 - Look at existing research on health services, conduct further research
- Technology
 - Look at efficiencies technology brings to administration
 - Use available technology effectively
 - Data should pinpoint what works and why
- Healthcare services
 - Address in-efficiencies in health system: management ability to implement change and translational research
 - An environment of research within the health system to run beside / with clinicians etc.
 - Why are we putting old people in care homes? More support at home is required.

4) Who should be involved in solving the problem?

Time determined: at what stage of intervention should each be involved?

- Citizens
- Researchers
- Government – policy to fund research (national and local)
- GPs
- Teachers
- Public health agencies
- Private companies (i.e. food producers)
- Central Statistics Office

5) What should be the main goals/impacts of the research activity?

- Healthcare services
 - ROI prevention vs. intervention based on data (could use university as a case study)
 - Reduction in hospital admissions
 - Improve access to common standard of healthcare
 - Reduction in Chronic illness
 - Improved access to care
 - Speed of response to patients
 - Living better rather than getting better!
 - Cut costs and save on budget
 - Enhance patient's health
 - Decrease rates of illness, obesity savings made
 - Hospital admissions / care homes
 - Length of stay
 - Mortality rates
 - Rates of physical activity / BMI / depression
 - Quality of life
- Awareness
 - Wellness fluency in all citizens from early childhood.
 - Empowerment of actors from all areas of society involve in policy and implementation
 - Educate and prevent
 - Public / stakeholder morale
 - Education at a younger age on health issues e.g. Jamie Oliver intervention example
- Research
 - Searching for the factors that have a high impact on people's awareness like making them to participate at their cost of health
 - Define wellness goals: contentment and serenity
 - Self-rated health (physical, mental, social, happiness)
 - Health is not only the absence of sickness

- Policymaking
 - EU policies one size does not fit all
 - More regulation and auditing in college / university – alcohol education, students not accountable
 - Increase no. of parks, access to walks / pitches etc.
 - Horizon 2020 - define research initiatives to orient policy (prevention vs. intervention)
 - Define national guidelines

3a. Data for all – Share the power of data

1) What challenge(s) does this research scenario address?

- Data Management
 - Data understanding
 - Big data activities – how to manage these
 - Using data efficiently
 - Relevance to context / Distrust
 - Reliability
 - Standards interoperability
 - Lack of streamlining access to data
 - Volume of data
- Data Security
 - Data interference
 - Data misuse due to accuracy, incompleteness, malicious, understanding
 - Limiting access to data (who?)
 - Giving authorisation to access own data
 - Abuse of access to data i.e. identity theft
- Ethics
 - Open and closed data (where do we draw the line)
 - Fairness
 - Freedom of information
 - Citizens have a right to be informed and know and a right to participate in society
 - Need to define Rights, duties, and responsibilities - duty to protect personal information?
 - Data privacy
 - Is all data good?
- Equality
 - Access to information
 - Working with all age groups, older people may feel excluded (digital exclusion)
 - Misinformation
 - Ignorance

- Secrecy of data
- Decision-making
 - Is it possible to consume the data?
 - Help engagement
 - Collectively solve problems
 - Provide reliable info
 - Promote communication and collaboration (Co-creation of solutions)
 - Help to find out what we don't know,
 - Encourage and develop knowledge based solutions
 - Define context, accuracy,
 - Bid data resulting in inaction
 - Potential for converting data into info for better and more informed decisions i.e. helps people to take responsibility for their own health, increases awareness around personal health issues

2) Is it important from your point of view to address this challenge? Why?

- Decision-making
 - Enables informed decisions
 - Review what's possible and what is not and why
 - Create opportunities for collective solutions
 - Make progress in key societal challenges
 - Validation of data and its use in decision making
 - If we can't define all questions what are we after - data as a part of discovery
- Empowerment
 - Supports people in taking responsibility
 - Inclusion – don't let anyone outside
 - Supports greater and more meaningful interactions with decision makers
 - Data as a commodity
- Data management
 - Further research required to consider the wide range of users involved in accessing, furthering, and possibly developing algorithms etc.
 - There will be a plethora of different sources of data involved and there need to be gathered in a harmonious effort
 - Information overload - need some level of filtering data sources
 - Security
 - Clean or dirty data
- Education
 - Develop learning knowledge based solutions
 - Educate people with good evidence and knowledge
 - Interpretation of data
 - Increase awareness of all options available / what's possible or not possible
 - People need to understand data so they can become more savvy
- Ethics
 - Data ownership
 - A lot of political pressure to do it

- Very dangerous to open
- Balance and fairness
- People left behind isolated and not included
- Further research into security and personal access for the greater good
- Regulation of data
- Data as a means to promote good and not so good
- Rules of engagement (who has access / how?)
- Use and abuse of data

3) How could it be approached?

- Education
 - Awareness rising activities with relevant government, public and private sector actors involved
 - Defining the data sets and then asking what you want
 - Define problem / issues
 - Workshops
- Policymaking
 - Needs to address key challenges through relevant policy awareness
 - Start with the right question, context, problem
 - Identify real problems and issues, desired outcomes
 - Select approach based on challenge (problem to solve) i.e. global terrorism, user security, global sustainability, equality
 - Generate data to evaluate evidence based policies
 - Research could contribute to the solution by embracing as many representatives in targeted relevant workshops addressing the challenges
 - Multi-disciplinary approach in all research activities with citizens / residents input in all processes
 - Match existing technology with tech problems
- Technology
 - Match existing and emerging tech to problems
 - Prototyping
 - Test at small scale and specific issue
 - Filtering system to see "the wood from the trees"
 - Definition of dataset – discovery
 - Filtering data
- Metrics
 - Focus on and monitor actual outcomes
 - Caution and awareness of end users and potential abuses
 - Conclusion from research should be implemented
 - How can decisions be made more efficiently?
- Governance
 - Agree rules of access / content
 - Form / methods of access
 - Validation of source
 - Who is responsible for what?
 - Quantitative / qualitative data

4) Who should be involved in solving the problem?

- Citizens / residents
 - Fully community – lead by specialists
- Policymakers
 - Government and public sector data agencies
 - Policy level (government, EU, department of health, community)
- Technologists
 - Internet service providers, telecoms, etc.
 - Implementation level (tech, user, change management)
 - Maintenance and delivery (tech, user, change management)
- Multi-disciplinary by nature
 - Multi-disciplinary teams with critical accompaniment of social science and humanities specialists with user groups
 - Context will dictate level of involvement at any time (i.e. derive, use, and impact data)
- Private and public companies large and small active in data collection
 - NGOs
 - Social welfare groups
 - Education bodies
- User groups
 - Data owners
- Challenges
 - Too many people involved, decision won't be made
 - Change difficulty when there are multiple stakeholders with different interests
 - Match context with level of involvement

5) What should be the main goals/impacts of the research activity?

- Decision making
 - Validate the question – relevance, meaning, metrics
 - Improve learning
 - Identify core issues and what are the solutions and how they can be implemented
 - Improve society outcomes where problems exist
 - Measure the impact of data sharing
- Improved outcomes for citizens
 - Measure outcomes
 - Wider ethical / social concerns
 - Need for feedback to provide a better service
 - Address inequalities
- Ethics
 - Improved data protection
 - Security

- Is it secure for those who are impacted?
- Data management
 - Harmonisation of data
 - Reliable data sources
 - Filtering data source and scope - What do you want to find?
 - Clear governance - roles, access, forms
- Financial KPIs
 - Reduced public spending
 - Costs – dependency ratios
 - Sustainability
- Improved services
 - Enhanced systems across Europe providing enhanced services i.e. healthcare reduced long-term inpatient time in hospital, increased personal health and maintenance, awareness in the general public, more efficient hospital admissions.
 - Co-created solutions generated
 - Impacts examined by the potential users (Metrics – qualitative, quantitative)
- Challenges
 - Interference with data analysis for political reasons
 - Identify where data is suppressed
 - Need risk assessment on having too much data
 - Should have a time frame

7d. SWOT of technological empowerment

1) What challenge(s) does this research scenario address?

- Access to information
 - Open field of information – need open-access
 - How to use existing resources e.g. existing software
 - Communication and connectivity
 - Better interface between users (lay people) and service providers
- Ethics
 - Who controls the technology?
 - Respecting privacy of personal data
 - Dangers of mass broadcasting
 - Online bullying
- Digital inclusion
 - Marginalisation of groups (use of technology language)
 - Universal access i.e. accessible to all ages, ability, income
 - Citizen empowerment – need more data to inform decision
 - Independence, Quality of life
 - Accessibility
 - Communication e.g. developing countries, national data sharing

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- How to include children and how to protect them?
- Bridging geographical challenges i.e. rural renewal
- Analysing the impact of "Smart" technology
 - E.g. e-Learning, life-long learning, Artificial intelligence (robotics in healthcare), Personalised medicine, internet diagnosis
 - Need feedback from users
 - Cost is a major challenge – need to judge cost, benefit and risk
 - People are sometimes disempowered by their reliance on technology i.e. e-reminders, GPS
 - Screen addiction and isolation

2) Is it important from your point of view to address this challenge? Why?

- Bridge "digital divide"
 - Empowerment
 - Strategies to grant universal access
 - Better communication through technology
 - Marginalisation of certain groups
 - Better use of targeted initiatives overcomes divides i.e. social, digital, geographical, disability, age
- Open access information
 - More global, holistic information
 - Sharing of information
 - Promoting greater knowledge
 - Tech should only be a tool
- Ethics
 - Business interests to open up and not stay specifically money oriented
 - Regulation of technology
 - Share the common good i.e. universal tele-medicine
 - Need research for validation of ROI
 - Identify standards
 - Need to analyse all threats from tech changes
- Educational courses
 - Need a dictionary for those who are technically challenged
 - Tackle techno-phobia (user friendly technology)
 - Create a more inclusive society
 - Social participation – maximise utilisation of technology
 - Empowerment of the individual
 - Challenges of too much information – overwhelmed by technology

3) How could it be approached?

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- Development
 - Living labs – get people to test tech before distribution – involve the user
 - Tech should be developed on a needs basis rather than just trying to push the state of the art
 - Use public money in the public's interest
 - Identify and train children to try out technology
 - Academic research should consider ethical areas of SWOT
- Policymaking
 - Coordinate all stands of SWOT analysis to form a better policy
 - Regulate providers
 - Social policy i.e. address loneliness
 - Due diligence of existing resources
 - Use existing data / census / surveys / social media data
 - What is the scale of technological development in Ireland? Identify this and establish a list of priorities
- Digital education
 - Increase level of awareness
 - Bottom-up approach
 - Reduce techno-phobia through social marketing
 - Defined pathways to overcome fear of technology
 - Groups on the ground, telling of their needs and wants
 - Greater digital literacy across all age groups
 - Helps promote greater social inclusion
- Funding
 - Funding the right research team
 - EU funding – business engagement in social responsibility
 - Future proof tech

4) Who should be involved in solving the problem?

- Citizens
- Private companies i.e. Google, YouTube, local tech companies
 - Corporate Social Responsibility
 - Employees
- Universities engaging with the community
- Multi-sector involvement
- Community centres
- Government – issue tenders

5) What should be the main goals/impacts of the research activity?

- Metrics
 - Benchmark - economic, social, health, policy impact
 - Funding structures with long term goals

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- Potential cost saving
- Increased percentage use of technology and understanding of technology
- Metrics to ensure 100% access (ideal!)
- Educational attainment – tech benefits
- More user friendly technology
- More user engagement e.g. voice recognition
-
- Planning
 - Measure the overall problem before the start of the project to benchmark
 - Fund structures with long-term schedules
 - Be willing to amend application over-time
 - Ensure education keeps up with technology change
- Greater access
 - Identify target groups i.e. elderly, rural, able / disabled, income level
 - Define specific areas to engage social groups i.e. health
 - Better engagement in technology across the globe
 - Inputs: economic / financial, social etc.
 - Bring isolated places into the modern world
 - People feel more confident to use technology if they have more control
 - Re-evaluate QUERTY keyboard

9a. Technology as a means of well-being

1) What challenge(s) does this research scenario address?

- Meaning of wellbeing
 - Emotional mental and spiritual well-being as well as physical
 - Encourage view of health in a more holistic manner
- Education
 - Encouraging engagement from citizens
 - Relationship between citizen well-being and their environment / ergonomic design
 - Relationship between “how we are” and “how we feel about how we are”
 - We are physically “too soft” today, because of multitude of cures and treatments
- Health system
 - Demographic changes – need to promote wellness across the spectrum
 - Age related healthcare rationing
 - Financial issues – limited budget in healthcare system
- Technology / behavioural challenges
 - Is technology always good? Market need is identified from neutral understanding of risk – choice + cost of decision

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- Technology tends to promote solution mind-set, instead of thinking of data as a source of decision support. This perspective divests individuals of personal responsibility for their actions.
- Youth and technology – need to get them away from screens
- Information Challenges
 - Are today's citizens equipped to understand how to re-integrate data into their daily lives
 - Information needs to be digestible to be useful – how to use the device data, pooling of data from gadgets i.e. Fitbits etc.
 - Risk of too much information: lack of skills, capacity to understand, and frameworks around use of information
 - Use of internet for self-diagnosis (accuracy?)

2) Is it important from your point of view to address this challenge? Why?

- Healthcare system
 - Collective versus individual notions of well-being
 - Healthcare system in crisis: more needles on streets of Dublin than ever
 - Social interaction of teens suffering due to overdependence on screens: but on the other hand gaming could be leveraged to stimulate mental well-being, or to track medical interventions in the home
 - Issues such as suicide / alcoholism - maybe data could be used to measure outcomes issues?
 - Use of technology and information to support mental health
- Healthcare budget
 - Impact healthcare budget – finite resources
 - Healthcare spending involves choosing your battles (e.g. investment in depression prevention and treatment) but also taking risks on research with unpredictable outcomes
 - Age related healthcare "rationing": choices are made in apportioning resources to those requiring healthcare, elderly citizens deserve a say in the matter
- Decision making
 - Data can help us to understand ROI on different healthcare investments
 - Clinicians today make decisions without the benefit of data visibility
 - Research "sits on shelves": need to find way to disseminate fruits of such research
 - Disconnect between research and action – not leveraging current knowledge before looking to research further
 - Framework for decision making around healthcare priorities therefore important, including risk attributes, neutrality of, or confidence in, data, ... goal should be to strive to make better decisions, rather than finding solutions (DC)

3) How could it be approached?

- Interventions
 - Design interventions for social good i.e. address misuse or abuse of technology
 - Gamification - incentivise users to change behaviours
- Policymaking
 - Engagement - Some sections of society cannot access technology (old, illiterate)
 - Government definitely needs investment in research
 - Citizen involvement in policymaking – democratic and openness
- Education
 - Improved health and lifestyle education – changing the focus to prevention
 - Learning from the start how to mind oneself i.e. what they should eat
 - Enable self-empowerment
 - H2020 themes – prevention and education

4) Who should be involved in solving the problem?

- Start with the “victims”
- Involve people with foresight
- Promote spirit of collegiality versus culture of instant gratification
- Church as valid actor in well-being
- There’s a healthy tension between coal face or first point of public contact (nurses, doctors, priests, teachers, ...) and back-end services (healthcare delivery)
- Equally the relationship between public and private stakeholders in healthcare needs to be understood, a better framework could be envisaged
- Not clear that there is any learning being absorbed by current mechanisms
- There’s a requirement for education to encourage a cultural shift towards long term collective thinking instead of short term individual requirements
- Role of parents in helping children manage technology
- Voluntary / charities

5) What should be the main goals/impacts of the research activity?

- Measuring wellbeing
 - Notions of well-being are complex, incorporating different interconnected elements.
 - New measures for sickness and health, wellness
 - Use data sets from technology to improve health based on analysis of individual and population profiles
- Holistic focus
 - Need to focus on the overall health system rather than ‘high risk’ groups
 - Life course model – look at health and wellbeing from different stages of life

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- Need to balance the tension between right of the individual vs. benefit of society
- Spiritual – avoiding compromise of natural environment, cultural shift in long term
- Access and education
 - Commercial return vs. social good
 - Ubiquitous technology access – inclusiveness vs. special interest focus
 - Digital literacy



Report on the research and policy consultation in Italy



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1: Concept for the consultation in Italy

The Italian face-to-face consultation, the “Co-Design Workshop”, took place in a room of Politecnico di Milano – Bovisa campus named ‘Sala Verde’ on the 28th of September 2016.

The overall duration of the consultation was of half a day, approximately 5 hours, from 2 pm to 7 pm.

The selected target group was the designers' community. We recruited a mix of students, professionals and researchers in different areas of design (ranging from service design, to interior design, interaction design, policy design etc.), hence a community of various types of experts.

We chose this specific target group because we were interested in experimenting a “design thinking and doing approach” applied to research scenarios. We believe that designers have a great ability in envisioning and visualizing complex concepts and finding creative solutions.

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We recruited participants through our active networks: we are part of the School of Design and of the Design Department of Politecnico di Milano and, thus, we have easy access to students and researchers.

In order to recruit students, we announced the workshop during the class we held in June 2016 as well as by sending emails through the official mailbox. For recruiting researchers, we used the official newsletter of the Design Department, in order to better diffuse the call.

As regarding professionals, we are in touch with design studios and agencies at a local level, because of our teaching and research activity, so we contacted directly professional designers in our network and we also used our Facebook page "POLIMI DESIS Lab", by creating a dedicated event.

At the end, we recruited 43 people, while at the event we had 38 people. The absents dropped out at different times, but they all informed us.

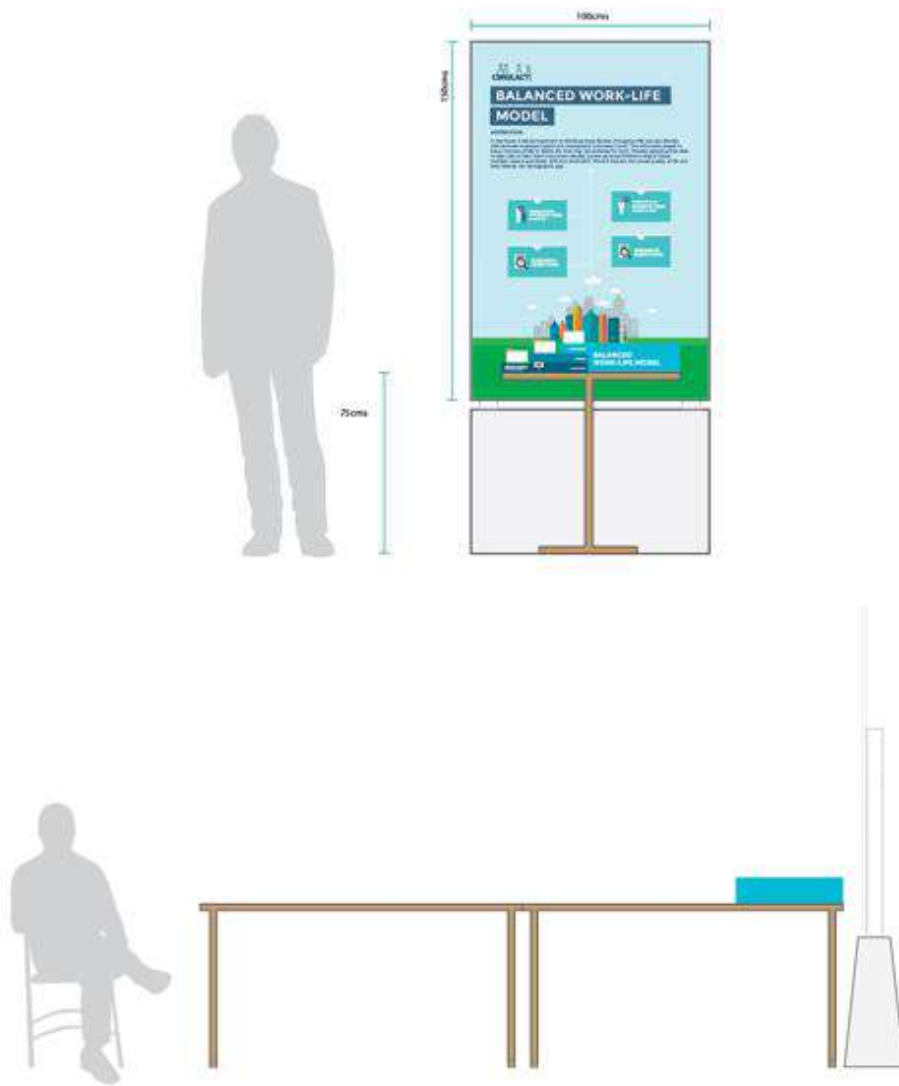
We decided to create our own method, building upon existing co-design methods and tools, carrying out an actual "Co-Design Workshop".

The setting was made of 5 areas, each one related to one research scenario.

The 5 research scenarios had been previously selected by participants via email. Each area was composed of a poster, a 3d model representing the scenario and two tables.

Here below we insert a representation of the setting of each area:

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Each area was set for a group of 7/8 people. The groups were formed beforehand trying to keep them heterogeneous in terms of expertise, gender and age of the people. In addition, we asked to each person to express a preference in relation to the different scenarios and we created groups also taking in consideration their choices.

Inside each group we formed 2 subgroups with this aim: while both subgroups could read the paragraph "Aspiration" of the scenarios, just one subgroup could read the "State of

Play" and the "Research Directions and Questions" elaborated in the previous workshop held in Milan. The subgroups worked separately for the whole day.

We made this choice in order to observe the differences between the outputs of the ones that have been influenced (subgroup B) and the others (subgroup A) that did not receive any kind of input and could rely only on their creativity and knowledge.

Then, each group followed the same process:

Step 1. What challenge(s) does this research scenario address?

Each participant inside each subgroup was asked to answer the question with a post-it. Just subgroups B were invited to read the "State of Play" of the scenario, as an inspiration or suggestion.

BALANCED WORK-LIFE MODEL

DESCRIZIONE DELLO SCENARIO:
In futuro sarà importante poter sfruttare la flessibilità lavorativa per trovare un equilibrio tra vita professionale e personale e tra attività pagate e volontarie. Questo permetterà alle persone di definire in ogni momento quando rendersi disponibili per lavorare, in tal modo ciascun individuo sarà in grado di prendersi cura dei propri cari quando ne hanno bisogno, di perseguire la realizzazione personale e/o intraprendere carriere diverse, avvicinandosi progressivamente alla pensione. Ciò migliorerà complessivamente la qualità di vita e riequilibrerà il divario demografico.

1. QUALE SFIDA AFFRONTA QUESTO SCENARIO DI RICERCA?
Per rispondere alle domande pensate alla situazione attuale relative allo scenario descritto e quindi definire la sfida. Quando ognuno di voi avrà espresso la propria idea, votate la sfida che ritenete più opportuna, descrivetela e dategli un titolo.

TITOLO DELLA SFIDA:

SCENARIO: BALANCED WORK-LIFE MODEL
1. Quale sfida affronta questo scenario di ricerca?

STEP 1
30 mins

Logos: CIMULACT, POLITECNICO

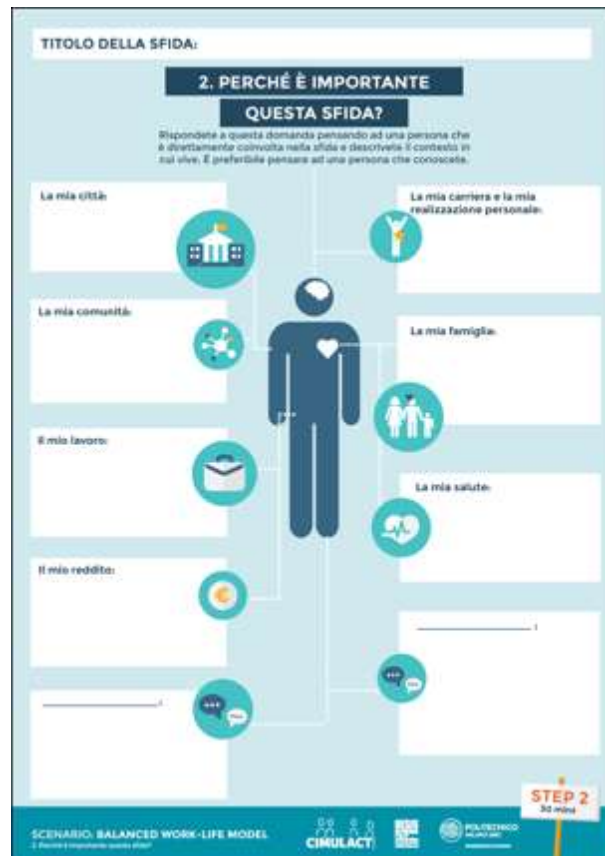
Once everyone has answered, each subgroup formulated a collective challenge, choosing among the different opinions:

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

The image shows a vertical rectangular card template with a light blue border. At the top left, there is a small blue square icon with a white figure. To its right, the text "TITOLO DELLA SFIDA:" is written in bold. Below this, the text "DESCRIZIONE DELLA SFIDA:" is written in bold. The main body of the card is a large white rectangle. At the bottom, there is a dark blue footer containing the text "KIDMIND BALANCED WORK-LIFE MODEL" on the left, several small logos in the center, and a red and white "STEP 1" sign on the right.

Step 2. Is it important from your point of view to address this challenge? Why?

The participants of each subgroup answered the question thinking about a person that they directly know who is affected by the challenge and the context in which this person lives, taking into consideration different areas (My city, My community, My job, My income, My career and personal development, My family, My healthcare etc.).



Step3. How could it be approached?

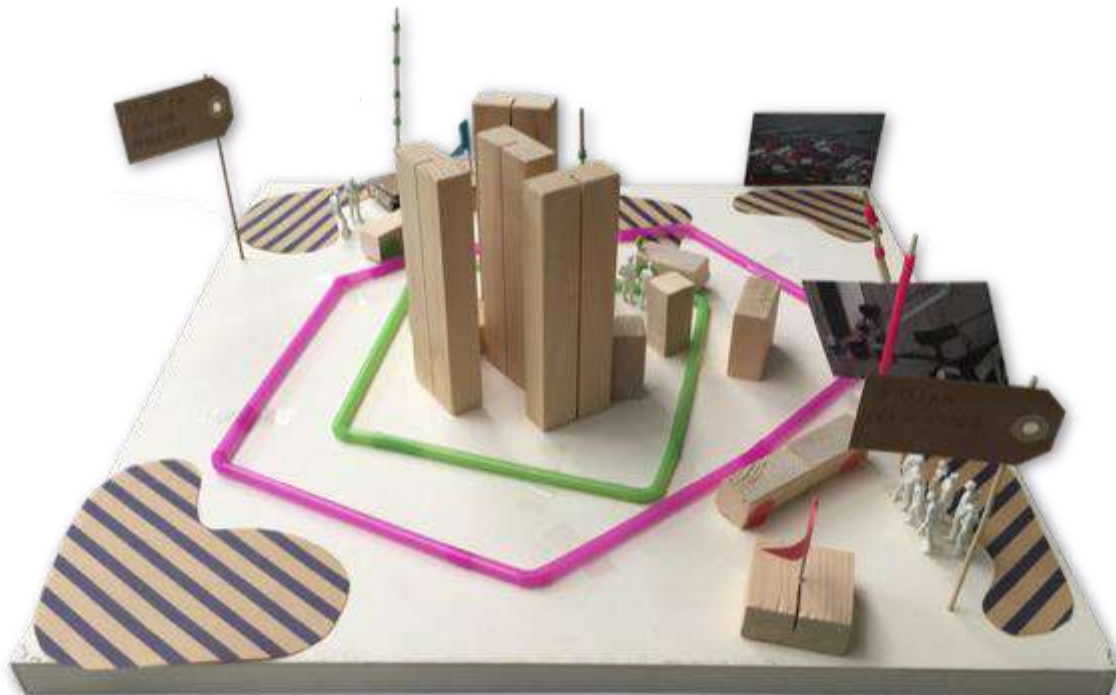
The participants of each subgroup were asked to answer the question one by one on a booklet specifically designed. At the end of this 'round of ideas', each subgroup chose the best idea and briefly describe it.

A turno, scrivete un'idea su come affrontare la sfida:

1. IDEA: <small>(primo partecipante)</small>	4. IDEA: <small>(quarto partecipante)</small>
2. IDEA: <small>(secondo partecipante)</small>	IDEA COLLETTIVA Qui sotto formulate la vostra idea collettiva. Può essere la migliore tra le idee che avete scritto oppure un mix tra più idee.
3. IDEA: <small>(terzo partecipante)</small>	

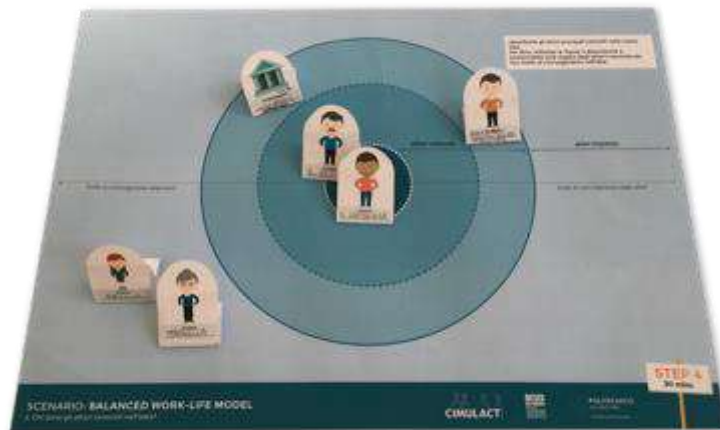
Step 3bis. Prototype

At the end of the idea generation, we asked the subgroups (since the participants were all designers) to come up with a raw physical prototype of their idea. This was a way to let them think concretely in solutions, adopting a 'hands-on' approach.



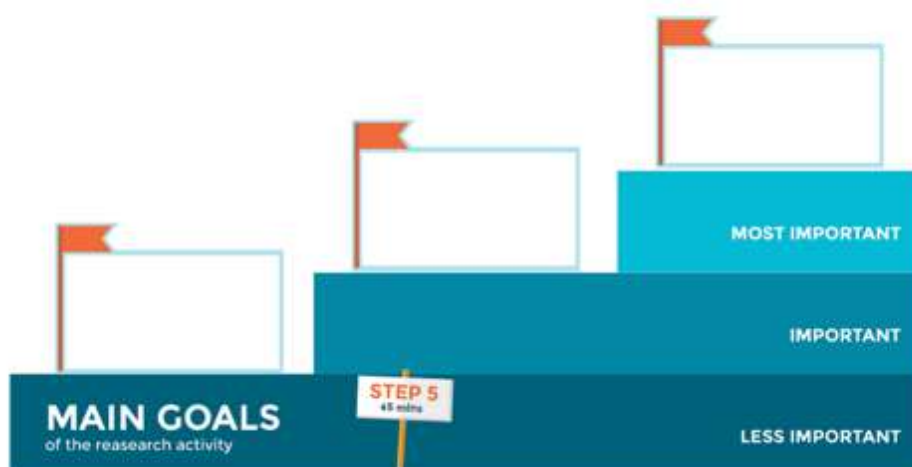
Step 4. Who should be involved in solving the problem?

At this stage each subgroup was asked to identify the main actors involved and impacted by the idea and place them on the provided "Actors Map", according to their level of involvement.



Step 5. What should be the main goals/impacts of the research activity?

At this final stage the subgroups answered the questions and placed each goal on a dedicated structure according to their level of importance.



Step 6. Presentation

At the end of the day each subgroup had to present the idea to the other participants in 3 minutes.

Step7. Prioritization

Last task for each participant was to choose the 2 best tackled and most impacting ideas and vote the 2 scenarios associated.

VOTA!
Seleziona i 2 scenari che pensi siano più sfidanti, più importanti e più impattanti per la società.

1. BALANCED WORK-LIFE MODEL	<input type="checkbox"/>
2. EMPOWERED CITIZENS	<input type="checkbox"/>
3. DESIGN LITERACY AND LIFE SKILLS FOR ALL	<input type="checkbox"/>
4. THE BIGGER (CITIES) THE BETTER	<input type="checkbox"/>
5. LEARNING FOR SOCIETY	<input type="checkbox"/>

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CONTACT
STEP 7
Voting

2: Programme for the consultation

The consultation followed the process described above, with this agenda:

14:00 – 14:45	Welcome e Introduction
14:45– 15:15	1. What challenge(s) does this research scenario address?
15:15 – 15:45	2. Is it important from your point of view to address this challenge? Why?
15:45 – 16:20	3. How could it be approached?
16:20 – 16:30	Coffee break
16:30 – 17:15	3bis. Prototype
17:15 – 17:45	4. Who should be involved in solving the problem?
17:45 – 18:15	5. What should be the main goals/impacts of the research activity?
18:15 – 19:00	6. Presentation and 7.Prioritization

3: Selected research programme scenarios

The initial selected scenarios were:

1a. **Balanced work-life model**

3c. The transparency toolbox

3d. **Empowered citizens**

7c. **Design literacy and life skills for all**

10b. Freedom to live where we choose

10c. **The bigger (cities) the better**

11a. **Learning for society**

11d. From Wall Street to Main Street

The scenarios above written in bold and coloured were the ones selected to be enriched and prioritized (1a, 3d, 7c, 10c, 11a).

We selected these scenarios because they were the ones we considered more interesting for designers and more compelling to visualize.

The prioritization was carried out at the end of the workshop, asking each participant to vote for the 2 best ideas (and the related scenario they belong to) on a specific form.

4: Italy: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

Below we list in prioritized order the enriched programme scenarios. In brackets you find the number of votes that each scenario got.

There is a little discrepancy between the total number of votes [78] and the number of participants [38].

Since each anonymous form we collected contained 2 votes, we came out with the conclusion that there was extra form. We suppose that either a person voted 2 times or one person who was not supposed to vote filled a form.

1a. Balanced work-life model [25]

7c. Design literacy and life skills for all [15] / **10c. The bigger (cities) the better** [15]

3d. Empowered citizens [12]

11a. Learning for society [11]

Research programme scenario 1

1a. Balanced work-life model

GROUP A – without suggestions

1. What challenge(s) does this research scenario address?

CHANGING CORPORATE CULTURE: nowadays the corporate organizational model is frozen in the bureaucratic processes and legal mechanisms of protection coming from the culture of Post-Second World War.

How can a remodelling of the corporate culture promote the work-life balance, personal development, personal interests and caregiving to the beloved?

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because there is a lot of traffic jam during rush hours and not in other times of the day.

Considering my community: because society is fragmented in clusters of people who are often very similar.

Considering my job: because I spend all the time working and I always do the same things.

Considering my salary: because I can't ask for a loan, I don't have economic stability and taxes are too high.

Considering my career and my personal development: because I don't have time to explore other career opportunities or personal attitudes.

Considering my family: safety: with whom can I leave my children? I use to come back late from work.

Considering laws: very low clearness and flexibility of contracts (have more jobs, changing job easily).

3. How could it be approached?

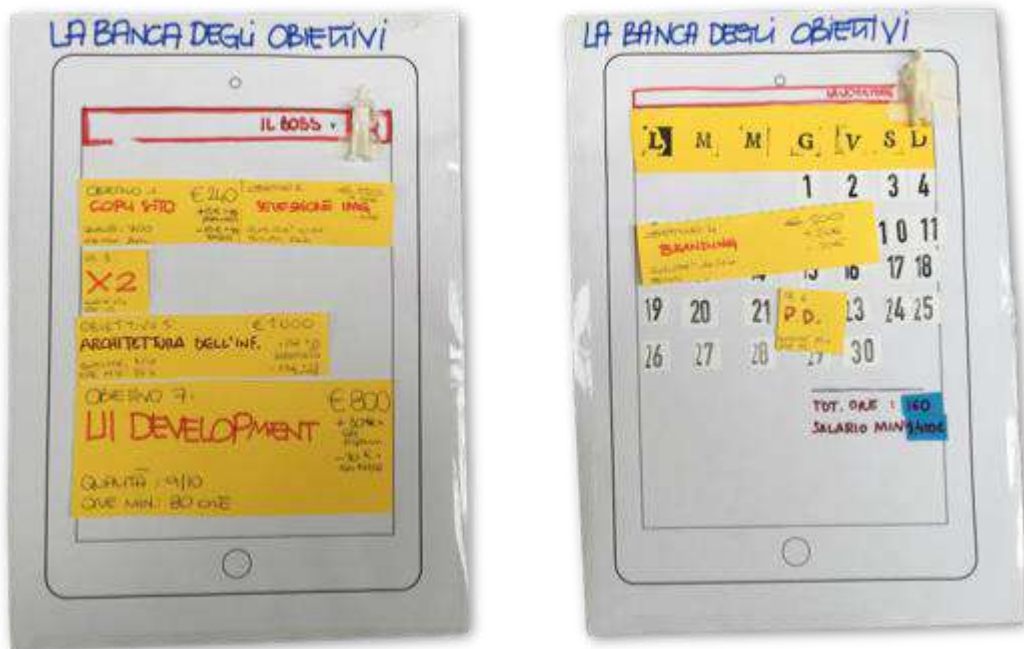
By creating a 'BANK OF GOALS'.

For: companies and employees with a contract (fixed term or permanent).

Which: looks for work flexibility in order to find a work-life balance.

What is it: a hybrid model between a time bank (quantitative) and a distribution of the workload based on goals/targets (qualitative metrics).

What it does: it allows the employee to divide activities in a series of goals, assigning a minimum standard of timing and quality to accomplish them and a dedicated budget. It allows the employee to choose which goals he/she wants to achieve and, by consequence, how many hours dedicate to work, considering that he/she will be paid according to the quality of the result, the time spent and the role adopted.



4. Who should be involved in solving the problem?

Actors strongly involved:

- o Employees, fixed term contract and permanent
- o CEO of the company

Actors quite involved:

- o Bank of goals, service provider – outside the company
- o Ministry of employment

Actors impacted:

- o Grandparents (family)
- o Sons (family)

5. What should be the main goals/impacts of the research activity?

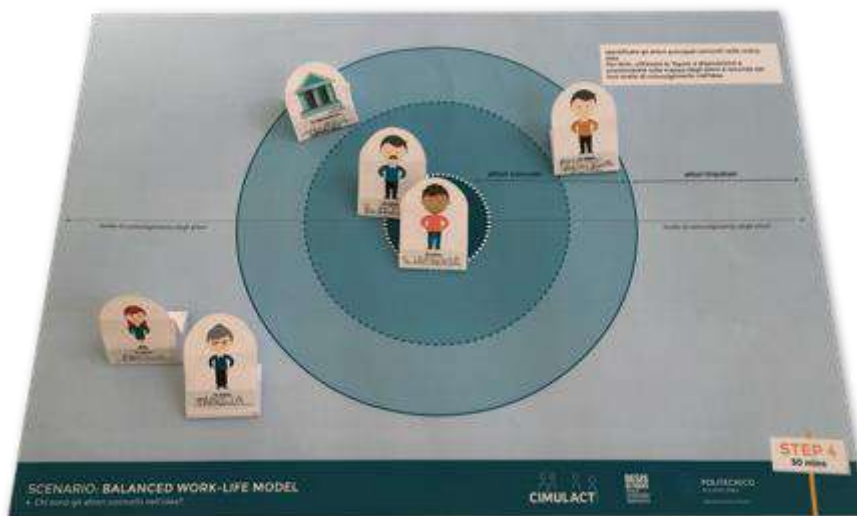
Very important goals:

- Explore/create work organization models that have impact on wellbeing.
- Research on “changing behaviours” in companies.

Quite important goals:

- Research “best practices” of alternative working models.
- Research on implications regarding ethic/privacy/safety.
- Research/analysis of corporate cultures.

Less important goals



- Research on alternative currencies.
- Explore the integration of working flexibility in wellbeing indexes.

GROUP B – with suggestions

1. What challenge(s) does this research scenario address?

REDEFINE THE TERM (CONCEPT) OF “WORK”:

1. Redefinition of the “contribution” to the society and to the market.
2. Give economic value to the social and vice-versa.
3. Adjust the existing performance models considering different contexts.

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because I would like a safety system in order to contribute to the improvement of my city. My city needs a support to fix streets, reevaluate areas etc. The administration is slow and there is too much bureaucracy: a citizen (with

certified skills) could do that. Imagine the city centre as a working nucleus: redefine the centre citizen/work. My city should create more space for relationships.

Considering my community: because my community is my network of assistance and safety. In the city I can't find a supporting community. Smaller community are able to easily exchange goods and services.

Considering my job: because it's frustrating not being able to spend time in other activities.

Considering my salary: because it's low but I spend a lot of time in voluntary work. This challenge is very important because it will allow me to evaluate the time that I spend in this activity. Free time = lost time = useful time. I don't want to be forced to live in big cities – need to rebalance house rents. I would like a different system of rewarding the job done, for example receiving bonus when asking a mortgage etc.

Considering my career: because I have doubts regarding my career just because it doesn't allow me to have time to dedicate to myself.

Considering my family: because time devoted to family is seen as less important than work. I don't have a network that can help me; every kind of assistance is expensive. I would like a collective assistance model (insurances, social assistance...) for families living in the same neighbourhood.

Considering my health: I would like to spend more time cooking good food and doing sport. I "can't afford" to be sick. I would like to live my job in a healthier way.

3. How could it be approached?

By creating a BALANCED PAYROLL:

Give value to activities that are currently considered as extras and that can represent a value for the society in the short and long term.

This new compensation model gives value (for companies and for the government) to the extra-work activities in terms of cultural/social investment and, in the long term, also in economic terms.



4. Who should be involved in solving the problem?

Actors strongly involved:

- Government
- Enterprises
- Monitoring entities

Actors quite involved:

- Workers
- Inspectors
- Immigrants
- Trainees
- Auditor
- No profit
- Insurance entities
- Retired
- Unemployed
- Educators

Actors impacted:

- Family unit
- Gyms



5. What should be the main goals/impacts of the research activity?

Very important goals:

- Understand the tangible benefits for the company, identify feasible activities.
- Evaluate the impact on the society in short and long term (about extra-work activities and personal ones).

Quite important goals:

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- Explore alternative business models to support implementation.
 - Identify a supporting protocol for the new monitoring entity (insurance/safety/transparency).
 - Study different rewarding systems and understand the value/impact.
- Less important goals:
- Recognize trends related to the working system (robot automation).
 - Identify education models to support the “work/life balance”.
 - Identify the legal limits of socio-cultural contexts, understand barriers.

Research programme scenario 2

3d. Empowered citizens

GROUP A – without suggestions

1. What challenge(s) does this research scenario address?

REAL (&) DIGITAL: Digital technologies have accelerated information. However, it is known that information doesn't reach all the citizens, because of different habits (social networks/newspapers/TV).

How can we balance information between analogic and digital?

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because the day-to-day dynamics are mainly based on analogic channels.

Considering my community: because in the suburbs friends meet and exchange information through analogic channels (word of mouth, newspapers, at the bar) while digital spreads information widely.

Considering my job: because my job is mainly analogic, but digital techs are becoming common.

Considering my salary: because I can afford pc and smartphone and I don't know if I will understand all features offered.

Considering my family: because even if my sons help me to understand digital I struggle to become confident with the tools if I am alone.

3. How could it be approached?

Create a mechanism of “distributed information”: taking advantage of the places where people go every day (ex. supermarket, post offices, banks...) to diffuse information through the citizen's preferred channel.

The citizen will be able to choose and communicate independently by using his/her preferred places to get information.

In this sense, the whole community plays an active role in providing information and involves citizens in maintaining the balance between analogic and digital that everyone chooses for himself.



4. Who should be involved in solving the problem?

Actors strongly involved:

- Government and municipality
- "Smart" citizens
- "Analogic" citizens

Actors quite involved:

- Services for citizens
- (Social) media
- Businesses



5. What should be the main goals/impacts of the research activity?

Very important goals:

- How to develop a simple and effective platform to collect and safely communicate data?
- How to train the actors involved?

Quite important goals:

- How to target initiatives of the municipality for citizen participation?
- How to identify and map all the digital and physical information channels?
- How to integrate information in 'places of daily interest' for the citizen?

Less important goals:

- How to set up effectively the info points?
- How to create clusters of citizens?
- Identify which are the gathering points of citizens' data
- How to create an effective, targeted and simple communication campaign?

GROUP B – with suggestions

1. What challenge(s) does this research scenario address?

'DIGITAL DEMOCRACY?': is it possible to make public consultations effective?

Make public consultations transparent and effective in every step of the process:

- PRE → fostering values, engagement and commitment.
- DURING → making them accessible through different channels.
- POST → considering impacts and consequences.

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because I live in a little region.

Considering my community: because I live in a small community where I know everyone (small circle). I would like to contribute more to the general wellbeing of my community starting from small problems (ex. holes in the streets) thanks to a direct channel with the administration.

Considering my job: because my job implies physical interaction, so I am not fostered to use digital channels.

Considering my career and my personal development: because I don't have ambitions on my career, but I have a strong motivation in having an impact on my city, for this reason I take part in many volunteering activities.

3. How could it be approached?

Define guidelines and develop an operative toolbox (physical and/or digital methods and tools) and set measurement grids for results, through a digital platform that makes these materials available for everyone.

The most active and expert citizens become the promoters and the activators of participation of the civil society, using the tools provided by the platform.

In addition, citizens can contribute to improve materials with their experience and suggestions and the government can take advantage of the citizens' experience to diffuse best practices of active participation.

In this way the services/consultations are decentralized and the perception of

direct democracy and efficiency/transparency increases.



4. Who should be involved in solving the problem?

Actors strongly involved:

- European Commission
- Citizens
- Association
- Activists

Actors quite involved:

- Enterprises
- Universities
- Local administration
- Government

Actors less involved:

- Team of experts
- Open source developer

Actors impacted:

- Other citizens



5. What should be the main goals/impacts of the research activity?

Very important goals:

- Identify available technologies and/or new technologies that need to be developed.
- Engage governments and local administration/enterprises to adopt good practices and tools.
- Promote/communicate services for the community.

Quite important goals:

- Supervise actions in all the phases.
- Take advantage of the information provided by the platform (open data).

Less important goals:

- Identification of good existing practices.

Research programme scenario 3

7c. Design literacy and life skills for all

GROUP A – without suggestions

1. What challenge(s) does this research scenario address?

REFRAMING THE STOP: Change the perception of “mistaking” as an obstacle for the self-reputation and trust, instead it should be faced as a way to tackle a problem. In the context depicted, the designer becomes the creator of meanings and holistic systems.

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because “nothing happens”, nobody risks and everything seems paralyzed.

Considering my community: because my community is based on habits and stability.

Considering my job: because making a mistake means harming self-reputation and the possibility to professionally grow.

Considering my salary: if you make a mistake you can have difficulties to cover all expenses.

Considering my career and my personal development: because I never had the possibility to try without paying consequences perceived as severe. Fear of judgements.

Considering my family: I don't have ambitions anymore after having two sons and being married. Mistake = loose reputation. Everybody looks for stability.

Considering my health: being less stable makes me feel more vulnerable and anxious. At the same time a static life can lead me to depression.

3. How could it be approached?

Education: giving value to what has been done and what we have learnt from every situation, promotes a culture based on errors. In this sense, it is necessary to understand what the problem is, highlight different kinds of error, and give them the right value and judgement.

As a support we could generate a toolkit: a student diary in which he/she can write what he/she learned in 3/4 words and an emoticon to represent what was positive and negative. The content of the diary can be shared with the teacher during a dedicated moment. In addition, we could think of a moment dedicated to ask questions that don't have right answers.

The aim is to promote a culture that allows students to become aware of the importance of making choices and even being wrong, because mistakes are insights for growth that create opportunity and space for analysis.



4. Who should be involved in solving the problem?

Actors strongly involved:

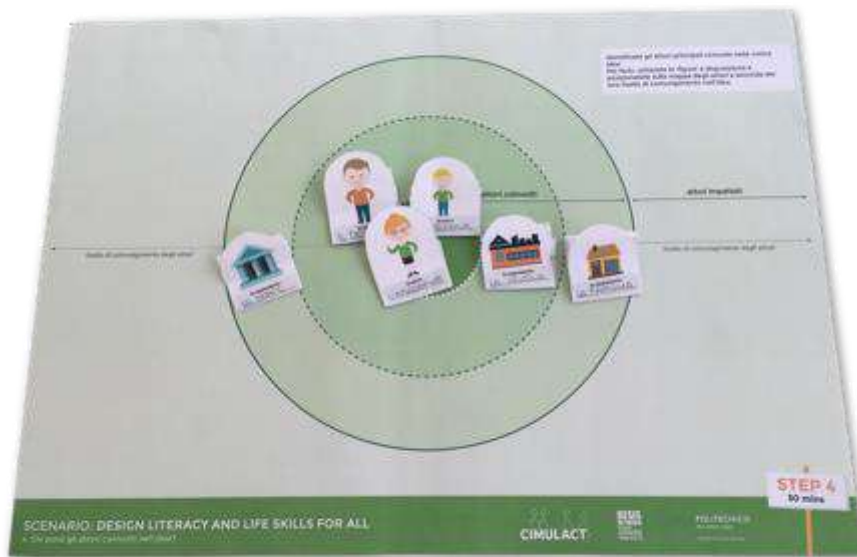
- Teachers
- Students

Actors quite involved:

- Designers
- Schools

Actors less involved:

- Families
- State



5. What should be the main goals/impacts of the research activity?

Very important goals:

- Finance research: mapping the cases/instruments that foster lateral thinking.
- Allocate resources to develop the learning toolkit and the “continuous learning”.
- Collect exercises to train lateral thinking.

Quite important goals:

- Integrate the designer/facilitator in the education ecosystem to support teachers.

Less important goals:

- Promote an environment that stimulates emotional sharing.

GROUP B – with suggestions

1. What challenge(s) does this research scenario address?

'TRY IT AT LEAST FOR ONE TIME!': Nowadays we are missing not only the awareness of the value of Design (Thinking), but even of its existence and the benefits it provokes.

Today the challenge is to create and scale experimental learning paths to all education and societal levels.

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because even in a small city people have a narrow-minded attitude.

Considering my community: to speak the same language, give value to diversity and eliminate bias.

Considering my job: because it's not all about money.

Considering everyday difficulties: to learn how to solve problems.

Considering my career and my personal development: because I want to guarantee a successful future/job to my sons.

Considering my family: because I don't know/I am not able to understand the challenges of the future job market that my sons will face.

Considering my health: because if something happens to me I don't know who will take care of my sons.

3. How could it be approached?

Create an open and moving open space (Lab) managed by some local actors (activators) that offers experimental learning paths for people who are interested. At the same time, inside schools, it is necessary to integrate students' curriculum with some courses held by professionals who teach Design with a hands-on approach.

In this new ecosystem the Lab elaborates challenges, problems and visions while the school conceives solutions and vice-versa.



4. Who should be involved in solving the problem?

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Actors strongly involved:

- Experimental Lab

Actors quite involved:

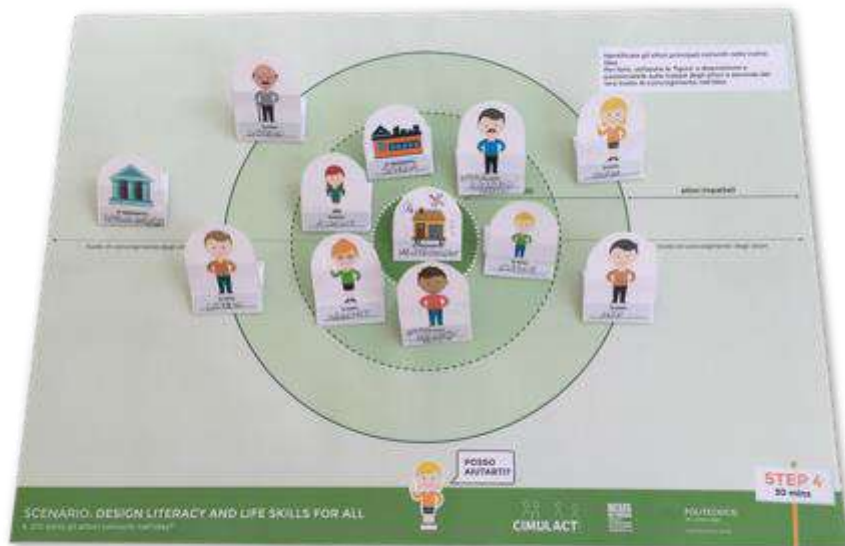
- Schools
- Teachers
- Students
- Experts/scientists/creative people
- Experts/designers/artists

Actors less involved:

- Citizens
- Parents

Actors impacted:

- Public Administration



5. What should be the main goals/impacts of the research activity?

Very important goals:

- Add to the didactic programme a specific course on Design Thinking.
- Allocate funds for the creation of labs and experimental learning paths at all levels in schools.

Quite important goals:

- Fund the evaluation of the social impact of education paths based on Design Thinking.
- Create voucher/incentives to participate to Design Thinking paths

Less important goals:

- Foster the exchange of knowledge and the creation of networks among practitioners like professors/experts/students.

Research programme scenario 4

10c. The bigger (cities) the better

GROUP A – without suggestions

1. What challenge(s) does this research scenario address?

CREATION OF A SYSTEM FOR MOBILITY AND CONNECTIONS: Create a mobility system that decreases the perception of distance between people-goods-services:

- Starting from the current “forma mentis” of the citizen, which is strongly based on private property, to a new open way to conceive transportation/goods.
- Revolution of the current transportation system both from infrastructural and from bureaucratic point of view.
- Understand how changing mobility can influence health, conviviality, commercial activities and public spaces.

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because there are no efficient connections and this forces me to use my car. Existing connections are not optimal and public transportation have high energy consumption. Few people in my neighbourhood really “live” the street because there are not enough squares.

Considering my community: because I hardly meet my friends because of the distance and I would like to have more time to build a united community.

Considering my job: because I need to spend efficiently my time because I have to cover long distances. I am afraid not to have enough time to dedicate to my personal interests.

Considering my salary: because I can't afford the current mobility system and using my own car is expensive.

Considering my career and my personal development: because my career will benefit of having more connections with different people. The possibility to work where and when I want would help me a lot and would make my job more dynamic and more attractive regarding growth perspectives.

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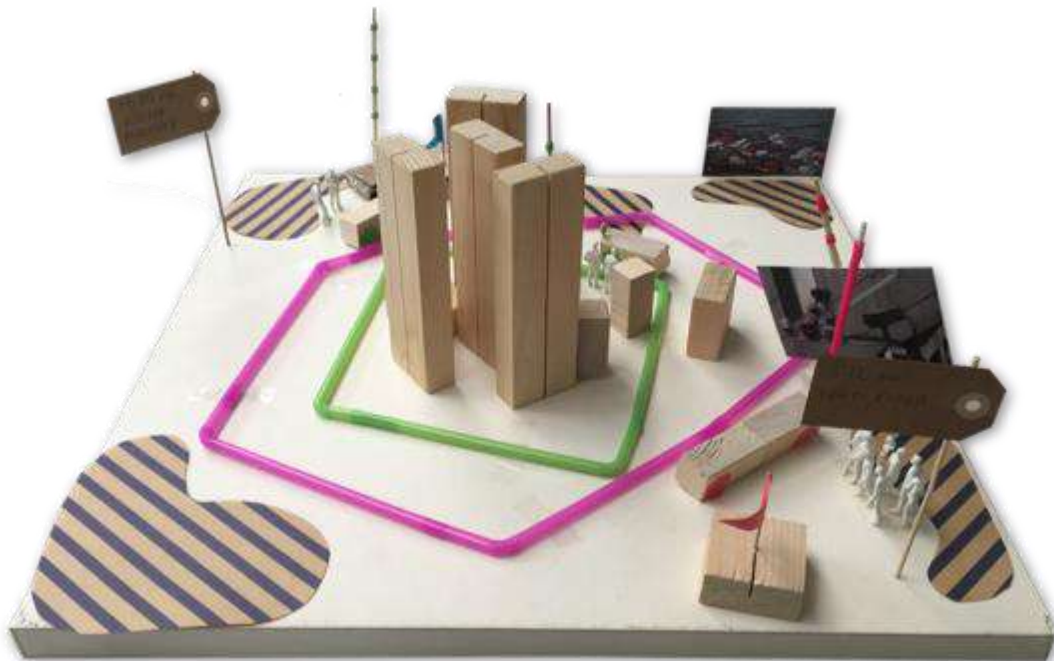
Considering my family: because I would like to spend my time with my family instead of moving.

Considering my health: because travelling make me feel tired and stressed. In addition, driving too much is not good for my body. The city where I live is polluted and my health is affected by it.

3. How could it be approached?

Creation of an integrated system of public (macro) and private (micro) transportation. This system is empowered by sensors of traffic control (open data) in order to guarantee more fluidity and by a unique payment system for the two kinds of transportation.

At the same time, less use of cars in cities will be promoted.



4. Who should be involved in solving the problem?

Actors strongly involved:

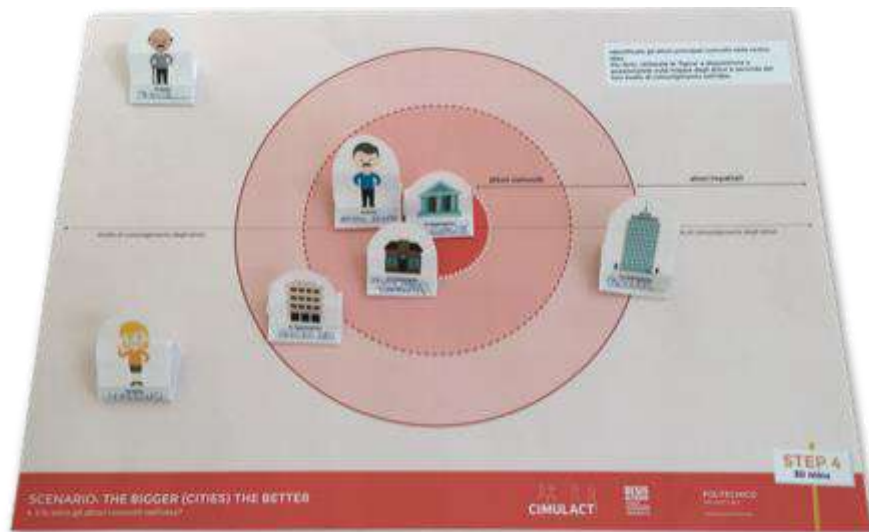
- Municipality
- Private drivers
- Public services guaranteed

Actors quite involved:

- Data centres
- Partners

Actors impacted:

- Taxi drivers
- Citizens



5. What should be the main goals/impacts of the research activity?

Very important goals:

- o Routes automation and optimization through data.

Quite important goals:

- o Analysis and mapping of land and people flows.
- o Understand how to manage privacy and data.

Less important goals:

- o Increase communication and awareness on related benefits.
- o Search for possible incentives.

GROUP B – with suggestions

1. What challenge(s) does this research scenario address?

SMALL CITIES IN A BIG CITY: Distribute common services in time and space in order to avoid centralization and crowding and reduce tension between centres and suburbs.

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because it forces me to use the car, public means of transportation are far away from home and city attractions are always the same.
Considering my community: because my community is monothematic and other communities are too far from each other.

Considering my job: because it forces me to use different kinds of transportation and I can't work remotely because my office is the only place where I can access the services I need.

Considering my salary: because I always live above my possibilities.

Considering my night life: because during the night I need to use means of transportation that are not well coordinated.

Considering my career and my personal development: because my job doesn't allow me to work as a freelance, even partially, because it is too centralized, therefore my professional growth opportunities are limited.

Considering my family: because I spend few time with my family and we all have different timings.

Considering my health: because it is always a second priority, because services are not enough flexible and it get worse because I don't have the possibility to do physical activity.

3. How could it be approached?

Mapping, through a series of workshops:

- Unexploited or unused spaces during specific periods
- Specific needs
- Potentialities

Subsequently, integrating functions and services in other places where they can be applied. In this way border areas are empowered.

At the same time imagining "temporary urban services" that are hosted every time in a different place in order to diffuse the practice and change habits. This means that the city unpacks and reassembles itself.



4. Who should be involved in solving the problem?

Actors strongly involved:

- Municipality
- Temporary services agencies
- Co-working managers

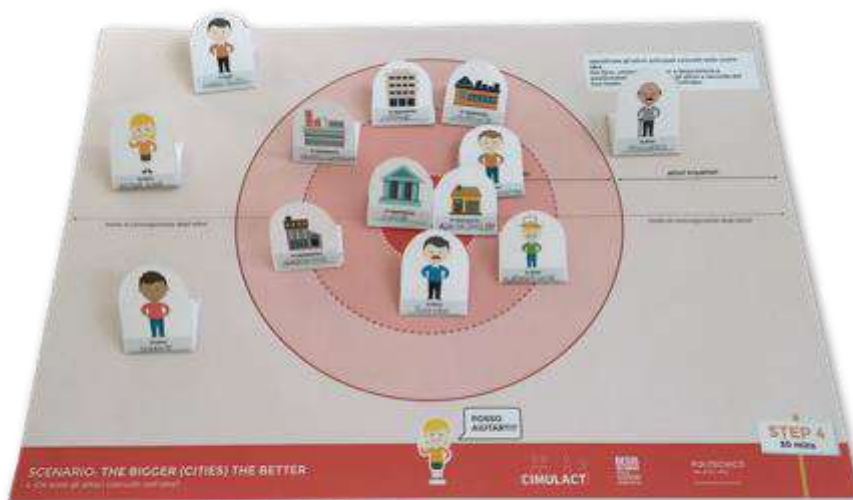
Actors quite involved:

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- Doorkeepers
- Entrepreneurs
- Universities
- Hospitals
- Shopping malls
- Condominiums

Actors impacted:

- Retired
- Freelancers
- Neighbours
- Students



5. What should be the main goals/impacts of the research activity?

Very important goals:

- Elaborate a strategy to identify places and services to integrate.
- Develop incentives to sustain the system.
- Identify the parameters to categorize mapped places and services.
- Identify which are the new policies to manage commercial locations both public and private (town plan, licences, etc.).

Research programme scenario 5

11a. Learning for society

GROUP A – without suggestions

1. What challenge(s) does this research scenario address?

MID-LIFE CRISIS - USING HUMAN RESOURCES FROM SOCIETY: Prevent and accompany, through specific steps, the loss of social resources that are 'rich' and full of skills (as retired people or free-lancers), building upon their capacities to contribute to improve society and providing them with a new job placement.

2. Is it important from your point of view to address this challenge? Why?

Considering my city: because a big city can't afford to waste resources and expertise.

Considering my community: because networks of friends and relatives can become stronger by activating themselves for providing mutual help.

Considering my job: to support the job and identity crisis that affects free-lancers.

Considering my income: to avoid consistent loss of income.

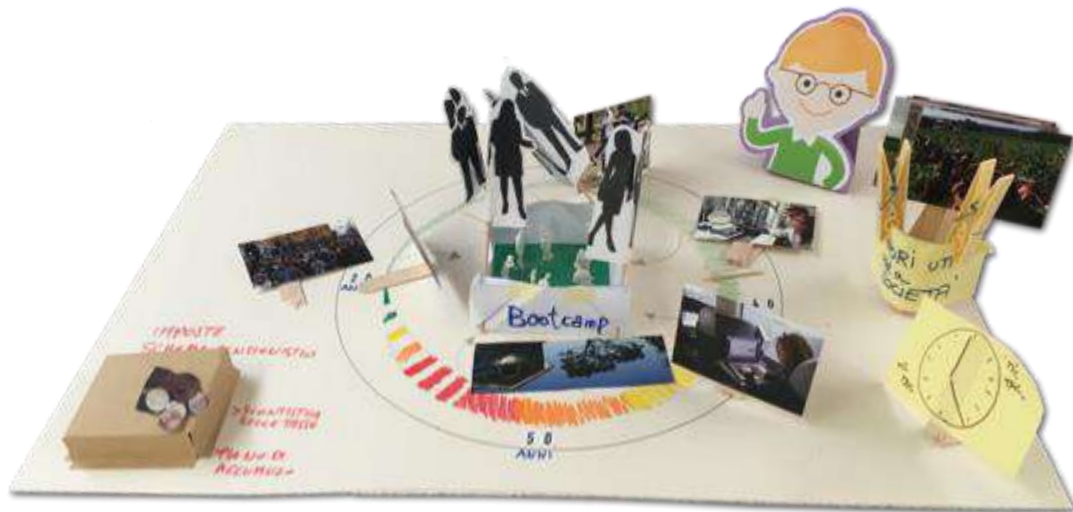
Considering my career and my personal development: to re-find the actual focus of one's profession, his/her own identity and understand how the world is changing.

Considering my family: to expand the family.

Considering health: to avoid strong forms of psychophysical stress that can compromise health.

3. How could it be approached?

By creating a social incubator devoted to define and educate new professional profiles. Such incubator may support a form of new and cyclical civil service to which dedicate a certain amount of time each year. It may work as a sort of 'boot-camp' that allows people to test themselves from a professional point of view and to do jobs that are actually useful for the society, sharing competences. This should lead to get tax breaks and to create specific programmes to 'store' social credits.



4. Who should be involved in solving the problem?

Actors strongly involved:

- o Workers and free-lancers

Actors quite involved:

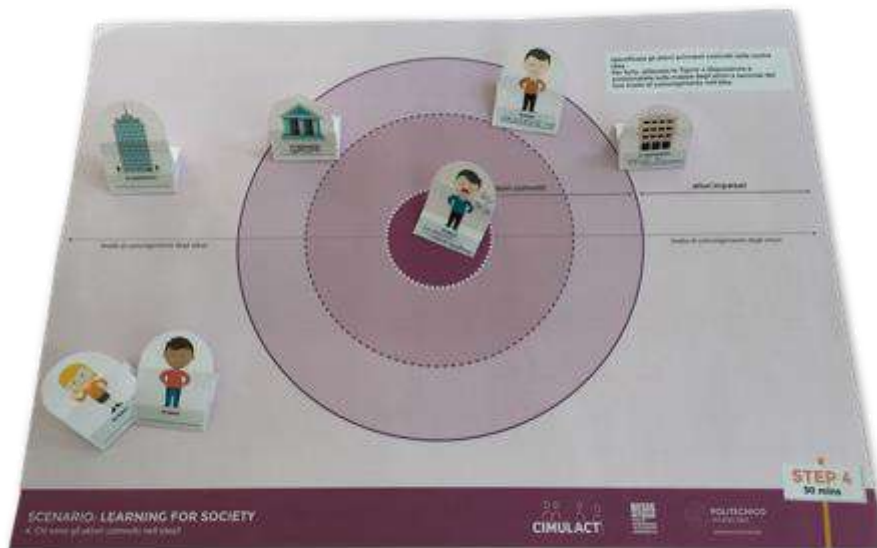
- o Municipalities

Actors less involved:

- o Job centres
- o HR advice

Actors impacted

- o Family and friends



5. What should be the main goals/impacts of the research activity?

Very important goals:

- Revise the role of job centres.
- Understand how to use HR in order to improve them and contribute to the common good.
- Understand who are and who will be in future those workers actually useful to the society.
- Focus on free-lancers because they represent the new 'weak' social class.

Quite important goals:

- Consider new tax and retirement models with specific focus on free-lancers.
- Explore new cases of social innovation that deal with the relation between citizen, city and local administration with specific regard on the labour policies' perspective.

Less important goals:

- Evaluate the costs for society in healthcare terms (stress, chronic diseases).
- Understand new models of profiling used by public administration with a specific focus on the relation between job/age.

GRUPPO B – with suggestions

1. What challenge(s) does this research scenario address?

EDUCATION-ACTION: Which educational process may facilitate the transformation of education into action and development of a new civic sense?

2. Is it important from your point of view to address this challenge? Why?

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Considering my city: to evaluate and promote new spaces and services to better know my own city and share resources.

Considering my community: to make it more resilient, to create trust ties (above all in time of crisis).

Considering my job: to increase gratification and productivity.

Considering my income: to save money (having less distractions), to integrate my income.

Considering my career and my personal development: to cultivate new interests.

Considering my family: to re-build family unity, to recover quality of time and to guarantee a better future.

Considering my health: to reduce stress, to suffer less loneliness and depression.

3. How could it be approached?

By offering a specific education on the third sector (and on its related practices) and by receiving benefits that are directly connected to the effective actions that are carried out. These may be intended as a sort of 'empathy income', free services, tax breaks...

In this scenario the voluntary work may actually become a 'second job' and allow income integration. We can figure out specific moments of intergenerational education-action.



WHAT I OFFER



WHAY I RECEIVE

4. Who should be involved in solving the problem?

Actors strongly involved:

- Public organisations

Actors quite involved:

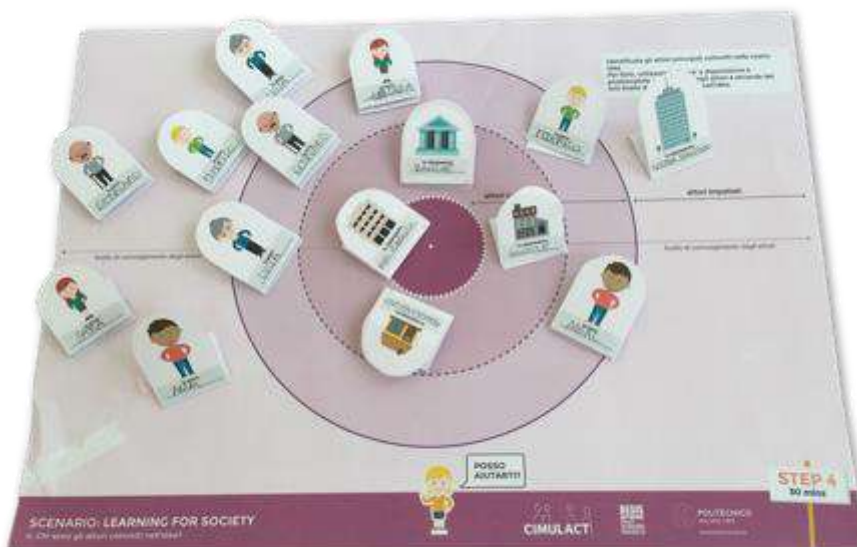
- School
- Banks
- Third sector associations

Actors less involved:

- Citizens

Actors impacted:

- Citizens
- Healthcare national system



5. What should be the main goals/impacts of the research activity?

Very important goals:

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- How to improve education's effectiveness?
- Which sectors may be considered in order to activate an education process that is diffuse and specific?
- Which tools and which indicators are needed to measure the social impact from an economical point of view?

Quite important goals:

- How to change the capitalistic economic structure towards a system which is based on exchange and sharing models?
- How banks can adapt themselves to this type of system and what kind of added value can they offer?

Less important goals:

- How to enable public administrations to deliver services in a flexible way?
- How to enable public administrations to provide benefits for volunteers?

5: Selected research programme scenarios (national language)

Gli 8 scenari di ricerca selezionati erano:

1a. Un modello di vita-lavoro equilibrato

3c. La cassetta degli attrezzi della trasparenza

3d. Cittadini potenziati

7c. Alfabetizzazione sul Design e competenze di vita per tutti

10b. Contesti abitativi distribuiti

10c. Più grande è (la città) meglio è

11a. Apprendimento della società

11d. Oltre l'efficienza energetica: ridurre i consumi grazie alla pianificazione strutturale e cambiamenti comportamentali

Gli scenari sopra colorati ed in grassetto sono quelli che sono stati selezionati per essere arricchiti e classificati in ordine di priorità (1a, 3d, 7c, 10c, 11a).

Abbiamo scelto questi scenari perché di maggior interesse per i designers e i più adatti per la visualizzazione.

L'assegnazione delle priorità è stata fatta tramite votazione alla fine della consultazione. Ogni partecipante ha votato le 2 idee migliori (e di conseguenza lo scenario a cui ciascuna idea apparteneva) contrassegnandole su una schedina.

6: The enriched research programme scenarios (national language)

Di seguito elenchiamo in ordine di priorità gli scenari di ricerca arricchiti. In parentesi è riportato il numero di voti ricevuti da ogni scenario.

C'è una piccola discrepanza tra il numero totale dei voti [78] ed il numero di partecipanti [38].

Ogni schedina anonima conteneva 2 voti, quindi è stata consegnata una schedina in più. Supponiamo che una persona abbia votato due volte oppure che una persona a cui non era richiesto di votare abbia votato.

1a. Un modello di vita-lavoro equilibrato [25]

7c. Alfabetizzazione sul Design e competenze di vita per tutti [15] / **Più grande è (la città) meglio è** [15]

3d. Cittadini potenziati [12]

11a. Apprendimento della società [11]

Overview of the prioritized research programme scenarios

Research programme scenario 1

1a. Un modello di vita-lavoro equilibrato

GRUPPO A – senza suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

CAMBIARE LA CULTURA AZIENDALE: ad oggi il modello aziendale è rimasto radicato in contratti, preparazione, processi burocratici e tutele post seconda guerra mondiale.

Come una rimodellazione della cultura aziendale può promuovere un equilibrio tra vita professionale e personale, gli interessi e le persone care e l'autorealizzazione.

2. Perché è importante questa sfida?

Rispetto alla mia città: perché è troppo trafficata in certi orari e poco in altri.

Rispetto alla mia comunità: perché la società è frammentata in cluster di persone spesso troppo simili tra loro.

Rispetto al mio lavoro: perché passo tutto il giorno a lavoro e perché faccio sempre le stesse cose.

Rispetto al mio reddito: perché non posso fare un mutuo, non ho stabilità economica e le tasse sono troppo alte.

Rispetto alla mia carriera e la mia organizzazione personale: perché non ho tempo di esplorare altre carriere o attitudini personali.

Rispetto alla mia famiglia: sicurezza: a chi lascio i miei figli? Torno a casa tardi dal lavoro.

Rispetto alla mia salute:

Rispetto alla legislazione: poca chiarezza e libertà contrattuali (avere più lavori, passare da un lavoro all'altro).

3. Come possiamo affrontare la sfida?

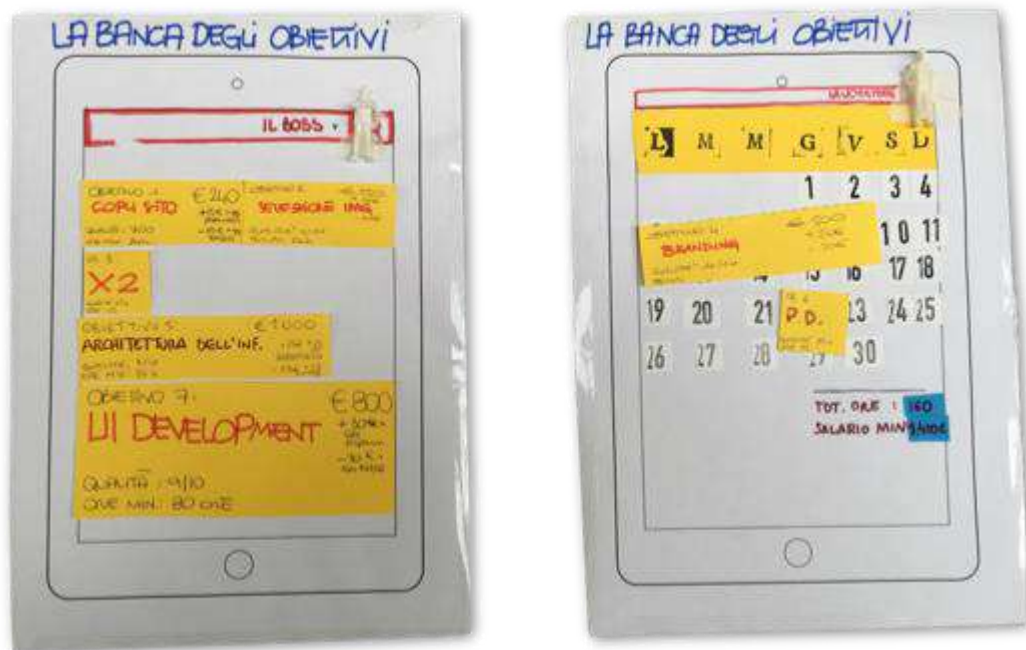
BANCA AD OBIETTIVI

Per: aziende e dipendenti a contratto (determinato, indeterminato)

Che: cercano flessibilità lavorativa per trovare un equilibrio tra vita professionale e personale.

Cos'è: un modello ibrido tra una banca a ore (quantitativo) ed una distribuzione del lavoro ad obiettivi (metriche qualitative).

Cosa fa: permette al datore di lavoro di suddividere le attività in una serie di obiettivi, quantificandone il tempo minimi e la qualità per raggiungerli e il budget assegnato. Permette al lavoratore di scegliere quali obiettivi e di conseguenza quante ore dedicare mensilmente al lavoro, considerando di essere retribuito proporzionalmente alla qualità ottenuta, al tempo impiegato e dal ruolo assunto.



4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

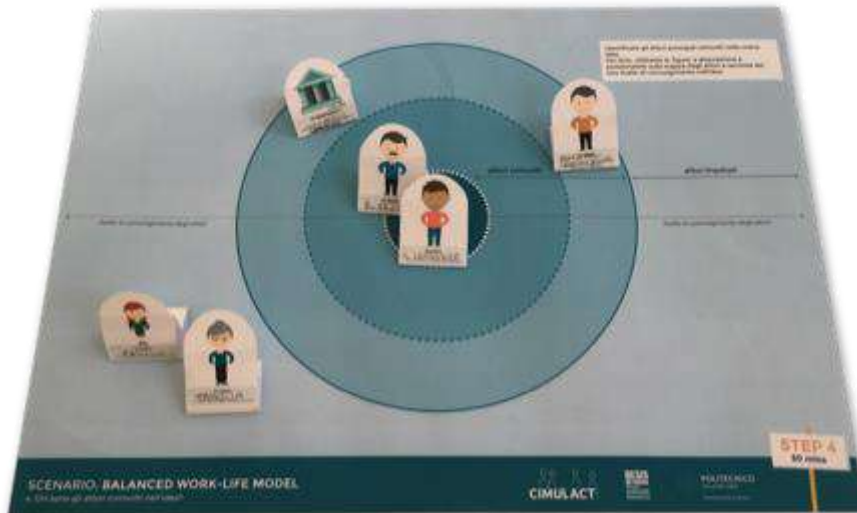
- o Lavoratore dipendente, tempo determinato e indeterminato
- o Capo dell'azienda

Attori mediamente coinvolti:

- o Banca ad obiettivi, service provider – esterno all'azienda.

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- Ministero del lavoro
- Attori impattati:
- Nonni (famiglia)
 - Figli (famiglia)



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- Esplorare/creare modelli di suddivisione del lavoro in impatti sul benessere (organizzazione del lavoro).
- Ricerca sul 'changing behaviour' delle aziende.

Obiettivi mediamente importanti:

- Ricercare 'best practices' di modelli di lavoro alternativi.
- Ricerca su risvolti etico/privacy/sicurezza.
- Ricerca/analisi delle culture aziendali.

Obiettivi meno importanti:

- Ricercare valute alternative.
- Esplorare l'integrazione della flessibilità lavorativa negli indici di benessere.

GRUPPO B – con suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

RIDEFINIRE IL TERMINE (CONCETTO) 'LAVORO':

1. Ridefinizione del 'contribuire' alla società e al mercato.
2. Valorizzare il valore sociale come economico e viceversa.
3. Regolamentare il contributo di una persona che rende tramite modelli standard in relazione ai diversi contesti.

2. Perché è importante questa sfida?

Rispetto alla mia città: vorrei un sistema di tutela per contribuire al miglioramento della mia città. La mia città avrebbe bisogno di un contributo per la rivalutazione di strade, aree etc. Gli organi competenti sono lenti e la burocrazia macchinosa: un cittadino (con competenze riconosciute) potrebbe farlo. Immaginare il centro città come nucleo lavorativo, lavoro da remoto: ridefinire il centro cittadino/lavoro. La mia città dovrebbe creare più spazio per le relazioni.

Rispetto alla mia comunità: la mia comunità è la mia rete di aiuto e sicurezza. In città non trovo una comunità di sostegno. Comunità più piccole che riescono a scambiare facilmente beni e servizi.

Rispetto al mio lavoro: è una frustrazione non poter dedicare del tempo ad altre attività.

Rispetto al mio reddito: è basso ma dedico molto tempo ad attività di volontariato. Questa sfida è importante perché permetterebbe di riconoscere il tempo che io dedico a queste attività. Tempo libero=tempo perso=tempo utile. Non essere forzato a vivere in grandi città – riequilibrare gli affitti. Il mio reddito non basta per risparmiare. Vorrei un sistema diverso per il conteggio del lavoro 'prestato' e quindi di agevolazione per avere prestiti per mutui etc.

Rispetto alla mia carriera: ho dubbi sulla mia carriera solo perché non mi permette di avere 'tempo' per me.

Rispetto alla mia famiglia: il tempo dedicato alla famiglia è considerato meno importante del lavoro. Non ho una rete che mi aiuta, ogni aiuto è costoso. Vorrei un modello di sostegno (assicurativo, sociale...) per le famiglie di uno stesso quartiere.

Rispetto alla mia salute: vorrei dedicare più tempo alla buona cucina e allo sport. Non posso 'permettermi' di essere malato. Vorrei vivere meglio e in modo più 'healthier' il lavoro.

3. Come possiamo affrontare la sfida?

BALANCED PAYROLL:

Riconoscimento delle attività che oggi sono considerate extra-lavorative e che possono rappresentare un valore per la società a breve e a lungo termine. Il nuovo modello retributivo evidenzia (per le aziende e per lo stato) i momenti dedicati ad altre attività da parte dei lavoratori non più in termini monetari ma in termini di investimento culturale /sociale e nel lungo termine anche economico.



4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

- Governo
- Imprese
- Ente di controllo

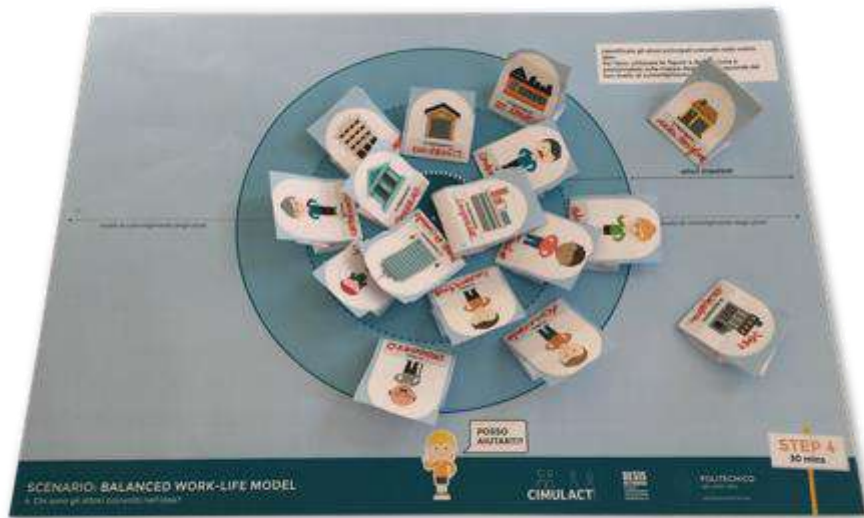
Attori mediamente coinvolti:

- Lavoratore
- Controllore
- Immigrato
- Apprendista
- Certificatrice
- No profit
- Enti assicurativi
- Pensionato
- Disoccupato
- Educatrice

Attori impattati:

- Nucleo familiare

- o Sport /palestre



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- o Conoscere i benefici tangibili per l'azienda, identificare le attività implementabili.
- o Valutare l'impatto a breve e lungo termine sulla società (delle prestazioni extra-lavorative e sulla singola persona).

Obiettivi mediamente importanti:

- o Esplorare modelli di business alternativi per supportare l'implementazione.
- o Individuare un protocollo di supporto per il nuovo ente di controllo (assicurazione / sicurezza / trasparenza)
- o Studiare diversi sistemi di valorizzazione e capirne il valore/impatto.

Obiettivi meno importanti:

- o Riconoscere i trend legati al mondo del lavoro (robot, automatizzazione).
- o Individuare moduli educativi a supporto del 'work/life balance'.
- o Individuare i limiti legali di contesti socio-culturali, comprendere le barriere.

Research programme scenario 2

3d. Cittadini potenziati

GRUPPO A – senza suggerimenti

1. Quale sfida affronta questo scenario di ricerca?
REALE (&) DIGITALE: Il digitale ha accelerato l'informazione. Tuttavia si riconosce che l'informazione non raggiunge in modo uniforme la totalità dei cittadini, a causa delle diverse abitudini (chi usa più la rete/i social/i giornali/la TV).
Come poter armonizzare la distribuzione delle informazioni tra analogico e digitale?
2. Perché è importante questa sfida?
Rispetto alla mia città: perché le dinamiche del quotidiano sono basate principalmente sull'analogico.
Rispetto alla mia comunità: perché in provincia gli amici si incontrano e si scambiano informazioni in maniera analogica (passaparola, giornali, bar) mentre il digitale si diffonde a macchia di leopardo.
Rispetto al mio lavoro: perché il mio lavoro è per la maggior parte analogico, ma i mezzi digitali stanno piano piano diventando comuni.
Rispetto al mio reddito: perché mi posso permettere pc e smartphone ma non so se ne comprenderei tutte le funzionalità.
Rispetto alla mia famiglia: perché anche se i miei figli mi aiutano a capire il digitale faccio fatica a prendere confidenza con gli strumenti se sono solo.
3. Come possiamo affrontare la sfida?
Creare un meccanismo di "informazione distribuita": fare leva sui luoghi di frequentazione abituali della vita quotidiana (ex. supermercati, poste, banche...) per diffondere le informazioni secondo il canale di preferenza del cittadino. Il cittadino infatti sarà in grado di scegliere autonomamente e comunicare quali siano i luoghi di ricezione delle informazioni più vicini alla propria routine e al proprio stile di vita. In questo senso tutta la comunità diventa parte attiva nel dare informazioni e indicazioni e coinvolgere i cittadini mantenendo l'equilibrio tra analogico e digitale che ogni cittadino sceglie per se stesso.



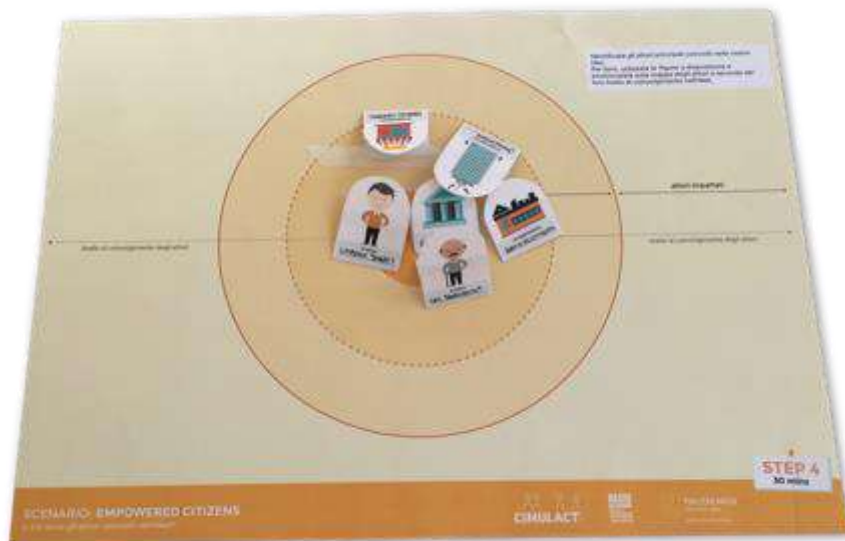
4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

- Governo e Comune
- Cittadini "smart"
- Cittadini "analogici"

Attori mediamente coinvolti:

- Servizi al cittadino
- (Social) media
- Esercizi commerciali



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- Come sviluppare una piattaforma di comunicazione semplice ed efficace ed una piattaforma di raccolta dati sicura?
- Come formare gli attori coinvolti?

Obiettivi mediamente importanti:

- Come targettizzare le iniziative comunali di cittadinanza partecipata?
- Come individuare e mappare tutti i canali di informazione sia digitali che fisici?
- Come integrare l'informazione nei luoghi di interesse nel quotidiano del cittadino?

Obiettivi meno importanti:

- Come allestire in modo efficace i punti info?
- Come creare cluster di cittadini?
- Identificare quali sono i punti di raccolta dei dati dei cittadini
- Come creare una campagna di informazione mirata, efficace ed essenziale?

GRUPPO B – con suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

DEMOCRAZIA DIGITALE?: è possibile rendere efficaci le consultazioni pubbliche?
Rendere le consultazioni pubbliche trasparenti ed efficaci in tutte le fasi del processo:

- PRE → promozione di valori, engagement, commitment

- DURANTE → accessibili sui diversi canali
- POST → impatto e ricadute

2. Perché è importante questa sfida?

Rispetto alla mia città: perché vivo in una piccola provincia.

Rispetto alla mia comunità: perché frequento una comunità piccola dove si conosco tutti (piccola cerchia). Vorrei contribuire maggiormente al benessere generale della mia comunità a partire dai piccoli problemi (ex. buche nelle strade) attraverso un canale diretto con gli organi competenti.

Rispetto al mio lavoro: perché il mio lavoro coinvolge persone con cui interagisco fisicamente e non sono incentivato a utilizzare mezzi digitali.

Rispetto alla mia carriera e alla mia realizzazione personale: perché non ho particolari ambizioni lavorative, ma ho grandi ambizioni di impatto sulla mia città e per questo faccio anche attività di volontariato.

3. Come possiamo affrontare la sfida?

Definire delle linee guida, fornire una "toolbox" operativa (metodi e strumenti fisici e/o digitali) e delle griglie di misurazione dei risultati, attraverso una piattaforma digitale che rende questi materiali accessibili a chiunque.

I cittadini più attivi ed esperti assumono il ruolo di agenti promotori di partecipazione ed attivazione della società civile, facendo uso del materiale fornito dalla piattaforma. Inoltre i cittadini possono contribuire al miglioramento del materiale riportando nella piattaforma la propria esperienza e i propri suggerimenti. Infine, lo stato stesso può attingere all'esperienza dei cittadini per redarre best practises di partecipazione attiva.

In questo modo si decentralizzano i servizi/consultazioni, aumentando la percezione di democrazia diretta ed efficienza/trasparenza.



4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

- Commissione Europea
- Cittadini
- Associazioni
- Attivisti

Attori mediamente coinvolti:

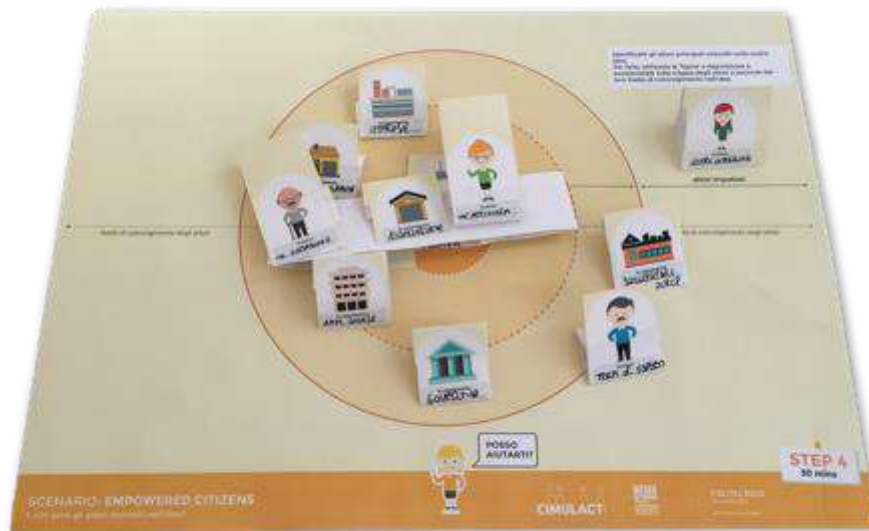
- Imprese
- Università
- Amministrazioni locali
- Governo

Attori marginalmente coinvolti:

- Team di esperti
- Sviluppatori open source

Attori impattati:

- Altri cittadini



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- Identificare le tecnologie disponibili e/o da sviluppare
- Coinvolgere governi e amministrazioni locali/impresre per l'adozione di buone pratiche e di strumenti
- Promuovere/comunicare il servizio alle comunità

Obiettivi mediamente importanti:

- Monitorare le azioni in tutte le fasi
- Sfruttare le informazioni rese disponibili dalla piattaforma (big data)

Obiettivi meno importanti:

- Identificazione buone pratiche esistenti

Research programme scenario 3

7c. Alfabetizzazione sul Design e competenze di vita per tutti

GRUPPO A – senza suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

REFRAMING THE STOP: Spostare la percezione dell'errore dallo stato attuale, percepito come ostacolo alla propria reputazione e quindi alla fiducia, all'errore come "scontro" al problema.

Il designer diventa il creatore di significati e sistemi olistici.

2. Perché è importante questa sfida?

Rispetto alla mia città: perché "non succede niente", non si rischia cadendo nell'immobilismo.

Rispetto alla mia comunità: perché la mia comunità è fondata sulle abitudini e sulla sicurezza.

Rispetto al mio lavoro: sbagliare rovina la reputazione e la possibilità di avanzare.

Rispetto al mio reddito: se sbagli finisci per non poter far fronte alle spese.

Rispetto alla mia carriera e alla mia realizzazione personale: perché non ho mai avuto la possibilità di provare senza pagare conseguenze percepite come gravi.

Paura del giudizio.

Rispetto alla mia famiglia: non ho più ambizioni dopo aver fatto due figli ed essermi sposato. Errore = svalutazione. Si ricerca la stabilità.

Rispetto alla mia salute: l'essere instabile mi rende meno sereno e genera ansia.

Allo stesso modo una vita statica può portarmi alla depressione.

3. Come possiamo affrontare la sfida?

Formazione: valorizzare cosa è stato fatto e cosa si è imparato da ogni situazione promuovendo una cultura dell'errore. In questo senso è necessario capire qual è il problema, differenziare le tipologie di errore e attribuirgli un diverso valore e giudizio.

Come supporto si può utilizzare un toolkit: un diario dello studente in cui scrivere cosa ha imparato con 3/4 parole ed un'emoticon per rappresentare ciò che è positivo o negativo. Il contenuto del diario viene condiviso con l'insegnante in un momento dedicato. In aggiunta si può pensare di dedicare un'ora in cui si pongono dei quesiti che non hanno una soluzione giusta o sbagliata.

Lo scopo è di promuovere una cultura che permetta agli studenti di crescere con la consapevolezza dell'importanza di scegliere e anche di sbagliare perché è anch'esso un momento di crescita da dove trarre soluzioni e opportunità.



4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

- Insegnanti
- Studenti

Attori mediamente coinvolti:

- Designer
- Scuole

Attori marginalmente coinvolti:

- Famiglie
- Stato



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- Finanziare la ricerca: mappare i casi/strumenti che abilitano il pensiero laterale
- Allocare delle risorse per lo sviluppo del toolkit dell'apprendimento e per il "continuous learning"
- Raccogliere esercizi per lo sviluppo del pensiero laterale

Obiettivi mediamente importanti:

- Integrare il designer/facilitatore nell'ecosistema scolastico in affiancamento ai professori

Obiettivi meno importanti:

- Incentivare lo sviluppo di un ambiente che agevoli la condivisione emotiva

GRUPPO B – con suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

ALMENO UNA VOLTA PROVALO!: Oggi manca la consapevolezza non solo del valore del Design (Thinking), ma anche della sua esistenza e dei suoi benefici.

Oggi la sfida è quella di creare e rendere scalabili dei percorsi di apprendimento sperimentali a tutti i livelli scolastici e della società.

2. Perché è importante questa sfida?

Rispetto alla mia città: perché in una cittadina anche non troppo piccola la mentalità è provinciale.

Rispetto alla mia comunità: per parlare la stessa lingua e valorizzare la diversità e quindi abbattere i pregiudizi.

Rispetto al mio lavoro: perché non gira tutto intorno ai soldi.

Rispetto alle difficoltà quotidiane: per imparare l'arte dell'arrangiarsi.

Rispetto alla mia carriera e alla mia realizzazione personale: perché voglio essere sicuro di dare un futuro/lavoro di successo ai miei figli.

Rispetto alla mia famiglia: perché non so/riesco a capire le sfide del mondo del lavoro futuro che affronteranno i miei figli.

Rispetto alla mia salute: perché se mi succede qualcosa non so chi si può prendere cura dei miei figli.

3. Come possiamo affrontare la sfida?

Creare un luogo sempre aperto ed itinerante (Lab) gestito da alcune persone fisse (attuatori locali) che offra la possibilità di provare percorsi per l'apprendimento sperimentale per chi fosse interessato.

In parallelo, all'interno della scuola, bisognerebbe integrare il curriculum scolastico dei ragazzi con percorsi portati avanti da professionisti del settore che spiegano/attivano la conoscenza del Design anche con attività pratiche.

In questo nuovo ecosistema il Lab elabora sfide, problemi, visions e la scuola sviluppa soluzioni e/o viceversa.



4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

- Lab sperimentale

Attori mediamente coinvolti:

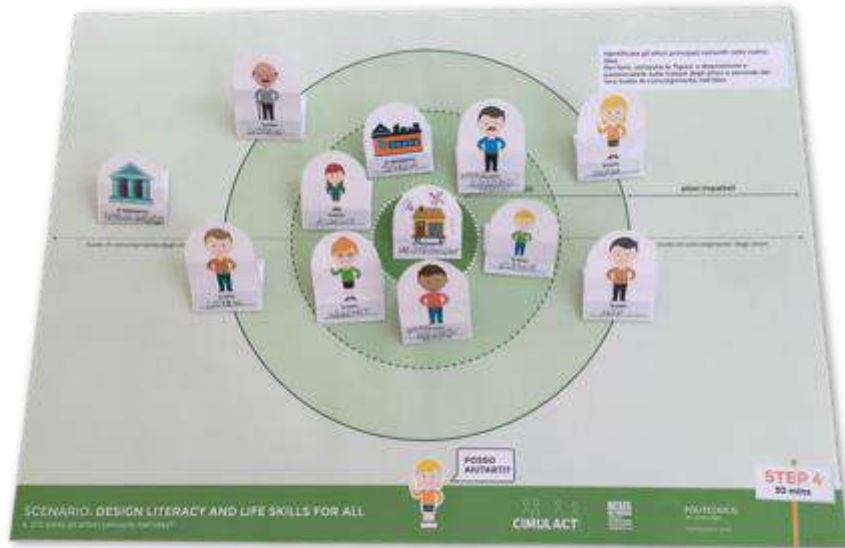
- Scuola
- Insegnanti
- Studenti
- Esperti/scienziati/creativi
- Esperti/designer/artisti

Attori marginalmente coinvolti:

- Cittadini
- Genitori

Attori impattati:

- Pubblica Amministrazione



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- Inserire nel programma didattico un'offerta specifica di formazione sul Design Thinking
- Allocare fondi per la creazione di laboratori e percorsi di apprendimento sperimentale nelle scuole a tutti i livelli

Obiettivi mediamente importanti:

- Finanziare la misurazione dell'impatto sociale di percorsi formativi basati sul Design Thinking
- Creare voucher/incentivi finalizzati a partecipare a percorsi di Design Thinking

Obiettivi meno importanti:

- Agevolare lo scambio di conoscenza e creazione di reti e comunità di pratica tra docenti/esperti/studenti

Research programme scenario 4

10c. Più grande è (la città) meglio è

GRUPPO A – senza suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

CREAZIONE DI UN SISTEMA DI MOBILITÀ E CONNESSIONI: Creare un sistema di mobilità che diminuisca la percezione della distanza tra persone-beni-servizi:

- o Partendo dall'evoluzione della forma mentis del cittadino legata al possesso, alla proprietà privata, verso nuovi modi di concepire i trasporti/beni.
- o Scardinamento del sistema attuale di trasporto, sia dal punto di vista dell'infrastruttura sia dal punto di vista burocratico.
- o Come il cambio della mobilità influenza salute, convivialità, attività commerciali e spazi pubblici.

2. Perché è importante questa sfida?

Rispetto alla mia città: perché è scarsamente connessa e mi obbliga a prendere l'auto. Le connessioni dei mezzi esistenti non sono ottimali ed i mezzi sono ad alto consumo. Poche delle persone che abitano il mio quartiere vivono "la strada" perché mancano le piazze.

Rispetto alla mia comunità: perché non riesco a frequentare molto i miei amici per la distanza e vorrei avere più tempo per costruire una comunità unita.

Rispetto al mio lavoro: perché ho bisogno di ottimizzare i tempi dato che devo percorrere grandi distanze. Ho paura di aver troppo poco tempo per coltivare i miei interessi.

Rispetto al mio reddito: perché attualmente il mio reddito non rende accessibile per me il sistema di mobilità attuale e l'utilizzo di un mezzo privato pesa molto. Allo stesso modo dipendo dalle grandi catene di distribuzione.

Rispetto alla mia carriera e alla mia realizzazione personale: perché la mia carriera trarrebbe vantaggio da nuove relazioni che nascono con una maggiore connessione. Mi aiuterebbe poter lavorare quando e dove voglio in modo più dinamico e con più prospettive di crescita.

Rispetto alla mia famiglia: perché il tempo che perdo per spostarmi è tempo perso con la mia famiglia.

Rispetto alla mia salute: perché passando molto tempo in viaggio sono stressato e stanco. Inoltre spostandomi sempre in auto perdo la mia mobilità fisica. I mezzi pubblici non sono una valida alternativa perché gli orari sono insoddisfacenti. La città in cui vivo ha poco verde ed è inquinata e la mia salute ne risente.

3. Come possiamo affrontare la sfida?

Creazione di un sistema integrato di trasporti pubblici (macro) e privati (micro). Questo sistema sarà dotato di sensori di adeguamento dell'affluenza (open data) per una maggiore fluidità e da un sistema di pagamento uniforme per le due tipologie di trasporto.

Allo stesso tempo sarà disincentivato l'utilizzo di auto private all'interno delle città.



4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

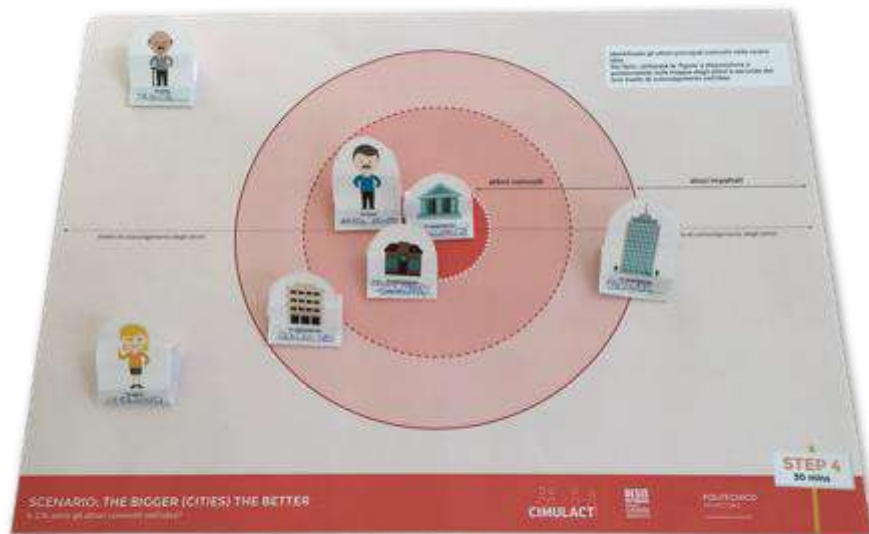
- Municipalità
- Autisti privati
- Servizi pubblici garantiti

Attori marginalmente coinvolti:

- Centro dati
- Partner

Attori impattati:

- Tassisti
- Cittadini



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- o Automatizzazione e ottimizzazione delle rotte attraverso i dati

Obiettivi mediamente importanti:

- o Analisi e mappatura dei flussi di persone e territorio
- o Capire come gestire privacy e dati

Obiettivi meno importanti:

- o Comunicazione per sensibilizzare e far percepire i vantaggi
- o Ricerca di possibili incentivi

GRUPPO B – con suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

SMALL CITIES IN A BIG CITY: Distribuire nel tempo e nello spazio i servizi comuni, in modo da diminuire/evitare affollamento e centralizzazione ed allentare la tensione tra centro e periferia.

2. Perché è importante questa sfida?

Rispetto alla mia città: perché mi obbliga ad utilizzare l'auto, i servizi commerciali/pubblici sono lontani dalla mia abitazione e mi offre opportunità di svago monotematiche.

Rispetto alla mia comunità: perché la mia comunità è monotematica e le altre sono troppo lontane tra di loro.

Rispetto al mio lavoro: perché mi richiede troppi spostamenti su mezzi diversi e allo stesso tempo mi vincola molto allo spazio lavorativo perché è l'unico spazio in cui posso accedere ai servizi necessari.

Rispetto al mio reddito: perché vivo sempre al di sopra delle mie possibilità.

Rispetto alla mia vita notturna: perché di notte sono vincolato a servizi e mezzi di trasporto non coordinati.

Rispetto alla mia carriera e alla mia realizzazione personale: perché il mio lavoro mi obbliga a non poter lavorare almeno parzialmente in maniera freelance perché ancora troppo centralizzato, ostacolando occasioni di crescita.

Rispetto alla mia famiglia: perché mi vede raramente e ha orari completamente diversi.

Rispetto alla mia salute: perché viene sempre al secondo posto a causa di servizi poco flessibili e peggiora perché non ho la possibilità di fare attività fisica.

3. Come possiamo affrontare la sfida?

Facendo una mappatura, tramite una serie di workshop, di:

- Spazi sottoutilizzati o non utilizzati in determinate fasce orarie o di confine
- Esigenze specifiche
- Potenzialità

Successivamente integrare le funzioni/servizi con altri luoghi che possono ospitarli potenziando le aree ed i luoghi di confine.

Allo stesso tempo immaginare dei dispositivi temporanei (temporary urban services) che vengono ospitati in luoghi sempre diversi così da diventare diffusi e cambiare le abitudini. In questo modo la città si "spacchetta" e si riassume.



4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

- Comune
- Agenzie dei servizi temporanei
- Gestori del co-working

Attori mediamente coinvolti:

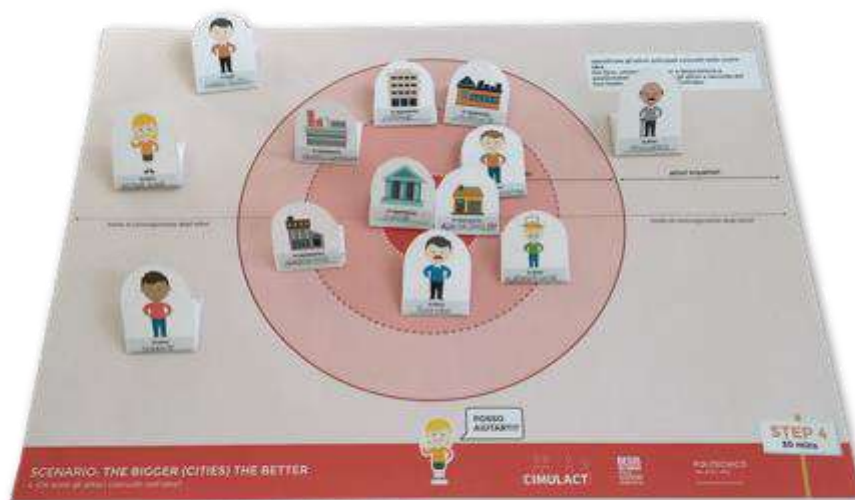
- Portinai
- Imprenditori

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- Università
- Ospedale
- Centro commerciale
- Condominio

Attori impattati:

- Pensionati
- Liberi professionisti
- Abitanti di zona
- Studenti



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- Elaborare una metodologia per individuare luoghi e funzioni e integrarli
- Sviluppare sistemi di incentivi per sostenere il sistema
- Individuare quali sono i parametri di classificazione di luoghi e servizi mappati/rilevati
- Individuare quali sono le nuove policy per la gestione dei luoghi commerciali, privati/pubblici (piano regolatore, licenze, ecc.)

Research programme scenario 5

11a. Apprendimento della società

GRUPPO A – senza suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

LA CRISI DI MEZZA ETA' - UTILIZZARE RISORSE UMANE DELLA SOCIETA: Prevenire e accompagnare, attraverso delle tappe, la perdita di risorse sociali ricche e "skillate" (come pensionati o liberi professionisti), utilizzandone le capacità per continuare a dare un contributo alla società e trovare loro un nuovo posizionamento lavorativo.

2. Perché è importante questa sfida?

Rispetto alla mia città: perché una grande città non deve sprecare risorse e competenze.

Rispetto alla mia comunità: perché le reti di amici e parenti si possono rinforzare attivandosi per dare aiuto.

Rispetto al mio lavoro: per supportare la crisi lavorativa e di identità dei liberi professionisti.

Rispetto al mio reddito: per evitare drammatiche perdite di reddito.

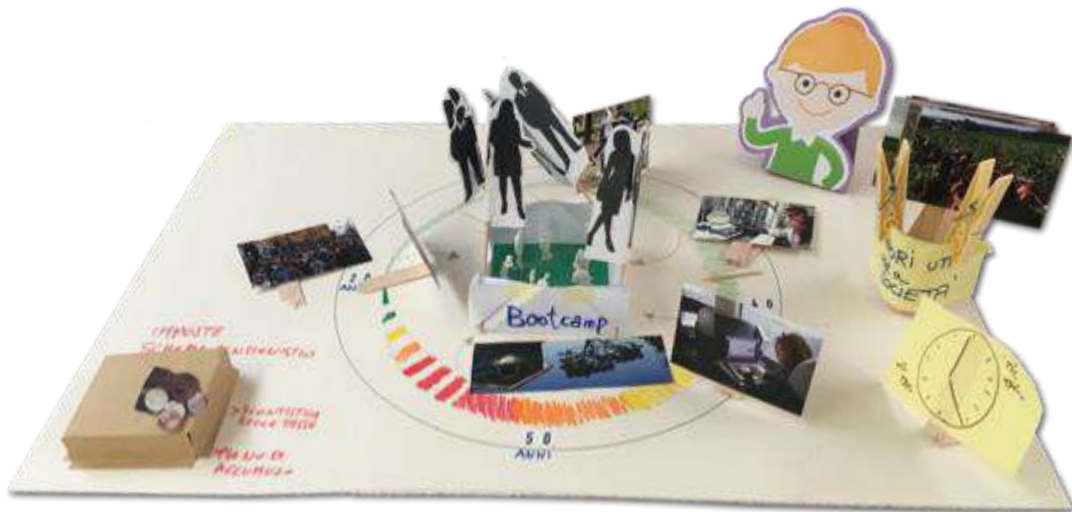
Rispetto alla mia carriera e alla mia realizzazione personale: per ritrovare il focus della propria professione, la propria identità e capire come stia cambiando il mondo.

Rispetto alla mia famiglia: per "allargare" la famiglia

Rispetto alla mia salute: per evitare forti stress psicofisici che possono compromettere la salute

3. Come possiamo affrontare la sfida?

Attraverso un incubatore sociale che si faccia carico di definire e formare nuovi profili professionali. L'incubatore si potrebbe configurare come un servizio civile rivisitato e ciclico a cui dedicare del tempo ogni anno. Potrebbe essere organizzato come un boot-camp che permetta di rimettersi in gioco professionalmente anche attraverso il fatto di svolgere dei lavori utili alla società mettendo le proprie competenze a disposizione. Questo potrebbe portare ad ottenere agevolazioni fiscali e creare dei "piani di accumulo" di crediti sociali.



4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

- o Lavoratori e liberi professionisti

Attori mediamente coinvolti:

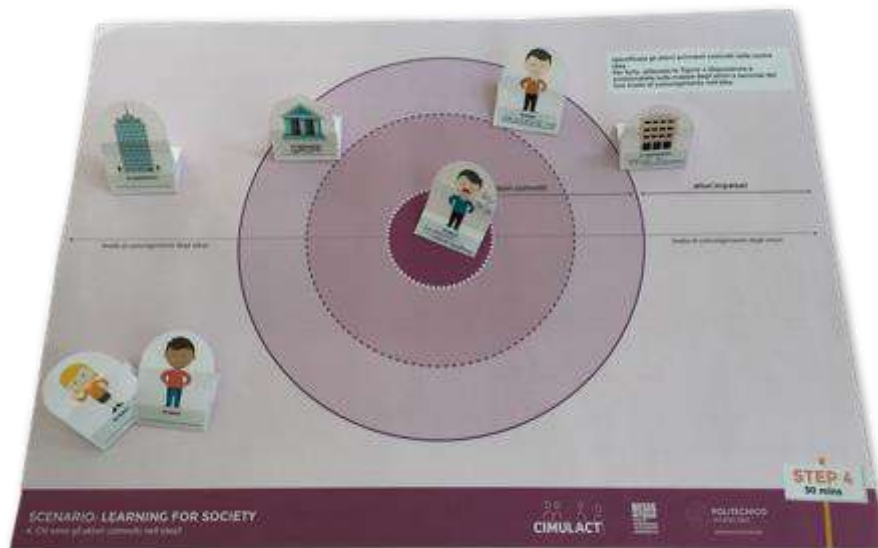
- o Amministrazione comunale

Attori marginalmente coinvolti:

- o Ufficio di collocamento
- o Consulenza HR

Attori impattati

- o Famiglia e amici



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- Rivedere il ruolo degli uffici di collocamento
- Capire come usare le HR per migliorare se stesse e contribuire al bene comune
- Capire quali sono e saranno i lavori utili alla società
- Fare un focus sui liberi professionisti che sono la nuova fascia sociale debole.

Obiettivi mediamente importanti:

- Considerare nuovi schemi tributari e pensionistici, con particolare focus sui liberi professionisti
- Trovare casi di innovazione sociale che trattino del ruolo tra cittadino, città e amministrazione locale rispetto alle politiche del lavoro.

Obiettivi meno importanti:

- Valutare i costi della società in termini di salute (stress, malattie croniche)
- Capire nuovi modelli di censimento/profilazione utilizzati dall'amministrazione pubblica locale con focus sul rapporto tra lavoro/età

GRUPPO B – con suggerimenti

1. Quale sfida affronta questo scenario di ricerca?

FORMAZIONE – AZIONE: quale processo educativo e formativo può facilitare la trasformazione della formazione in azione e lo sviluppo di senso civico?

2. Perché è importante questa sfida?

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Rispetto alla mia città: per rivalutare e sostenere nuovi spazi e servizi, per conoscere la propria città, per condividere le risorse.

Rispetto alla mia comunità: per renderla più resiliente, per creare legami di fiducia (soprattutto nei momenti di crisi).

Rispetto al mio lavoro: per aumentare gratificazione e produttività

Rispetto al mio reddito: per risparmiare (avendo meno distrazioni), per integrare il reddito.

Rispetto alla mia carriera e alla mia realizzazione personale: per sviluppare nuovi interessi.

Rispetto alla mia famiglia: per recuperare unità familiare, per recuperare la qualità del tempo, per garantire un futuro migliore

Rispetto alla mia salute: per ridurre lo stress, per soffrire meno solitudine e meno depressione

3. Come possiamo affrontare la sfida?

Offrendo una formazione specialistica riguardo e nelle pratiche del terzo settore e ricevendo benefici a fronte di azioni reali che si compiono. Questi possono essere il "reddito d'empatia", servizi gratuiti, detassazioni e agevolazioni...

In questo quadro il volontariato può diventare un "secondo lavoro" e permettere un'integrazione del reddito.

Si possono immaginare momenti di formazione-azione intergenerazionale.



COSA OFFRO



COSA RICEVO

4. Chi sono gli attori coinvolti nell'idea?

Attori fortemente coinvolti:

- o Enti pubblici

Attori mediamente coinvolti:

- o Scuola
- o Banche
- o Associazioni e terzo settore

Attori marginalmente coinvolti:

- o Cittadini

Attori impattati:

- o Cittadini
- o Sistema sanitario



5. Quali sono i principali obiettivi della ricerca per la realizzazione dell'idea?

Obiettivi molto importanti:

- Come migliorare l'efficacia della formazione?
- In quali settori agire per attivare un processo di formazione diffuso e specifico?
- Quali strumenti e quali indicatori bisogna usare per misurare economicamente l'impatto sociale?

Obiettivi mediamente importanti:

- Come cambiare la struttura economica capitalistica verso un sistema basato su scambio e condivisione.
- Come possono le banche adattarsi a questo tipo di sistema e quale valore aggiunto possono offrire?

Obiettivi meno importanti:

- Come permettere alla PA di erogare servizi in modo flessibile?
- Come rendere le PA libere di erogare benefit verso i volontari?



Report on the research and policy consultation in Latvia



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1: Concept for the consultation in Latvia

Latvia had face-to face consultation on 30 September 2016. Workshop was organized in Riga, capital of Latvia. 36 participants devoted a whole day to be a part of the consultation. Participants were seated at 5 tables to express their ideas on 5 research directions. The workshop was organized at the art gallery "Happy Art Museum", thus creating a free and informal atmosphere. The participants positively evaluated the chance to express their opinions and be a part of creating the future. Evaluation questionnaire, which was completed after the event noted that workshop facilities in Happy art museum has been a very good choice and really contributed to the creative expressions of participants.



The target audience of the workshop were youth aged 18 to 25 years. During the Vision Development Workshop on 26 November 2015, the young participants showed their constructiveness and creativity, thus proving their open-mindedness to new ideas. Therefore we decided to give opportunity hear opinions and visions from people aged 18 to 25. This age group is characterized by certain challenges, and participants had possibility to concentrate on them.

Young people's views often differ from older, experienced people's point of view. If different age groups participate in a common workshop, usually an average opinion is agreed upon. Our idea was to enable young people to feel free expressing their views significant and relevant for this age group.

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Young people, especially students, is one of the age groups which will be the most affected by changes occurring in the nearest and further future. The youth were invited to expand their thinking horizons and to understand that the future can be perceived in different ways – by setting higher aims, discussing and enriching research scenarios.

We used following recruitment methods to sign up participations of selected age group:

- a) Social network (Facebook)
- b) Professional recruitment company sending information to their data base
- c) Personal contacts (family, fellows, and fools).

During the selection process, young people with different educational and experience backgrounds representing various regions of Latvia were addressed. Also, in order to select the young participants, students from all universities of Latvia were addressed, thus ensuring that each regional aspect is covered during the workshop and everyone has the opportunity to find out the opinion of youth representing the regions.

During the workshop candidate selection, 55 participants applied and 45 approved their participation during the final days. 36 participants arrived at the workshop.

Three Workshop organisation methods were offered by the consortium; we chose the 1st method. As we learned from the Vision Development Workshop, the work done after lunch in the late afternoon is highly ineffective and tiresome. Participants have difficulty to focus on active and productive work all day long. The 1st method offered active work till lunchtime and outlining the results in the afternoon. Therefore we, the organizers, have decided to use this method.

Before workshop moderators' education event was organised. Moderators were introduced with the work plan and informed about expected result.

3 days before consultations all confirmed participants received summary of all 8 research scenarios and were asked to choose 3 most interesting to them. During the workshop participants have been asked again to decide for 2 scenarios. Results were similar to results received earlier during the online survey.

Consultations were executed accordingly to the schedule. In the afternoon 5 groups presented the enriched research scenarios. At the end of the workshop participants noted that more time was needed to obtain better results and more detailed elaboration of the topic. After the event, we came to a conclusion that young people have very high capacity for work, which in the future can be used when planning the duration of the workshop.

2: Programme for the consultation

Agenda of the consultation

8:30 Registration

9:00 – 9:30 Welcome and introduction with project

9:30 – 10:10 Exhibition of research scenarios.

10:10 – 11:15 Group work A - enriching "Challenge"

11:15-11:45 – Coffee break

11:45 – 13:45 Group work A - enriching "Scope" and "Impact"

13:45 – 14:30 Lunch

14:30 - 15:15 Presentation and prioritisation.

15:15 End of workshop

Latvia programme included following research scenarios:

1B Balanced work-life model

2d Alternative economic model

3A Data for all – Share the power of data.

4D Promoting well-being through relating environments

6A Health empowerment through "Everyone's science"

6B Deconstruction of age

7B Rethinking (the new) "job market needs"

9B Personal and organisational choice management

3: Selected research programme scenarios

To choose the topics for research and policy consultations, that might be interesting to participants and to ensure, that during 1st National Citizen Vision's workshop created visions are tested, we did a survey between Vision workshop moderators. We asked moderators to choose those 8 scenarios which go together with elaborated Visions. We collected results from moderators and chose the most mentioned scenarios. Scenario – Balanced work life model wasn't selected by moderators, but it did fit very well with proposed Vision No. 5.

The following research scenarios were chosen for the workshop:

1B Balanced work-life model

2d Alternative economic model

3A Data for all – Share the power of data.

4D Promoting well-being through relating environments

6A Health empowerment through “Everyone's science”

6B Deconstruction of age

7B Rethinking (the new) “job market needs”

9B Personal and organisational choice management

Before the workshop, participants received a questionnaire with 8 scenarios and brief summaries (Aspiration). 39 participants filled out the questionnaire by choosing research scenarios. Prior to the workshop, their choices were as follows:

	1 st choice	2 nd choice	3 rd choice	Total
1B	13	4	5	22
2d	3	3	1	7
3A	1	1	2	4

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4D	10	6	4	20
6A	1	6	1	8
6B	5	4	1	10
7B	2	13	5	20
9B	4	2	20	26

During the workshop, following the work plan set out in the 1st method, scenarios were read through, and participants had the opportunity to choose the scenario they would wish to work on. Results slightly differed, and the participants had chosen the same scenarios as during the questionnaire prior to the workshop.

Results for choosing 5 scenarios from 8 are little bit unordinary. Participants chose the scenario that was quite general and less explored rather than scenarios which are more familiar to people.

4: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

7B Rethinking (the new) "job market needs" (30)

9B Personal and organisational choice management (16)

1B Balanced work-life model (12)

4D Promoting well-being through relating environments (6)

6B Deconstruction of age (6)

7B Rethinking (the new) "job market needs" (30)

1) What challenge(s) does this research scenario address?

This research scenario addresses the issue of finding a common ground between parties involved in the fields of education and the labour market, as well as of timely motivating children to find their sphere of interest.

The research scenario addresses the following challenges:

- how to help children to find the field of activity which interests them the most;
- how to not lose creativity in children;
- how to teach children to develop work habits;
- how to help youth to overcome fear of physical sciences;
- how to involve schoolchildren in entrepreneurship / how to promote entrepreneurship;
- how to reach a balance between the demand and supply of the labour market;
- how to modernize professor / study programmes;
- how to change presentation methods / ways for the potential employer;
- how to ensure more productive acquisition of skills at universities.

2) Is it important from your point of view to address this challenge? Why?

- Society satisfied with life / work (right choice of workplace). Economic development.
- Creativity – ideas and solutions are always available to help the company, etc.
- Creativity – development.
- Well-managed resources
- Prevention of brain drain.
- More productive learning process (teachers and professors develop).
- Understand strengths and responsibilities.
- Latvia develops alongside Europe and the world.

3) How can it be approached?

- By creating study programmes which improve the study process.
- By letting students solve problems of real companies to acquire practical skills during the study process.
- By substituting lecture-type content with project-based learning.
- By having the potential employee create his/her own workplace based on his/her interests, skills, knowledge, and offer (sell) his/her ideas to the company.
- By studying, the way positive pressure affects students.
- By university professors working in their field.
- By everyone having access to effective career and development coach/advisor.
- By researching future jobs and skills.
- By the State funding study-process internships for young people.

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- By understanding the advantages of the mandatory study-process internship for one's career.
- By studying the balance between the academic and professional programmes.
- By students having the opportunity to participate in workshops organized by professionals via competitions.

4) Who should be involved in solving the problem?

- Parents/ grandparents.
- Entrepreneurs + LDDK (Employers' Confederation of Latvia).
- Teaching staff.
- Intellectuals.
- Career consultants / State Employment Agency.
- Students / Student governments.
- Educational committee (The Saeima).
- Researchers / innovators.
- NGOs.
- Interest centres.
- Industry unions.
- Local governments.

5) What should be the main goals/impacts of the research activity?

In people's lives / in the country/ in Europe / globally.

- For young people to have better understanding of their achievements.
- To make people happier, more satisfied, therefore – more productive.
- To have better impact on more successful development in Latvia and Europe.
- Wisely-allocated state budget.
- After graduation, students have practical skills, therefore they are prepared for work.
- More productive learning process; professors have both theoretical and practical knowledge.

Image 1

Teaching staff has not only theoretical, but also practical knowledge. They work in their field. Productive learning process.

Image 2

No brain drain. Latvia develops, reaches the level of developed countries.

Image 3

Students' / pupils' creativity is borderless. Innovations – industry professionals.

Image 4

Everyone has a job they love. Well-being improves in the country.

Image 5

Student prepares for work. He has experience and knowledge.

Image 6

Student is looking for a job by selling his knowledge / skills and idea about his future workplace.

9B Personal and organisational choice management (16)

1) What challenge(s) does this research scenario address?

Combining and balancing various spheres of life (professional, private and social life). Individual's indecision regarding skills, hobbies and financial state. Education system cannot help the young person to choose.

This scenario addresses the following challenges:

1) Justification of choice:

- social pressure;
- understanding the choice of the most important values;
- teachers' attitude;
- other factors (skills, hobbies, finances).

2) How to arouse people's interest?

- Life phases during which people have to make decisions.
- Going to school with pleasure.

3) Crowd vs. the individual:

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- people who follow the crowd;
- how being an individual differs.

4) Improving the education system:

- finding new ways to arouse pupils' interest in seemingly boring topics;
- statistics on children's satisfaction at school.

2) Is it important from your point of view to address this challenge? Why?

It is important, because:

1. Interest:

- ability to generate interest in a child (school, family etc.);
- everyone's personal responsibility for being interested;
- interest is a crucial factor affecting future choices;
- attitude can change the level of interest.

2. Well-being:

being informed increases capacity for work, which improves well-being / quality of life.

3. Differing opinions:

- being aware of the problem;
- basing facts / opinions on data;
- society / herd mentality;
- involving children in their future.

One size does not fit all.

3) How can it be approached?

1. Educational psychology:

- a grade is not an evaluation, but an instrument;
- do not use the designation "MANDATORY";
- exercises at school help to determine interests.

2. Teachers' skills:

- teachers must have good psychology skills;
- increasing prestige of teacher's profession means increasing competition;
- teachers explain why something should be done.

3. Daring to be different:

- how to express one's opinion without being afraid?
- to encourage society to accept the different.

4. Education system:

- The use of technologies during classes:
 - for work and well-being;
 - on-line internships.
- Not everyone is taught the same way:
 - presence of psychologists, improvement in the education system;
 - comparing education in the world;
 - pupils' questionnaires.
- Non-traditional teaching methods:
 - alternative methods and methods suggested by consumers.

5. The level of well-being:

- to make people value themselves, not money.

4) Who should be involved in solving the problem?

Involved parties:

- children, young people – will affect those around them;
- parents – everything starts in the family;
- psychologists – help to adapt the system;
- teachers – present the system in the real life;
- government – responsible for the system;
- family;
- youth organisations.

Affected parties:

- children, young people – decisions affect their future;
- teachers – different, changed style of work;
- society – feel the change in young people;
- employers.

5) What should the main goals/impacts of the research activity be?

- Fully changed education system (Montessori/ Waldorf principles).
- Global development of humanity – innovations, achievements in medicine ... flying cars ... and expressions of general education and well-being.
- Society accepting the different.
- Children knowing what they wish to become in the future.
- Changed priorities – money vs. epicureanism.
- People acknowledging problems, getting involved in solving them.
- People being less afraid of the unknown.

Image 1

People accept the different.

Image 2

Children go to school with pleasure.

Image 3

Everyone is aware of their individuality and is not afraid to be different. Heads full of thoughts and ideas.

Image 4

Teacher TEACHES not lectures.

Image 5

People do not go to work only for money.

1B Balanced work-life model (12)

1) What challenge(s) does this research scenario address?

This research scenario addresses the following:

- balanced days (work-family-hobbies etc.);
- employer considers people's wishes and possibilities regarding the work schedule;
- not being overloaded at work.

This research scenario addresses the following challenges:

- schedule: 4 days/8 hours or 5 days/6 hours;
- employer is forthcoming;
- more flexibly combined work-family life;
- work duties performed not only at work;
- preventing lack of work experience;
- shorter work hours; If the workload cannot be managed in a shorter period of time, the company needs new employees;
- employer is forthcoming regarding flexible work schedule; Lack of workforce;
- insecure employees, fear of expressing their wishes to the employer regarding work hours, activities etc.;
- kindergarten at work;
- society is getting old;
- everyone works up to 8 hours.

2) Is it important from your point of view to address this challenge? Why?

- Overload at work creates various physical and moral health issues.
- Well-being of society should be improved.
- Over-exhausted people are more prone to various negative addictions:
 - alcoholism;
 - depression;
 - aggressiveness.
- If the employer takes care of his employees, employees take care of the clients.
- Employees are allowed to choose flexible schedules and to do things he/she loves; the employee will feel better (better mood, health, etc.) and become more productive.
- Kindergarten at work lets the employee be together with their family and spend more time with their children. It makes them feel safe about their children during work hours.

- 3) How can it be approached?

1. Employee's comfort and work efficiency:

- employer supports the idea of increasing the employee's feeling of comfort (paid training, workshops, activities during work hours); How does it affect work efficiency?
- employees' quality of work and feeling of comfort is studied, a 7-hour workday is created;
- individual training plan designed;
- how do different work environments affect productivity?

2. Work and education in regions:

- higher education in regions promotes well-being;

Comment:

The group had a discussion on the possibility to obtain higher education as near to home as possible, and to use new technologies to obtain basic knowledge (distance learning).

- workplaces and competitive salary in regions.

3. Work and education:

- cooperation between employers and universities;
- how do children understand their strengths already in childhood?

4) Who should be involved in solving the problem?

Involved parties:

- teachers / professors
- pupils / students;
- government / local government;
- employers / companies;
- unemployed;
- employees;
- pensioners;
- special needs persons;
- scientists;
- local governments and their companies;
- trade unions.

Affected parties:

- family / children;
- employees;
- special needs persons;
- pensioners.

5) What should be the main goals/impacts of the research activity?

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

To increase the number of children in a family (large families). Free time for travelling, for spending time together. Coming home from work at 16:00. Having dance classes or other activities in the evening. Workplace is near the kindergarten or there is a kindergarten at work. Vacation – 1 month long, plus additional 1 week, if there are 3 or more children in the family. Possibility to take courses or participate in workshops during work hours.

Image 1

We go on a family trip for 5 weeks. Large families have the right to a 5-week vacation.

Image 2

The average salary – EUR 100; the average salary – EUR 500.

Image 3

Freedom to travel.

Image 4

Employers are forthcoming.

Image 5

The possibility to plan the work schedule and to choose the place for work – at the office or from home.

Image 6

Entertainment options at work (courses, entertainment, active leisure and educational development / self-development).

4D Promoting well-being through relating environments (6)

1) What challenge(s) does this research scenario address?

When the surrounding environment is changed, the psychological climate also needs to be changed, as well as the way people feel, creating the sense of belonging and the wish to return, to stay. To decrease the negative influence at work, in private life and social environment.

This scenario addresses the following challenges:

- how to create an environment suitable for all social groups?
- how to get rid of stereotypical thinking within the society?
- which technologies would make people's lives easier?
- what methods should be developed to effectively inform society?

2) Is it important from your point of view to address this challenge? Why?

These challenges should be faced, because:

- the gap between various social groups has to be bridged;
- it is important to make people feel good;
- we have to strive for a fully informed society;
- it is necessary to develop technologies which have a positive impact on the environment and people.

3) How can it be approached?

- By developing a set of systems that would provide more comprehensive surveying and monitoring of the society.
- By promoting inter-industrial cooperation to find a diverse solution for the problem (cooperation between health science professionals and engineers).
- By having short-term social experiments, assessing and analysing them.
- By distributing positive information in the mass media.

4) Who should be involved in solving the problem?

- Society.
- Professionals of various industries.
- Education system workers.
- NGOs.
- Media.
- Local government representatives.
- People well-known in the society.
- Entrepreneurs.

Affected parties:

- Society.
- Entrepreneurs.

5) What should be the main goals/impacts of the research activity?

- To make all people equal, prevent discrimination / division by social groups.
- No more stereotypes.
- Technologies that are harmless to society, people who are not addicted to them.
- Aesthetic and acceptable environment.
- Developed, accessible and modern infrastructure.
- Safe, free, non-offensive internet, also positive without censorship and with guaranteed privacy.
- Comfort – comfortable premises and environment.

Image 1

There are no stereotypes and people are not afraid to leave their belongings at a gypsy-managed wardrobe.

Image 2

Technologies do not have a negative influence on people, and do not limit their day.

Image 3

If people do not have the opportunity to get to work, it is not a problem thanks to alternatives – there is an opportunity to work from home.

Image 4

Safe internet environment. People are not worried about their privacy.

Image 5

Safe and sound environment for everyone.

Image 6

There is no discrimination, people are taught not to discriminate. Everyone is equal, there are no “outcasts”.

6B Deconstruction of age (6)

Problem – equality, solution – social events.

This research direction addresses the following challenges:

- equal finances (income) for different age groups;
- individual choice of getting income;
- development of a single health care system;
- to ensure availability and exchange of information;
- promoting interest of society.

2) Is it important from your point of view to address this challenge? Why?

1. Demographics, development of talents, migration:
 - dying.
 - demographic condition.
 - chance to invest time in developing talents already from childhood.
2. Immigration / emigration.
3. The choice of the amount of remuneration, duty to work.

Everyone can choose how much they want to earn; not everyone wants to do the dirty job (duty to work).

4. Quality of life, healthy lifestyle, availability of health care, ensuring mental health.
5. Listening to what society has to say, wiping out rumours, involving society in processes.
6. Ignorance does not relieve from responsibility, each person is an important part of society

3) How can it be approached?

1. Fund the spheres which interests society.
2. More active participants are awarded scholarships.
3. Volunteers are granted discounts.
4. Development and support of business incubators.
5. Skill tests.

1. To turn to higher institutions.
2. To understand how large is the part of the society in need of health care support.
3. Young people help seniors to exercise (to stay physically active).
4. Impulse for helping to provide a home for students.

Comment:

Participants discussed uncomfortable life environments for students'. Dormitories have anti-sanitary conditions. Students are desperate to live in humane conditions.

What is the alternative to the terrible dorms? Is there a cheap solution which ensures a proper life environment?

5. Preventive medicine (change the way you think to change your health condition)
6. Scientific basis for folk-medicine.
7. Work on cognitive (thinking) research.
8. Lifelong learning workshops (training).
9. To accept a single opinion on health issues.

Comment:

Youth were distressed that EU countries have different health care systems. The one in Latvia is the most inefficient in comparison to Switzerland, Austria and other countries. The participants suggested that our health care system be monitored by the EU, and that common solutions should be offered.

10. To improve the education system by ensuring regular exercises, etc.

4) Who should be involved in solving the problem?

Affected parties:

- entrepreneurs;
- the state;
- patrons;
- field professionals.

Involved parties:

- youth;
- seniors;
- charity sponsors;
- "Brussels";
- scientists;
- media;
- inhabitants;
- Ministry of Health;
- Doctors' associations;
- students of medicine;
- Red Cross;
- parents;
- World Health Organisation.

5) What should be the main goals/impacts of the research activity?

Money = equality



Chance to improve health



Quality of life improved



Communication improved



Respect

Image 1

Interaction between young people and seniors. They exercise together in a park.

Image 2

Society's health improves. No queues at hospitals.

Image 3

Financial condition improves. Everyone is satisfied with their finances.

Image 4

Equality among generations.

Image 5

The average Latvian becomes more positive. People become kinder and politer.

Image 6

Young people and seniors use products from nature.

Scenario who remained:

2d Alternative economic model

3A Data for all – Share the power of data.

6A Health empowerment through “Everyone's science”

5: Selected research programme scenarios (national language)

7B Pārdomājot (jaunās) "darba tirgus vajadzības" (30)

9B Personisko un organizāciju izvēļu pārvaldība (14)

1b Līdzsvarotas darba dzīves modelis (12)

4D Labklājības veicināšana caur saistītajām vidēm (2)

6B Vecuma dekonstrukcija (2)

6: The enriched research programme scenarios (national language)

7B Pārdomājot (jaunās) "darba tirgus vajadzības" (30)

1) Jūsaprāt, kādus izaicinājumus šis pētniecības virziens adresē?

Šis pētījuma scenārijs ir par to, kā atrast vidusceļu starp izglībībā iesaistītajiem un darba tirgu, kā arī laikus motivēt bērnu atrast savu interesējošu jomu.

Pētniecības scenārijs adresē sekojošus izaicinājumus:

- Kā palīdzēt bērniem izvēlēties darbības jomu, kas viņus visvairāk interesē.
- Kā nepazaudēt bērnos radošumu.
- Kā bērniem iemācīt darba tikumu.
- Kā palīdzēt pārvarēt bailes no ekstraktajām zinātnēm.
- Kā skolēnus iesaistīt uzņēmējdarbībā / kā motivēt uzņēmējdarbību.
- Kā sabalansēt darba tirgus pieprasījumu un piedāvājumu.
- Kā modernizēt pasniedzēju / studiju programmas.
- Kā izmainīt prezentēšanas metodes / veidus potenciālajam darba devējam.
- Kā nodrošināt produktīvāku prasmju apguvi universitātēs.

2) Vai jūsaprāt ir svarīgi risināt šo izaicinājumu? Kāpēc?

- Ar dzīvi / darbu apmierināta sabiedrība (pareiza darba vietas izvēle). Ekonomikas augšupeja.
- Radošums - vienmēr būs idejas no visiem un risinājumi, lai palīdzētu uzņēmumam u.t.t.
- Radošums – attīstība.

- Neizniekoti resursi.
- Gudri prāti paliktu Latvijā.
- Produktīvāks mācību process (skolotāji, pasniedzēji tiek līdz atfistībai).
- Lai noskaidrotu stiprās puses un atbildību.
- Latvija tiek līdz Eiropas un pasaules atfistībai.

3) Kā tas varētu tikt risināts?

- Mācību programmas radītas studiju procesa inovācijām.
- Studenti, universitātes studiju ietvaros risinās reālu uzņēmumu problēmas, praktisku iemaņu apguvei.
- Aizstāt lekciju tipa mācību saturu ar projektu tipa mācīšanos.
- Topošais darbinieks rada pats sev darba vietu, balsfītu uz savām interesēm, prasmēm, zināšanām, piedāvājot (pārdodot) uzņēmumam savas idejas.
- Pēfīt pozitīva spiediena izdarīšanu uz studentiem.
- Universitāšu lektori ir nozarē strādājošie.
- Ikvienam pieejams efektīvs karjeras un izaugsmes treneris / konsultants.
- Pēfīt, kas ir nākotnes darbs un prasmes.
- Valsts finansē jauniešu prakses, kas noris vienlaikus (studiju procesam).
- Jāpēta kā obligātā studiju prakse sniedz priekšrocības karjerā
- Pēfīt akadēmisko un profesionālo studiju programmu līdzsvaru.
- Studentiem iespēja piedalīties nozares profesionāļu semināros konkursu veidā.

4) Kam būtu jāiesaistās problēmas risināšanā?

- Vecāki / vecvecāki.
- Uzņēmēji + LDDK (Latvijas Darba devēju konfederācija).
- Mācību spēki.
- Inteliģence.
- Karjeras konsultanti / Nodarbinātības Valsts aģentūra.
- Studenti / pašpārvaldes.
- Izglītības komiteja (saeima),
- Pētnieki / inovātori.
- NVO.
- Interēšu centri.
- Nozaru apvienības.
- Pašvaldības.

5) Kā tas mainīs nākotni? Kādu ietekmi tas radīs?

Cilvēku dzīvēs / valstī / Eiropā / globāli.

- Jaunieši skaidrāk zinās ko vēlas sasniegt.
- Cilvēki būs laimīgāki, apmierinātāki, līdz ar to būs augstāka produktivitāte.
- Tas dos efektīvākus impulsus veiksmīgākai Latvijas un visas Eiropas attīstībai.
- Netiks izniekoti valsts budžeta līdzekļi.
- Studenti pēc universitātes būs gatavi darba videi, jo būs arī praktiskās iemaņas.
- Produktīvāks mācību process, jo pasniedzējiem ir gan teorētiskās, gan praktiskās zināšanas.

1. Attēls

Mācību spēki ne tikai ar teorētiskām zināšanām, bet arī ar praktiskām. Mācību spēki ir nozarē strādājoši profesionāļi. Produktīvs mācību process.

2. Attēls

Gudri prāti paliek Latvijā. Latvijas attīstība, tuvināšanās attīstītāko valūtu līmenim.

3. Attēls

Netiek ierobežots studenta / skolnieka radošums. Inovācijas - nozaru speciālisti.

4. Attēls

Katrs dara darbu, kas patīk. Valstī uzlabojas labklājības līmenis.

5. Attēls

Students gatavojas darbam. Ir prakse, ir zināšanas.

6. Attēls

Students meklē darbu pārdodot savas zināšanas / prasmes un ideju par savu nākotnes darba vietu.

9B Personisko un organizāciju izvēļu pārvaldība (16)

1) Jūsaprāt, kādus izaicinājumus šis pētniecības virziens adresē?

Dažādu dzīves nozaru apvienošana un līdzsvars starp tām. (Profesionālā, privātā un sociālā dzīve). Individīda svārstības starp prasmēm, hobiju un finansiālo stāvokli. Izglītības sistēma nespēj palīdzēt jauniešiem izvēlēties.

Šis scenārijs adresē sekojošus izaicinājumus:

1) Izvēles pamatojums.

- Sociālais spiediens.
- Svarīgāko vērtību izvēles pēfīšana.
- Skolotāju attieksme.
- Dažādi citi faktori (prasmes, hobiji, finanses).

2) Kā iemācīt cilvēkus interesēties?

- Dzīves posmi, kuros jāpieņem izvēles.
- Iešana uz skolu – patīkami.

3) Bara likums un indivīda atšķirība.

- Cilvēki, kuri seko bara instinktam.
- Indivīda atšķiršanās.

4) Izglītības sistēmas pilnveidošana.

- Iepazīt veidus, kas ieinteresē skolēnu šķietami neinteresantās lietās.
- Statistika par bērnu apmierinātību skolā.

2) Vai jūsuprāt ir svarīgi risināt šo izaicinājumu? Kāpēc?

Tas ir svarīgi, jo:

1. Interese:

- Spēja ieinteresēt bērnu (skola, ģimene u.c.).
- Katra paša atbildība par savu ieinteresētību.
- Interese ir nozīmīgs faktors nākotnes izvēlē.
- Attieksme var mainīt ieinteresētību.

2. Labklājība

Informētība palielina darba spējas, kas attiecīgi uzlabo labklājību / dzīves līmeni.

3. Viedokļu dažādība

- Problēmas apzināšanās.
- Faktu / viedokļu pamatošana ar datiem.
- Sabiedrība, bara instinkts.
- Bērnu iesaiste viņu nākotnē.

Vienota formula neder visiem.

3) Kā tas varētu tikt risināts?

1. Izglītošanās psiholoģija

- Atzīme nav vērtējums, bet instruments.
- Neizmantojot jēdzienu " OBLIGĀTS".
- Mācību darbi ļauj noteikt intereses.

2. Pedagogu prasmes

- Pedagogiem jābūt labām psiholoģiskām prasmēm.
- Pedagogu profesijas prestiža celšana, kas veidos lielāku konkurenci.
- Pedagogi skaidro kāpēc jādara konkrētā lieta.

3. Uzdriktēšanās būt atšķirīgam:

- Kā paust savas domas nebaidoties?
- Veicināt sabiedrību pieņemt atšķirīgos.

4. Izglītības sistēma

- Tehnoloģiju pielietošana mācībās.
 - Darbam un labklājībai.
 - Virtuālās prakses.
- Visus nemāca vienādi.
 - Psihologu klātbūtne, izglītības sistēmas pilnveidošana.
 - Izglītības salīdzināšana pasaulē.
 - Skolēnu aptaujas.
- Netradicionālās mācību metodes.
 - Alternatīvas un patērētāju ierosinātas metodes.

5. Labklājības līmenis

- Lai cilvēks pievēršas sev nevis naudai.

4) Kam būtu jāiesaistās problēmas risināšanā?

Iesaistītie

- Bērni, jaunieši – ietekmēs apkārtējos;
- Vecāki – viss sākas ģimenē;
- Psihologi – palīdz pielāgot sistēmu;
- Skolotāji – sistēmas pasniegšana reālajā dzīvē;
- Valdība – atbild par sistēmu;

- Ģimene
- Jauniešu organizācijas.

Ietekmētie

- Bērni, jaunieši – lēmumi ietekmē to nākotni.
- Skolotāji – citādāks, mainīts darba stils.
- Sabiedrība – uzņem jauniešu pārmaiņas .
- Darba devēji.

5) Kā tas mainīs nākotni? Kādu ietekmi tas radīs?

- Pilnībā mainīta izglītības sistēma (montessori / valdorfa principi).
- Globāla cilvēces attīstība – jaunas inovācijas, jauni sasniegumi medicīnā ... lidojošas mašīnas ... un vispārējās izglītības un labklājības izpausmes.
- Sabiedrība pieņem atšķirīgo.
- Bērni zina, par ko kļūt nākotnē.
- Prioritātes mainīsies – nauda pret epikūrismu.
- Cilvēki apzinās problēmas, paši iesaistās to risināšanā.
- Cilvēki mazāk baidās no nezināmā.

1. Attēls

Cilvēki pieņem atšķirīgo

2. Attēls

Bērni ar prieku dodas uz skolu.

3. Attēls

Katrs apzinās savu individualitāti un nebaidās atšķirties. Galvas pilnas ar domām un idejām.

4. Attēls

Skolotājs IEMĀCA nevis māca.

5. Attēls

Cilvēki nedodas un darbu tikai naudas dēļ.

1B Līdzsvarotas darba dzīves modelis (12)

1) Jūsaprāt, kādus izaicinājumus šis pētniecības virziens adresē?

Šis pētniecības scenārijs ir par:

- Sabalansētu ikdienu (darbs, ģimene, hobiji u.c.).
- Darba devējam būtu jāņem vērā cilvēka vēlmes un iespējas attiecībā uz darba grafiku.
- Nepārslogotība darbā.

Šis pētniecības scenārijs adresē sekojošus izaicinājumus:

- Darba grafiks 4 dienas pa 8 stundām vai piecas dienas pa 6 stundām.
- Darba devēja nāksana pretī darbiniekiem.
- Iespēju elastīgāk darbu apvienot ar ģimenes dzīvi.
- Darba pienākumu veikšana ne tikai darba vietā.
- Darba pieredzes trūkuma novēršanu.
- Īsāks darba laiks. Ja darba apjomu nebūs iespējams paveikt īsākā laikā, būs nepieciešami jauni darbinieki.
- Darba devēja nenāksana pretī darbiniekam attiecībā uz elastīgu darba grafiku. Darba spēka trūkums.
- Darbinieku nedrošība, bailes izteikt darba devējam savas vēlmes attiecībā uz darba laiku, aktivitātēm u.t.t.
- Bērnudārzs darba vietās.
- Sabiedrības novecošana.
- Katrs strādā ne vairāk kā 8 stundas.

2) Vai jūsaprāt ir svarīgi risināt šo izaicinājumu? Kāpēc?

- Pārslogotība darbā rada dažādas fiziskas un morālas veselības problēmas.
- Uzlabot sabiedrības labklājību.
- Pārguruši cilvēki ir daudz vairāk tendēti dažādām negatīvām atkarībām.
 - Alkoholisms
 - Depresija
 - Agresivitāte
- Svarīgi, lai darba devējs parūpētos par darbiniekiem, jo tad darbinieks parūpēsies par klientiem.
- Nodrošināt darbiniekam elastīgu darba grafiku un iespēju nodarboties ar lietām, kas patīk; uzlabosies darbinieka labsajūta (garastāvoklis, veselība u.t.t.), kas savukārt paaugstinās darba ražīgumu.
- Bērnudārzs darba vietā ļauj darbiniekam būt kopā un vairāk pavadīt laiku ar savu ģimeni, bērniem. Just drošība sajūtu par bērniem darba laikā.

3) Kā tas varētu tikt risināts?

1. Darbinieka labsajūta un darba efektivitāte.

- Darba devēja atbalsts darbinieku labsajūtas paaugstināšanai (apmaksāti kursi, semināri, aktivitātes, kas notiek darba laikā). Cik tas ietekmē darba efektivitāti?
- Pēfīt darbinieku darba kvalitāti un labsajūtu, samazināt darba laiku līdz 7 stundām.
- Individuāls mācību plāns.
- Kā dažāda darba vide ietekmē produktivitāti?

2. Darbs un izglītība reģionos.

- Augstākā izglītība reģionos veicina labklājību.

Komentārs:

Grupa diskutēja par iespēju augstāko izglītību iegūt pēc iespējas tuvāk dzīves vietai un izmantot elektroniskos rīkus pamat zināšanu apguvei (attālinātā mācīšanās).

- Darba vietas un konkurētspējīgs atalgojums reģionos.

3. Darbs un izglītība.

- Darba devēju un augstskolu sadarbība.
- Kā bērni jau bērnībā izprot savas stiprās puses?

4) Kam būtu jāiesaistās problēmas risināšanā?

Iesaistītie dalībnieki:

-
- Skolotāji / pasniedzēji
- Skolēni / studenti
- Valdība / pašvaldība
- Darba devēji / uzņēmumi
- Bezdarbnieki
- Darbinieki
- Pensionāri
- Cilvēki ar īpašām vajadzībām
- Zinātnieki
- Pašvaldības uz pašvaldību uzņēmumi;
- Arodbiedrības;

Ietekmēties dalībnieki:

- Ģimene/ bērni,
- Darbinieki,
- Civēki ar īpašām vajadzībām,
- Pensionāri.

5) Kā tas mainīs nākotni? Kādu ietekmi tas radīs?

Pieaugs bērnu skaits ģimenēs (daudzbērnu ģimenes). Brīvais laiks ceļot, pavadīt kopā laiku. Nākam mājās no darba 16:00. Vakaros apmeklēt dejas vai citas aktivitātes. Viegla pieeja dažādām aktivitātēm. Darba vieta tuvu vai kopā ar bērnu dārzu. Atvaļinājums mēnesi, pluss, 1 nedēļa ja ģimenē aug 3 un vairāk bērni. Apmeklēju kursus un seminārus sava darba laikā.

1. Attēls

Dodamies ar ģimeni ceļojumā 5 nedēļas. Daudzbērnu ģimenei pienākas 5 nedēļas.

2. Attēls

Vidējā alga 100 eiro, vidējā alga 500 eiro.

3. Attēls

Brīva ceļošana

4. Attēls

Darba devēji iet pretī darba ņēmējiem.

5. Attēls

Var plānot savu darba laiku un izvēlēties savu darba vietu – darbā vai mājās.

6. Attēls

Izklaides iespējas darba vietā (kursi, izklaides, aktīva atpūta un izglītības izaugsmes / pašizaugsme).

4D Labklājības veicināšana caur saistītajām vidēm (6)

1) Jūsaprāt, kādus izaicinājumus šis pētniecības virziens adresē?

Izmainot apkārtējo vidi, ir nepieciešams uzlabot psiholoģisko klimatu, cilvēku pašsajūtu, radīt piederības sajūtu un vēlmi atgriezties, uzturēties. Mazināt negatīvo ietekmi darba, privātajā, sabiedriskajā un sociālajā vidē.

Šis scenārijs adresē sekojošus izaicinājumus:

- Kā radīt vidi piemērotu visām sociālajām grupām?
- Kā tikt vaļā no sabiedrības stereotipiskās domāšanas?
- Kādas tehnoloģijas nepieciešams, lai atvieglotu cilvēka ikdienu?
- Kādas metodes izstrādāt, lai veicinātu efektīvu sabiedrības informēšanu?

2) Vai jūsaprāt ir svarīgi risināt šo izaicinājumu? Kāpēc?

Šos izaicinājumus ir svarīgi risināt, jo :

- Nepieciešams mazināt plaisu starp dažādām sociālām grupām.
- Ir nepieciešama cilvēka labsajūtas nodrošināšana.
- Ir jātiecas uz pilnīgi informētu sabiedrību.
- Ir jāveicina tehnoloģiju attīstību, kas nerada negatīvu ietekmi uz apkārtējo vidi un cilvēkiem tajā.

3) Kā tas varētu tikt risināts?

- Izstrādāt sistēmu kopumu, kas nodrošinātu pēc iespējas plašāku sabiedrības anketēšanu un monitorēšanu.
- Veicināt dažādu starpnozaru sadarbību, lai rastu problēmas daudzpusīgu risinājumu (veselības zinātnes sadarbība ar inženieriem).
- Īslaicīgi sociālie eksperimenti, to vērtēšana un analizēšana.
- Pozitīvas informācijas izplatīšana masu medijos.

4) Kam būtu jāiesaistās problēmas risināšanā?

- Sabiedrībai,
- Dažādu nozaru speciālistiem,
- Izglītības nozares pārstāvjiem,
- NVO
- Medijiem,
- Pašvaldības pārstāvjiem,
- Sabiedrībā pazīstamiem cilvēkiem,
- Uzņēmējiem

Ietekmētās grupas:

- Sabiedrība
- Uzņēmēji.

5) Kā tas mainīs nākotni? Kādu ietekmi tas radīs?

- Cilvēki būs vienlīdzīgi, neizjutīs diskrimināciju, sociālo grupu iedalījumu.
- Vairs nepastāvēs stereotipi.
- Tehnoloģijas sabiedrībai nenodarīs kaitējumu, nebūs atkarības no tām.
- Vide ir estētiska, pieņemama.
- Attīstīta, pieejama, moderna infrastruktūra.
- Interneta vide būs droša, brīva, nebūs aizskaroša, pozitīva bez cenzūras un tiks saglabāts privātums.
- Būs nodrošināts komforts – labiekārtotas telpas un vide.

1. Attēls

Nepastāv stereotipi un cilvēks nebaidās uzticēt savas mantas garderobē, kur strādā čigāns.

2. Attēls

Tehnoloģijas neatstāj negatīvu ietekmi uz cilvēkiem un neierobežo to ikdienu.

3. Attēls

Ja cilvēkam nav iespējas nokļūt darba vietā, tā nav problēma, jo ir citas alternatīvas, ir iespēja veikt darbu attālināti.

4. Attēls

Droša interneta vide. Cilvēks nebaidās par savu privātumu.

5. Attēls

Sakārtota vide, kas ir droša un piemērota visiem.

6. Attēls

Nepastāv nekāda veida diskriminācija, cilvēki ir audzināti bez tās. Visi ir vienlīdzīgi, nav "izstumto".

6B Vecuma dekonstrukcija (6)

1) Jūsaprāt, kādus izaicinājumus šis pētniecības virziens adresē?

Problēma – vienlīdzība, risinājums – sabiedriski pasākumi.

Šis pētniecības virziens adresē sekojošus izaicinājumus:

- Vienlīdzīgas finanses (ienākumi) dažādām vecuma grupām.
- Izvēle kā nonākt pie atalgojuma .
- Vienotas veselības nodrošinātas sistēmas izveide.
- Nodrošināt informācijas pieejamību un apmaiņu.
- Sabiedrības ieinteresētības veicināšana.

2) Vai jūsaprāt ir svarīgi risināt šo izaicinājumu? Kāpēc?

1. Demogrāfija , talantu attīstīšana, migrācija.
 - Miršana .
 - Demogrāfiskais stāvoklis .
 - Iespēja ieguldīt laiku, talantu attīstīšanā jau no mazotnes.
 - Emi/imigrācija.
2. Izvēle algas apjomam, pienākums strādāt.

Izvēle, cik tu gribi nopelnīt, ne katrs vēlas strādāt melno darbu (pienākas strādāt).

3. Dzīves kvalitāte, veselīgs dzīvesveids, veselības aprūpes pieejamība, psihiskās veselības nodrošināšana.
4. Sabiedrības viedokļa uzklaušīšana, baumu iznīcināšana, sabiedrības iesaiste procesos.
5. Nezināšana neatbrīvo no atbildības, katra persona ir svarīga sabiedrības sastāvdaļa.

3) Kā tas varētu tikt risināts?

1. Naudas novirzīšana jomām, kuras interesē sabiedrību.
2. Aktīvistiem piešķirt stipendijas.
3. Brīvprātīgajiem piešķirt maksas atlaides.
4. Biznesa inkubatoru attīstīšana un atbalstīšana.
5. Prasmju eksāmeni.

6. Vērsties augstākā institūtā.
7. Izpētīt, cik lielai iedzīvotāju grupai nepieciešams atbalsts veselības jomā.

8. Jaunieši palīdz senioriem vingrot (saglabāt fizisko aktivitāti).
9. Impulss mājokļu nodrošināšanai.
10. Preventīvā medicīna (domāšana maina veselības stāvokli).
11. Zinātniski pamatot tautas medicīnu.
12. Strādājam pie kognitīvās (domāšanas) izpētes.
13. Mūžizglītības semināri (apmācības).
14. Jāakceptē viens viedoklis par veselības jautājumiem.
15. Pilnveidot izglītības sistēmu , nodrošinot regulārus fiziskos vingrinājumus. u.tml.

4) Kam būtu jāiesaistās problēmas risināšanā?

Ietekmētie dalībnieki:

- Uzņēmēji
- Valsts
- Mecenāti
- Jomas speciālisti

Iesaistīties dalībnieki

- Jaunieši;
- Seniori;
- Labdarības sponsors.

- "Brisele",
- Zinātnieki,
- Mediji,
- Iedzīvotāji,
- Veselības ministrija,
- Ārstu asociācijas ,
- Medicīnas studenti,
- Sarkanais krusts,
- Vecāki,
- Pasaules veselības organizācija.

5) Kā tas mainīs nākotni? Kādu ietekmi tas radīs?

Ir nauda = vienlīdzība



Var uzlabot veselību



Uzlābojas dzīves līmenis



Uzlābojas komunikācija



Ir cieņa

1. Attēls

Jauniešu un senioru mijiedarbība. Viņi kopīgi trenējas parkā.

2. Attēls

Kopēja veselības uzlabošanās. Slimnīcās nav rindu.

3. Attēls

Finansiāla stāvokļa uzlabošanās. Visiem ir labs finansiāls stāvoklis.

4. Attēls

Vienlīdzība starp paaudzēm.

5. Attēls

Vidējais latvietis kļūst pozitīvāks. Cilvēki kļūst labsirdīgāki, laipnāki.

6. Attēls

Jaunieši un seniori lieto dabas produktus.

Scenāriji, ar kuri palika neizstrādāti:

2d Alternatīvais ekonomikas modelis.

3A Informācija visiem - Dalieties ar informācijas spēku.

6A Atbildības par veselību apzināšanās caur "Ikviena zinātni".



Report on the research and policy consultation in Lithuania



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1: Concept for the consultation in Lithuania

Our consultation took place in 2016.09.24, Vilnius, Lithuania (Best Western Hotel). We organised one consultation. Our target group was the citizens. We invited those citizens who participated in the first CIMULACT consultation (about 15). Other citizens consisted of 3 subgroups (schoolchildren, students, scientists). Citizens from first consultation allowed us to produce results which were not far from first results. Schoolchildren and students are those target groups who occasionally are left out in Lithuania, but having them was very important, because results from this consultation and this project are relevant for their future. Lastly, researchers also were interested by such consultation and its results, so their experience let us formulate research questions in more proper manner. We have sent a registration form to NCV participants, and selected those, who motivated why they want to participate. We reached schoolchildren through schools. Invitation to students and researchers were sent with help of student unions and Lithuanian universities. We expected (according to prior experience) that some of recruited citizens would not show up at the event, so we invited bigger number of them (40). Overall, in consultation we had 35 citizens participation.

We used method nr. 1 because it was the most suitable for us (we did not have any stakeholders and policy makers). We wanted to involve part of citizens who participated in the first NCV and also we wanted to have an opportunity to involve younger generation, because most of the time they are left out from similar initiatives in Lithuania.

2: Programme for the consultation

9:00 – 10:00	Participants registration, Coffee
10:00 – 10:30	Welcome and Introduction
10:30 – 11:10	Exhibition and tables organisation
11:10 – 12:10	1 work stage (group work)
12:10 – 13:10	Break
13:10 – 15:10	2 work stage (group work)
15:10 – 15:25	Coffee break
15:25 – 16:05	Presentation of the final product and thank you

3: Selected research programme scenarios

1a: Digital Inclusion

1d: Social Economy

3a: Data for all – Share the power of data.

3b: "Snakes and Ladders". Connecting scales of issues and actors.

6a: Health empowerment through "Everyone's science"

7a: Educational ecosystem as a driver of social innovation and local development

7b: Rethinking (the new) "job market needs"

7d. SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment

In the event with all participants they had made decision which scenarios should be used. There was an exhibition of the 8 Scenarios: it was posted on one wall with enough space for the whole group to walk and look at it. For that they had some time (about half an hour). After that participants were asked to vote for most preferable scenarios. We had chosen those scenarios, which had biggest number of votes. Then they were asked, if it is okay, that we would work only with 5 scenarios and everyone agreed.

4: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

7a: Educational ecosystem as a driver of social innovation and local development [23]

1d: Social Economy [22]

3a: Data for all – Share the power of data. [12]

7b: Rethinking (the new) “job market needs” [8]

1a: Digital Inclusion [5]

Total: 35 participants which each got 2 votes - in total 70 votes.

Research programme scenario 1

1a: Digital Inclusion

- 1) What challenge(s) does this research direction address from your point of view?
 - Increasing digital inclusion of older people. Learning about other cultures without leaving your home, regardless of the financial situation and physical capacities. Introducing to the digital world from an early age.
 - Providing equal opportunities for obtaining formal education.
 - Restructuring the dissemination model of educational and scientific content so that everyone could reach relevant content without making a significant impact on the economy. (E.g., scientific content becomes hardly accessible to the public as scientists give their works copyright to various corporations seeking for their financial interests they prevent access to certain research.)
 - Ensuring proper information on a large scale to a wide range of people and educating them about the use of the digital world.
- 2) It is important from your point of view to address this challenge? Why?

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- Citizens could get better education in addition to their full potential by removing access barriers to educational and scientific content. Therefore the society becomes more intelligent, increases its added value.
- Increased digital inclusion of older people means more access to various information having and leads to full inclusion within the community. (E.g., during any election they could vote not only for „a pretty face“ or their first impressions, but more likely to make information-based decisions.)
- Increased awareness about the natural resources and its use in order to ensure our well-being, instead of using them against us, such as military purposes or other.
- Education about digitization from an early age (education about threats and opportunities as well).
- Better access to information by making equal opportunities for everyone.

3) How could it be approached?

- By research in order to determine what content and formats are best to be reached by older people.
- Establishing prestigious non-profit scientific literature publishing institutions to ensure the quality of the scientific literature and broad dissemination. Electronic versions could be made available to all for free, and the paper copies could be charged.
- Integrating courses into curriculums of schools so that students could be introduced to the digitization process, existing opportunities, threats, and so on.
- Redeeming the best (most needed) educational literature copyright using budget funds and open the literary content to the public.
- Applying profit / number of copies ceiling for educational literature – when maximum income is being received, all the publications become openly accessible free of charge.
- By research to assess the benefits of digitization and harm at a younger age.
- Reducing barriers to digital content creation by eliminating laws contributing to the process being too bureaucratic (E.g. Certain registration is required before publishing content), and reducing copyright powers.

4) Who should be involved in solving the problem?

- Researchers (highly involved) as they choose where to publish their works.
- Journalists/reporter (highly involved) as they create digital content.
- NGOs (highly involved) as they have to take over the functions of commercial publishers
- National Parliament/ European Parliament (moderately involved) as they make decisions related to Internet regulation.
- Ministry of Education and Science (moderately involved) as they set the goals to secondary schools.
- Secondary schools (moderately involved) as they have to teach pupils about the digitization process.
- Communities (moderately involved) as they could make the digital inclusion of the older people or those, who cannot afford it, possible.
- Business (highly impacted) as they will lose the monopole of educational and scientific literature publishing

5) How would this change the future?

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- Yesterday I've read scientific publication on interesting optimisation algorithm and I know how it could be improved, despite the fact I am in 8th grade
- People developed their critical thinking, so that they are able to discuss and listen (hear) each other, select high-quality sources and interpret them.
- Older people have better access to information.
- People do not become or feel distant to the family as their ability to use digital communication channels is maximally efficient.
- Scholastic sources are accessible using only one mouse click, so I can remember what I learned a few years ago, as well as my dad can see into what I am learning right now.
- Citizens have access to open learning resources, courses. (E.g., IT specialist learned biology, which allows him to optimise agriculture and greenhouses).

Research programme scenario 2

7b: Rethinking (the new) "job market needs"

- 1) What challenge(s) does this research direction address from your point of view?
 - Lifelong learning will help to solve adjustment problems in labour market.
 - Creating an effective cooperation model between business and science.
- 2) It is important from your point of view to address this challenge? Why?
It is important, because:
 - Cooperation between business and science allows developing highly qualified employees.
 - Investments in education are insufficient to pay-off.
 - The cooperation between these two sectors would also contribute to citizenship education.
 - Effective early education would let individuals better adjust to job market shifts.
- 3) How could it be approached?
 - Expanding the network of specialist schools (focused on Arts, Sports or Academics) to provide pupils better options on choosing their own future profession;
 - Providing tax reliefs for science-sponsoring businesses allowing them to contribute directly to the cultivation of professionals;
 - Creating a national data collecting system to collect and publicize data on the science and business needs. This would allow the modelling of future demand and supply of labour market.
- 4) Who should be involved in solving the problem?
 - Higher education institutions (as they prepare specialists for business)
 - Business (as it upholds the demand and allocates funds)
 - Ministry of Education and Ministry of Finance (as they shape the policy direction and its execution).
 - Parliament (as it adopts laws that contribute to the scenario)
 - NGO's (as they could provide certain services such as implementation of projects or analysis)

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- Researchers (as they analyse the data, offer solutions ,recommendations)
- Ministry of Economy (as it is in between of business and education)
- Private or public foundations (as they support and provide funding to any projects related)
- Local communities (as they are affected).

5) How would this change the future?

- Established various disciplines science centres (schools) allows pupils to get more practical and theoretical knowledge so that they would feel bolder
- People of all ages would constantly seek knowledge, improve their skills
- Business would have an interest to support the schools, growing competent and motivated employees for themselves.
- Collecting data would allow setting and taking into account the future demand and supply of labour market.

Research programme scenario 3

7a: Educational ecosystem as a driver of social innovation and local development

1) What challenge(s) does this research direction address from your point of view?

- Lack of connection between education and local realities (business, economy, political situation).
- Lack of stakeholders' involvement in the education system.
- The varying quality of education at the geographical level.
- Lack of continuity in learning
- Bureaucracy interferences in implementing new initiatives.
- Lack of leadership models in education system.
- The negative attitude towards the education system.

2) It is important from your point of view to address this challenge? Why?

- Create a platform in which the education system can interact with the environment (family, child, teacher, business)
- Improving the education system opens up more opportunities for integral development. Children's practical possibilities.
- The education system should reflect the needs of all stakeholders.
- Strengthening education centres, regardless of their geographic or socioeconomic status would provide the opportunity to acquire quality education.
- Ensuring access to lifelong learning we can continually guarantee the necessary professionals for labour market demands.
- Benefits of the educated society
- Coherent parenting principles from family to school

3) How could it be approached?

- Using MOOC's in the teaching process.

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- Introducing single and common evaluation system in schools (such as ECTS in higher education), including to the scale of assessment such criteria as volunteering, social engagement, citizenship, and so on.
- Developing game-based learning.
- Creating an electronic platform in order to share the teaching / learning methodologies, tools, job offers, courses and seminars.
- Increasing number of the STEAM centres.
- Organising career planning courses according to the higher education or business needs.
- Developing leadership in schools
- Educating not only in schools, but also through workshops (in social partners' organizations).
- Through entrepreneurship
- Research on consolidation effectiveness (geographically optimal networking)
- Organising training, seminars for discussions and sharing areas of common interest between the education system actors/parties.
- Perform „needs analysis“ with pupils, students, business and other interested stakeholders which would answer the question, what are the exact needs of the community from „educational centres“

4) Who should be involved in solving the problem?

High involvement needed:

- NGOs (as they know best the needs of their sector)
- Business (as they provide practical skills and know business needs)
- Higher education institutions (as they have to ensure continuous learning)
- Ministry of Education and Science
- Local communities (as they know certain community's situation and needs)
- Teachers' unions
- Municipalities (decision-making, resources)
- Schools' communities

Less involvement needed:

- European Commission (projects, holistic development model, sharing best practices)
- Researchers (science-based facts)
- Parliament
- Ministry of Social Security and Labour, Ministry of Finance, Ministry of Economy

Impacted:

- Journalists/reporters
- Private and public foundations

5) How would this change the future?

- All education institutions form a single network
- Classes are held in other organizations, rather than schools
- Teachers actively involves field professionals in classes
- Pupils from rural places come to one bigger regional “science centre”

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- Business is involved in education - once a week there's a lesson, letting students gain practice
- Academic campuses, incorporating the latest technology, are located in the near surroundings, including higher education institutions, business , HUB's, schools, institutes and so on
- Several times a week, students go to meetings with other members of the community to interact, share ideas and create something new.
- Books are unnecessary, replaced with IT devices.
- Many outdoor activities with friends, community
- Common space where all the stakeholders can meet and communicate
- Organic food in all educational institutions.
- The virtual communication without leaving home. Learning in virtual classrooms.
- „Rest lesson“, restful sleep
- Grandparents and grandchildren can learn together and create art or new products. Learning brings together!
- We have the tools and platforms to improve the close environment of the community. We create parks where we can watch the stars together, learn astronomy.
- Finally, I seek for myself, what I like best, without stress and public pressure to find a job soon, and so on.

Research programme scenario 4

1d: Social Economy

- 1) What challenge(s) does this research direction address from your point of view?
 - Adjustments and redevelopment of State structures for the new type of economy
 - Dishonest, fraudulent relations and the lack of moral values. The pursuit of personal profit.
 - Consumer society and corporations opposition for social model
 - Educating the public
 - Less rivalry in educational system. Education system transformation from rivalry to cooperation.
- 2) It is important from your point of view to address this challenge? Why?
 - Traditional economy based on consumption, while focusing on gaining profit, encourages pollution, lack of resources, poverty. If nothing changes, these problems will get worse.
 - Commercial rivalry leads to poverty and social exclusion, raises public insecurity (wars, terrorist attacks, and civil disturbance).
 - For example, the functions of the current implementation does not bear responsibility. It should be the assumption of responsibilities and functions.
 - The social economy allows a greater part of society to do a job they love (not any other job they would take only to do for a living)
- 3) How could it be approached?
Research:

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- On economic models: identification of public needs, cooperation needs cultural differences between the countries. Circular economy weaknesses, strengths, opportunities, threats.
- On business environment: opportunities and threats of transforming business from profit-based towards to non-profit organizations.
- On public goods: social economy capacity to ensure education, health care, social security and other functions on time.
- On defining an individual's „basket of essential needs“ (to ensure dignified, well-balanced life, not just survival)
- Community expectations analysis.

Innovations:

- Provision of public services being transmitted to NGOs
- Through education from an early age, developing responsibility, citizenship, responsible consumption, personal responsibility, communication skills
- Formalized basic income
- The expansion and accommodation of public places for general services in order to implement sharing economy.
- Audio-visual equipment, which gives a feeling of full-fledged communication
- Timeless, imperishable items
- Monotonous works are taken over by robots operating on the basis of renewable energy.

4) Who should be involved in solving the problem?

- Researchers (as they objectively analyse and reflect)
- NGOs (as they implement the pilot social economy model, they should show how this social economy model should function in reality)
- Business (as the transformation from profit-based towards to non-profit organizations is essential)
- Journalists/reporters (as they form a positive approach to the social economy.)
- Private and public foundations (as they provide funding during the transitional period)
- Schools (as they develop values and form attitudes)
- Higher education institutions (as they help choosing the right field to specialize on in order to be a self-fulfilled individual)
- Politicians (as they shape legislative framework)
- Ministries (as they ensure implementation of laws)
- Local communities (as social economy is directed towards community welfare.)
- Municipalities (as they are closer to the communities, they ensure the operation of the laws. Closer to the community.)
- Labour unions (as they represent the interests of employees, they also nurtures people's citizenship)
- European Commission (as they shape legislative framework in the EU)

5) How would this change the future?

- Activeness doesn't depend on the age anymore
- Everybody has socially-oriented job in which they self-fulfil. You work with smile, because you enjoy it.
- All the household chores are done by robots

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- Distance is not a problem - public transport is very fast and environmentally friendly
- Clean environment, organic food is available to everyone.
- Sickness, aging, or job search is beyond fear
- Learning and education does not have a specific location, it never ends.
- There is no lack of revenues
- News are actualized and accessible to all
- There is a certain amount of time for self-fulfilment everyday
- Living in the communities and they provide public services
- Sustainable and conscious consumption.
- There is no rubbish, garbage or landfills.
- Circular economy
- Renewable energy is supplied to every house.

Research programme scenario 5

3a: Data for all – Share the power of data

- 1) What challenge(s) does this research direction address from your point of view?
 - Creating an international database that would allow accessing data from different countries in one place;
 - Creating a unified system providing explicit presentation of the data and its grouping
 - Setting clear and consistent determinations of data uploading (from the perspective of data collector)
 - Creating a juridical framework that would ensure data reliability and justifiability
 - Dissemination of the database
 - Data processing and presentation in a clear and understandable way
 - Free and unlimited access
 - Establishment of an institution coordinating and administrating dataflow
- 2) It is important from your point of view to address this challenge? Why?
 - This would allow better education and training of the society and its participation in the state's or even world's life. Moreover it is essential to increase the politicians' involvement of data usage while adopting legislation.
 - It is important to eliminate data duplication ensuring higher efficiency in collecting and administrating all data.
 - Scientific research (and other analysis) results should be presented in common manner as well as ensuring the reliability of findings
 - Creating a more efficient system of State governance would allow avoiding institutions that often duplicate activities.
 - Traffic management would be more effective
 - Various resources will be used more efficiently as well.
- 3) How could it be approached?
Research:

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- Social studies to identify needed functions. Development of simplified (user-centred) system.
- Identify necessary examination/study fields, which are not well explored yet

Education (dissemination)

- Organizing trainings, conferences, seminars or lectures
- Constant development of database

Scientific communities (scientific interests):

- Data and research circulation between education institutions

Innovations:

- Creating software or apps for various groups of society
- Creating a database
- Creating robotic systems (e.g. „smart house“)

Other:

- Free access to the database/programme

4) Who should be involved in solving the problem?

- Researchers (directly involved) (as they form the content of the database and are the main users of the database themselves)
- NGO's (as they become engaged into data submission and use)
- Business (as it makes investments and uses the data to find new niches for development)
- Journalists/reporters (as they publicize the collected data and form certain opinion)
- Private or public foundations (as they support and provide funding to any research projects related)
- Higher education institutions (directly involved) (as they organise and do the research themselves)
- Ministries and politicians (as the information makes influence on their decisions and decision making itself)
- Citizens (as they use the data collected)
- Labour unions (as they provides and uses data as well)
- Students (as they use data)
- European Commission (as it can administrate the database, using the information as well)
- Programmers (directly involved) (as they determine functionality of database)

5) How would this change the future?

- Free (in geographical sense) workplace.
- Services and goods would be personalized according to consumer habits, personal qualities.
- Review of the latest data on the screen (e.g., weather in different parts of the world, good events, and so on)
- Evident research. Evident methodology. Needed research.
- Citizen's involvement in decision making. One citizen's voice matters.
- Environment and ecology would be automatically controlled.

- A pictorial representation on provided data will be analysed at home
- Journalism is based on easily verifiable data
- Traffic will be optimized according to available data
- Electronic Government. Citizens legislate in referendums which are organized with low resources.
- Heating, utilities are based on the use of the database. Robots - operators.

5: Selected research programme scenarios (national language)

6a: Sveikatos įgalinimas per „kiekvieno mokslą“

1a: Skaitmeninė įtrauktis

7b: (Naujų) darbo rinkos poreikių permąstymas

1d: Socialinė ekonomika

3a: Duomenys visiems – dalinimasis duomenų galia

3b: „Gyvatės ir kopėčios“. Jungiant problemines sritis su įvairiais veikėjais.

7a: Švietimo ekosistema kaip varomoji socialinių inovacijų ir vietinio vystymosi jėga

7d: SSGG (stiprybių, silpnybių, galimybių, grėsmių) analizė įgalinant technologijas

Pasirinkti scenarijai yra susieti su piliečių vizijomis, kurios buvo kurtos ankstesnių piliečių konsultacijų metu ir kurių temos yra aktualios Lietuvai atsižvelgiant į ekonominę situaciją, politines kryptis ir dabar labiausiai diskutuojamas temas, kurios bus aktualios ir ateityje.

Visų scenarijų sutrumpintos versijos su iliustracijomis buvo sukabintos gerai matomoje vietoje. Piliečių buvo paprašyta prie kiekvieno iš aštuonių scenarijų ir peržvelgti ten esančią informaciją. Tam buvo skirtas pusvalandis. Vėliau buvo paprašyta išsirinkti du labiausiai patikusius scenarijus ir užklijuoti ant jų po vieną lapelį (vienam žmogui du balsai – du lapeliai skirtingiems scenarijams). Išrinkti tie scenarijai, kurie surinko išskirtinai daugiausiai balsų. Piliečių atsiklausta, ar jie sutinka, kad būtų dirbama prie 5 scenarijų.

6: The enriched research programme scenarios (national language)

7a: Švietimo ekosistema kaip varomoji socialinių inovacijų ir vietinio vystymosi jėga [23]

1d: Socialinė ekonomika [22]

3a: Duomenys visiems – dalinimasis duomenų galia [12]

7b: (Naujų) darbo rinkos poreikių permąstymas [8]

1a: Skaitmeninė įtrauktis [5]

35 piliečiai, kurie turėjo po 2 balsus. Viso 70 balsų.

Overview of the prioritized research programme scenarios

Tyrimų programos scenarijus 1

1a: Skaitmeninė įtrauktis

- 1) Su kokiais, Jūsų nuomone, iššūkiais susiduria šis tyrimų scenarijus?
 - Didesnis vyresnio amžiaus žmonių įtraukimas į internetinę erdvę. Kitų kultūrų pažinimas neišeinant iš namų nepriklausomai nuo finansinių ir fizinių galimybių. Supažindinimas su skaitmenizuotu pasauliu nuo mažens.
 - Suteikiamos vienodos galybės įteikti formalų išsilavinimą.
 - Kaip pertvarkyti švietimo ir mokslinio turinio sklaidos modelį, kad visi galėtų pasiekti jiems aktualių turinį, nepadarant didelio poveikio ekonomikai. Pvz. mokslinis turinys tampa sunkiai prieinamas visuomenei, mokslininkai atiduoda savo darbų autorines teises korporacijoms, kurios siekdamos finansinių interesų užkerta priegą prie tų darbų.
 - Užtikrinama tinkama ir didelės apimties komunikacija bei švietimas apie skaitmeninio pasaulio panaudojimą.
- 2) Ar svarbu, Jūsų nuomone, spręsti šiuos iššūkius? Kodėl?
 - Pašalinus barjerus prieigai prieš švietimo ir mokslinio turinio piliečiai galėtų geriau išsilavinti be išnaudoti visą savo potencialą. Taip visuomenė taptų intelektualėse bei gebėtų kurti aukštesnę pridėtinę vertę.
 - Didesnis įtraukimas vyresnio amžiaus žmonių į bendruomenę bei didesnis jų informavimas (renkant valdžią balsavimas ne už "gražų veidelį")
 - Didesnis žmonių informavimas apie gamtos išteklių panaudojimą jų gerovei užuot juos naudojant pvz. Karo reikmėms ar kita.
 - Švietimas apie skaitmenizaciją nuo mažų dienų (švietimas apie grėsmes, galimybes).
 - Patogesnis informacijos pasiekimas suvienodinant visų galimybes.
- 3) Kaip jie gali būti sprendžiami?
 - Tyrimas siekiant išsiaiškinti, koks turinys ir kokio formato turėtų būti pasiekimas vyresnio amžiaus žmonėms.

- Sukurti prestižines ne pelno siekiančios mokslinės literatūros leidimo įstaigas, kurios užtikrintų mokslinės literatūros kokybę ir plačią sklaidą. El. Variantai galėtų būti prieinami visiems nemokamai, o už popierinį galėtų būti imamos mokestis.
- Mokyklų disciplinose integruoti kursus, kurių metu / moksleiviai būtų supažindinami su skaitmenizacijos procesu, esančiomis galimybėmis, grėsmėmis ir kt.
- Išpirkti geriausios (labiausiai reikalingos) švietimo literatūros autorinės teisės panaudojant biudžeto lėšas ir tas literatūros turinį atverti visuomenei.
- Uždėti pelno / tiražo lubas švietimo literatūrai, pasiekus pelno / tiražo lubas kūriniai taptų atviri, nemokami visuomenei.
- Tyrimai skirti įvertinti skaitmenizacijos naudą ir žalą jaunesniame amžiuje.
- Sumažinti kliūtis skaitmeninio turinio kūrimui panaikinant įstatymus, kurie šį procesą biurokratizuoja (pvz. Reikalinga registruotis prieš leidžiant turinį) bei sumažinant autorinių teisių galias.

4) Ką reikėtų įtraukti į šių iššūkių sprendimą?

- Mokslininkai (stipriai įtraukti). Renkasi kur publikuoti savo mokslinį turinį.
- Žurnalistai (stipriai įtraukti). Kuria skaitmeninį turinį.
- NVO (stipriai įtraukti). Turi perimti leidybos funkcijas, kurios dabar priklauso verslui.
- Seimas/ Europos parlamentas (vidutiniškai įtraukti). Turi priimti sprendimus susijusius interneto reguliavimu.
- ŠMM (vidutiniškai įtraukti). Tikslų nuleidimas į bendrojo lavinimo mokyklas.
- Bendrojo lavinimo mokyklos (vidutiniškai įtraukti). Turi ugdyti moksleivius apie skaitmenizacijos procesą.
- Bendruomenės (vidutiniškai įtraukti). Sudaryti galimybę įtraukti vyresnio amžiaus bei neturinčius galimybių žmones į skaitmenizacijos procesą.
- Tyrėjai (silpnai įtraukti). Turės vykdyti sukurtus tyrimus.
- Verslas (stipriai paveiktas). Praras švietimo ir mokslinės literatūros monopolį.

5) Kaip tai pakeistų ateitį?

- Vakar perskaičiau tokį įdomų optimizavimo algoritmą, aprašantį mokslinį straipsnį ir žinau kaip tą algoritmą galima pagerinti, nors esu dar tik aštuntokas.
- Žmonės išlavinę kritinį mąstymą, geba diskutuoti ir išklaudyti pašnekovą, atsirinkti kokybiškus šaltinius ir juos interpretuoti.
- Vyresnio amžiaus žmonės turi lengvesnę prieigą prie informacijos.
- Žmonės nesijaučia atitolę nuo šeimos, nes maksimaliai geba išnaudoti skaitmeninius bendravimo kanalus.
- Mokykliniai šaltiniai yra pasiekiami vienu pelės mygtuko paspaudimu, tiek aš galiu prisiminti ką mokausi prieš kelis metus, tiek mano tėtis gali įsigilinti, ką mokausi dabar.
- Piliiečiams pasiekiami atviri mokymosi išteklių, kursai. Pvz. Informatikas išmoko biologijos, kas leidžia automatizuoti žemės ūkį ir šiltnamius.

Tyrimų programos scenarijus 2

7b: (Naujų) darbo rinkos poreikių permąstymas

1) Su kokiais, Jūsų nuomone, iššūkiais susiduria šis tyrimų scenarijus?

- Mokymasis visą gyvenimą padės išspręsti darbo rinkos prisitaikymo problemas.

- Sukurtas veikiantis verslo ir mokslo bendradarbiavimo modelis.
- 2) Ar svarbu, Jūsų nuomone, spręsti šiuos iššūkius? Kodėl?
- Svarbu, nes verslo ir mokslo partnerystė leis ugdyti kvalifikuotus darbuotojus.
 - Svarbu, nes investicijos į švietimą neatsiperka.
 - Svarbu, nes šių sektorių bendrystė atvertų kelius pilietiškumo ugdymui.
 - Svarbu, nes ankstyvas efektyvus ugdymas leistų asmeniui prisitaikyti prie darbo rinkos pokyčių.
- 3) Kaip jie gali būti sprendžiami?
- Plėsti specializuotų mokyklų tinklą (meno, technologijų ar pan.), tokiu būdu mokiniai apsispręstų, ką nori veikti toliau gyvenime.
 - Suteikti mokesčių lengvatas verslui, remiančiam mokslą. Tai būtų tiesesnis kelias verslui prisidėti prie specialistų auginimo.
 - Sukurti valstybinę duomenų kaupimo sistemą, kurioje būtų kaupiami ir viešinami duomenys apie mokslo ir verslo poreikius. Jie leistų modeliuoti ateities darbo vietų pasiūlą ir paklausą.
- 4) Ką reikėtų įtraukti į šių iššūkių sprendimą?
- Aukštosios mokyklos – jose ruošiami specialistai verslui.
 - Verslas – apsibrėžia paklausą ir skiria lėšas.
 - Švietimo ir finansų ministerijos – formuoja politikos krypties vykdymą.
 - Seimas – priima įstatymus, kurie padeda įgyvendinti scenarijų.
 - NVO – gali teikti paslaugas (projektų įgyvendinimas, analizė)
 - Tyrėjai – analizuoja duomenis, siūlo sprendimus, rekomendacijas.
 - Ūkio ministerija – tarpininkas tarp švietimo ir verslo.
 - Paramos fondai – remia susijusius projektus, teikia finansavimą projektų vykdymui.
 - Vietos bendruomenės (paveiktos).
- 5) Kaip tai pakeistų ateitį?
- Sukurti skirtingų disciplinų mokslo centrus (mokyklas), kuriose mokiniai jaustųsi gaunantys praktinių ir teorinių žinių jaustųsi drąsesni.
 - Visų amžiaus žmonės nuolat siektų žinių, tobulintų savo gebėjimus.
 - Verslas yra suinteresuotas remti mokyklas, auginintis sau kompetentingus ir motyvuotus darbuotojus.
 - Kaupiami duomenys, kad būtų nustatyti ateities darbo rinkos poreikiai ir į juos būtų atsižvelgiama.

Tyrimų programos scenarijus 3

7a: Švietimo ekosistema kaip varomoji socialinių inovacijų ir vietinio vystymosi jėga

- 1) Su kokiais, Jūsų nuomone, iššūkiais susiduria šis tyrimų scenarijus?
- Nėra ryšio tarp švietimo ir vietinių realijų (verslo, ekonomikos, politinės situacijos).
 - Suinteresuotų šalių įtraukimo į švietimo sistemą stoka.
 - Nevienoda švietimo kokybė geografiniame lygmenyje.
 - Mokymosi tęstinumo trūkumas.

- Biurokratiniai trukdžiai įgyvendinant naujas iniciatyvas.
- Lyderystės modelių trūkumas švietimo sistemoje.
- Neigiamas požiūris į švietimo sistemą.

2) Ar svarbu, Jūsų nuomone, spręsti šiuos iššūkius? Kodėl?

- Sukurta platforma, kurioje švietimo sistema galėtų sąveikauti su aplinka (šeima, vaikas, mokytoja, verslas)
- Tobulinant švietimo sistemą atsiveria daugiau integralaus ugdymo galimybių. Vaikų praktinės galimybės.
- Švietimo sistema atspindi visų suinteresuotų šalių poreikius.
- Stiprinant švietimo centrus, nepriklausomai nuo geografinės ar socioekonominės padėties suteikiama galimybė įgyti kokybišką išsilavinimą.
- Užtikrinant mokymosi visą gyvenimą galimybes galime nuolatos užtikrinti reikiamų specialistų pasiūlą.
- Išsilavinusios visuomenės privalumai.
- Vaikų auklėjimo principų bendrumas (nuo šeimos iki mokyklos).

3) Kaip jie gali būti sprendžiami?

- MOOC's išnaudojimas mokymo procese.
- Įvesti bendrą vertinimo sistemą mokyklose (kaip ECTS), įtraukiant į vertinimo skalę tokius kriterijus kaip savanorystė, visuomeninis įsitraukimas, pilietiškumas ir kt.
- Plėtojant žaidimais grįstą mokymąsi.
- Elektroninės platformos sukūrimas, kuri būtų skirta dalintis mokymo(si) metodika, priemonėmis, darbo pasiūlymais, kursais, seminarais.
- STEAM centrų plėtotė.
- Karjeros planavimo kursai atsižvelgiant į universitetus, verslo atstovus.
- Lyderystės ugdymas mokyklose.
- Ugdymas ne tik mokyklose, bet ir per praktinius užsiėmimus (socialinių partnerių organizacijose).
- Entrepreneurystė
- Konsolidacijos efektyvumo tyrimai (optimalus tinklas kūrimas geografiškai)
- Rengti mokymus seminarus, skirtus išdiskutuoti ir pasidalinti rūpimais klausimais tarp švietimo sistemos sektorių dalyvių.
- Atlikti moksleivių, studentų, verslo bei kitų suinteresuotų šalių "poreikių analizę", kurioje būtų atsakoma į klausimą, ko reikia bendruomenei iš "centro".

4) Ką reikėtų įtraukti į šių iššūkių sprendimą?

Svarbiausia įtraukti:

- NVO (geriausiai žino savo grupės poreikius)
- Verslas (praktiniai įgūdžiai, žino verslo poreikius)
- AM (Užtikrinti tęstinį mokymąsi)
- ŠMM
- Vietos bendruomenės (žino bendruomenės situaciją, poreikių žinojimas)
- Profesinės mokytojų sąjungos
- Savivaldybės (sprendimų priėmimas, ištekliai)
- Mokyklos bendruomenė

Žemesnis įsitraukimo lygmuo

- Europos komisija (projektai, visuminis plėtos modelis, geroji padėtis)
- Tyrėjai (mokslu pagrįsti faktai)
- Seimas
- Socialinės apsaugos ir darbo ministerija, Finansų ministerija, Ūkio ministerija

Paveikti:

- Žurnalistai
- Paramos fondai

5) Kaip tai pakeistų ateitį?

- Visos mokslo institucijos sudaro bendrą tinklą
- Pamokos vyksta kitose organizacijose, o ne mokyklose
- Mokytojai aktyviai naudoja srities profesionalų paskaitas
- Iš miesto, rajonų mokiniai vyksta į vieną didelį mokslo centrą
- Verslas kartą per savaitę turi savo pamoką, kur moksleiviai įgyja praktikos
- Sukurti mokslo miesteliai, įtraukiant naujausias technologijas ir lokalizuojant artimoj aplinkoj. AM, verslas, HUB'ai, mokyklos, institutai
- Mokiniai kelis kartus per savaitę važiuoja į susitikimus su kitais bendruomenės nariais bendrauti, dalintis idėjomis, kurti kažką naujo.
- Knygos nereikalingos, viskas IT įrenginiuose.
- Daug veiklos gamtoje su draugais, bendruomene
- Bendra erdvė, kur susitinka ir bendrauja visos suinteresuotos šalys
- Ekologiškas maistas visose mokslo įstaigose.
- Virtualus bendravimas neišeinant iš namų. Mokomasi virtualiose pamokose.
- Ramybės pamoka, ramus miegas.
- Seneliai ir anūkai gali kartu mokytis ir kurti meną, naujus produktus. Mokymasis suartina!
- Turime įrankius ir platformas norėdami gerinti artimą aplinką bendruomenėje. Kuriamo parkus, kuriuose kartu stebime žvaigždes, mokomės astrologijos.
- Pagaliau galiu ieškoti savęs, kas man labiausiai patinka, be streso ir visuomenės spaudimo greičiau rasti darbą ir panašiai.

Tyrimų programos scenarijus 4

1d: Socialinė ekonomika

1) Su kokiais, Jūsų nuomone, iššūkiais susiduria šis tyrimų scenarijus?

- Valstybės struktūrų pritaikymas, pertvarkymas naujo tipo ekonomikai.
- Nesąžiningi santykiai ir moralinių vertybių trūkumas. Asmeninio pelno siekimas.
- Vartotojų visuomenės pasipriešinimas ir įmonių, korporacijų pasipriešinimas socialiniam modeliui.
- Visuomenės švietimas
- Auklėjimo sistemoje turėtų sumažėti konkurencija. Auklėjimo sistemos transformacija – iš konkurencingumą į bendradarbiavimą.

2) Ar svarbu, Jūsų nuomone, spręsti šiuos iššūkius? Kodėl?

- Tradicinės ekonomikos grindimas vartojimu, pelno siekimu skatina taršą, išteklių trūkumą, skurdą. Jei niekas nesikeis, problemos gilės.
- Konkurencija gimdo skurdą ir socialinę atskirtį ir kelia visuomenės nesaugumą (karus, teroro aktai, pilietiniai neramumai).
- Dabartinis valstybės funkcijų įgyvendinimas neneša atsakomybės. Turi būti atsakomybės ir funkcijų prisiėmimas.
- Socialinė ekonomika leidžia kuo didesnei visuomenės daliai dirbti mėgstamą darbą, o ne todėl, kad išgyventų dirbant bet kokį darbą.

3) Kaip jie gali būti sprendžiami?

Tyrimai:

- Ekonominių modelių: visuomenės poreikių identifikavimas, bendradarbiavimo poreikiai, kultūriniai skirtumai šalyse. Žiedinės ekonomikos silpnybės, stiprybės, grėsmės, galimybės.
- Verslo aplinkos tyrimai: galimybės ir grėsmės orientuojant verslą iš pelno siekimo į ne pelno siekiančias.
- Viešųjų gėrybių tyrimai: socialinės ekonomikos galimybės, laiku užtikrinti švietimo, gydymo, socialinės apsaugos ir kita funkcijas.
- Tyrimai apibrėžti individo būtinųjų poreikių krepšelį (oriam, pilnavertiškam gyvenimui, ne tik išgyvenimui)
- Bendruomenės lūkesčių analizė.

Inovacijos:

- Viešųjų paslaugų perdavimas NVO
- Per švietimą nuo pat mažens, ugdant atsakomybę, pilietiškumą, atsakingą vartojimą, asmeninę atsakomybę, bendravimo įgūdžius
- Formalizuotas krepšelis ir pinigų suma pragyvenimui
- Viešųjų erdvių plėtimas ir pritaikymas bendrosioms paslaugoms, dalinimosi ekonomikos įgyvendinimui.
- Audiovizualinė technika, kuri suteikia visaverčio bendravimo pojūtį.
- Nesenstantys, negendantys daiktai
- Monotonišką darbą perima robotai, veikiantys atsinaujinančios energetikos pagrindu.

4) Ką reikėtų įtraukti į šių iššūkių sprendimą?

- Tyrėjai – objektyviai analizuoja atvaizduoja vaizdą.
- NVO – socialinio modelio pilotinės veikėjos. Jos parodys kaip turi veikti socialinis modelis realybėje.
- Verslas – svarbi verslo transformacija iš pelno siekimo į nepelno siekiančias organizacijas
- Žurnalistai – formuoja teigiamą socialinės ekonomikos požiūrį.
- Paramos fondai – pereinamuoju laikotarpiu užtikrina finansavimą.
- Mokyklos – ugdo vertybes ir formuoja požiūrį.
- Aukštosios mokyklos - padeda pasirinkti specialybę savirealizacijai
- Politikai – formuoja įstatymų bazę.
- Ministerijos – užtikrina įstatymų įgyvendinimą
- Vietos bendruomenės – socialinė ekonomika nukreipta bendruomenės gerovei.
- Savivaldybės – užtikrina įstatymų veikimą. Artimesnė bendruomenei.

- Profesinės sąjungos – ugdo žmonių pilietiškumą. Jos yra prie verslo, nes atstovauja darbuotojų interesus.
- Europos komisija – formuoja įstatymų bazę Europos sąjungoje.

5) Kaip tai pakeistų ateitį?

- Aktyvumas nebepriklauso nuo amžiaus
- Visi turi visuomeninį darbą, kuriame save realizuoja. Dirbi su šypsena, nes tai tau patinka.
- Visus buitines darbus atlieka robotai
- Atstumas ne problema – labai greitas, ekologiškas viešasis transportas.
- Švari aplinka, ekologiškas maistas, prieinamas visiems.
- Ligos, senatvė, darbo paieškos nekelia baimės.
- Mokymasis neturi konkrečios vietos, niekada nesibaigia.
- Nėra pajamų trūkumo
- Aktualizuotos ir visiems pasiekiamos naujienos
- Kasdien laikas savirealizacijai
- Gyvenimas bendruomenėmis, jos teikia viešąsias paslaugas.
- Tvarus, sąmoningas vartojimas.
- Nėra šiukšlių ir šiukšlynų.
- Žiedinė ekonomika
- Namai aprūpinami atsinaujinančia energetika.

Tyrimų programos scenarijus 5

3a: Duomenys visiems – dalinimasis duomenų galia

- 1) Su kokiais, Jūsų nuomone, iššūkiais susiduria šis tyrimų scenarijus?
 - Bendros duomenų sistemos/erdvės sukūrimas (skirtingų šalių duomenys vienoje erdvėje)
 - Vieningos sistemos sukūrimas (aiškus duomenų pateikimas, jų grupavimas)
 - Aiškios, pastovios nuostatos duomenų kėlimui (duomenų surinkėjui)
 - Teisinės bazės kūrimas dėl duomenų patikimumo ir pagrįstumo
 - Duombazės sklaida.
 - Duomenų aiškus apdorojimas. Pateikti aiškiai ir suprantamai.
 - Nemokama ir neribota prieiga.
 - Koordinuojančios ir administruojančios įstaigos kūrimas, kuri kontroliuotų duomenų srautus.
- 2) Ar svarbu, Jūsų nuomone, spręsti šiuos iššūkius? Kodėl?
 - Visuomenės mokymas, lavinimas ir įtraukimas į valstybės, pasaulio gyvenimą. Politikų įtraukimas, priimant teisės aktus, naudoti duomenis.
 - Duomenų pasikartojimo eliminavimas. Duomenų rinkimo ir administravimo efektyvumas.
 - Mokslinių tyrimų (ar kitų tyrimų) rezultatų vienodumas ir reprezentatyvumas, išvadų patikimumas.

- Efektyvesnis šalies valdymo sistemos suformavimas. Neretai viena institucija dubliuoja veiklas.
- Efektyvesnis transporto srautų valdymas.
- Efektyviau bus naudojami įvairūs ištekliai.

3) Kaip jie gali būti sprendžiami?

Tyrimai:

- Socialiniai tyrimai skirti platformos naudojimo funkcijoms nustatyti. Naudojimo paprastumo sukūrimas.
- Atrasti reikalingus tyrimus, kokie laukai dar neištirti.

Švietimas (viešinimas)

- Mokymų, konferencijų, seminarų organizavimas, duombazės tobulinimas.

Mokslo visuomenės (mokslo interesai)

- Duomenų ir tyrimų cirkuliacija tarp mokslo įstaigų

Inovacijos:

- Programų (programėlių) kūrimas įvairiom visuomenės grupėms.
- Duombazės sukūrimas
- Robotizuotų sistemų sukūrimas (išmanus namas)

Kita:

- Programos (duombazės) nemokama prieiga

4) Ką reikėtų įtraukti į šių iššūkių sprendimą?

- Tyrėjai (tiesiogiai įtraukti), nes jie formuoja duombazės turinį ir yra pagrindiniai naudotojai.
- NVO – įsitraukia į duomenų pateikimą ar jų naudojimą.
- Verslas - įsitraukia, nes investuoja, o vartotojai, nes atranda reikiamas nišas verslui.
- Žurnalistai, nes jie viešina surinktus duomenis ir formuoja nuomonę.
- Paramos fondai – suteikia lėšas tyrimams atlikti.
- Aukštosios mokyklos – tiesiogiai įtraukti, nes atlieka tyrimus.
- Politikai – informacija daro įtaką sprendimams.
- Ministerija – duombazės daro įtaką sprendimams.
- Piliečiai – naudojami surinkta informacija.
- Profesinės sąjungos – teikia ir naudojami duomenimis.
- Moksleiviai – naudojami duomenimis
- Europos komisija – įtraukta, nes ji gali administruoti bet ir vartotojai per ten gauna informaciją
- Programuotojai – įtraukti, nes formuoja duombazių galimybes.

5) Kaip tai pakeistų ateitį?

- Laisva darbo vieta. Darbo vieta neprižišta.
- Paslaugos ir prekės suasmenintos, pagal vartojimo įpročius, asmeninės žmogaus savybės.

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- Naujausių duomenų peržiūra ekrane (pvz. orai įvairiose pasaulio vietose, geri įvykiai ir pan.)
- Aiškūs tyrimai. Aiški metodologija. Reikalingi tyrimai.
- Piliečio įtrauktis į valstybės valdymą. Vieno piliečio balsas lemia daug.
- Aplinka, ekologija, automatiškai reguliuojami
- Grafiškai pateikiami duomenys analizuojami namuose
- Žurnalistika yra grįsta duomenimis, kuriuos lengva patikrinti
- Pagal turimus duomenis optimizuoti transporto srutai
- Senjorai kaimynai džiaugiasi ryte sužinoję pasaulio naujieną
- Elektroninė valdžia. Piliečiai teisės aktus priima referendumuose, kurie organizuojami mažais ištekliais.
- Buitinės aplinkybės, šildymas, komunalinės paslaugos grindžiamos duomenų bazės naudojimu. Robotai – operatoriai.



Report on the research and policy consultation in Luxembourg



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1: Concept for the consultation in Luxembourg

The second national consultation took place in Luxembourg on September 17th 2016. As for the venue the decision was made to organise the event at the same place used for the National Citizen Visions Workshop, mainly because we had very good experience with the place and the participants appreciated the venue a lot the first time.

As for this phase different forms and numbers of consultations were possible, however 4motion decided to organise one consultation. For the consultation our aim was to bring together citizens, experts/ stakeholders and political decision makers. Considering our "culture" of living, bringing these people together and letting them discuss during one day was seen as a good opportunity for creating possibilities of exchange, creativity and mutual learning. Another explanation is "networking". Networking works fine in Luxembourg and therefore bringing different people together in this particular project was viewed as an opportunity for the viability of the project even after 2018.

In total 26 participants were invited while 19 participants showed up at the consultation. With the experience made from the first consultation in 2015, we decided to recruit

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

participants by using different tools and methods, such as: social media (Facebook, twitter, linked-in), email lists, networks, mouth-to-mouth and recruitment during other consultations. Beside this, stakeholders/ experts as well as political decision-makers were recruited via direct contact, meaning personal letters or phone calls. This worked fine for stakeholders/ experts but not so well for political decision makers. Even though 60 deputies had been contacted (via mail and phone) none subscribed for the consultation.

As experienced the first time, the recruitment has been even more difficult this time than the first time. Two main reasons can be identified:

1. The timing: Timing can be seen as an issue. Even though our recruitment phase started mid-June (preparation) the period was our biggest enemy. As in many other countries, Luxembourg has a quite long summer period for schools which lasts from 15th of July until the 15th of September. During August many people living in Luxembourg are gone for a long period of time. Besides this, September is usually a busy period as both schools as well as the political season is starting.

2. The topic: Our general impression was that it was hard for people to understand the topic. Talking about "research" may frighten some people as they think that they need special knowledge. Therefore direct contact helped to overcome these obstacles and to be more concrete.

As for the method, 4motion decided to design its own method. One main reason was that we have people within our team and network that are used to design methods for such events and this consultation was a good opportunity to think about a participatory and creative method. With our method which was inspired by design thinking we wanted to break down the complexity of the research scenarios and find desirable solutions. We experienced in the workshop that the creative part, the constructions, drawings or play roles were very welcomed by the participants. In short, the method consisted of:

- group discussions during which people (3-5 people per table) were asked to discuss different questions and filling out foreseen templates,
- plenary and half-plenary sessions during which presentations, interviews or votes took place and,
- creative sessions such as prototyping a research programme scenario.

2: Programme for the consultation

The programme of the day was the following:

9.00 - 9.30	Introduction & Ice-breaking
9.30 - 10.00	Presentation of the Research programme scenarios Selection of research programme scenarios
10.00 - 10:45	Group work on the different research programme scenarios
10.45 - 11.05	Coffee break
11.05 - 12.00	Empathizing phase & Insights from empathizing
12.00 - 13.00	Prototyping
13.00 - 14.00	Lunch Break
14.00 - 14.30	Finishing Prototype
14.30 - 15.30	Market place
15.30 - 16.15	Finalization of research programme scenarios
16.15 - 16.45	Final presentations & Voting

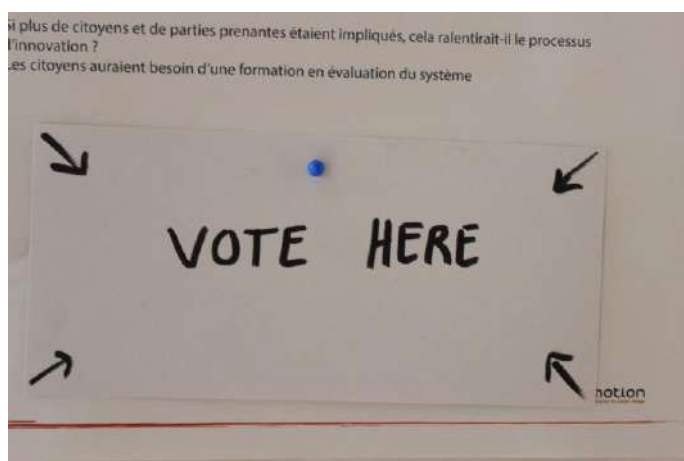
3: Selected research programme scenarios

In the chart below we present the nine research programme scenarios which had been selected for Luxembourg. The selection of these scenarios was made partly according to the results of the National Citizen Visions Workshop (November 2015) and partly according to issues being discussed at a national level such as sustainable economy or unity and cohesion. With this choice we wanted to keep the thread and further work on themes that are of importance on a national as well as on European level.

In green we highlight the scenarios to enrich that were selected by the participants during the work:

N°	Social Need	Research programme scenarios
1b	Equality	Balanced life-work model
1c	Equality	Empowering diversity in communities
2b	Unity and Cohesion	Community building development
6d	Life-Long Processes	I'm empowered to lead my changes
7a	Strengths-Based Education and Experimental Learning	Education ecosystems as driver of social innovation and local development
8d	Harmony with nature	Transforming technologies for the planet and people
9b	Personal development	Personal and Organisation choice management
11a	Sustainable Economy	Learning for society
12d	Sustainable Energy	Beyond energy efficiency: less consumption by structural design and behaviour

For selection each participant received five stickers. Participants were asked to read carefully all nine research programme scenarios and to put one sticker on the scenario they think should be enriched (only one sticker per scenario possible).



4: The enriched research programme scenarios

Here we present an overview of the prioritised research programme scenarios with the number of votes:

N°	Social Need	Research programme scenarios	Votes
7a	Strengths-based education and experimental learning	Education ecosystems as driver of social innovation and local development	14
2b	Unity and Cohesion	Community building development	12
6d	Life-long processes	I'm empowered to lead my changes	12
9b	Personal development	Personal and organisation choice management	12
11a	Sustainable economy	Learning for society	12
1c	Equality	Empowering diversity in communities	11
12d	Sustainable energy	Beyond energy efficiency: less consumption by structural design and behaviour	10
1b	Equality	Balanced life-work model	6
8d	Harmony with nature	Transforming technologies for the planet and people	6

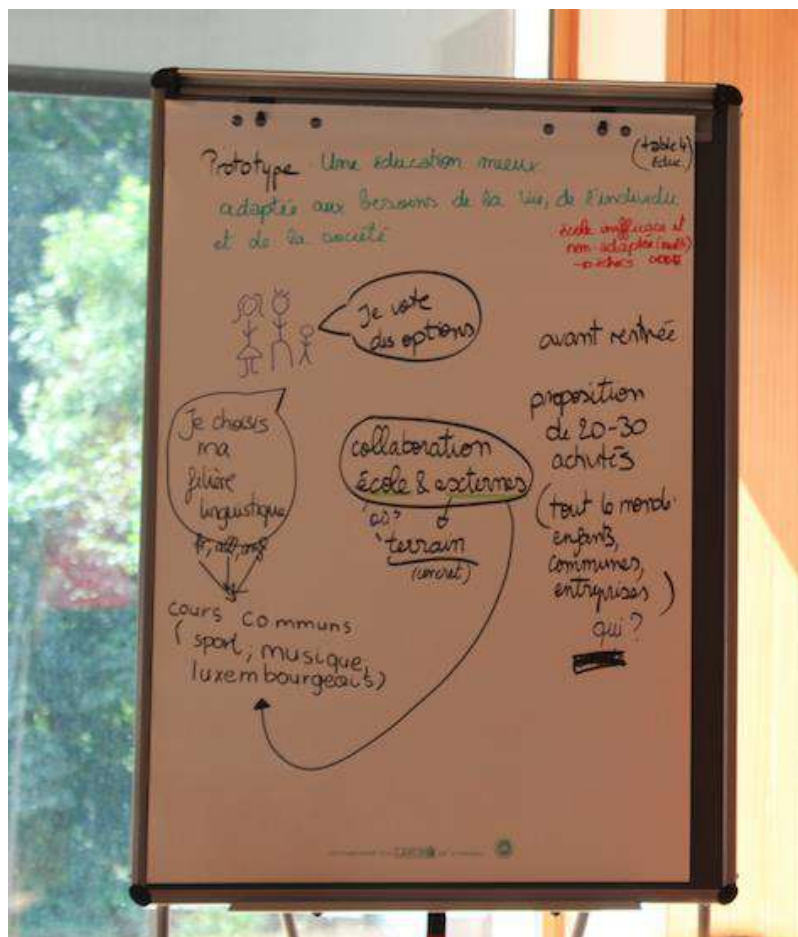
Here a global overview of the votes of the enriched research programme scenarios.

Research Scenario	Research programme scenarios	Votes	Final Votes	Total Votes
Research scenario 1	7a) Education ecosystems as driver of social innovation and local development	14	5	19
Research scenario 2	2b) Community building development	12	11	23
Research scenario 3	6d) I'm empowered to lead my changes	12	9	21
Research scenario 4	9b) Personal and organisation choice management	12	5	17
Research scenario 5	11a) Learning for society	12	7	19

4.1 Research programme scenario 1

Research programme scenario 7a: Education ecosystems as driver of social innovation and local development

The educational ecosystem as a factor of social innovation and local development. Education requires to handle a bigger range of skills, to adopt personalised approaches and new methods to empower people to contribute with an added value to societal development in a significant and reflexive way.



1. What kind of challenge does this research scenario address?

At present Luxembourg has an education system that produces a failure rate that is too high. Money is being badly invested in the infrastructure and the teachers' salaries (OCDE). Injustice due to a lack of means, if the parents cannot help their children. The complexity of the Luxembourgish society due to multilingualism and the cultural differences does not make it easier. We have a system that doesn't meet the needs.

The challenge of the educational ecosystem consists in a change in the following circumstances: the education system is not adapted to the social needs, which creates failure and students with low self-esteem, the cooperation between different networks is not efficient and there are still problems in the area of cohesion and integration, there is a disadvantage in social background and problems in the non-formal education.

2. Is it important from your point of view to address this challenge? Why?

Yes, it is important because the education system is not efficient and not adapted to the needs of society, to the individual and to life. Statistics of the OCDE show that money is not being invested in students or in the system.

3. How could it be approached?

There are a lot of starting points to address the challenge. One approach would be to encourage even more the non-formal commitment and to better enhance the existing institutions. It is not necessary to create levels; one only has to enhance those that you already have. The creation of ONE non-formal convivial education portal is a solution, with different levels of access for adults/parents and children/young people.

Another thing is the introduction of a new class in school where young people learn important things for their daily routine, a 'school of life'. Further a system of multiple literacy is offered at school, students can make a choice of language.

4. Who should be involved in solving the problem?

There are different actors who should be involved in solving the problem. First we have the students and their parents. Then we have the teachers and the socio-educational team. In addition you need the ministers and the participating companies.

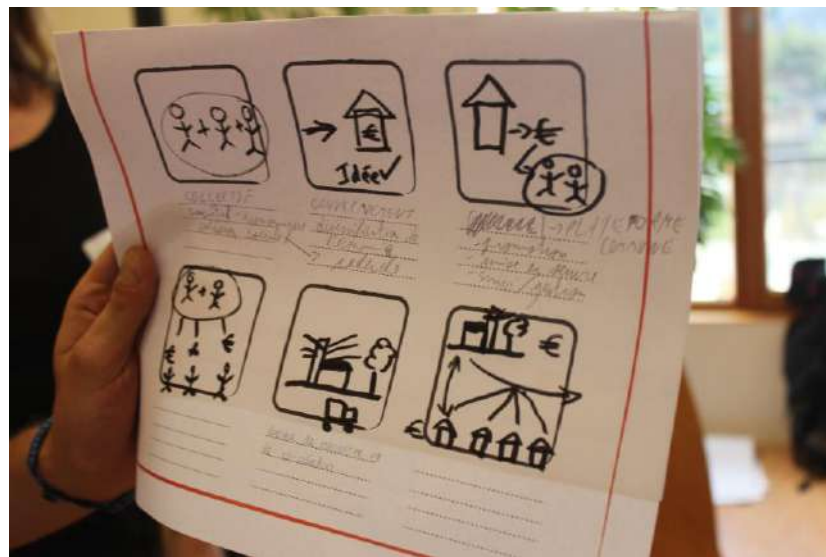
5. What should be the main goals/ impacts of the research activity?

The main goal should be an education that should shape the development and the welfare of the student. The existing situation needs to be assessed, to see what collaborations already exist as 'best practices'. There are still questions left: One important question is how to evaluate acquired skills during their non-formal education? (Assessments, diplomas) Another question is how to get skills recognised by the employers? Then what are the limits of the recognised activities? Further questions address the terms of the skills, from what duration on is going to be acknowledged? By the objective of the explorer or trainer? How to involve more the teachers of the non-formal?

4.2 Research programme scenario 2

Research programme scenario 2b: Community building development

A society with room and respect for all, where closely knit local communities share resources, traditions and knowledge and cooperate with a high degree of solidarity and responsibility.



1. What challenge does this research scenario address?

A part of the challenge of the research scenario is the creation of an open and structured discussion on migration in our society. These days people feel in social apathy that needs to be changed into empathy and compassion.

Another part of the challenge consists in the fact that the identification with a nation created a feeling of difference for people. Therefore the feeling of cohesion decreases and people forget that all of us are humans no matter where we come from. It is necessary to open up to cultural mix and to create intercultural habits and traditions. Another point to approach is the gap between the rich and poor, gentrification, the selective education system and migration out of necessity.

2. Is it important from your point of view to address this challenge? Why?

Yes, it is important in order to fill in the gap between the rich and the poor. It is an opportunity to face the challenge, if not, war risk and non-inclusion will grow.

3. How could it be approached?

You can deal with the challenge by creating a sense of social cohesion. Citizens work as a community for ideas, that they can create themselves or pass them on to the government. The government can build up projects on a national level and create a platform of the municipality.

Useful joint projects or projects of public benefit should be started like for example a project of urban gardening or an intergenerational project. Communication and media need to be developed as well, for example with a creative truck.

Participative and concrete projects meeting the needs of the population could be another possibility to approach the challenge, for example with cooperatives of citizens or cultural festivals or an art festival.

Different institutions with access to public spaces that are non-elitist or information cafés, like Kulturfabrik, HARIKO, Brave YOUTH, Mesa-Transition, also help to solve the problem. On the level of education a non-selective system should be created. It is important to try to combine and to involve in every project the energy and the knowledge of young people and the wisdom of the elderly.

4. Who should be involved in solving the problem?

Several actors need to be involved in solving the problem. On one hand citizens, as multipliers, on the other hand researchers and of course the government and politicians should not be missing.

5. What should be the main goals/ impacts of the research activity?

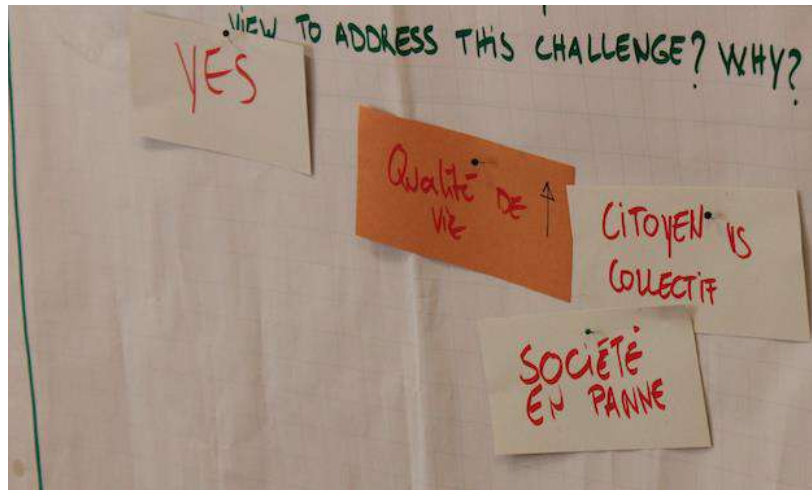
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The main goal of the research must be the motivation of the citizens as well as the analysis of the barriers of success and development. Impact studies, for example on personal welfare, social/economic cohesion, should be an intrinsic part of the project.



4.3 Research programme scenario 3

Research programme scenario 6d: I'm empowered to lead my changes



1. What challenge(s) does this research scenario address?

The research programme scenario must address new and innovative models of education and personal development. These new models will reduce exclusion of individuals and will be accessible to everyone. This will drive flexible and adaptive careers over a lifetime.

2. Is it important from your point of view to address this challenge? Why?

Yes, it is important to address this challenge in order to increase the quality of life of individuals and in some way try to repair the society that is actually "out of order".

3. How could it be approached?

There are several options to address this challenge.

- First of all we must adapt the process of life (school, work, rest) by putting the individual in the centre of its decisions and by rewarding these.
- As such the unconditional basic income can be seen as a tool that helps to give people the freedom to develop.

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- Ensuring education "à la carte" and free education in a life-long approach.
- Re-activate the link between school and society and take into account the corporate social responsibility as an integral part of this process.

4. Who should be involved in solving the problem?

Firstly it's the government which must take its responsibilities. Then research and public finances and ultimately citizens.

5. What should be the main goals/ impacts of the research activity?

There are two goals:

A) Propose operating models (financial change devices, etc.) that allow people to manage their processes throughout life.

B) Assess acceptance of society of different models of personal development as well as assessment of the impact of the model by means of indicators defined as welfare, finances, employability etc.

4.4 Research programme scenario 4

Research programme scenario 9b: Personal and Organisation choice management



1. What challenge(s) does this research scenario address?

In total we have found six challenges for this research to address.

- The first point would be a legislation that is important in the context of a personal development; it needs to be encouraged, to be thought of. It is necessary to guarantee the autonomy and the flexibility, we have rights and duties.
- Then we have the values, processing, assessing the impact.
- Another point would be education, where the 'promotion' of skills and capacities is important. In terms of work there is a need, the working mode (times and places), the means of transportation and the salary for the self-employed or another, as volunteer work.
- In addition there must be a change, a modification of the structure of the economy and its values, it is too much monetary and focused on profit.

- It would also be important that the technological development is assistance, a support to ensure personal development in the area of welfare.
- A last point would be health and nutrition.

In short the challenge consists in creating a balance.

2. Is it important from your point of view to address this challenge? Why?

The personal welfare is always an important issue. Second to that there are many reasons why it is important. First a good personal welfare creates fewer tensions in society and guarantees a much more harmonious atmosphere. It is also possible to promote the quality of life with an amount of time available that can be invested in collective/societal projects. That results in an increase of personal choices through technology development. The values need to be reassessed, to promote them and to teach them. Diversity also needs to be promoted in order to guarantee a good and 'healthy' development of society.

Another important point is highlighting the human being and nature, and not profit. This is important to maintain the resources and to guarantee a future for the future generations.

3. How could it be approached?

First of all we need to define welfare. In terms of work and school, more home-working and home-education could be considered, this will give a bigger flexibility to work-time and workplace. If you want young people to be able to develop, you have to guarantee a non-conditional basic income, for example from 18 years. Now is the time for action and to adapt our education system to the spirit of our time towards a better promotion and openness to outwards, the real world; and it is also necessary to change the assessment system and the academic certification.

Another starting point is the definition of values. Here, the quality of the individual and of the collective are important as well as the welfare of selected precedents. The creation of a monitoring centre of a personal growth-ethic committee could be reasonable. In terms of economy, the economic values need to be explored, the orientation of change to be defined and the economic system to be restructured through motivation that is not monetary, but towards other priority objectives. Agriculture needs a restructuring as well and to promote alternatives.

4. Who should be involved in solving the problem?

A representative group integrating all society actors and meeting the following criteria needs to be involved in the solving of the problem:

- volunteers,
- non lobbyist,
- non-discriminatory,
- intergenerational,
- multinational,
- multicultural,
- observatory at a national and European level, complementarity with other observatories.

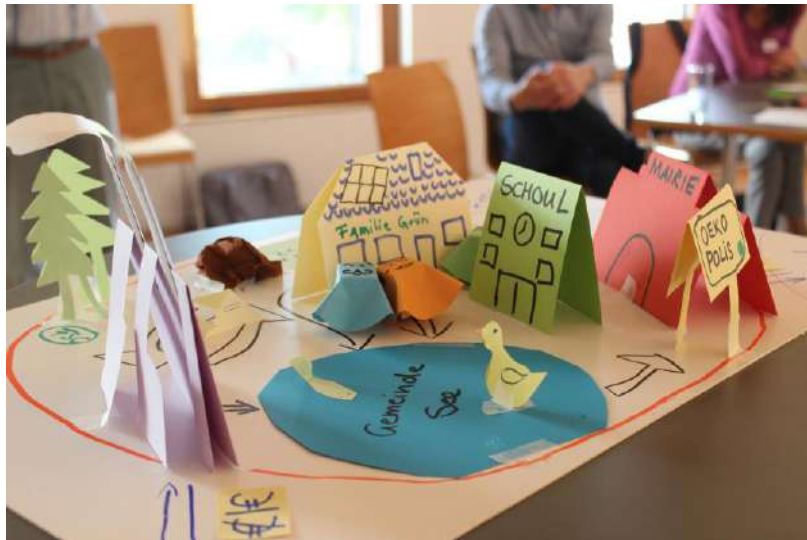
5. What should be the main goals/ impacts of the research activity?

The main goal should be to ensure personal freedom and development in order to increase the quality of life and well-being.



4.5 Research programme scenario 5

Research programme scenario 11a: Learning for society



1. What challenge(s) does this research scenario address?

The challenge of the scenario is about finding answers to different questions:

What is freedom? On which level is sustainable management achieved?

Freedom needs to be specified again, looking for interests, responsibilities and habits of people and define their fundamental needs. While growth and resources are limited, population increases. On one side we need to work with restrictions and on the other side appeals must be created. Another problem is the financial mentality of the companies, as their accounts rely on financial factors at the expense of sustainable management.

2. Is it important from your point of view to address this challenge? Why?

What role should the economy play in our society? To be a basis or to be a destroyer?

Europe achieves to develop alternatives and to be a precursor for the rest of the world. That always needs to be a force that takes the lead and indicates the way.

3. How could it be approached?

It could be approached in two ways, as a consecration or a reward.

The municipalities could be rewarded for collaborative actions and for promoting financial features for new sustainable projects. There is also the possibility to put in perspective a financial reward for organic farmers for instance.

Advisors for cooperative energy companies could be organised and if the target is not achieved, the companies could be punished, this could be a way to reduce pesticide use.

In addition European guides should speak about their knowledge and explain the different advantages and disadvantages of sustainable management. Furthermore we could try to gain celebrities to talk in schools in front of students about sustainable actions to motivate them to take the initiative. One example could be to let Lukas Podolski speak about the topic of recycling.

What could also help would be a transparency of the balance sheets of the environment, that could be reviewed online, but this method risks to be a platform for Greenwashing.

4. Who should be involved in solving the problem?

In order to find solutions for solving the problems, the following players should be involved:

- The industry, their production cycle and their workers.
- By holistic means cities and villages.
- Then forest rangers, bio-psychologists and the formal as well the informal education system.

5. What should be the main goals/impacts of the research activity?

The main goal must be finding alternative models and attractions of interest and motivating villages and towns for these projects. Actual research results show as "best practice" that permaculture must be used effectively.

5: Selected research programme scenarios (national language)

Dans le tableau ci-dessous nous présentons les neuf scénarios de recherche qui ont été sélectionnés pour la consultation au Luxembourg. Le choix pour ces scénarios de recherche s'est basé d'une part sur les résultats issus de l'atelier des visions nationales (novembre 2015) et d'autre part sur les thématiques discutées au niveau national comme par exemple unité et cohésion ou économie durable. Avec ce choix, nous voulions être cohérents avec les résultats du premier workshop et travailler sur des thématiques qui sont importantes tant au niveau national qu'eupéen.

Nous avons mis en vert les scénarios de recherche qui ont été choisis par les participants pour être enrichis pendant la consultation.

N°	Besoins sociaux	Scénarios de recherche	Nombre de vote
1b	Egalité	Equilibre entre vie professionnelle et vie privée	6
1c	Egalité	Favoriser la diversité dans les communautés	11
2b	Unité et cohésion	Développement communautaire	12
6d	Processus tout au long de la vie	J'ai la capacité de conduire mes changements	12
7a	Education basée sur les forces et l'apprentissage expérimental	L'écosystème éducatif comme facteur d'innovation sociale et de développement local	14
8d	Etre en harmonie avec la nature	Transférer les technologies pour la planète et les personnes	6
9b	Développement personnel	Gestion du choix personnel et organisationnel	12
11a	Economie durable	Apprendre pour la société	12
12d	Energie durable	Derrière l'efficacité énergétique: moins de consommation par un design et comportement structurel	10

Pour faire les choix des scénarios de recherche à enrichir, les participants ont reçu cinq autocollants. Il leur a été demandé de choisir cinq thématiques parmi les neuf qu'ils aimeraient aborder pendant la consultation.

6: The enriched research programme scenarios (national language)

Ici nous présentons un aperçu du choix des scénarios de recherche à enrichir, avec le nombre de vote.

N°	Besoin social	Scénario de recherche	Votes
7a	Education basée sur les forces et l'apprentissage expérimental	L'écosystème éducatif comme facteur d'innovation sociale et de développement local	14
2b	Unité et cohésion	Développement communautaire	12
6d	Processus tout au long de la vie	J'ai la capacité de conduire mes changements	12
9b	Développement personnel	Gestion du choix personnel et organisationnel	12
11a	Economie durable	Apprendre pour la société	12
1c	Egalité	Favoriser la diversité dans les communautés	11
12d	Energie durable	Derrière l'efficacité énergétique: moins de consommation par un design et comportement structurels	10
1b	Egalité	Equilibre entre vie professionnelle et vie privée	6
8d	Etre en harmonie avec la nature	Transférer les technologies pour la planète et les personnes	6

Une vue globale des votes des scénarios de recherche qui ont été enrichis pendant l'atelier.

Research Scenario	Research programme scenarios	Votes	Final Votes	Total Votes
Scénario recherche 1	de 7a) L'écosystème éducatif comme facteur d'innovation sociale et de développement local	14	5	19
Scénario recherche 2	de 2b) Développement communautaire	12	11	23
Scénario recherche 3	de 6d) J'ai la capacité de conduire mes changements	12	9	21

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Scénario recherche 4	de	9b) J'ai la capacité de conduire mes changements	12	5	17
Scénario recherche 5	de	11a) Apprendre pour la société	12	7	19

6.1 Scénario de recherche 1

Scénario de recherche 7a: L'écosystème éducatif comme facteur d'innovation sociale et de développement local

L'éducation requiert d'aborder une palette plus large de compétences, d'adopter des approches personnalisées et des nouvelles méthodes pour responsabiliser les gens à apporter de la valeur ajoutée au développement sociétal d'une manière significative et réflexive.

1. Quel défis ce scénario de recherche adresse-t-il?

Au Luxembourg, il existe pour le moment un système éducatif qui produit un taux d'échec trop élevé. L'argent est mal investi dans l'infrastructure et les salaires des professeurs (OCDE). L'injustice du manque de moyens, si les parents ne peuvent pas aider leurs enfants. La complexité de la société luxembourgeoise dû au multilinguisme et aux différences de cultures ne simplifie pas les choses. On a un système qui ne répond pas aux besoins.

Le challenge de l'écosystème éducatif consiste donc à un changement des faits suivants: le système éducatif n'est pas adapté aux besoins sociaux, ce qui crée des échecs et des élèves complexés, la coopération entre les différents réseaux est inefficace et il y a encore des problèmes dans le domaine de la cohésion et de l'intégration, il y a un désavantage d'origine sociale et des problèmes dans l'éducation non-formelle.

1. Est-ce que c'est important de votre point de vue d'aborder ce challenge? Pourquoi?

Oui c'est important car il s'agit d'un système éducatif inefficace et pas adapté aux besoins de la société, de l'individu et de la vie. Des statistiques OCDE montrent que l'argent n'est pas investi pour les élèves ou le système.

3. Comment peut on aborder le challenge?

Il y a plusieurs points de départ pour aborder le challenge. Une manière serait de favoriser l'engagement non-formel encore plus et de mieux valoriser les institutions existantes. Il

n'est pas nécessaire de créer des niveaux, il faut seulement optimiser ceux qu'on a déjà. Aussi la création d'un portail d'éducation non-formelle qui est convivial serait une solution, avec des entrées différentes pour les adultes/ parents et les enfants/ jeunes.

Une autre chose est l'introduction d'un nouveau cours à l'école où les jeunes apprennent des choses importantes pour leur quotidien, une „école de la vie“.

En outre, on propose un système d'alphabétisation multiple à l'école, les élèves peuvent faire un choix de langues.

4. Qui doit être impliqué pour résoudre le problème?

Il y a différents acteurs qui doivent être impliqués dans la solution du problème. D'abord on a les élèves et leurs parents. Après, il y a les professeurs et l'équipe socio-éducative. De plus, il faut aussi que le ministère et les entreprises participent.

5. Qu'est-ce que doit être le but/ impact principal de la recherche?

Le but principal doit être un système qui valorise les compétences non formelles des élèves apprises dans une éducation qui forge l'épanouissement et le bien-être de l'élève. Il faut un état des lieux, quelles collaborations existent déjà „best practices“. Une question importante est comment évaluer les compétences acquises lors de l'éducation non-formelle? (Appréciations, diplôme). Une deuxième question sera comment faire reconnaître les compétences non-formelles aux patrons? Ensuite, quelles sont les limites des activités reconnues?

D'autres questions concernent la durée des compétences, à partir de quelle durée est-elle reconnue? Par objectif explorateur ou formateur? Comment impliquer davantage les enseignants du non-formel ?

6.2 Research programme scenario 2

Scénario de recherche 2b: Développement communautaire

Il s'agit d'une société avec de la place et du respect pour tous, dans laquelle les communautés locales étroitement liées partagent les ressources, les traditions et le savoir et coopèrent avec un fort degré de solidarité et de responsabilité.

1. Quel défi ce scénario de recherche aborde-t-il?

Une partie du défi de ce scénario de recherche est la création d'une discussion ouverte et structurée sur la migration dans notre société. Ces jours-ci les gens se sentent dans une apathie sociale qu'il faut diriger vers l'empathie et la compassion.

Un autre défi est que l'identification avec une nation crée un sentiment de différence entre les gens. Donc le sentiment de cohésion diminue et les gens oublient que nous sommes tous des humains quelle que soit notre provenance. Il est donc nécessaire de créer une ouverture à la mixité culturelle et de créer des habitudes et traditions inter-culturelles.

D'autres points qu'il faut aborder sont le niveau d'écart pauvre-riche, la *Gentrification*, le système d'éducation sélectif et la migration par nécessité.

2. Est-ce que c'est important de votre point de vue d'aborder ce challenge? Pourquoi?

Oui, il est important car il faut réduire l'écart pauvre-riche. C'est une opportunité d'affronter le défi sinon le risque de guerre et la non-inclusion s'agrandit.

3. Comment peut-on aborder le challenge?

On peut aborder le challenge en créant un sentiment de cohésion sociale. Les citoyens travaillent en collectif sur des idées, qu'ils peuvent lancer eux-mêmes ou faire passer au gouvernement. Le gouvernement peut constituer des projets sur un niveau national et créer des plate-formes de communes.

Il faut lancer des projets utiles communs ou d'utilité publique comme par exemple un projet de jardinage urbain ou un projet intergénérationnel. Il faut aussi développer la communication et les médias, par exemple par un *community truck*.

Une autre possibilité d'aborder le défi sont des projets participatifs et concrets qui répondent aux besoins de la population, par exemple des coopératives d'habitants ou des festivals culturels, un festival d'art. Différentes institutions avec accès à des espaces publics non élitistes ou des cafés d'information, par exemple Kulturfabrik, HARIKO, Brave Youth, Mesa-Transition, contribuent aussi à résoudre le problème. Au niveau de l'éducation, il faut créer un système non sélectif.

Il est important d'essayer de combiner et d'impliquer dans chaque projet l'énergie et le savoir-faire des jeunes avec la sagesse des anciens.

4. Qui doit être impliqué pour résoudre le problème?

Plusieurs acteurs doivent être intégrés à la solution du problème. D'une part les citoyens, comme multiplicateurs, d'autre part les chercheurs et bien sûr le gouvernement et les politiciens doivent être représentés.

5. Quel doit être le but/ impact principal de la recherche?

Le but principal de la recherche devrait être la motivation des citoyens ainsi que l'analyse des barrières qui empêchent la réussite et le développement. Aussi des études d'impact, par exemple sur le bien-être personnel, la cohésion sociale/ économique, doivent être un élément intrinsèque de chaque projet.

6.3 Research programme scenario 3

Scénario de recherche 6d: J'ai la capacité de conduire mes changements

1. Quel défi ce scénario de recherche aborde-t-il?

Le scénario de recherche doit aborder de nouveaux modèles innovants d'éducation et du développement de la personnalité qui vont réduire l'exclusion des individus, qui seront accessibles par chacun et qui permettent des carrières flexibles pendant toute une vie.

2. Est-ce que c'est important de votre point de vue d'aborder ce challenge? Pourquoi?

Oui c'est important d'aborder ce challenge pour augmenter la qualité de vie de l'individu et d'une certaine façon essayer de réparer la société actuellement « en panne ».

3. Comment peut on aborder le challenge?

Il y a différentes possibilités pour aborder le challenge.

Il faut adapter le processus de la vie (école, travail, repos) en remettant l'individu au centre de ses décisions en le valorisant. On pense que le revenu de base inconditionnel peut être un outil qui donne la liberté aux gens de se développer. Garantir une éducation à la carte » et gratuite pendant toute la vie de l'individu. Réactiver le lien entre l'école et la société. Prendre en compte la responsabilité sociale des entreprises en tant que partie intégrante de ce processus.

4. Qui doit être impliqué pour résoudre le problème?

Tout d'abord c'est le gouvernement qui doit s'engager. Ensuite la recherche et les finances publiques et finalement les citoyens.

5. Que doit être le but/ impact principal de la recherche?

Il y a deux buts :

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- A) Proposer des modèles de fonctionnement (financier, changements de dispositifs, etc.) qui permettent à la personne de gérer son processus tout au long de sa vie.
- B) Il faut évaluer en amont l'acceptation du modèle au niveau de la société en question ainsi que l'impact du modèle moyennant des indicateurs définis comme le bien-être, finances, l'employabilité, etc.

6.4 Research programme scenario 4

Scénario de recherche 9b: Développement personnel

1. Quel défis ce scénario de recherche aborde-t-il?

En total on a trouvé six challenges que cette recherche devrait aborder.

- En premier lieu, c'est la législation qui est importante dans le cadre du développement personnel, il faut le favoriser, le prendre en compte. Il est nécessaire de garantir l'autonomie et la flexibilité, on a des droits et des devoirs !
- Ensuite il y a les valeurs, la mise en condition, réaliser l'impact.
- Un autre point sera l'éducation; il est important de promouvoir les compétences et les capacités.
- Aussi en termes de travail il y a un besoin, les conditions de travail (heures et lieu), le moyen de transport et le salaire en tant qu'indépendant ou un autre, comme le bénévolat.
- De plus il faut un changement, une modification de la structure économique et de ses valeurs, c'est trop monétaire et c'est ciblé sur le bénéfice.
- Il sera aussi important que le développement technologique soit une aide, un support pour garantir le développement personnel dans le domaine du bien-être. Un dernier point est la santé et l'alimentation.

En résumé le challenge consiste à créer un équilibre.

2. Est-ce que c'est important de votre point de vue d'aborder ce challenge? Pourquoi?

Le bien-être personnel est toujours un sujet important. A part cela, il existe plusieurs raisons pour lesquelles c'est important. Premièrement un vrai bien-être personnel crée moins de tensions dans la société et garantit alors une atmosphère plus harmonieuse. Il est aussi possible de promouvoir la qualité de vie avec une augmentation du temps disponible qui peut être investit dans des projets collectifs/ sociétaux. Ce qui aboutit à une augmentation de/ des choix personnels à travers le développement technologique. Il faut réévaluer les valeurs, les promouvoir et les enseigner. Il faut aussi promouvoir la diversité pour garantir un bon et « sain » développement de la société.

Un autre point important est la mise en évidence de l'être humain et de la nature, et non du bénéfice. Ceci est important pour maintenir les ressources et garantir un futur pour les générations à venir.

3. Comment peut-on aborder le challenge?

Tout d'abord il faut définir le bien-être. Pour le travail et l'école, on peut envisager plus de *homeworking* and *homeeducation*, ce qui donnera plus de flexibilité au niveau du temps et du lieu de travail. Si on veut que les jeunes soient capables de se développer, il faut leur garantir un revenu de base inconditionnel, par exemple à partir de 18 ans. C'est l'heure d'agir et d'adapter le système éducatif à notre temps vers une meilleure promotion, ouverture vers l'extérieur, le monde réel ; et il est aussi nécessaire de modifier le système d'évaluation et de certification académique.

Un autre point de départ est la définition des valeurs. Ici la qualité de vie de l'individu et du collectif est importante ainsi que le bien-être de ces derniers. La création d'un observatoire du développement personnel – un comité d'éthique peut être raisonnable. En termes d'économie, il faut faire des recherches sur les valeurs économiques, définir l'orientation du changement et restructurer le système économique à travers une motivation qui n'est pas monétaire, mais vers d'autres objectifs prioritaires. Aussi l'agriculture a besoin d'une restructuration et de promouvoir des alternatives.

4. Qui doit être impliqué pour résoudre le problème?

Un groupement représentatif intégrant tous les acteurs de la société et répondant aux critères suivants doit être impliqué dans la solution du problème :

- Volontaires
- Non-lobbyiste
- Non-discriminatoires
- Non-violent
- Intergénérationnel
- Multinational
- Multiculturel
- Observatoire au niveau national et européen en complémentarité avec d'autres observatoires

5. Qu'est-ce que doit être le but/ impact principal de la recherche?

Le but principal doit être de garantir la liberté personnelle et le développement en vue de l'augmentation de la qualité de vie et du bien-être.

6.5 Research programme scenario 5

Scénario de recherche 11a: Apprendre pour la société

1. Quel défis ce scénario de recherche aborde-t-il?

Le challenge de ce scénario de recherche est de trouver une réponse à différentes questions :

Qu'est-ce que c'est la liberté? A quel niveau la gestion durable est-elle réalisée ? Il faut redéfinir la liberté, rechercher les intérêts, les responsabilités et les habitudes du peuple et définir les besoins fondamentaux. Tandis que la croissance et les ressources sont limitées, la population s'accroît.

Donc d'un côté il faut travailler avec des restrictions et de l'autre côté il faut aussi créer des moyens d'attrait. Un autre problème consiste dans la mentalité financière des entreprises, leurs bilans ne se basent que sur des facteurs financiers au détriment de la gestion durable.

2. Est-ce que c'est important de votre point de vue d'aborder ce challenge? Pourquoi?

Quel rôle l'économie devrait-elle prendre dans notre société ? Etre une base ou être un destructeur ?

L'Europe se permet de développer des alternatives et d'être avant-gardiste face au reste du monde. Il faut toujours un acteur qui prend l'initiative et indique le chemin.

3. Comment peut-on aborder le challenge?

On peut aborder le challenge de deux façons, favoriser la consécration ou la récompense.

Les communes peuvent être récompensées pour des actions collaboratives et aussi développer des attraits financiers pour des nouveaux projets durables. Une possibilité est aussi de mettre en perspective une récompense financière par exemple pour des paysans avec une approche biologique.

On peut organiser des conseillers pour des sociétés coopératives d'énergie et si l'objectif n'est pas atteint, les sociétés seront sanctionnées, cela pourrait être une possibilité pour réduire l'utilisation des pesticides.

De plus, des visionnaires européens devraient parler de leur savoir et expliquer les différents avantages et désavantages de la gestion durable. En outre, on peut essayer de mobiliser des célébrités pour parler dans les écoles devant les élèves des actions durables pour les motiver à prendre des initiatives. Un exemple pourrait être d'inviter Lukas Podolski à parler sur le thème de recyclage.

Ce qui pourrait aussi aider, c'est une transparence des bilans de l'environnement, qu'on peut examiner en ligne, mais cette méthode risque d'être une plate-forme pour « Greenwashing ».

4. Qui doit être impliqué pour résoudre le problème?

Pour résoudre le problème les acteurs suivants devront être impliqués :

- Les industries, leur cycle de production et leurs travailleurs.
- Les villes et les villages de manière holistique.
- Ensuite, on doit intégrer des gardes forestiers, des bio-psychologues et le système d'éducation formelle et non formelle.

5. Qu'est-ce que doit être le but/ impact principal de la recherche?

Le but principal doit être de trouver des modèles d'attraits alternatifs et d'intéresser les communes à ces projets.

Les résultats de la recherche actuelle montrent comme « best practice » que la permaculture doit être mise en place de manière efficace.

7. Evaluation

Country: Luxembourg

General information:	
Number of participants registered for the workshop:	28
Number of participants selected to participate in the workshop:	28
Number of participants that participated in the workshop :	19
Number of citizens	11
Number of experts	6

General satisfaction with the workshop	
Very satisfied	15
Satisfied	13

Would they attend a similar workshop?	
Yes	16
No	

Personal feeling at the workshop

<i>I felt good at the workshop and I was able to express myself freely</i>	
Totally agree	11
Agree	6
Neutral	
Disagree	
Totally disagree	

Personal feeling at the workshop :	
<i>The facilitators provided a constructive debate</i>	
Totally agree	11
Agree	4
Neutral	
Disagree	2
Totally disagree	

Personal feeling at the workshop	
<i>The day's program suited me; I did not feel under pressure</i>	
Totally agree	10
Agree	4
Neutral	1

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Disagree	2
Totally disagree	

Organisation and proceedings of the workshop	
<i>The purpose of the workshop was communicated clearly before.</i>	
Totally agree	8
Agree	6
Neutral	2
Disagree	
Totally disagree	

Organisation and proceedings of the workshop	
<i>I had a clear understanding of the purpose of the workshop.</i>	
Totally agree	7
Agree	9
Neutral	
Disagree	
Totally disagree	

Organisation and proceedings of the workshop	
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<i>I understood the content of the research scenarios</i>	
Totally agree	7
Agree	9
Neutral	
Disagree	
Totally disagree	

Organisation and proceedings of the workshop	
<i>I understood how the results will be processed later.</i>	
Totally agree	11
Agree	3
Neutral	2
Disagree	
Totally disagree	



Report on the research and policy consultation in Malta



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1: Concept for the consultation in Malta

The national consultation for Malta took place at The Corinthia Hotel, St George's Bay, St Julians, on Saturday 8 October 2016. In accordance with the method used (method 3), one consultation was held with 35 participants who live in Malta.

With recruiting, focus went to getting a representative sample of citizens, experts, stakeholders and policymakers, and due to Malta's small population size, a majority of citizens together with a few experts, stakeholders and policymakers signed up for the workshop. Various methods were employed to encourage people to sign up for the workshop:

- Multiple boosted Facebook posts on the CIMULACT (Malta) page which collectively reached over 47,000 people.
- Facebook posts on the MCST (Malta Council for Science and Technology) with a reach of about 2,000 people.
- Emails to students, staff members and alumni of the University of Malta.
- Email to previous participants (WP1).
- Multiple professional mailing lists (Malta Ministry of Education and Employment, Programme Implementation Directorate for EU Funds, Malta Council for Science and Technology and some personal contacts who work with relevant organisations).
- Press release published both in print and digitally on local newspaper portals.
- Press release published on Newspoint, the University of Malta's digital newsletter and featured on its main page.
- Information uploaded to the Malta CIMULACT webpage http://www.um.edu.mt/create/eu_projects/cimulact
- Personal contacts.

A total of 54 applications were received for the workshop and 44 were accepted. Three withdrew prior to the event and six failed to show up on the day. Thus the required amount of 35 participants showed up on the day of the workshop.

Although efforts were made to motivate policy makers, stakeholders and experts to apply to attend the workshop together with citizens, there was very little response from these particular groups of people, in spite of personal contacts having been invited to attend.

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Consequently, participants were allowed to choose whichever topic/s they wished as there were not enough experts / stakeholders / policy makers to be able to organise a mix of participants on each table. It was evident, however, that some experts said (at registration) that they decided to attend as private citizens and not in their role as experts.

The Maltese consultation made use of Method 3 for the workshop. This method was selected due to the fact that it was designed to have people with different backgrounds and expertise collaborate on one common goal. Furthermore, the fact that it includes citizens made it easier with regards to recruitment.

The groups worked together on enriching the scenarios. At first they mainly used the post-its and flip charts. In the final round, they used the templates provided to summarize the work, incorporating the ideas that were generated in each round.

There was no difficulty encountered in getting participants to volunteer to act as table hosts due to the enthusiasm of all the participants.

Overview of workshop participants

Gender:

- 17 females
- 18 males

Age:

- 18-30 – 12
- 31-40 – 5
- 41-50 – 5
- 51-60 – 5
- 61-70 – 4
- 71-80 – 4

Role:

- Citizens – 30 [14 citizens attended the previous workshop]
- Experts – 2
- Stakeholders – 1
- Policymakers – 2

2: Programme for the consultation

08:30	Registration
09:00	Introduction to CIMULACT
09:15	Overview of 9 research scenarios
09:30	Ice breaker
09:45	Selection of 5 scenarios
10:00	Coffee break
10:30	World Café Round 1 & 2
12:30	Lunch
13:15	World Café Round 3
14:15	Summary of results
14:45	Finalization of template
15:15	Coffee Break
15:30	Exhibition of 5 enriched research topics & prioritization
16:00	Closing session

3: Selected research programme scenarios

The following nine topics were chosen for the Malta consultation:

1. Equality: Digital inclusion (1a)
2. Unity and Cohesion: No one left behind (2a)
3. Citizenship awareness: Empowered citizens (3d)
4. Holistic Health: Access to equal and holistic health services and resources for all citizens (4b)
5. Holistic Health: Promoting wellbeing through relating environments (4d)
6. Harmony with Nature: Top trending: at one with nature (8a)
7. Personal Development: Meaningful research for community (9d)
8. Sustainable Economy: Learning for society (11a)
9. Sustainable Energy: Smart energy governance (12a)

The reason these topics were selected over others is because they were considered to be the most relevant for Malta and its society when compared to the other topics available. In a small country like Malta (with a population of less than half a million), topics such as “Urban-Rural Symbiosis” (8b) would not have been relevant due to the size of the island.

At the consultation, a brief introductory presentation on the CIMULACT project was delivered to the participants. The topics selected for the workshop were briefly described. Posters with information on each topic were displayed on exhibition panels in the room and participants were given access to these before the workshop commenced. A set of five red stickers was given to each participant to vote for their preferred topics (by placing a sticker on each of the topics which they selected). The result of the voting is detailed in the list below, with the number of votes following the title of the research scenario. The titles in bold signify the topics the participants selected to work on during the workshop:

1. Equality: Digital inclusion (1a) – 16 votes
2. Unity and Cohesion: No one left behind (2a) – 17 votes
- 3. Citizenship awareness: Empowered citizens (3d) – 20 votes**
- 4. Holistic Health: Access to equal and holistic health services and resources for all citizens (4b)- 23 votes**
- 5. Holistic Health: Promoting wellbeing through relating environments (4d) – 21 votes**
- 6. Harmony with Nature: Top trending: at one with nature (8a) – 22 votes**

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7. Personal Development: Meaningful research for community (9d) – 13 votes
- 8. Sustainable Economy: Learning for society (11a) – 24 votes**
9. Sustainable Energy: Smart energy governance (12a) – 13 votes

4: Malta: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

Two green stickers were given to each participant following the presentation by a representative of each table on the respective research scenarios towards the end of the workshop. Participants were asked to use the two stickers to vote for their two preferred research scenarios.

The research programme scenarios in prioritized order are:

- 1. Citizenship awareness: Empowered citizens (3d) – 15 votes**
- 2. Harmony with Nature: Top trending: at one with nature (8a) – 15 votes**
3. Holistic Health: Access to equal and holistic health services and resources for all citizens (4b)- 13 votes
4. Sustainable Economy: Learning for society (11a) – 13 votes
5. Holistic Health: Promoting wellbeing through relating environments (4d) – 6 votes

The information provided by participants related to the five mandatory questions is to be found below, together with question 0, "What is this research scenario about?" Question 0 was used to ensure that all participants at each table could verbalise their understanding of the scenario they were discussing.

Research programme scenario 1

3d: Citizenship awareness: Empowered citizens (15 votes)

0) *What is this research scenario about?*

Giving a voice to citizens of all ages, to enable them to engage in different areas of knowledge, to empower them to take action.

1) *What challenge(s) does this research scenario address?*

- To eradicate illiteracy and computer illiteracy
- Lack of and resistance to life-long learning

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- Technology is there to serve us

2) *Is it important from your point of view to address this challenge? Why?*

Yes

- Digitization can be a form of exclusion, because it disempowers and creates an sense of elitism
- Technology is moving very fast and many cannot keep up

3) *How could it be approached?*

- Empowering parents for kids to be empowered too
- Knowing how to think for yourself
- Allowing the system to be challenging without retribution
- Skills based education, both at home and at school

4) *Who should be involved in solving the problem?*

- Everyone!!

5) *What should be the main goals/impacts of the research activity?*

- More impact
- Reduce corruption
- Increased transparency
- Overall good governance
- Increased social responsibility by citizens
- More engaged citizens
- Equitable distribution of resources

Research programme scenario 2

8a: Harmony with Nature: Top trending: at one with nature (15 votes)

0) What is this research scenario about?

- Learning to consume less (minimalism)
- Education on the impact of our actions
- Moving away from consumer society
- Understanding our impact on the world
- Reduce, reuse, recycle
- Redefine what one would do to be happy/successful
- Can sustainability be trendy for the poor?

1) What challenge(s) does this research scenario address?

- Achievement of long term sustainable growth
- Use methods to decouple economy/business/profits from environment
- Media coverage of environmental issues
- Consciousness of own carbon footprint
- Money is a dominant factor when deciding on consumption patterns
- Decoupling \$\$\$ from environment
- Changing rusted-on mentalities
- Making environmentally sustainable businesses more profitable
- Media feeding image to people that may be counter productive
- Deglamourizing trendy consumerism

2) Is it important from your point of view to address this challenge? Why?

Yes!

- Healthy (physical/mental)
- Happiness
- Survival

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- Posterity – the world is not ours. We did not inherit it from our ancestors but borrowed it from our descendants
- Channelling energy to more pressing issues
- Biodiversity

3) How could it be approached?

- Education (school/TV/etc.)
- Local councils, media
- Integrate real life problems into education to raise awareness
- Environmental incentives to change people's attitudes towards being green
- Mobilizing communities around sustainability. For example:
 - community orchards/gardens
 - carpooling with tax credits
 - empower consumers
- Eco food and activities that promote good practises
- Getting people to hand down unwanted items
- Product design for functionality (frugal innovation)
- Carbon credits, regulation favouring value based enterprises

4) Who should be involved in solving the problem?

All stakeholders:

- Individuals
- Corporations (multinational ones as well)
- Governments
- Local councils
- NGOs
- Social entrepreneurs
- Best practice
- Parents
- Educators
- Media

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- Impartial experts and academics

5) *What should be the main goals/impacts of the research activity?*

- Aesthetically beautiful environment
- Conflict free energy (Mineral domination)
- More informed consumers and value-based business
- More opportunities
- Better economics through employee satisfaction
- Link sustainability and growth to green mobility, sustainable supply chains
- Creating "green" employment
- The waste from one industry to be used as raw materials for another

Research programme scenario 3

4b: Holistic Health: Access to equal and holistic health services and resources for all citizens (13 votes)

0) *What is this research scenario about?*

To provide a better healthcare service, improve the quality of care and render the service more accessible and sustainable.

1) *What challenge(s) does this research scenario address?*

Customising and increasing resources, to better address the public demand and expectation, within reasonable budgetary constraints with regard to the development and wellbeing of health-care professionals.

2) *Is it important from your point of view to address this challenge? Why?*

To enhance the individual's health and society's wellbeing which would ultimately lead to social and economic gain.

3) How could it be approached?

By offering courses in specialist areas, increasing budgetary allocation, providing better working conditions and promoting public awareness.

Also facilitate international collaboration and limiting political influence in day to day management.

4) Who should be involved in solving the problem?

- Policymakers
- Citizens
- Educators
- Experts
- Medical professionals
- NGOs
- The public
- Accountants
- Patients and relatives
- Professional admin
- Students
- State-leaders
- Media
- Investors
- Public sector

Everyone who feels that there's a reasonable issue should always be heard

5) What should be the main goals/impacts of the research activity?

- One could lead a less stressful life with greater longevity resulting in healthy beings and families.
- This could also motivate healthcare professionals and stimulate careers in health care.

Research programme scenario 4

11a: Sustainable Economy: Learning for society (13 votes)

0) *What is this research scenario about?*

Questioning the educational systems of the present closed and inflexible teaching methods.

1) *What challenge(s) does this research scenario address?*

To provide holistic educational lifelong learning opportunities capable of empowering students to take charge of their learning and development. By eliminating exam based education, the lack of real life scenarios, lack of new teaching methods, no emphasis on teamwork. Challenging the overall status quo.

2) *Is it important from your point of view to address this challenge? Why?*

It is important to address these challenges to have meaningful change in the educational institution in order to ensure progress and keep up with an ever changing world. This would provide a holistic educational experience that challenges the status quo and encourages teamwork.

3) *How could it be approached?*

- Qualitative and quantitative research
- Participation of different countries
- Analytical Research
- Lifelong learning

4) *Who should be involved in solving the problem?*



5) What should be the main goals/impacts of the research activity?

Stronger and united community

More active citizens with the ability to apply their knowledge for the benefit of the community.

Research programme scenario 5

4d: Holistic Health: Promoting wellbeing through relating environments (6 votes)

0) What is this research scenario about?

This research scenario tackles the wellbeing of the individual interactions within the community. The impact the environment has on the community. The individual, the community and the environment interact to have an impact on the wellbeing of the person.

1) What challenge(s) does this research scenario address?

- The dissonance between the willingness to act towards one's wellbeing and the ability and opportunity to do so
- Planning in the long-term for sustainable urban environment
- Overcoming "self-centred" approach to wellbeing
- Prioritising a balance between mental and physical wellbeing and identifying innovative solutions
- Conflict resolution and diffusing tensions between stakeholders
- To address the attitude of shrugging off responsibility for issues that are happening away from our shores
- Creating/finding open spaces for dialogue that account for different ways of life
- Overcoming the sense of instant gratification (reaping the benefits – long term)

2) Is it important from your point of view to address this challenge? Why?

- Because the environment should be preserved for future generations, we cannot live without nature
- A better environment improves the holistic wellbeing of a person and the society at large. Improvement in the quality of life empowers people to reach their potential be productive and proactive.
- Stressors of modern life contribute towards illnesses and conflicts, which have to be resolved.
- To foster tolerance, acceptance towards diversity, creating a sense of respect and appreciation across the professional and socio-economic backgrounds of the whole community
- There is a need for long term masterplans for sustainable living

3) How could it be approached?

- Empowering citizens: by educating them, educating families, improving and promoting digital literacy and the correct use of technology, and upgrading learning environments to motivate and facilitate learning.

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- Creation of common goals to bring the community closer together and create a sense of belonging. Mentorships and inter-generational programmes to foster relationships, a sense of community and transference of skills
- Practical (hands-on), conflict resolution, for example through educational visits, or greater participation in the community and policy making processes.
- Long-term masterplans for sustainable living
- Transparency at governmental levels, government and institutions held accountable, laws for everyone: no one held above the rule of law and no one discriminated against. More efficient ways to tackle and rehabilitate delinquents.
- Flexible work conditions, incentives to take work in the virtual sphere enabling workers to work from home. Better transportation systems = shorter commutes.
- Better planning and more facilities to enable lifestyle changes, for example, showers at work for cyclists. Free access to gyms and sport classes.

4) *Who should be involved in solving the problem?*

- Involving all stakeholders, involving the people from all walks of life irrespective of age, together with NGOs, government (policymakers and politicians), and others (teachers, students, parents, employers, employees, etc.).
- Looking at best practises and sharing ideas with those from outside our local communities – involving experts to critically evaluate the situation. Making sure that policies are of benefit to all and not for the selected few.
- An individual can impact various things even by changing his/her own lifestyle – which would in turn have a ripple effect in improving the overall wellbeing.

5) *What should be the main goals/impacts of the research activity?*

- This research would enable citizens to better appreciate their way of life and surroundings in a holistic manner (mental and physical).
- Citizens will feel a greater responsibility towards future generations.
- The more informed and the more involved and educated would better the overall wellbeing/community. This also changes the citizens to come up with solutions and become a better one (for example, with less pollution).

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- Motivation and drive for change, changes one's attitude to life.
- Fostering a sense of pride and positivity, which would in turn improve the quality of life in various ways.



Report on the research and policy consultation in the Netherlands



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1: Concept for the consultation in the Netherlands

Target group

The Dutch CIMULACT team has chosen students of a University of Applied Sciences as target group for this consultation. This is a specific education level that does not exist in all European countries, and it is very practice-oriented. The CIMULACT team considers these young men and women as the future engineers of the sustainable scenarios and solutions that the CIMULACT project develops.

Recruitment methodology

The team developed a program, which consisted of several sessions. The team consulted a colleague, who is lecturer Social Innovations at InHolland, University of Applied Sciences in Delft, about this program. He inquired among teachers/lecturers at Universities of Applied Sciences about interest and possibilities in the education programs. The research group New Energy in the City from the Institute Engineering & Design of Utrecht University of Applied Sciences was the first to show interest.

CIMULACT integrated in a minor

Together with the lecturer of Utrecht University of Applied Sciences the CIMULACT team adjusted the program to make it fit into the international Minor Smart Sustainable Cities. This Minor has been designed for students who want to learn about and contribute to sustainable urban development from a broad range of perspectives, related to the multidisciplinary nature of the projects. The minor was going to start in September 2016. The CIMULACT consultation was transformed into the first assignment of the minor. The experience they develop in this assignment helps them with the real life, multidisciplinary projects, commissioned by municipalities (Finland – Turku, Spain – Alcoy and the Netherlands – Utrecht), that they are going to work on in a later stage of the minor.

International students

31 students, 12 women and 19 men, with eight nationalities¹¹ and different disciplines like architecture and environmental sciences participated in this minor and took part in the CIMULACT consultation.

¹¹ Denmark, Estonia, Germany, Finland, Mexico, Netherlands, Spain, United Kingdom



When and where

The CIMULACT consultation took place in the building of Utrecht University of Applied Sciences in the city of Utrecht. The program lasted almost 2.5 half days, from Tuesday 13 September 2016 until Thursday 15 September 2016.

Method

The Dutch CIMULACT team did not choose for one of the methods that were offered in the toolkit. They designed their own method, which of course contains important elements from the toolkit methods.

Road mapping/back casting

Road mapping/back casting was selected as method for the consultation. Back casting is an approach to plan for sustainable development and innovation. For a certain topic (in this case one of the research scenarios) a desirable future is defined. Then we work backwards to identify steps that must be taken to connect the future with the present: What must be done today to reach that future? These actions are described in a roadmap.

Sessions

The program was divided into six sessions, based upon the questions:

What challenge(s) does this research scenario address?

Why is it important from your point of view to address this challenge?

How could it be approached?

Who should be involved in solving the problem?

What should be the main goals/impacts of the research activity?

Every session starts with a plenary session with an explanation of the task and a moment for questions.

Description of the assignment

Elaborate sustainability topics for the European research and innovation agenda. This elaboration is part of the European project CIMULACT and directly impacts on the research and innovation agenda of the European Commission. The product of the project is a description of an area of research that could be included for financial support in the European research and innovation programme Horizon 2020. Such a topic consists of three building blocks:

Specific challenge: Explains the context and the overarching challenge, which the proposal has to solve. Furthermore, it describes why action is needed.

Scope: Delimits the problem area and specifies the focus. Also, it sometimes comments/specifies specific approaches to solve the problem, such as e.g. the need for public participation, a multi-actor approach or other research approaches.

Expected impact: Describes the key elements of the results, which the EU wants to achieve with the activities.

A format was prepared, which the students could use to work with and for their reports.

The group work and reports were in English.

13 September

The program started on Tuesday 13 September with session 1. This consisted of an introduction to the CIMULACT project, the aim and approach of the assignment, the method and the research scenarios. Each group of students chose a (a first and second choice) scenario of the eight research scenarios to elaborate.

14 September

On Wednesday 14 September the students worked in six groups on the assignment, guided by six facilitators. After a plenary start, they started in the groups with an acquaintance with the facilitator, followed by a dialogue about why they chose for this research scenario and how they interpret the scenario. Then they worked on session 2 and 3, which focused on the challenge (question 1 and 2). In the afternoon they worked on session 3, the scope (question 3 and 4) and session 4, the impact (question 5).

15 September

On Thursday 15 September the students finished the work of the day before. They made a report, which consisted of an introduction, a methodology section and the answers to the five questions.

After finishing the report, the students prepared a power point presentation. In the afternoon the students presented their results (session 6) to the other groups and the facilitators.

After the presentations, the students voted for the two most important scenarios. They used small stickers to do that. They put two stickers on the first choice and one sticker on the second choice. The program ended with a plenary evaluation/feedback.

2: Programme for the consultation

Tuesday, September 13

Session 1 – Introduction (Plenary; 15.30 – 17.30)

- 15.30 Welcome
- 15.40 Presentation of the assignment
- 15.50 Aim of the sessions
- 16.00 Why is this interesting for students?
- 16.10 Explaining the method (road mapping/back casting)
- 16.20 Questions
- 16.30 Coffee break
- 16.45 Exposition of the research scenarios (printed on posters)
- 17.00 Selection of scenarios per group

Wednesday, September 14

Session 2 – Challenge (six groups; 9.00 – 11.15)

- 9.00 Getting to know the scenarios: Why did you choose this, what is your idea about it?
- 9.15 What challenge(s) does this research scenario address from your point of view?
- 10.00 Coffee break

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- 10.15 Why is it important from your point of view to address this challenge?
- 11.15 Coffee break

Session 3 – Scope (six groups; 11.30 – 14.00)

- 11.30 How could this research scenario be approached, including the policy, social, industrial/technological change angles of this approach?
- 12.30 Lunch break
- 13.00 Who should be involved in addressing the problem?
- 14.00 Coffee break

Session 4 – Impact (six groups; 14.15 – 16.00)

- 14.15 What should be the main goals/impacts of the research activity?
- 15.15 Coffee break
- 15.30 Preparing all steps in the CIMULACT format

Thursday, September 15

Session 5 – Preparation product and presentation (six groups; 9.00 – 12.30)

- 9.00 Finishing all steps in the CIMULACT format
- 10.00 Coffee break
- 10.15 Preparing a presentation
- 11.15 Coffee break
- 11.30 Finishing the presentation
- 12.30 Lunch break

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Session 6 – Presentation (Plenary; 13.00 – 15.00)

- | | |
|-------|--|
| 13.00 | Presentations |
| 14.30 | Coffee break |
| 14.45 | Voting for two scenarios: each student votes for two scenarios (considering which are the ones tackling the specific challenge best, are most important and have the best impact on society) |
| 15.00 | Discussion on how fruitful the project assignment has been |
| 16.00 | Evaluation of the process |

3: Selected research program scenarios

The research scenarios the students could choose are (see appendix 1 for the descriptions):

- 5d. Evolving food culture in growing cities (Sustainable food);
- 10a. Freedom to choose where we live (Green habitats);
- 10b. Distributed living (Green habitats);
- 11b. Production awareness (Sustainable economy);
- 11d. From Wall Street to Main Street (Sustainable economy);
- 12a. Smart energy governance (Sustainable Energy);
- 12b. Enabling a market for energy prosumers (Sustainable Energy);
- 12c. Interconnected open systems (Sustainable Energy).

The Dutch CIMULACT team initially announced another wish list of research scenarios to the consortium leader DBT. However, since not all scenarios were equally chosen in number by the 29 consortium partners, the Dutch team suggested to pick these eight research scenarios.

The student groups selected a scenario (a first and second choice). Some first choice scenarios were preferred by two groups. They solved this amongst one another. They chose:

- 5d. Evolving food culture in growing cities (Sustainable food);
- 10a. Freedom to choose where we live (Green habitats);
- 10b. Distributed living (Green habitats);
- 11b. Production awareness (Sustainable economy);
- 12a. Smart energy governance (Sustainable Energy);
- 12b. Enabling a market for energy prosumers (Sustainable Energy)

4: The enriched research programme scenarios

Overview of the prioritised research programme scenarios¹²

Research program 4 (11b): Production awareness (Sustainable economy): 27 votes

Research program 6 (12b): Enabling a market for energy prosumers (Sustainable Energy): 17 votes

Research program 1 (5d): Evolving food culture in growing cities (Sustainable food): 15 votes

Research program 2 (10a): Freedom to choose where we live (Green habitats): 9 votes;

Research program 3 (10b): Distributed living (Green habitats): 7 votes;

Research program 5 (12a): Smart energy governance (Sustainable Energy): 6 votes.

The students made reports with the enriched research program scenarios. The answers to the mandatory questions are represented in the next sections. The total reports are represented in the appendix 2.

4.1 Research program scenario 1

Evolving food culture in growing cities (Sustainable food)

Challenge:

What challenge(s) does this research scenario address?

Why is it important from your point of view to address this challenge?

Every 10 years, population in the world will be increased with 1 billion. Cities will increase its surface and because of that, less space for agriculture and livestock will be able.

¹² The students used three stickers: two for the first choice, one for the second choice. Probably they did not use all the stickers.

Our challenge is to achieve healthier and more sustainable food, focused on the meat sector. We need to find a way to produce more efficiently, healthier, with less natural resources and also reducing the waste.

The population will increase at about one billion each 10 years (U.S. Census Bureau, International Database., 2015). And all of these people need food. Cities are expanding and there's less space available for food production, in most cities there's almost no food that's being produced.

Livestock has a considerable impact on the environment. Growth of the livestock sector has been a major factor contributing to deforestation in some countries, particularly in Latin America. Overstocking land with grazing animals can cause soil erosion, desertification and the loss of plant biodiversity. Public health hazards are increasing with the intensification of urban and peri-urban livestock production. Waste from industrial livestock facilities can pollute water supplies and livestock are major sources of greenhouse gases. (FAO, 2002)

Meat has long formed an important part of the European diet, providing a high quality source for European consumers' protein requirements. Due to a diversity of species, traditions of livestock production and terrain the EU has a wide variety of livestock types and meat products derived from them. EU consumers eat roughly 35 million tons each year of the various meat types. This averages to an amount of around 92 kilograms per person per year (plus 5 kg per head of edible offal's) (European Commission, 2003)

The economic relevance of animal production in agricultural accounts is underlined by the fact that it accounts for 43.1 % (EUR 167 billion) of the total EU-28 agricultural output. Animal production covers two items: output for animals and animal products.

Because people want to buy meat as cheaply as possible, the animals are neglected by putting them in small spaces and give them supplements to let them grow as fast as possible. Most people don't know about the quality of life of the animals. If they knew, people probably wouldn't buy the cheap meat anymore.

Sustainable and healthier food is a solution to get better meat products on the market. By doing that, animals will have better life expectancies, and citizens have more sustainable products.

It will connect universities, farmers, companies and governments to research, innovate, produce and validate the solutions.

Afterwards we will promote this healthier and more sustainable system with all off the meat industries for improving the wealth of the animals and people.

In the scope we discuss 4 topics (that can be found on the next page), 2 of those are big topics. So we include them in the challenge, those two topics are:

Replace animals that needs supplements for animals that don't need supplements

There are limited economic benefits of a healthy production method

Replace animals that need supplements for animals that don't need supplements

Most parts in the world can't do without supplements. Without supplements animals don't grow fast enough for customer demand. Supplements that are used are for example hormones and antibiotics. Hormones and antibiotics can cause health problems for people all around the world. So can these 'unhealthy' animals that use supplements be replaced by healthy animals without using supplements?

There are limited economic benefits of a healthy production method

A possible solution is a change in the society. It must be more aware of the problems producing animals brings with it. In this case the behavior of people has to change. By changing the production method, the problem is not really solved. It will be less damaging to the environment, give the society and economy more benefit, but the population of the earth is still growing, and by changing the animal production methods this will not solve the problem.

The real problem is something within the behavior and culture of people. Why do we have to eat meat or fish? It's very strange that we feed an animal and

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then we eat the animal. To produce a full grown animal, a lot of food and water is fed to the animal. The ground and water that is used to produce food for an animal could also be used to produce food for humans.

We think it will be very hard to change the society, because it is still very normal to eat animals. This could change but will take a very long time because it's part of the culture and habits. It's hard for the society to adapt but in the end the society will be happy. Without producing animals, the planet would be healthier. There might also be some benefits for the economy. The meat producing industry will become a lot smaller, or even disappear. Instead of this, new trends and foods will come up, which also brings work and benefits with it.

Scope:

How could it be approached?

Who should be involved in solving the problem?

Problem area: Meat production/farming

Specific focus:

The food the animals are fed with

The space which is needed per animal

Supplements (to improve the time to grow/produce)

The age of the animals (life-span)

The geographical location where the farms are placed

Approach:

Get animals that do not need supplements (industrial/technical)

The main stakeholders are farmers, universities, business experts and financiers. Especially these four stakeholders have to invest in innovations to provide animals that don't need supplements anymore. Farmers have to implement the innovations. The innovations are mainly made by universities and business experts. At last we need someone who would finance the project. The stakeholder group will change

into farmers, companies, shops and customers. Farmers stay stakeholders because they provide the animals. Also customers might provide animals in the future and customers have to force companies to 'create' animals that are healthy. For the same reason shops and companies are stakeholders, they also have to force the farmers.

Create plans to reach future goals (policy)

The main stakeholders which are involved in this constrain are the government and the farmers. When they make plans, we think they still are important stakeholders, but another stakeholder will also become more important. This stakeholder will be the business experts. Business experts have more knowledge about how the business will change, so that's why we think they will become more important in the long term.

Create innovations which are investable (policy)

The main stakeholders are farmers, governments and financiers. Farmers need innovation for new products for farm animals. Governments should force farmers to invest in innovation to produce animals on a sustainable and smart way. The financiers have to finance the project.

Promote the economic benefit of healthy production methods

The main stakeholders which are involved in this constrain are the government, companies, shops/gastronomy and promotion. This section could be divided in production methods and public awareness. We expect that in the long term universities are needed to investigate which alternatives can be found for producing animals. So this will become a new stakeholder. But another part of this, which is maybe a little easier, is to promote alternative protein sources so people don't eat that much meat anymore. Possible and attractive alternatives are: fish, insects, plants, algae etc.

Goals:

The main goals are:

Production methods

Public awareness

In the next tables goals and stakeholders and their roles are represented.

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Goals	Stakeholders
No supplements	Universities Business experts Financers Farmers
Create plans, future goals	Governments Farmers
Innovation investments	Governments Financers Farmers
Promotion	Governments Companies Shops Gastronomy

Table 4.1: goals and stakeholders

Stakeholders	Role
Farmers	Production Knowledge sharing
Government	Knowledge sharing Finance
Universities	Research
Companies	Manufacturing Packaging Transport
Business experts	Knowledge sharing
Financers	Government Investors
Charities/lobby organizations	Promotion
Shops/gastronomy	Motivation Knowledge sharing
Consumers	The end of the supply chain

Table 4.2: stakeholders and their roles

Impact: What should be the main goals/impacts of the research activity?

Four possible scenarios, for every topic one, are made. In the impact we evolved: Environment, Society and economy.

Replace animals that need supplements for animals that don't need. supplements

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Solutions will be new supplements that don't cause health problems or let animals grow naturally. It's almost impossible to grow animals so fast without using supplements. So in the future solutions will be combined.

The future society will look much greener with more animals everywhere. Because they can't grow animals faster, animals need more time to grow. How about the space where animals can grow? In the future animals will go up in the air same as people, in a flat for example. Also it affects the economy; customers have to pay more for meat demand. Farmers can't provide healthier meat without using the cheap and fast way. Why isn't this already happening? The knowledge shows that hormones and antibiotics are bad? The answer is the government; it does not control good enough. In the future governments will carry out more checks.

So at the end the society will provide healthier meat and the environment gets a greener look. There are more animals around and within cities and villages. To achieve this investment must be made and farmers have to give their animals more time to grow. Because of this customers need to pay more at the end.

Define future goals and come up a plan

We think when you define future goals and make up a realistic plan, this will have a positive influence on the society, economy and the environment. Still the consumption of meat is not healthy and not good for the environment. But when good policies are made, it has the least effect on the environment. A well designed plan can have a positive effect on the society because fewer supplements will be used and the life span of animals will be extended. On the economy side this will have a positive effect because this kind of business brings a lot of jobs with it.

The need for money to invest in innovation.

In the future these stakeholders will be farmers, consumers and promoters. Consumers and promoters can ask for other products that are better for the environment. When farmers cannot fulfil this demand consumers won't buy their products. In the future this market will be eventually the same as all the other markets that no longer ask for a one size fits all products.

There are limited economic benefits of healthy production method

If production methods are being changed this will have a large impact on the healthiness of the animal. A result of better healthiness of animals is a happy society and the stakeholder promotion won't be as important as it is now. Then there is something negative what can happen. Because producers are using fewer supplements, animals will grow slower, so the economic benefits are limited. This also brings with it that companies will do anything possible (illegal methods could show up) to keep the production as high as possible.

Also, producing animals has a bad influence on the environment because the sector causes a lot of CO₂.

4.2 Research program scenario 2

Social need: Green Habitats (Freedom to choose where we live)

How to reduce traffic jams in European cities and their surroundings

Challenge:

What challenge(s) does this research scenario address?

Why is it important from your point of view to address this challenge?

This research scenario aims to solve the challenge of transport between urban and rural areas. There is a significant social need for a balance of high quality living, reduction of environmental issues and new methods of transportation between urban and rural areas. From our own understanding and experiences the current movement of people from rural to urban areas for work or pleasure is unsustainable. The primary mode of transportation is privately owned vehicles. The daily mass commute between the urban and rural causes many issues, primarily the congestion of road networks. The constant pressure on road networks causes delays in travel times but from an environmental perspective transportation is one of the main causes of carbon dioxide emissions. The current situation of mostly individual travel between the rural and urban is unsustainable practice. Current

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issues with public transport identified through our own experiences are the availability and infrastructure outside the urban area, therefore people are forced and become comfortable using their own private mode of transport. Thus the challenge arises to encourage people to:

Change their behaviours

Reduce private vehicle ownership and usage

Encourage the use of public transport.

The problem we need to think of is insufficient infrastructure and public transport which leads to people using own cars for commuting, thereby creating traffic jams in rush hours. The problem of traffic jams is not only a practical issue but also an environmental issue, for example pollution.

From our point of view it is important to address these challenges because it will reduce the isolation of the rural areas, and thereby make them more attractive as living spaces. By making the rural areas more attractive as living spaces, we will be able to reduce the number of people moving to and living in the city. In a lot of cases people live in the cities because it is more practical. A well-structured public transport system could ensure that people living in the rural areas will not have to use cars to get to work in the cities. This would lighten the traffic significantly and reduce the impact on the environment.

Another important aspect is reducing the amount of pollution that cars are causing either by driving or being stuck in a traffic jam. Transport is one of the main causes of pollution. Improving the transportation system will affect the city in an economic, environmental and social way. However, we all have noticed that public transport is not used enough due to many cars on streets or judgment from other people. The solution would be to make public transport more attractive and also available to the public so people will feel that it is cheaper to travel by bus as well as faster. In order to do that, we need to think about how to change people's behaviour towards public transport.

Making public transport more attractive will not only be positive from the environmental side but also reduce travel times, decrease the stress on road networks, faster delivery and movements of goods etc. It is important to understand the changes that come together with improving transportation system. Fewer cars also mean less roadwork which is another indicator of pollution.

The situation in society that makes this important is the constant waiting in traffic jams where engines are running continuously and producing CO₂ causing delays in public transport and changing the driving environment more stressful. The need of using your own private car to get from A to B needs to be confronted and dealt with step by step.

Scope:

How could it be approached?

Who should be involved in solving the problem?

To ensure that future changes work in practice, we must analyse the actual current transport and explore innovative solutions and evaluate current users of public transport.

We have to focus on different groups, carry out interviews and analyse their lifestyle and habits. As for the economic part we have to know how much will this will cost the government, how much will it cost the citizens to use public transport and how much they are willing to pay. We want to use the following different research strategies in our research project: multi-criteria analysis, cost-benefit analysis, case studies, scenario studies, modelling and action research. A sample test on a small scale would have to be carried out in order to understand the success or failure of our proposed goals. The evidence from the sample study would provide transferable knowledge which can be applied to a variety of cities. We are implementing sample tests, simultaneously with the research, for the following three key factors:

1. The reduction of cars on the road
2. Better access to and from the city
3. Attractive public transport

Research and innovation of these three headline solutions will need to pay attention to a number of aspects including existing traffic systems, number of commuters, and city layout. Taking these aspects into account our solutions for the three key factors are as follows:

Less cars on the streets

Provide incentives for people to use public transport

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Parking out of the city, public transport into the city (Park & Ride), bike parking in the city

One payment system/membership for all public transport (bike, bus, train)

Better access roads to the cities.

Research: figure out which are the most frequented roads during rush hour

Smart shifting traffic lights providing better flow of traffic. (green wave)

Improved transition between the highway and the city (e.g. more exits)

Flexible road lanes

Public transport

Time/frequency

Costs

Convenience

Park and ride near transport hubs in rural areas

Bikes from transport hubs in the city

Stakeholders in this research project would include the Government, private businesses and the general public. The government has a responsibility to supply funding, and create and enforce the policies in order to instigate behavioural changes. Private businesses need to work in tandem with their employees to encourage more sustainable methods of transportation to and from work. This could involve subsidizing public transport passes. The citizens have an important role as well, they have to change their lifestyle and behaviour and start acting in a more sustainable way. The responsibility of the citizens, to employ and actually make use of the solutions, with strict policies from the government, will instigate change in methods of transportation.

Impact:

What should be the main goals/impacts of the research activity?

A successful research project with sample evidence of meeting our overall aim, will allow us to use the improvements and solutions in similar cities across Europe.

An expected impact of implementing the results, mentioned below, is that the results of these changes will inspire other cities to instigate change and implement the same ideas into their own infrastructures. Thereby an investment by the EU into the research and testing will provide evidence for cities to regard the benefits and act as a guide to implement their own changes.

Goal: Less cars on the streets 2030 (long term)

Expected impacts: Proven ways to reduce commuter traffic by 30 % that can be enrolled to European cities with more than 100.000 inhabitants in semi urban areas.

Goal: Better access roads to the cities by 2025 (long term)

Expected impacts: Distribution of traffic into the city, numerous routes which can handle the reduced number of commuters. The expected result from this will create a 50% reduction of time spent in traffic jams along the main access routes into the city during peak rush hour times.

Goal: More attractive public transport by 2022 (long term)

Expected impacts: Behavioural and policy changes in society which discourage the use of private transportation and encourage the use of public transport. A collaborative incentive scheme between private and public investment which provide a 50% reduced rate on public transport for all commuters from outside the urban area who regularly use private transportation into the city.

The research aims to reduce the issues of connectivity between cities whilst trying to implement sustainable solution, these issues will not be solved by our goals alone but will help reduce the initial problem. Ultimately by doing this project we will be able to contribute to the encouraging behavioural changes, improving the efficiency and connectivity between urban and non-urban areas in a way which will not further damage the environment.

4.3 Research program scenario 3

Planning of distributed living (Green habitats)

Challenge:

What challenge(s) does this research scenario address?

Why is it important from your point of view to address this challenge?

Nowadays there seems to be very little connection between improving quality of life and reducing the carbon footprint. When trying to make improvements it often results in conflict with sustainability because most of the times we relate quality of life with consumption and richness when it, in fact, has nothing to do with it. We have to aim on improving the quality of life while reducing the carbon footprint at the same time. Obviously there are many ways to achieve this goal but we focus on the subject of planning of distributed living. This means rethinking society's organization into more distributed sustainable and independent communities that produce and consume locally and equally so there is less need to move people and goods.

Self-sufficiency and efficient use of space are important means that have a huge impact when it comes to planning of distributed living in order to prevent the development of megacities and to preserve the environment. When these means are being pursued it gets easier to build a community where equality takes place, since everyone has similar access to services and education, so as job opportunities. Even the health is being affected in a positive manner not only because of stress reduction but also because of a greener environment and less pollution.

Summarizing, when the aspects mentioned before come all together and merge in a city and its community and a circular economy is implemented then the life quality will be higher and the carbon footprint lower.

According to the challenge it was possible to narrow it with three different sub challenges, explaining them as follows:

Efficient use of space: means having multifunctional buildings and space

Reducing movement of people and goods: consists on having all necessities covered close so people and food do not need to be transported. Also apply this approach with jobs, schools, social and cultural activities

Local production and consumption: locally agriculture and industry

Scope:

How could it be approached?

Who should be involved in solving the problem?

As the main goal here is the planning of distributed living it is clear that everyone is involved in it from the political to environmental issues. In order to approach this planning, we have two different focuses: development of new auto sufficient cities and improvement of life quality in existing cities. While going through these different approaches, the option of founding new cities in Europe nowadays is not as probable as the growth of existing ones. So according to this the question is: How to improve life quality and sustainability through the development of cities in Europe? This is related to the sub challenges mentioned above because now the where is this going to happen, is established.

In the first place it is necessary to take into consideration that Europe is a big continent in which the main cities are growing while a decrease of inhabitants all over the continent is being faced. The criteria for choosing a country and city will depend on its size and attractiveness and as one of the main goals to reduce movement. In order to stop cities from growing by migration from rural areas and smaller cities the focus is taken on small to medium sized cities.

But how to stop migration? How to make people stay in their own city? How to improve life quality and take care of the environment? In pursuance of the best results the first step is defining the criteria that are going to be taken into consideration for the evaluation and learning process. These are: efficiency, sustainability, cost benefit ratio and multi-functionality. Thereafter it is necessary to look for the cities in Europe with the best practices in those aspects. For example, the transportation system and usage of bicycles in Utrecht (sustainability) or how many houses and buildings have their own garden in order to grow their food (multi-functionality).

As a result of the studies made based on the criteria mentioned above and in order to have the information ready for anytime needed, the purpose is to have a catalogue of measurement where every city studied is going to be ranked. It will have a proper explanation of each criteria, how it was evaluated and realised, so that at the end is possible to have a complete guide, principally for municipalities in order to be able to know what does the city need in order to improve its citizens life quality. It could be public transports, technology, energy, food.

The main fact here is that municipalities are aware of what they have been doing right and what aspects can be improved in each city.

The challenge must pursue a multi-stakeholder approach including all the affected parties:

Companies

Architects

Designers

Municipalities

Scientists

NGO's

Citizens

Civil engineers

First there are companies formed by engineers, architects and designers who are going to be working as one in the city improvement. Then there are the NGO's, municipalities, citizens and scientists. All together they will form the stakeholders' team, who are going to gather their knowledge and expertise to accomplish the main goal and complete the challenge: improve life quality while reducing the carbon footprint in existing small to medium sized European cities.

Impact:

What should be the main goals/impacts of the research activity?

The main goals stated for this action were presented above but in order to explain the expected impacts they are listed in the following:

Reduce movement: consists on having all necessities covered close so people and food do not need to be transported. Also apply this approach with jobs, schools, social and cultural activities

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Efficient use of space: multi-functionality in buildings, houses and public spaces

Local production and consumption: locally agriculture and industry

All in all it is about trying to find and provide the tools for cities to improve and make a change in its structure and the mind-set of its inhabitants. The measurement catalogue facilitates the transition into a more sustainable city. The impact achieved on people and environment includes a huge impact for all the stakeholders. Inasmuch as their interests are being covered during the transition process and when the goals are accomplished.

This project should be taken as one big action which needs support and participation of all the stakeholders involved. The suggestion is to divide tasks in order to have three main responsible actors: municipalities, companies and citizens. Each one of them is going to work focused on the main goals in order to aim the challenge of improving life quality while reducing the carbon footprint. Therefore, the project research is considered into the networking area since it combines people, technology, innovation, research and planning applying the knowledge of different areas.

As a result of the main goals it is possible to address the impact expected. But there are different impacts regarding to the time lapsed, so in the following table it is possible to see what the challenge is aiming for.

Short term: Understanding	Medium term: Application	Long term: Results
City planning	Other municipalities implement measurements of the catalogue	Auto sufficient sustainable cities
New policies (building, energy)	Sustainable consciousness embedded in society	Reduction of footprint
		Happy, healthy people

Table 4.3: impacts

4.4 Research program scenario 4

Production awareness (Sustainable economy)

Awareness of the production of mobile phones

Challenge:

What challenge(s) does this research scenario address?

Why is it important from your point of view to address this challenge?

Nowadays, everyone all over the world is using mobile phones. People buy them, use them until there is something more in fashion, throw them away and then buy a new one. However, people are not aware of the consequences of the production and use of material. Therefore, no one gets triggered to demand a production different way. Because mobile phones are used all over the world, there is a large amount of them. Wherefore, this can be considered a big problem.

The main challenge to make mobile phones more sustainable is changing their production and supply chain. The problem will be solved when more sustainable mobile phones are available. The main problem is that the production is not the first step. The challenge starts way before the actual production of a mobile phone; it starts in the creation and design of a new model. Phones can be designed to last long or be repairable. It starts with raising awareness to change the demand so companies are incentivized to adjust their production. When the production needs to be changed, any research should start at the first step. That is why the research should focus on the following challenge:

How to raise the consumers awareness for a sustainable production and supply chain of mobile phones and how can they become more repairable?

The importance of researching the challenge can be divided in several clusters:

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First of all, the research on how to educate and involve people in a green cycle will be important. Because it will lead to recycling and reusing parts of mobile phones. Therefore, a good outcome will be that there will be less waste.

Secondly, the mind-set and the awareness of consumers need to change. This is probably the most important reason to research the challenge, because when the mind-set of consumers change, the demand will change as well. Companies would be incentivized to adjust their production and this way the problem of the production could be solved.

Besides reducing waste and changing the mind-set, the challenge being a global issue is an important reason to research it. When a solution is found to change the awareness of the consumers, the solution can be used in other countries as well. Therefore, the problem can be solved on a large scale.

At first we want to focus on increasing awareness of this disastrous environmental issue in European population targeting a complex change of culture and consumption habits. It is a compact and feasible target and familiar to the multi generation and cultural community of the European Union. Most of mobile phone producers operate from Asia; therefore we aim to trigger a direct effect of this regions supply to by changing the demand in Europe. Creating a high demand domestically will also assist creating the same abroad. There are lot of mobile phones users in every age group on this account we will neither specify on a certain age group nor on any other background details such as education or income. It will be interesting to know about the interests and behaviour of very young people, starting at the age of fourteen since these will participate in consumption the longest, as much as older generations who can rather afford to buy expensive technology.

Scope:

How could it be approached?

Who should be involved in solving the problem?

We are eager to approach our challenge by organizing an online questionnaire to gather information from citizens so they have a platform, which can be used to express the common needs demands from mobile phones also how interested they are in environmental issues. For example, are they willing to pay a higher price for a product that is sustainable and has a long lifecycle? It has to be found out whether the public actually wants these products or if they will keep on consuming as quickly as now.

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Following the participation of the people we desire to create an innovative concept to achieve the goal we set for us. Raising awareness by educating the customer is the first of the goals. Creating a sustainable supply chain in the ways off circular environment is the second. This includes finding opportunities to create devices that can be repaired by consumers easily and batteries can be changed. These will be worked on by different stakeholders with multiple backgrounds. Companies and environmental activists should take an important part in this research in order to educate the consumers about the current situation.

To reach the impact, the research of this project should focus on:

The current situation: Technology wise and socially wise: When the current situation is clear and defined researchers could focus on common problems or problem indicators and list these. This would give a global idea of ways to improve.

Available technologies and patents: A lot of companies develop their technologies but don't use them because of costs or they sell their ideas to bigger companies who then "freeze" these ideas just so that competition can't use this idea. The goal for the technology research should be to get a clear picture of what is possible with the current technology. Sustainable technology that is.

Best ways of implementing new or different technologies: Possible technological ideas might need funding to be realized. Others might need a completely new factory in order to succeed. What is the best way to realize available technological ideas and implement them in a sustainable way to produce mobile phones more sustainable?

How to overcome required resources as a barrier to hold back sustainable solutions: Turnout is still a very important drive for a lot of companies, aiming to get profits. This is holding back sustainable solutions and a sustainable mind-set. Research should focus on how to overcome this problem. How to make the profit factor less important or take it out of the equation completely.

Possible solutions to reach this goal (achieve the impact) could be changing the packaging of the mobile phones. The packages should state the amount of emissions and pollution was made in order to produce this mobile phone. A way to track (possible) improvements is to track and register the amount of waste and recycled or re-used mobile phones. Compare the numbers before the project started and every year after. A decline in waste and an increase in the amount of recycled or re-used mobile phones would be positive indicators.

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The project stakeholders should include, but not be limited to: consumers, companies (producing and selling), researchers, government and technical, social and environmental experts. We want to involve stakeholders from all countries in Europe because there might be differences concerning needs and approaches. Customers are a very important stakeholder because producers are pressured by customers. We want to consider different kind of experts to our research that we could get results as wide as possible. Multidisciplinary group of experts will develop new ideas together to get broader perspective.

Impact:

What should be the main goals/impacts of the research activity?

The main goal for the proposed challenge would be a solution that concentrates on changing the mind-set of (possible) consumers. This also includes the awareness. Possibly the biggest challenge is to make the consumers aware of the harm of their mobile phones. However, because people are not aware of this fact in the current situation, there is little impact for more sustainable alternatives. The conception is that creating a sense of urgency will lead to a change in the mind-set. This will ultimately change the current "traditional" way of producing to a much more sustainable way of producing. A more sustainable mind-set, need and production could also lead to a decrease in the amount of waste and usage of fossil fuels/materials. To summarize:

A different, more sustainable, mind-set on mobile phones

A different, more sustainable, need from consumers

A different, more sustainable, production of mobile phones

Less waste of mobile phones and its components

Increase of re-use and recycling of mobile phones and their components

The reason for this is that a different mind-set, that is aware of the harm of the current situation, will change the need of the consumer. They will want to have a more sustainable mobile phone. This could be best summarized as shown in the list below:

The recognition of ecological limits

The urgency of overcoming the "survival problem"

The social necessity of equity

4.5 Research program scenario 5

Smart energy governance (sustainable energy)

Challenge:

What challenge(s) does this research scenario address?

Why is it important from your point of view to address this challenge?

Challenges:

Policy

Designing effective policies

Convincing people for using green energy

Space limitation

Finding a good location for producing green energy (e.g. wind, solar, water)

Outsourcing space problems to other companies, we can afford to import food so their food prices will increase

Safety

Smart grid hack-attack security, a safe online environment

Managing communication between stakeholders

Divide responsibilities

Meetings & appointments

Education

A lot of non-professionals are involved

Solar panels are becoming more common

Separating responsibilities

Technology

Bio based energy can be used but needs more research

The combining of resources

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Unstable energy grid

Availability of renewables

Energy storages will become more commonly used

Causes disruptions

Stakeholders

Demand side management

Industrial companies

Government

American elections

People at home

Electricity produces & consumers

Scope:

How could it be approached?

Who should be involved in solving the problem?

How can we provide a safe and secure environment for smart grid technology? How can it be approached?

There are technologies needed for people to use the environment safe and that there safety will be secured. A lot of students need to be educated because of the scale of this challenge. A lot of people are required to find solutions and maintaining them. Also educate people in finding hackers to secure safety. All stakeholders have to have good communication because there are a lot of people involved.

Who should be involved? Government/consumers/Green energy producers/educators

How can we design effective policies for the energy sector, so that people will be stimulated to use and produce green energy? How can it be approached?

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Government needs to design effective policies for the energy sector. This can be a success if there is good communication with professionals that know everything about the energy sector. People need to be stimulated. Effective marketing is essential to stimulate people. There is a connection between policies and stimulation. For example that the government gives subsidies. Listening to energy consumers is also very important in achieving the goal. Consumers have expectations and know what they find attractive.

Who should be involved? Educators/Professionals/non-professionals/government

What kind of business model can be developed to make renewable energy storage more attractive? How can it be approached?

Students are needed for information and research about what people find attractive. Brainstorming with all stakeholders is also a clever idea. Find professionals that can come up with a business model that can fit in.

Who should be involved? Government/people/industry

Impact:

What should be the main goals/impacts of the research activity?

Safe and secure environment for smart grid technology

A safe and secure grid is required for a smart grid. If a secure environment for smart grid technology could be created, then decentralization would work better and could be spread further. Due to decentralization the electricity costs could decrease due to the customers being able to control better at what time they would use the electricity. On the other hand new technologies might raise costs. Awareness about using, saving and collecting electricity would be spread.

Effective policies for stimulating people to use and produce green energy

If people could be stimulated to use and produce green energy, of course the demand and supply of green energy would increase. At the same time demand and supply of fossil fuels would decrease, which would lead to fossil fuel power plants dying. This could be a step towards an ideal world, a world with no fossil fuels. Decreasing usage of fossil fuels

would halt the climate change, and the news concerning that would get people even more into the thought of using only green energy. Common attitude towards energy usage would change, and people would encourage each other to prefer green choices.

Business models to make RE storage more attractive

Demand for renewable energy storage would increase, and therefore there would be storage services available for people to use. Building new facilities would create employment. Subsidies could be directed towards developing renewable energy storages suitable for industrial use. The amount of electronic waste could increase, but by proper recycling could be handled.

4.6 Research programme scenario 6

Enabling a market for energy prosumers (Sustainable energy)

Challenge:

What challenge(s) does this research scenario address?

Why is it important from your point of view to address this challenge?

When enabling a market for energy prosumers we have found that the first step of the challenge is to find the potential prosumers. Secondly we have to inform potential prosumers about their opportunities, possibilities and advantages they have as a prosumer. The third part of the challenge is to create a market which these prosumers can participate in.

It is important to address this challenge because it will have many effects on sustainable energy production. In the current situation energy is bought from a local energy company and although there is a possibility of choosing a renewable energy contract there really is no certainty in where your energy originates from. Decentralized and local energy production increases transparency of the production. It is also more efficient, because there is no need for long distance transfer and therefore energy does not get lost in the process. Prosumers have a straight impact on the increase of renewable energy sources, since they always produce it sustainably by the use of solar panels or windmills. This will also most likely drive large energy companies towards sustainable energy production (supply and demand), since the future megatrend is to decrease the use of fossil fuel.

The market for energy prosumers increases independency in two ways and stabilizes the current situation. All consumers are less independent on the tariffs of large energy companies and countries are also less dependent on each other since energy is now produced within its own borders. This reduces ascendancy of countries that are big energy exporters and might therefore prevent conflicts.

Scope:

How could it be approached?

Who should be involved in solving the problem?

To delimit the problem area and specify the focus, the project team has defined the main target group. The earlier mentioned challenges stated the necessity of the identification of the prosumers group. In order to identify them, the project team has decided on a few characteristics a household must meet in order to potentially become a prosumer:

Home owners, in order to become a prosumer someone must have a home to live in. This is necessary for placing solar panels.

25+, the focus is on people or households that are above the age of 25. This is because students or even younger people just simply don't have enough to spend or are not in a part of their life where they want to think about putting solar panels on their roofs.

It only consists of households within a range of 20km from a suburban area. This is to exclude rural areas because the density of the population there is not suitable for the concept.

After this definition of the target group, the next step would be to gather information about the potential prosumers. How big is the target group that meets the characteristics, what is their average income, how much energy can be potentially gained from the household, etc. To gather this information municipalities and data-organizations must be contacted and convinced to provide the project group with the information they need.

After understanding the potential prosumers group, they have to be convinced in entering the new market (concept). In order to convince them they can be informed through (e)mail or their municipalities, but the idea is to create a European wide service-platform. The service platform will consist of a website with all of the necessary help and

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info in order to become a prosumer. You will be able to just enter your postal code and the website will provide the information you need. For example, the service will offer you the following information:

Information about potential your household has to become prosumer. How many solar panels fit on your roof, how much energy will you potentially be able generate and it might also tell you if there are already enough prosumers in your area.

It will contain information about the investment. How much will the investment be for your household, what are other technical costs and of course the return on investment? It would be important to know what you could potentially benefit from becoming a prosumer.

At last it should provide with technical info. There should be some kind of manual, or even another service, which will guide you towards becoming a prosumer.

Parties which are needed to establish the new service-platform are:

IT-Companies, for the management of data and building a website.

Local governance,

Energy experts, to provide information about energy costs or fluctuations.

Economic experts provide financial information and design a profitable business model.

Engineers, to provide the technical information.

The gathered information should lead to a list of necessities, what are the must-haves for creating the new market and the service platform. The next step would be to check the state of art. What can already be provided and what still needs to be established. An important thing could be a physical infrastructure for the transportation of energy.

After meeting the requirements for the new market, the concept will have to be tested. A few field tests will take place to create best-practices.

At last an advisory report will be provided with a few of the best practices. The stakeholders can then decide which scenario they would like to implement.

Impact:

What should be the main goals/impacts of the research activity?

The expected impacts for this innovation project can be divided into direct results after the end of the project and indirect impacts that may emerge due to the direct influences at a long time scale.

A first impact that should be aimed at is to create and share knowledge and experience in this new challenging area. Furthermore, the project will raise more awareness of the possibility to directly trade energy and renewable energies in general, either to members directly taking part in the project or people hearing about it. This will hopefully also be a trigger for next phases of developing markets for energy. The project is going to create a new knowledge community for decentralised energy production and the collected data can also be used for educational purposes.

Another important impact is the creation of a first platform for the trading of produced energy. This will then lead to the development of a new market. On a long term scale this could result in creation of new business models for producing and storing energy. This way every prosumer can take part in sustainable energy production and also help to stabilize the grid.

Further indirect impacts are the significant increase in usage of renewable energies. The market for solar energy and also wind power technology will expand and this triggers further development in this areas. Besides this, storage technologies are becoming more important, because renewable energies are not flexible and the produced energy may be stored directly at a prosumer to sell the energy when the price and the demand for energy is high.

Additionally, the project should have an impact on electric mobility, as a prosumer could store the produced energy in an electric car.

The digital trading platform will increase the profitability to become a prosumer, the energy bill is going to be lower or may also be negative as some prosumers produce more energy than they need. Because of this, subsidies may become redundant and the government will have more resources to spend on other purposes. The more renewable energy sources are used; the less fossil fuel is burned. This an important impact for saving the environment, as carbon dioxide emissions are reduced. This improves the quality of life in urban areas.

Furthermore, it should be easier to become a prosumer with the help of the information website that helps to calculate the profitability and mentions necessary steps. On a long term view everyone or every household acts as a prosumer and takes part in the energy market.

5: Reflection and evaluation

At the end of the third day a plenary evaluation and reflection was done. The students also integrated a reflection section in their report.

This consultation was the start of the minor. The students did not receive a description of the assignment beforehand. The explanation of the assignment on day 1 was not clear enough. This caused that the students did not understand what to do in the beginning of day 2 and made them struggle with the assignment. For all of them this was their first involvement with a subject as EU topics and EU calls. They have no experience in research (yet) and have never done an assignment like this. It was all new. The explanation should have been clearer, more comprehensive and should have contained examples. It helped when they read the example that was integrated in the assignment description and also the facilitators helped them into the right direction.

The students were not used to work with a mentor who was there all the time for facilitation. They did not feel comfortable with that in the beginning. After a while they got more used to it and they experienced the facilitation process as helpful.

The assignment was organised in time blocks and the time schedule was very tight. The students indicated that they did not like the strict schedule in the beginning. They were used to set their own timetables. But after a while they saw the advantage of the time schedule.

The cooperation in the teams was a little varying per group. Some students were more active than others.

The CIMULACT team was very impressed by the quality of the results of the group work, the creativity and the fastness the students were able to pick up the assignment and accomplish it.

Appendix 1: descriptions of the research scenarios to be elaborated

Social need: Sustainable Food

Ensure equal access to sustainable and healthy food; preserve natural resources and the environment in food production and distribution.

Research scenario: Evolving food culture in growing cities
Develop solutions for more sustainable food production and consumption by taking into account urbanization and the mix of food cultures and habits.



Research objectives

Design and explore future scenarios of a sustainable food culture mix and means to achieve them.

Devise options for locally grow-able ingredients in the meeting of diverse food cultures and products.

Examples of research question

What are the impacts of evolving urban food cultures on sustainable food provision?

Which are the best economic configurations for working local food systems?

Arguments

This is important to effectively provide more sustainable food options.

Locally grow-able food cultures will ensure sustainable food production in the future.

This kind of interventionism will upset the intimate relationship between food and culture.

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Social need: Green Habitats

Habitats that provide high quality of life with substantially reduced environmental footprint, relying on new concepts for transportation and housing.

Research scenario: Freedom to choose where we live
Improve connectivity between urban and non-urban areas to achieve a better balance between them.



Research Objectives

Design and study concepts for fluid integration of diverse means of transport serving both local and long distance transport needs alike

Explore information systems for organising and scheduling "multi-modal" (with various means and inter-connected) local-distance transport systems

Examples of research questions

How to achieve fluid integration of diverse transportation means in local hubs that serve local diffusion and long distance transport alike in a quick and efficient manner?
Design good, reliable, instantaneous inter-modal transport information systems

Explore new solutions for the organisation/distribution/scheduling of transport means between homes and workplaces.

Arguments

This will decrease isolation of people in distant rural areas
This will increase the number of working places in non-urban areas
Cities, especially city centres, may become empty in the afternoon if they are treated only as a working place



citizen and multi-actor consultations

Social need: Green Habitats

Habitats that provide high quality of life with substantially reduced environmental footprint, relying on new concepts for transportation and housing.

Research scenario: Distributed living
Rethink society's organisation into more distributed sustainable communities that produce and consume locally so there is less need to move people and things.



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Research Objectives

Study distributed lifestyle patterns with a strong local dimension
Investigate infrastructures for distributed sustainable societies

Examples of research questions

How to design/produce "distributed living" in technological, organisational, environmental, behavioural terms?
How to design/produce "distributed connectivity" for occasional transport infrastructures adapted to "distributed living"?

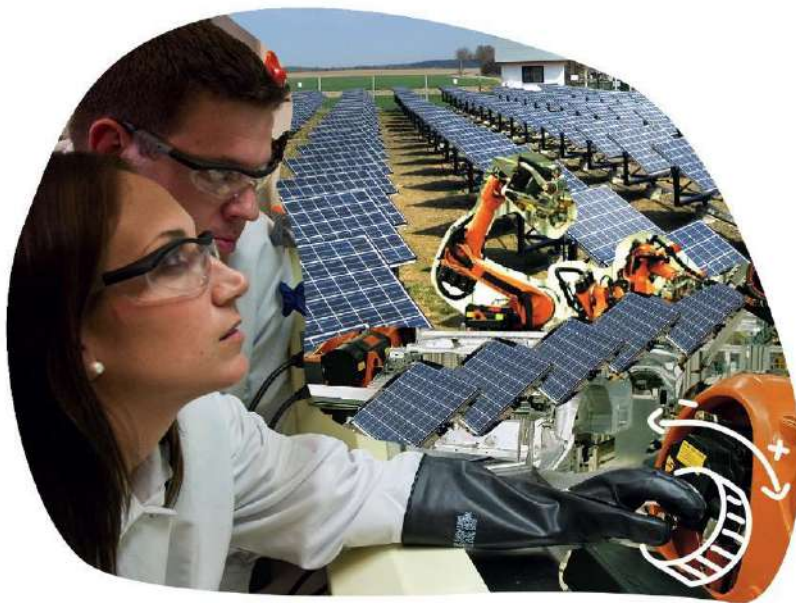
Arguments

This is important for sustainability
This will increase social cohesion and quality of life within the local hubs
This may lead to rural sprawl (people living everywhere)

Social need: Sustainable Economy

A more sustainable economy that promotes well-being rather than profits, integrating the welfare of people in every economic activity.

Research scenario: Production awareness
Foster a more environmentally conscious production by promoting alternative production models and increasing awareness of sustainability in all steps of the product lifecycle.



Research objectives

Study ways of implementing sustainable production models in business and innovation.
Develop approaches to measure long-term impacts and effects of incentives for sustainable product lifecycles.

Examples of research questions:

How can we ascribe value beyond money to some aspects of sustainable production awareness that are not easily quantifiable in monetary terms?
How can we assess and account for the full cost of the value chain?
What role can “good” companies play in spreading sustainable best practices to the rest of the value chain?

Arguments

This will minimize waste.
This will boost environmental choices.
Higher prices due to new productions models.

citizen and multi-actor consultations



Social need: Sustainable Economy

A more sustainable economy that promotes well-being rather than profits, integrating the welfare of people in every economic activity.

Research scenario: From Wall Street to Main Street
Explore solutions to determine the financial sector to target positive social and environmental impacts in their investments rather than solely economic profit generation.



Research objectives
Design measures to redirect the priorities and practices of key stakeholders.
Study in what ways the financial system discourages sustainable investment practices and devise ways to encourage more responsible investments.

Examples of research questions
How can we incentivise the business and financial community to shift their thinking towards long-term investment and gain?
Which are the main changes that regulations and the system need to go through in order to foster sustainable and responsible investments?

Arguments
This will foster sustainability.
This will encourage more ethical investments.
This will lead to lower capital gains for financial companies and investors.



citizen and multi-actor consultations



Social Need: Sustainable Energy

Sustainable production and consumption of energy.

Research scenario: Smart energy governance
Find solutions to decentralise energy management by optimising the integration of resources and taking into account all stakeholders' interests.



Research Objectives

Assess current experiences with smart governance of energy systems integrating diverse energy sources
Investigate data structures and procedures required for such energy management systems

Examples of research questions

- Which are the experiences of bottom-up, multi-layered energy governance systems in EU and other countries?
- Which are the barriers to and success factors for such governance models?
- What is the structure of data needed for supporting efficient multi-layered governance and how would be made available?
- Which are the skills required for experts involved?

Arguments

There are good examples but a cross-cutting analysis, based on a multidisciplinary approach, is needed urgently. This may lead to responsibility being split too much. In a decentralised system it may be hard to define who is responsible for the overall energy security



citizen and multi-actor consultations



Social Need: Sustainable Energy

Sustainable production and consumption of energy.

Research scenario: Enabling a market for energy prosumers

Help create an energy landscape where people, families, communities and companies are not only consumers but also producers of energy.



Research Objectives
Investigate barriers and enabler for “energy prosumtion”
Investigate and pilot technologies and business models for energy prosumption

Examples of research questions
Which incentives for energy prosumption have proved effective?
Which is the impact of existing regulations (on regional, national, EU level)?
Evaluation of existing business models and piloting new ones.
How to improve small-scale technologies and make them convenient and affordable?

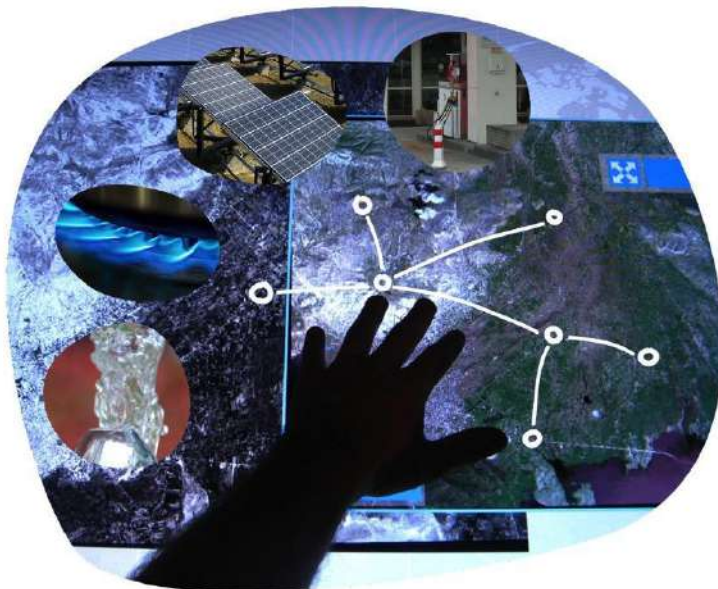
Arguments
This will increase energy efficiency and the share of low carbon energy in Europe.
This will make energy more democratic
New kinds of monopolies may emerge



Social Need: Sustainable Energy

Sustainable production and consumption of energy.

Research scenario: Interconnected open systems
Assist in setting up an interconnected open energy system where synergies of regional and urban resources are exploited in an optimum way to meet energy demand and reduce imbalance between production and consumption.



Research Objectives

Providing multidisciplinary methods and tools to enable synergies of regional and urban energy resource and demand management.

Study ways to integrate design of energy systems into spatial planning

Examples of research questions

How to integrate urban/regional systems optimally (optimisation models based on multi-disciplinarity)?

How to integrate energy system design into rural/urban planning (including the social dimension)?

What are suitable prediction tools, infrastructure for access and protocols of access, business models and incentive systems?

Arguments

This will reduce the environmental and social footprint of energy systems and support adaptation to climate change. This will improve the balance between production and consumption of energy.

Cost of infrastructure could be too high (no return on investment) if the current producers continue to sell cheap energy, which does not integrate externalities.

citizen and multi-actor consultations

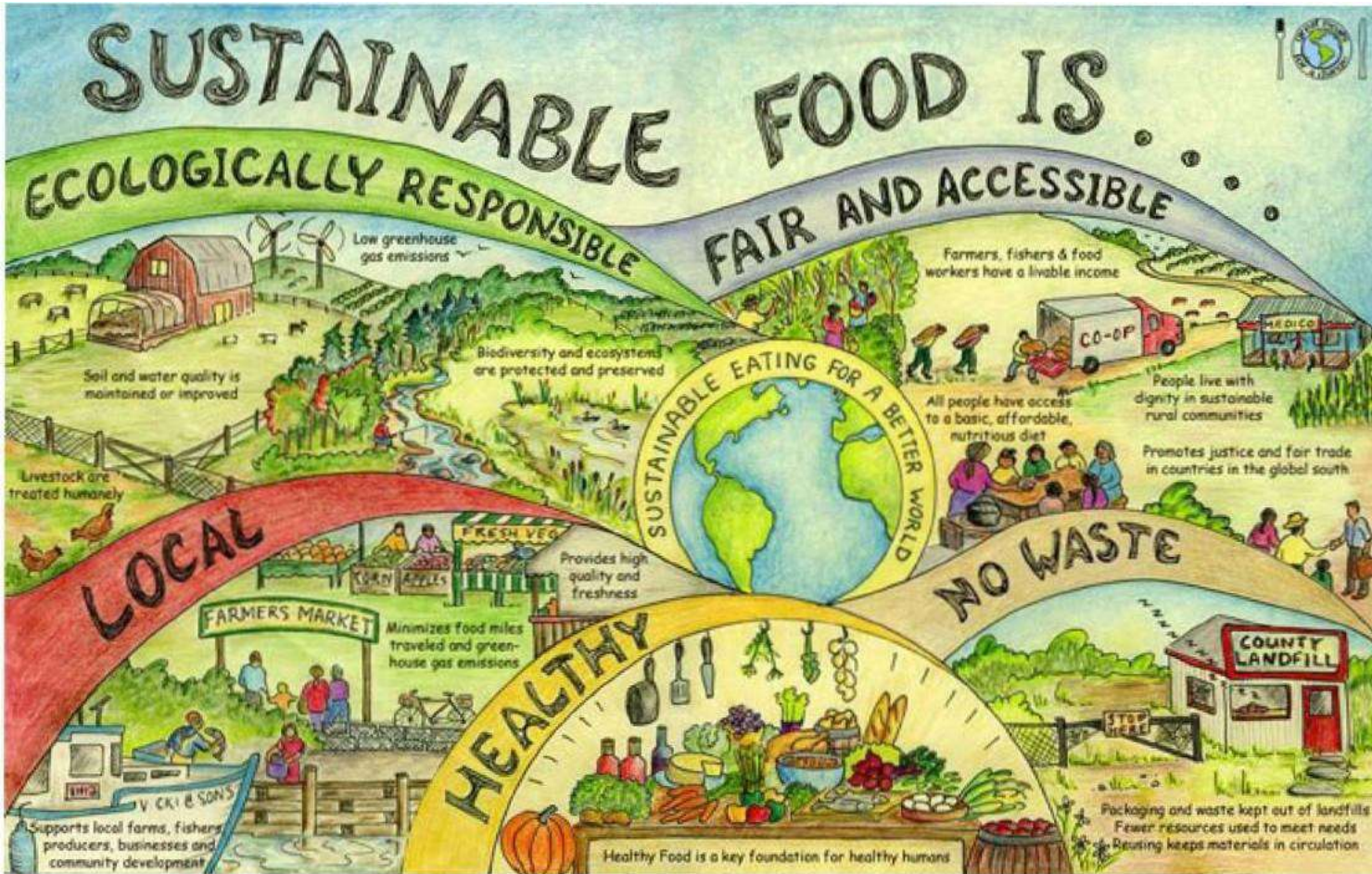
Providing multidisciplinary methods and tools to enable synergies of regional and urban energy resource and demand management.

Study ways to integrate design of energy systems into spatial planning

Appendix 2: Student reports



Research program scenario 1



Chapter 1: Project approach

To get into the topic "Sustainable Food", we first did some brainstorming about the current situation, how we think it should be in the future, and the gap in between.

The main problem is that cities are growing but not producing any food. Also many different cultures come together and they have different consume habits. Thus, food has to be transported which strains the environment and the food itself. The abundance of products offered in the supermarkets and the waste resulting from that is causing trouble, too. There's a lot of waste composed of food, that's thrown away because it's expired, and also of (plastic) packaging's.

We thought about possible solutions and the ways to get there. To skip or solve the transportation and also the fair trade problem, more food should be produced directly in the cities (for example: urban gardening) and the government could make some price dumping decisions in favor of the smaller companies or private farmers. Waste could be reduced by using sustainable or recyclable packages, or even food being unpacked. Often there are, ugly vegetables" which are not even offered. If they were sold, not only the waste would be reduced but also more people could have enough food. Also the supermarkets should meet the needs of their clients by adjusting their offer to the request.

In conclusion, the gap between the current and the ideal situation is the transportation and the amount of waste. Big companies have a lot of influence on the trade and only want the benefit. To them, money is more important than the environment. Plus, the plastic packaging must be reduced or ecological material should be used, which can be solved by waste rules from the government.

The next step after that first brainstorming was to try to sum up the problem and the main question. We came to the result that equal access to sustainable and healthy food can be ensured by improving the production processes. Having some trouble in making decisions then and taking up discussions about older topics, we had another vote about which goal we want to achieve: 1. healthy and efficient production (mainly of meat), 2. faster production, 3. sustainable packaging or 4. change social behavior. We decided for the healthy and efficient production of meat.

Then we summed up all the stakeholders that we think that have to be involved, which are: farmers, governments, universities and business experts, companies, finances, promotion, shops and gastronomy and the consumers.

Afterwards we specified our focus. The important aspects which need improvement are: the food the animals are fed with also concerning supplements, the space

which is needed per animal, the life-span of an animal and the geographical locations of the farms. We discussed how our goals could be approached and came out to promote the economic benefit of healthy production methods, to get animals that don't need supplements, to create plans to reach the future goals and to create innovations which are investable. Finally, we matched the most important stakeholders with those goals to find out who actually needs to be involved and which kind of knowledge these could bring to the innovation process.

Chapter 2: Templates

The templates below are divided in 3 separate subject. The subjects are:

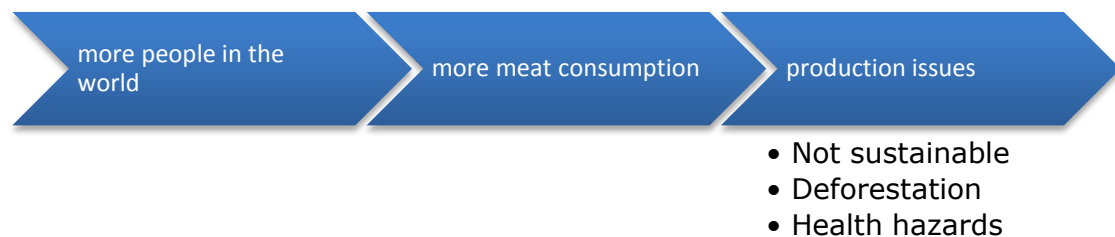
Specific challenge

Scope

Expected impact

After 10 years, population on the world will be increased in 1 billion. Cities will increase its surface and because of that less space for agriculture and livestock will be able.

Our challenge is to achieve healthier and more sustainable food, focused on the meat sector. We need to find a way to produce more efficiently, healthier with less natural resources and also reducing the waste.



Every Year there are getting more people on the world, the population will increase at about one billion each 10 years (U.S. Census Bureau, International Database., 2015). And all of these people need food.

Cities are expanding and there's less space available for food production, in most cities there's almost no food that's being produced.

Livestock have a considerable impact on the environment. Growth of the livestock sector has been a major factor contributing to deforestation in some

countries, particularly in Latin America. Overstocking land with grazing animals can cause soil erosion, desertification and the loss of plant biodiversity. Public health hazards are increasing with the intensification of urban and periurban livestock production. Wastes from industrial livestock facilities can pollute water supplies and livestock are major sources of greenhouse gases. (FAO, 2002)

Meat has long formed an important part of the European diet, providing a high quality source for European consumers' protein requirements. Due to a diversity of species, traditions of livestock production and terrain the EU has a wide variety of livestock types and meat products derived from them. EU consumers eat roughly 35 million tons each year of the various meat types. This averages to an amount of around 92 kilograms per person per year (plus 5 kg per head of edible offal's) (European Commission, 2003)

The economic relevance of animal production in agricultural accounts is underlined by the fact that it accounts for 43.1 % (EUR 167 billion) of the total EU-28 agricultural output. Animal production covers two items: output for animals and animal products.

Because people want to buy meat as cheaply as possible, the animals are neglected by putting them in small spaces and give them supplements to let them grow as fast as possible. Most people don't know about the quality of life *off* the animals, if they knew people probably wouldn't buy the cheap meat anymore.

Sustainable and healthier food is a solution to get better meat products on the market, by doing so animals will have better life expectancies, and citizens have more sustainable products.

It will connect Universities, farmers, companies and governments to research, innovate, produce and validate the solutions.

Afterwards we will promote this healthier and more sustainable system with all off the meat industries for improving the wealth of the animals and people.

In the scope we discuss 4 topics (that can be found on the next page), 2 of those are big topics. So we include them in the challenge, those two topics are:

Replace animals that needs supplements far animals that don't need supplements

There are limited economic benefits of a healthy production method

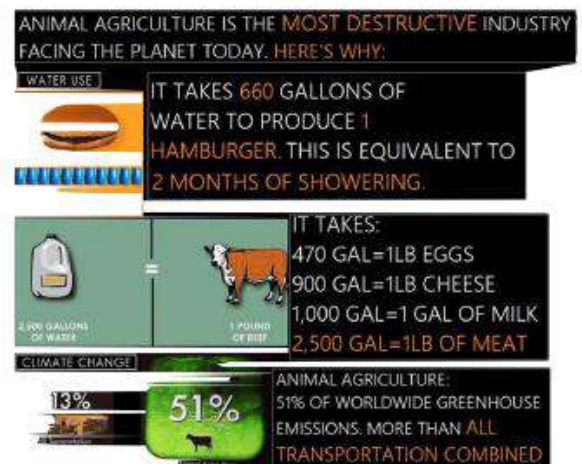
Replace animals that needs supplements for animals that don't need supplements.

The most parts of the world can't do without supplements. Without supplements animals don't grow fast enough for customer demand. Supplements that are used are far example hormones and antibiotics. Hormones and antibiotics can cause health problems far people all around the world. So can these 'unhealthy' animals that use supplements been replaced by healthy animals without using supplements?

There are limited economic benefits of a healthy production method

Public awareness

A possible solution is the change of the society and become more aware of the problem producing animals brings with it. In this case the behavior of people has to change. By changing the production method, the problem is not really solved. It will be less damaging to the environment, making the society and economy having more benefit, but the population of the earth is still growing, and by changing production methods of animals this will not solve the problem.



The real problem is something within the behavior and culture of people. Why do have to eat meat or fish? It's very strange that we feed an animal and then we eat the animal. To produce a full grown animal a lot of food and water is fed to the animal. The ground and water that is used to produce food for an animal could also be used to produce food for humans.

We think it will be very hard to change the society, because it is still very normal to eat animals. This could be change but will take a very long time

because its party of culture and habits. But on a moment when the society is changed it's hard for the society to adapt but in the end the society will be happy. Without producing animals, the planet would be healthier. Also there might be some benefits for the economy. The meat producing industry will get a lot smaller, or even disappear. Instead of this new trends and foods will come up which also brings work and benefits with it.

Problem area:

Meat production/ farming

Specified focus:

the food the animals are fed with

the space which is needed per animal

supplements (to improve the time to grow/produce)

the age of the animals (life-span)

the geographical location where the farms are placed

To approach the goals. we need to:

Get animals that do not need supplements (industrial/technical)

The main stakeholders are farmers, universities, business experts and financiers. Especially these four stakeholders have to invest in innovations to provide animals that don't need supplements anymore. Farmers have to implement the innovations. The innovations are mainly made by universities and business experts. At last we need someone who would finance the project.

Stakeholders will change in farmers, companies, shops and customers. Farmers keep stakeholders because they provide the animals. Also customers will maybe provide animals in the future and customers have to force companies to 'create' animals that are healthy. For the same reason shops and companies are stakeholders, they also have to force the farmers.

Create plans to reach future goals (policy)



How we imagine the animal farming of the future.

The main stakeholders which are involved in this constrain are the government and the farmers. When they made you a plan we think they still are important stakeholders, but another stakeholder will also become more important. This stakeholder will be the business experts. Business experts have more knowledge about how the business will change, so that's why we think they will become more important on long term.

Create innovations which are investable (policy)

The main stakeholders are farmers, governments and financiers. Farmers need innovation for new products to farm animals. Governments should force farmers to invest in innovation to produce animals on a sustainable and smart way. At last the financiers, they speak for themselves, they have to finance the project.

Promote the economic benefit of healthy production methods

The main stakeholders which are involved in this constrain are the government, companies, shops/gastronomy and promotion. This section could be divided in production methods and public awareness.

We expect that in the long term universities are needed to investigate which alternatives can be found for producing animals. So this will become a new stakeholder. But another part of this, which is maybe a little easier, is to promote alternative protein sources so people don't eat that much meat anymore. Possible and attractive alternatives are: fish, insects, plants, algae etc.

These scenarios are more detailed in the expected impact. Also a full overview of the stakeholders can be found in *Attachment 1, stakeholders impact*.

The main goals are: production methods and public awareness

To reach and innovate the solution we need to consider:

Table 1, goals and stakeholders:

goals to reach	needed stakeholders
<i>no supplements</i>	universities, business experts, financiers, farmers
<i>plans, future goals</i>	government, farmers
<i>innovation investments</i>	government, financiers, farmers
<i>promotion</i>	government, companies, shops/ gastronomy

Knowledge, values and judging skills which the stakeholders could bring to the research/innovation process:

Table 2, skills of stakeholders:

stakeholders	knowledge, values, judging
<i>farmers</i>	to produce, to share knowledge
<i>government</i>	to share the knowledge, to finance
<i>universities</i>	research, biologists
<i>companies</i>	manufactures, packaging, transport
<i>business experts</i>	to share the knowledge
<i>financers</i>	government, investors
<i>promotion</i>	charities, lobbies, organisations
<i>shops/ gastronomy</i>	to motivate, to share the knowledge
<i>consumers</i>	the end of the supply chain

In form we are going to discuss the expected impact. We worked out 4 possible scenarios, for every topic one. In the impact we evolved: Environment, Society and economy.

Replace animals that needs supplements for animals that don't need supplements

It can cause problems for people's health so something has to be changed. Solutions will be new supplements that don't cause health problems or let animals grow naturally. It's almost impossible to grow animals so fast without using supplements. So in the future solutions will be combined.

The
more
grow
grow.

air

more

fast

out



future society will look much greener with animals everywhere. Because they can't animals faster, animals need more time to grow. How about the space where animals can grow? In the future animals will go up in the same as people, in a flat for example. Also it effects the economy, customers have to pay for meat demand. Farmers can't provide healthier meat without using the cheap and way. Why isn't this already happening, the knowledge shows that hormones and antibiotics are bad? The answer is the government; they don't control good enough. In the future governments will carry more checks.

So at the end the society will provide healthier meat and the environment gets a greener look. There are more animals around in within cities and villages. To achieve this investment must be made and farmers have to give their animals more time to grow. Because of this customer need to pay more at the end.

Define future goals and come up a plan.

We think when u define future goals and make up a realistic plan, this will have a positive influence on the society, economy and the environment. Still the consumption of meat is something wrong but when good policies are made it has the least effect on the environment. When designing and

creating well thought out plan you are able to make it fit for society, economy and the environment. When having a good plan this will have a positive effect on the society because less supplements will be used and the life span of animals will be extended. On the economy side this will have a positive effect because this kind of business brings for a lot of jobs.

The need of money to invest in innovation.

In the future these stakeholders will be farmers, consumers and promoters. Consumers and promoters can ask for other product that are better fulfill for the environment. When farmers cannot this demand they won't buy the products. In the future this market will be eventually the same as all the other markets that no longer ask for a one size fits all.



There are limited economic benefits of healthy production method

Production methods

If production methods are being changed this will have a large impact on the healthiness of the animal. As a result of better healthiness of animals is a happy society and the stakeholder promotion won't be as important as it is now. Then there is something bad what can happen. Because producers are using less supplements, animals will grow slower, so the economic benefits are limited. This is also bringing with it that companies will do anything possible (illegal methods could show up) to keep the production as high as possible.

Also producing animals has a bad influence on the environment because the sector of producing animals causes a lot of CO₂.

Chapter 3: Reflection

Teamwork

Because we already know each other from the last project about benchmarking we knew a little bit about each other's strong points. With help from team leader Carlijn, we managed to organize our brainstorm, so that we could easily use it in the documents.

The brainstorms were good to do and regularly we got a small discussion about it.

Because of the brainstorm and discussions everybody managed to get a better overview of the different topics related to the problems of smart and sustainable food.

During the project we tried to use each other's strong points and differences to get a better end result

Getting to the content

During the brainstorm we managed to get many different subjects, varying from transport, to GMO (Genetically modified organisms), packaging waste, expiration dates, cultural differences and so on. We had problems with choosing one topic. So we had long discussions whereby we tried to specify why we had to choose topic. With the long discussions there came even more topics, and it became harder to choose. So at the end we voted for one topic. After a few rounds of voting we all agreed on one topic.

Because it took so long for choosing a topic, we had also problems with the stakeholders. This was because we tried to seek out the important stakeholders, but it was impossible due to the fact we hadn't yet agreed on a main topic. Luckily after choosing the main topic, we could decide which were the right stakeholders.

Choosing the main topic of smart and sustainable meat products helped us a lot, because after that it was easy to finish up the project.

We ended up with a conclusion that this project is not about efficiency but more on the wealth of the animals. And that this project also has a social part in it and that would be about changing the mindset of citizens in buying more sustainable meat.

Putting it on paper

When we gotten all data, it wasn't difficult to fill in the farms, we divided up in groups, so that we could get the work done more time efficient. In groups of two the different chapters of specific challenges, scope and the expected impact were written down.

After this we read all the different papers to get a good scenario.

When this was done we again divided the work in making a presentation and making the document. We worked very efficient by doing it this way.

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Attachment 1. Stakeholders impact

Table 1. Stakeholders impact:

kind of innovation	constraints	stakeholders								
		farmers	government	universities	companies	business experts	consumers	shops/ gastronomy	promotion	financers
<i>industrial/ technical</i>	Replace animals that need supplements with animals that don't need ones.									
	<i>Current stakeholders:</i>	X		X		X			X	
	<i>Future stakeholders:</i>	X	X		X		X			
<i>policy</i>	Define future goals and come up with a plan.									
	<i>Current stakeholders:</i>	X	X			X				
	<i>Future stakeholders:</i>	X	X							
<i>policy</i>	The need of money to invest in innovation.									
	<i>Current stakeholders:</i>	X	X						X	
	<i>Future stakeholders:</i>	X					X			X
<i>social, industrial/ technical</i>	There are limited economic benefits of a healthy production method.									
	<i>Current stakeholders:</i>		X	X			X		X	
	<i>Future stakeholders:</i>	X	X	X		X	X			

Research program scenario 2

Social need: Green Habitats

Freedom to choose where we live

How to reduce traffic jams in European cities and their surroundings

University of applied sciences Utrecht

"Smart Sustainable Cities"

14.09.2016

Introduction - Transportation

The choice where we live is affected by many different factors. One of them is having a reliable connection to the most important places in your daily life (work, entertainment, shopping). Most of these are located in cities. As it is not possible or desirable for everyone to live in cities there is a highly frequented traffic in and out of the city. Nearly everyone can relate to the problem of getting stuck in a traffic jam during rush hour. So we, as participants of the course *Smart Sustainable Cities* decided to go deeper into the topic. A good transportation system affects a city in a social, environmental and economic way. This especially includes the connection of the rural areas around the city. In the following report, this is going to be explained in detail.

2. Methodology

The first step we took in preparing this research project was to choose which assignment we wanted to work on. We chose a topic based on what we could relate to. We started brainstorming in the group about which challenges were the most important. Using an inverted triangle methodology, we began brainstorming with a broad idea of transportation and discussed the main different challenges and issues, eventually we narrowed down to a more specific area of research. Through progressive brainstorming and prioritizing our aims we decided to focus on the topic of traffic jams in European cities. After that we proceeded to brainstorm in the group again about the different research methods and stakeholders that would be relevant for this topic. We started the discussion with asking the question 'what would we need to know to implement these ideas?' From there we looked for research methods that would give us these answers. From the beginning we were very specific in our challenge, which meant that we didn't have to narrow down our topic too much in the scope. The solution we came up with was split into three key factors, reduction of the number of cars in the city, more attractive public transport for commuters and better access to and from the city. Using these three elements in conjunction we predicted the expected impact. As a group we did all of our brainstorming together as a group, and then helped each other fill out the template for the research project.

Our time table and milestones can be seen in the table below:

The Sustainable Six - Planning and management				
Section	Meeting time	Meeting place	Responsible person	Time for task
1 Project management				
1.1 Write the introduction	9.00	Nijenoord 1, D.1.10	Lukas	30 min
1.2 Document work packages, responsible student, due time	9.15		Tairo	30 min
1.3 Document the possible issues in team			The Sustainable Six	
1.4 Document how the issues were solved				
1.5 Why did we choose this topic?	9.30			30 min
1.7 Break	10.00		15 min	
2 Specific challenge				
2.1 What challenges does this research scenario address?	10.15	Nijenoord 1, D8.24	The Sustainable Six	35 min
2.2 Why is it important from your point of view?				10 min
2.3 Milestone - Discuss the results of challenges	10.50		Isabel&Trine	1 hour
2.4 Document the results	11.00			
3 Scope				
3.1 How could this research scenario be approached?	13.00	Nijenoord 1, D8.24	The Sustainable Six	30 min
3.2 Who should be involved in addressing the problem?	13.30			30 min
3.3 Milestone - Scope results	14.00			10 min
3.4 Break	14.10			5 min
3.5 Introduction to Impact	14.15			20 min
4 Expected impact				
4.1 What should be the main impact of the research?	14.40 - 15.50	Nijenoord 1, D8.24	The Sustainable Six	1H 10 min
4.2 What changes should be a research project bring about?				
4.3 What new solutions should be implemented?				
4.4 Milestone - Finish the part about impact				
5 Summarie				
5.1 Finish the templates	9.20	Nijenoord 1, D8.13	The Sustainable Six	1.5 hour
5.2 Presentation	10.20			1.5 hour

TOPIC: Social need: Green Habitats

Specific challenge

Explain the context and the overarching challenge, which the proposal has to solve. Furthermore, describe why action is needed:

- What challenge(s) does this research scenario address?
- Is it important from your point of view to address this challenge? Why?

Please explain well which situation in society makes this important. Which need is it that needs to be confronted?

This research scenario aims to solve the challenge of transport between urban and rural areas. There is a significant social need for a balance of high quality living, reduction of environmental issues and new methods of transportation between urban and rural areas. From our own understanding and experiences the current movement of people from rural to urban areas for work or pleasure is unsustainable. The primary mode of transportation is privately owned vehicles. The daily mass commute between the urban and rural causes many issues, primarily the congestion of road networks. The constant pressure on road networks causes delays in travel times but from an environment perspective transportation is one of

the main causes of carbon emissions. The current situation of mostly individual travel between the rural and urban is unsustainable practice. Current issues with public transport identified through our own experiences are the availability and infrastructure outside the urban area, therefore people are forced and become comfortable using their own private mode of transport. Thus the challenge arises to encourage people to:

Change their behaviours

Reduce private vehicle ownership and usage

Encourage the use of public transport.

The problem we need to think of is insufficient infrastructure and public transport which leads to people using their own cars for commuting, thereby creating traffic jams in rush hours. The problem of traffic jams is not only a practical issue but also an environmental issue, for example pollution.

From our point of view it is important to address these challenges because it will reduce the isolation of the rural areas, and thereby make them more attractive as living spaces. By making the rural areas more attractive as living spaces, we will be able to reduce the number of people moving to and living in the city. In a lot of cases people live in the cities because it is more practical. A well-structured public transport system could ensure that people living in the rural areas will not have to use cars to get to work in the cities. This would lighten the traffic significantly and reduce the impact on the environment.

Another important aspect is reducing the amount of pollution that cars are causing either by driving or being stuck in a traffic jam. Transport is one of the main causes of pollution. Improving the transportation system will affect the city in an economic, environmental and social way. However, we all have noticed that public transport is not used enough due to many cars on streets or judgment from other people. The solution would be to make public transport more attractive and also available to the public so people will feel that it is cheaper to travel by bus as well as faster. To do that we need to think about how to change people's behavior towards public transport.

Making public transport more attractive will not only be positive from the environmental side but also reduce travel times, decrease the stress on road networks, faster delivery and movements of goods etc. It is important to understand the changes that come together with improving transportation system.

Less cars also means less roadworks which is another indicator of pollution.

The situation in society that makes this important is the constant waiting in traffic jams where engines are running continuously and producing CO₂ causing delays in public transport and changing the driving environment more stressful. The need of using your own private car to get from A to B needs to be confronted and dealt with step by step.

Scope

Delimit the problem area and specify the focus. Also, comment/specify specific approaches to solve the problem, such as e.g. the need for public participation, a multi-actor approach or other research approaches:

- How could it be approached?
- Who should be involved in solving the problem?

Please describe which kind of research and innovation activity would be needed in order to contribute to the solution, and consider the policy, social, industrial/technological change angles of this route to a solution. Is there a need for including others than the researchers in finding solutions (stakeholders, NGOs, affected citizens, members of the general public, politicians, civil servants)? Please consider which kind of knowledge, values and judging skills these could bring to the research/innovation process.

To ensure that future changes work in practice, we must analyze the actual current transport and explore innovative solutions and evaluate current users of public transport.

We have to focus on different groups, carry out interviews and analyze their lifestyle and habits. As for the economic part we have to know how much will this will cost the government, how much will it cost the citizens to use public transport and how much they are willing to pay. We want to use the following different research strategies in our research project: multi-criteria analysis, cost-benefit analysis, case studies, scenario studies, modelling and action research. A sample test on a small scale would have to be carried out in order to understand the success or failure of our proposed goals. The evidence from the sample study would provide transferable knowledge which can be applied to a variety of cities. We are implementing sample tests, simultaneously with the research, for the following three key factors.

The reduction of cars on the road

Better access to and from the city

Attractive public transport

Research and innovation of these three headline solutions will need to pay attention to a number of aspect including existing traffic systems, number of commuters, and city layout. Taking these aspects into account our solutions for the three key factors are as follows:

Less cars on the streets

Provide incentives for people to use public transport

Parking out of the city, public transport into the city (Park & Ride), bike parking in the city

One payment system/membership for all public transport (bike, bus, train)

Better access roads to the cities.

Research: figure out which are the most frequented roads during rush hour

Smart shifting traffic lights providing better flow of traffic. (green wave)

Improved transition between the highway and the city (e.g. more exits)

Flexible road lanes

Public transport

Time/frequency

Costs

Convenience

Park and ride near transport hubs in rural areas

Bikes from transport hubs in the city

Stakeholders in this research project would include the Government, Private businesses and the general public. The government has a responsibility to supply funding, and create and enforce the policies in order to instigate behavioral changes. Private businesses need to work in tandem with their employees to encourage more sustainable methods of transportation to and from work. This could involve subsidizing public transport passes. The citizens have an important role as well, they have to change their lifestyle and behavior and start acting in a more sustainable way. The responsibility of the citizens, to employ and actually make use of the solutions, with strict policies from the government, will instigate

change in methods of transportation.

Expected impact

Describe the key elements of the results, which the EU wants to achieve with the activities.

- What should be the main goals/impacts of the research activity?

What changes should a research/innovation project bring about? For example, who should have learned something afterwards, or have changed behavior? What new solutions should be implemented or be available for users? Consider if the research/innovation can solve the problem in one step or if it can contribute with important steps towards a solution (it is often too much to demand from research that they can solve the whole problem with one project). Define what kind of result/impact it should aim at. Be as concrete as possible.

A successful research project with sample evidence of meeting our overall aim, will allow us to use the improvements and solutions in similar cities across Europe.

An expected impact of implementing the results, mentioned below, is that the results of these changes will inspire other cities to instigate change and implement the same ideas into their own infrastructures. Thereby an investment by the EU into the research and testing, will provide evidence for cities to regard the benefits and act as a guide to implement their own changes.

Goal: Less cars on the streets 2030 (long term)

Expected impacts: Proven ways to reduce commuter traffic by 30 % that can be enrolled to European cities with more than 100.000 inhabitants in semi urban areas.

Goal Better access roads to the cities by 2025 (long term)

Expected impacts: Distribution of traffic into the city, numerous routes which can handle the reduced number of commuters. The expected result from this will create a 50% reduction of time spent in traffic jams along the main access routes into the city during peak rush hour times.

Goal: More attractive public transport by 2022 (long term)

Expected impacts: Behavioral and policy changes in society which discourage the use of private transportation and encourage the use of public transport. A collaborative incentive scheme between private and public investment which provide a 50% reduced rate on public transport for all commuters from outside the urban area who regularly use private transportation into the city.

The research aims to reduce the issues of connectivity between cities whilst trying to implement sustainable solution, these issues will not be solved by our goals alone but will help reduce the initial problem. Ultimately by doing this project we will be able to contribute to the encouraging behavioral changes, improving the efficiency and connectivity between urban and non-urban areas in a way which will not further damage the environment.

Reflection

The most difficult challenges we had in our team is to actually understand our specific aim and understand what we were trying to answer. We sought help from our tutor and we were able to whittle down the issue of transportation to a more specific widespread problem, commuter traffic between the rural and urban

The team worked together well. We were able to communicate well together and communicate our ideas, through brainstorming exercises. We made an overview of the whole problem of transportation and from there forward we were able to dilute the problem in order to solve a common specific issue surrounding transportation from the rural to urban.

In addition the members of the group were able to assist and rely on each other, every member of the group pulled their weight in terms of contribution to the project.

If we were to carry out this task again, we agreed that our specific aims and goals must be defined at the outset of the project. When brainstorming or brain dumping the suggestions and ideas being contributed are often irrelevant to the question being asked. Through setting milestones and specific questions that need to be answered we believe the focus of the project will not become unrelated and irrelevant to the aim.



RESEARCH PROGRAMME SCENARIO 3



TASK 9A) CIMULACT

SUSTAINABILITY TOPICS FOR THE EUROPEAN RESEARCH AND INNOVATION AGENDA

SOCIAL NEED: GREEN HABITATS –

PLANNING OF DISTRIBUTED LIVING

DUE DATE: 15.09.2016

LECTURER: MARTIJN RIETBERGEN

GROUP: THE GREEN DOT

Introduction

In the current assignment there is going to be considered the elaboration of a sustainability topic for the European research and innovation agenda. The main topic for this report is distributed living and it is going to be focused on sustainable developing and improving the cities.

Why is this topic in need of attention? Firstly, the distributed living means smart and balanced society's organization of sustainable communities that produce and consume locally so there is no need to move people and things. Taking into account the current situation with bad environmental conditions and anomalies around the whole world, nowadays the topic of sustainability is considered as one of the most important. Even more important is the sustainable development and improvement of the cities which could play a big role in taking the level of life of the people to a higher level. Furthermore, this may lead to rural sprawl as means people are going to live everywhere. To provide high quality of life with substantially reduced environmental footprint, habitats have to rely on new concepts for transportation and housing. The new concepts, approaches and further challenges are going to be contemplated in the current work.

Since this report was written by students with different educational backgrounds, every group member had a special contribution. Each student was looking at the issue from a different angle and bringing new fresh ideas.

Methodology

In the following chapter the team has made a timetable where the due times for each activity are specified collectively such as each member's activities. Furthermore the working process is also described to show the way we got results and achieved our goals in the current assignment.

Milestones and meeting times

The teams had five meetings and four milestones in the course of two days. We have been able to keep focusing on the correct approach for our following tasks like developing scenarios, challenges, a scope, expected impact and polishing our template. On the meeting times we were basically discussing the results of our individual task, problems, further challenges as well as group tasks.

Wednesday 14th of September						
Meeting place: Nijenoord 1, Hogeschool Utrecht						
Activity	Time					
Plenary	9:00 -	Topic "Scenarios"				

Meeting	9:15	Discussion (work packages, methodology)				
Specific challenge						
Group discussion	9:15 - 10:00	Brainstorm "Challenges"				
Break	10:00 - 10:15	Coffee break				
Plenary Meeting	10:15 - 10:45	Topic "Challenge"				
Why is it important to address this challenge?	10:45 - 11:30	Discussion	Discussion	Discussion + Doc	Discussion	Discussion + Doc
Plenary Meeting	11:30 - 11:45	Topic "Scope"				
Scope						
"How and who?" Input to the project	11:45 - 12:40	Discussion	Discussion	Discussion + Doc	Discussion	Discussion + Doc
Break	12:40 - 13:00	Lunch break				
Plenary Meeting	13:00 - 13:20	Topic "Expected impact"				
Expected impact						
Preparing all steps	13:20 - 15:30	Chart 2	Chart 1, 3	Doc	Chart 1, 3	Doc
Homework		Intro review	Review time table	Doc review	Review	Doc review
End Day One						

Table 1a. Work schedule



Thursday 15th of September, 2016						
Meeting place: Nijenoord 1, Hogeschool Utrecht						
Activity	Time					
Polishing template						
Meeting	9:00 - 9:15					
Polishing template	9:15 - 10:30	Methodology (Description + table)	Methodology (Description + table)	Doc	Preparing presentation method. description	Doc
Break	10:30 - 10:45	Coffee break				
Preparing presentation	10:45 - 12:00	Presentation + speech				
Break	12:30 - 13:00	Lunch break				

Table 1b. Work schedule

The working process offered challenging moments for the team. Finding the challenges and desired outcomes was surprisingly easy but the lack of inspiration was one of the biggest challenges. Once the topic and approach were narrowed down working started getting easier.

The project assignment consisted of three big parts which were introduced in plenary meetings. After each plenary meeting a new segment of the report was discussed, planned and written. The extent of each segment made teamwork challenging because there were not a lot of smaller segments to divide for everyone. That led into other group members putting more effort into the work in the beginning.

For the future, the team should work on contribution and dividing the tasks more evenly in a big project. This would prevent anyone from getting frustrated or having too much work.



Specific challenge

Explain the context and the overarching challenge, which the proposal has to solve. Furthermore, describe why action is needed:

- What challenge(s) does this research scenario address?
- Is it important from your point of view to address this challenge? Why?

Please explain well which situation in society makes this important.

Which need is it that needs to be confronted?

Nowadays there seems to be very little connection between improving quality of life and reducing the carbon footprint. When trying to make improvements it often results in conflict with sustainability because most of the times we relate quality of life with consumption and richness when it, in fact, has nothing to do with it. We have to aim on improving the quality of life while reducing the carbon footprint at the same time. Obviously there are many ways to achieve this goal but we focus on the subject of planning of distributed living. This means rethinking society's organization into more distributed sustainable and independent communities that produce and consume locally and equally so there is less need to move people and goods.

Self sufficiency and efficient use of space are important means that have a huge impact when it comes to planning of distributed living in order to prevent the development of megacities and to preserve the environment. When these means are being pursued it gets easier to build a community where equality takes place, since everyone has similar access to services and education, so as job opportunities. Even the health is being affected in a positive manner not only because of stress reduction but also because of a greener environment and less pollution.

Summarizing, when the aspects mentioned before come all together and merge in a city and its community and a circular economy is implemented then the life quality will be higher and the carbon footprint lower.





Chart 1: Challenges and sub challenges of the project

According to the challenge it was possible to narrow it with three different sub challenges, as shown in the chart. Explaining them as follows:

Efficient use of space: means having multifunctional buildings and space

Reducing movement of people and goods: consists on having all necessities covered close so people and food do not need to be transported. Also apply this approach with jobs, schools, social and cultural activities

Local production and consumption: locally agriculture and industry

Scope

Delimit the problem area and specify the focus. Also, comment/specify specific approaches to solve the problem, such as e.g. the need for public participation, a multi-actor approach or other research approaches:

- How could it be approached?
- Who should be involved in solving the problem?

Please describe which kind of research and innovation activity would be needed in order to contribute to the solution, *and consider the policy, social, industrial/ technological change angles of this route to a solution*. Is there a need for including others than the researchers in finding solutions (stakeholders, NGOs, affected citizens, members of the general public, politicians, civil servants)? Please consider which kind of knowledge, values and judging skills these could bring to the research/innovation process.

As the main goal here is the planning of distributed living it is clear that everyone is involved in it from the political to environmental issues. In order to approach this planning, we have two different focuses: development of new auto sufficient cities and improvement of life quality in existing cities. While going through these different



approaches, the option of founding new cities in Europe nowadays is not as probable as the growth of existing ones. So according to this the question is: How to improve life quality and sustainability through the development of cities in Europe? This is related to the sub challenges mentioned above because now the where is this going to happen, is established.

In the first place it is necessary to take into consideration that Europe is a big continent in which the main cities are growing while a decrease of inhabitants all over the continent is being faced. The criteria for choosing a country and city will depend on its size and attractiveness and as one of the main goals to reduce movement. In order to stop cities from growing by migration from rural areas and smaller cities the focus is taken on small to medium sized cities.

But, how to stop migration? How to make people stay in their own city? How to improve life quality and take care of the environment?

In pursuance of the best results the first step is defining the criteria that are going to be taken into consideration for the evaluation and learning process. These are: efficiency, sustainability, cost benefit ratio and multifunctionality. Thereafter it is necessary to look for the cities in Europe with the best practices in those aspects. For example, the transportation system and usage of bicycles in Utrecht (sustainability) or how many houses and buildings have their own garden in order to grow their food (multifunctionality).

As a result of the studies made based on the criteria mentioned above and in order to have the information ready for anytime needed, the purpose is to have a catalogue of measurement where every city studied is going to be ranked. It will have a proper explanation of each criteria, how it was evaluated and realised, so that at the end is possible to have a complete guide, principally for municipalities in order to be able to know what does the city need in order to improve its citizens life quality. It could be public transports, technology, energy, food.

The main fact here is that municipalities are aware of what they have been doing right and what aspects can be improved in each city.

The challenge must pursue a multistakeholder approach including all the affected parties in the development process as shown in the following diagram:



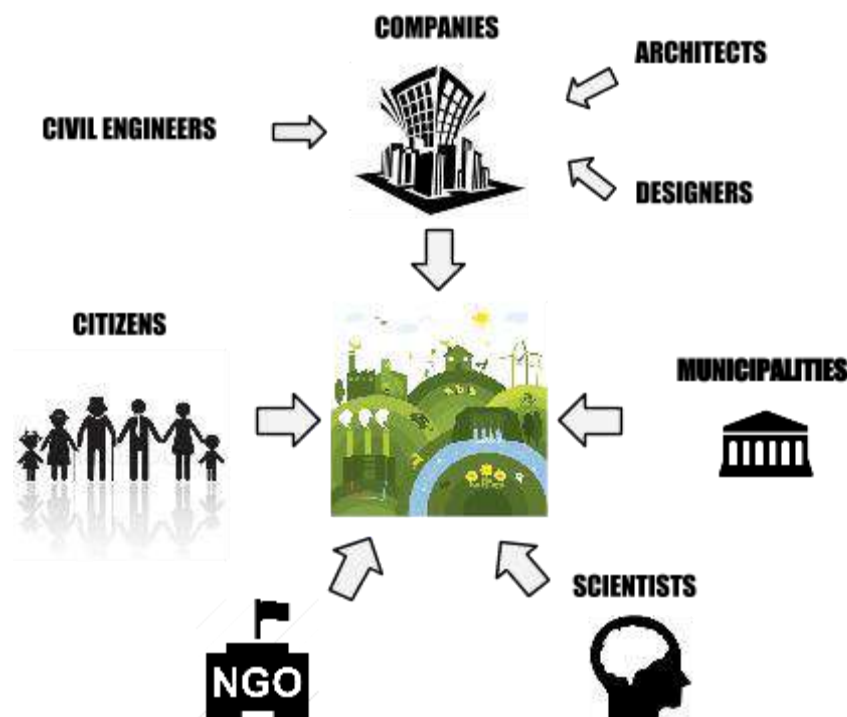


Chart 2. Multistakeholder approach

The diagram from above is explaining how the stakeholder's relation is going to work. First there are companies formed by engineers, architects and designers who are going to be working as a one in the city improvement. Then there are the NGO's, municipalities, citizens and scientists. All together will form the stakeholders' team, who are going to gather their knowledge and expertise to accomplish the main goal and complete the challenge: improve life quality while reducing the carbon footprint in existing small to medium sized European cities.

Expected impact

Describe the key elements of the results, which the EU wants to achieve with the activities.

- What should be the main goals/impacts of the research activity?

What changes should a research/innovation project bring about? For example, who should have learned something afterwards, or have changed behaviour? What new solutions should be implemented or be available for users? Consider if the research/innovation can solve the problem in one step or if it can contribute with important steps towards a solution (it is often too much to demand from research



that they can solve the whole problem with one project). Define what kind of result/impact it should aim at. Be as concrete as possible.

The main goals stated for this action were presented above but in order to explain the expected impacts they are listed in the following:

Reduce movement: consists on having all necessities covered close so people and food do not need to be transported. Also apply this approach with jobs, schools, social and cultural activities

Efficient use of space: multifunctionality in buildings, houses and public spaces

Local production and consumption: locally agriculture and industry

All in all it is about trying to find and provide the tools for cities to improve and make a change in its structure and the mindset of its inhabitants. The measurement catalogue facilitates the transition into a more sustainable city.

The impact achieved on people and environment includes a huge impact for all the stakeholders. Inasmuch as their interests are being covered during the transition process and when the goals are accomplished.

This project should be taken as one big action which needs support and participation of all the stakeholders involved. The suggestion is to divide tasks in order to have three main responsible actors: municipalities, companies and citizens. Each one of them is going to work focused on the main goals in order to aim the challenge of improving life quality while reducing the carbon footprint. Therefore, the project research is considered into the networking area since it combines people, technology, innovation, research and planning applying the knowledge of different areas.

As a result of the main goals it is possible to address the impact expected. But there are different impacts regarding to the time lapsed, so in the following chart it is possible to see what the challenge is aiming for.



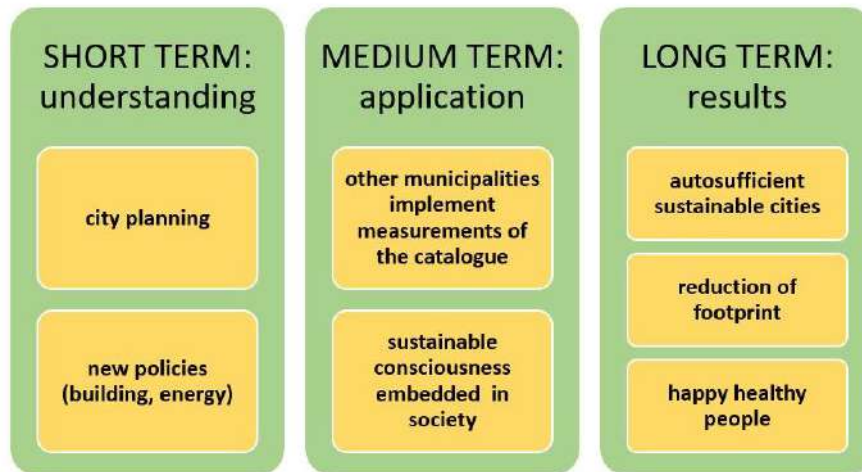


Chart 3: *Expected impacts of the project*

Reflection

It was hard to get into the project all together, because in the beginning we were all tired and it felt kind of weird having an “extra member” who made us feel uncomfortable, even though it was really helpful. Then she helped us by giving some structure to our ideas and writing them down.

As the whole team was not focused because in the first place, the topic was not clear enough and as a consequence, we had a lack of participation. Together with the little time to complete the assignment and the pressure that it brings, our performance was really weak.

But even though it was really hard to get started, at the end of the first day we were working as a team with a complete execution of the challenge. Pursuing the main goal and with everyone's support and participation.

The team is satisfied with the results obtained and happy that no matter what, we came to finish with a great overcome.



Research program scenario 4

Production Awareness

"Awareness of the production of mobile phones"



Group: The Green Futurists
Course: Introductory Course Smart Sustainable Cities
Teacher: Martijn Rietbergen
Date: 15 – 09 – 2016

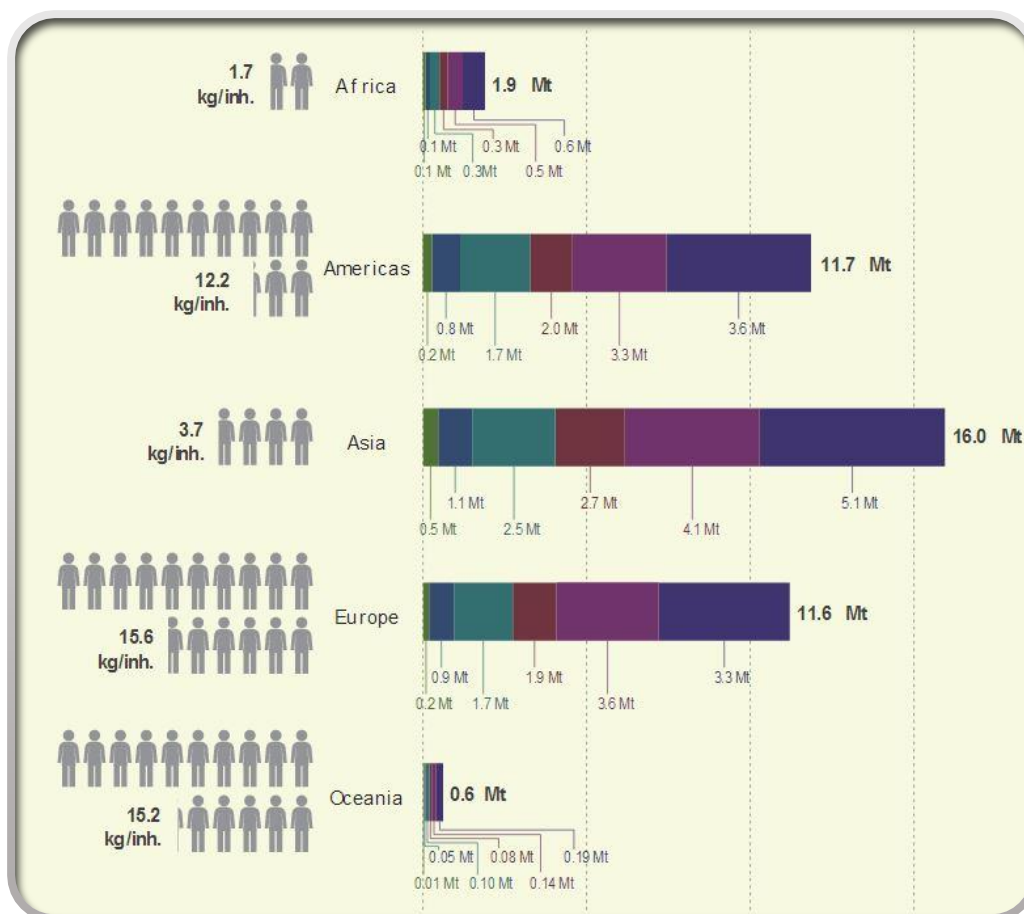
Introduction

This EU call is a product of a group of international students of the course 'Introduction to Smart Sustainable Cities' which is part of the ERASMUS sponsored minor program 'Smart Sustainable Cities' at the University of Applied Sciences in Utrecht. It addresses a problem in the field of sustainable economy.

Our specific challenge that we want to be researched is: How can awareness for a sustainable production and supply chain of mobile phones be raised? This includes but is not limited to measuring the environmental footprint of various devices and the research on how mobile phones can be designed in terms of reparability in order to extend the lifecycle of the devices. This project will be committed to mobile phones only due to the number of mobile phones in existence and because they have one of the shortest lifecycle of consumer electronics.

We are very concerned about the environmental impact of the amount of waste produced by consumer electronics worldwide. In 2014 a European inhabitant averaged 15.6 kg of electronic waste according to a study of the Institute for the Advanced Study of Sustainability of the United Nations University. This is much higher than the worldwide average of 5.9 kg which is very alarming. The European Union should find a way to act as a role model in sustainable consumption.





<https://i.unu.edu/media/unu.edu/news/52624/UNU-1stGlobal-E-Waste-Monitor-2014-small.pdf>

Approach / Methodology

To succeed at this assignment, the group came together with our group's mentor Tobias, from the university of applied sciences of Hamburg. The assignment was read and discussed within the group, Tobias had a supervising and steering part at the discussion. This led to defining some roles within the group, Renée became the note taker and Lennart became our chairman.

After dividing these rolls came the first, and probably the most challenging part: Defining the challenge. Lennart gave us a general subject; electrical devices. The result of this brainstorming session and discussion were a lot of post-its. On these post it's were our thoughts about the challenge, possible research subjects for example. After this we tried to cluster the post-it's to come to some general solutions. In figure 1 – 3 u can see what the results were for this session. This resulted in a new brainstorming session and a discussion. This led to redefining the new, specific, challenge:

How to raise awareness for a sustainable production and supply chain of mobile phones and how can they become more repairable?

On the yellow post-it's are the ideas or thoughts we had with our sustainable challenge, the blue ones were put on later to cluster the results. The result was there were three major clusters which we all had thoughts or something comparable with each other, those three cluster are: "Mindset and awareness", "waste and resources" and "global problems".

After the clusters were identified a new brainstorming session and discussion was created about the scope. This included possible research topics, possible solutions and a possible timeline with required financing from the EU. The group quickly discovered that a possible budget would be in the millions. This can be explained as such: The estimation of the group is that the project would take at maximum 4 years and would require at least 4 to 8 experts and researchers. This would mean the loan, travel expense and all other costs for a period of 4 to 6 years, for 4 to 8 people. This alone was estimated to cost around 1.5 million, further research would only add to these costs (or investments). Therefor the total budget was estimated at around 5 million euro.

The report was finalized with researching possible (or desired) outcomes of the solutions to the challenge. With the usage of internet research possible outcomes were identified and selected. The report was finalized by dividing a section of the report template among the group. The dividing of the work packages can also been found in table 1 and table 2. In order to achieve a high level end result (or product), the group would critically judge each other's work and add or edit where they seemed fit. After all the sections were reviewed they were put together in the final report. This was then again critically reviewed by the whole group, which resulted in this report.

Work packages		
What?	Who?	Due time
Introduction		Wednesday, before 17:00
Approach/methodology		Wednesday, before 17:00
Specific challenge		Wednesday, before 17:00
Scope		Wednesday, before 17:00
Expected impact		Wednesday, before 17:00
Reflection		Wednesday, before 17:00
Final report		Thursday morning before 10:00
Presentation		Thursday before 12:00

Table 1: Overview of the work packages

Milestones	
Dividing assignment roles	



TOPIC: Production awareness

Challenge

Nowadays, everyone all over the world is using mobile phones. People buy them, use them until there is something more in fashion, throw them away and then buy a new one. However, people are not aware of the consequences of the production and use of material. Therefore, no one gets triggered to demand a production different way. Because mobile phones are used all over the world, there is a large amount of them. Wherefore, this can be considered a big problem.



The main challenge to make mobile phones more sustainable, is changing their production and supply chain. The problem will be solved when more sustainable mobile phones are available. The main problem is that the production is not the first step. The challenge starts way before the actual production of a mobile phone, it starts in the creation and design of a new model. Phones can be designed to last long or be repairable.

As shown in the figure, it starts with raising awareness to change the demand so companies are incentivized to adjust

their production.

When the production needs to be changed, any research should start at the first step. That is why the research should focus on the following challenge:

How to raise the consumers awareness for a sustainable production and supply chain of mobile phones and how can they become more repairable?

Importance

The importance of researching the challenge can be divided in several clusters. These clusters are shown in the image.

First of all, the research on how to educate and involve people in a green cycle will be important. Because it will lead to recycling and reusing parts of mobile phones. Therefore, a good outcome will be that there will be less waste.



Secondly, the mind-set and the awareness of consumers need to change. This is probably the most important reason to research the challenge, because when the mind-set of consumers changes, the demand will change as well. Companies would be incentivized to adjust their production and this way the problem of the production could be solved.

Besides reducing waste and changing the mind-set, the challenge being a global issue is an important reason to research it. When a solution is found to change the awareness of the consumers, the solution can be used in other countries as well. Therefore, the problem can be solved on a large scale.

At first we want to focus on increasing awareness of this disastrous environmental issue in European population targeting a complex change of culture and consumption habits. It is a compact and feasible target and familiar to the multi generation and cultural community of the European Union. Most of mobile phone producers operate from Asia, therefore we aim to trigger a direct effect of this regions supply to by changing the demand in Europe. Creating a high demand domestically will also assist creating the same abroad. There are lot of mobile phones users in every age group on this account we will neither specify on a certain age group nor on any other background details such as education or income. It will be interesting to know about the interests and behavior of very young people, starting at the age of fourteen since these will participate in consumption the longest, as much as older generations who can rather afford to buy expensive technology.

Scope

We are eager to approach our challenge by organizing an online questionnaire to gather information from citizens so they have a platform, which can be used to express the common needs demands from mobile phones also how interested they are in environmental issues. For example, are they willing to pay a higher price for a product that is sustainable and has a long lifecycle? It has to be found out whether the public actually wants these products or if they will keep on consuming as quickly as now. Following the participation of the people we desire to create an innovative concept to achieve the goal we set for us. Raising awareness by educating the costumer is the first of the goals. Creating a sustainable supply chain in the ways off circular environment is the second, this includes finding opportunities to create devices that can be repaired by consumers easily and batteries can be changed. These will be worked on by different stakeholders with multiple backgrounds. Companies and environmental activists should take an important part in this research in order to educate the consumers about the current situation.

To reach the impact the research of this project should focus on:

- The current situation: Technology wise and socially wise: When the current situation is clear and defined researchers could focus on common problems or problem indicators and list these. This would give a global idea of ways to improve.
- Available technologies and patents: Allot of companies develop their technologies but don't use them because of costs or they sell their ideas to bigger companies who then



“freeze” these ideas just so that competition can’t use this idea. The goal for the technology research should be to get a clear picture of what is possible with the current technology. Sustainable technology that is.

- Best ways of implementing new or different technologies: Possible technological ideas might need funding to be realized. Others might need a completely new factory in order to succeed. What is the best way to realize available technological ideas and implement them in a sustainable way to produce mobile phones more sustainable?
- How to overcome required resources as a barrier to hold back sustainable solutions: Turnout is still a very important drive for a lot of companies, aiming to get profits. This is holding back sustainable solutions and a sustainable mind-set. Research should focus on how to overcome this problem. How to make the profit factor less important or take it out the equation completely.

Possible solutions to reach this goal (achieve the impact) could be changing the packaging of the mobile phones. The packages should state the amount of emissions and pollution was made in order to produce this mobile phone. A way to track (possible) improvements is to track and register the amount of waste and recycled or re-used mobile phones. Compare the numbers before the project started and every year after. A decline in waste and incline in the amount of recycled or re-used mobile phones would be positive indicators.

The project stakeholders should include, but not be limited to consumers, companies (producing and selling), researchers, government and technical, social and environmental experts. We want to involve stakeholders from all countries in Europe because there might be differences concerning needs and approaches. Customers are a very important stakeholder because producers are pressured by customers. We want to consider different kind of experts to our research that we could get results as wide as possible. Multidisciplinary group of experts will develop new ideas together to get broader perspective.

Expected impact

The main goal for the proposed challenge would be a solution that concentrates on changing the mind-set of (possible) consumers. This also includes the awareness. Possibly the biggest challenge is to get the consumers aware of the harm of their mobile phones. However, because people aren’t aware of this fact in the current situation, there is little impact for more sustainable alternatives. The believe is that creating a sense of urgency will lead to a change in the mind-set. This will ultimately change the current “traditional” way of producing to a much more sustainable way of producing (Also see the image below). A more sustainable mind-set, need and production could also lead to a decrease in the amount of waste and usage of fossil fuels/materials. To summarize:

- A different, more sustainable, mind-set on mobile phones
- A different, more sustainable, need from consumers
- A different, more sustainable, production of mobile phones
- Less waste of mobile phones and its components
- Increase of re-use and recycling of mobile phones and their components

The reason for this is that a different mind-set, that is aware of the harm of the current situation, will change the need of the consumer. They will want to have a more

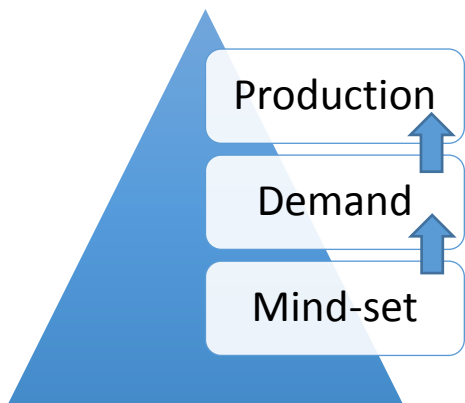


sustainable mobile phone. This could be best summarized as shown in the list below:

- The recognition of ecological limits**
- The urgency of overcoming the “survival problem”**
- The social necessity of equity**



Proposal



Possible solutions to reach this goal (achieve the impact) could be changing the packaging of the mobile phones. The packages should state the amount of emissions and pollution that were created in order to produce this mobile phone. A way to track (possible) improvements is to track and register the amount of waste and recycled or re-used mobile phones. Compare the numbers before the project

started and every year after. A decline in waste and incline in the amount of recycled or re-used mobile phones would be positive indicators.

	Developing scenarios for questionnaire	Online questionnaire to gather the opinion of the European citizens	Analyze results	Dividing the analyzed information into different issues	Creating a concept to a more sustainable supply chain
NGO	x			x	
Consumers		x			
Companies				x	x



(producing)					
Researchers	X		X	X	X
Companies (selling)				X	X
Technical experts	X			X	
Social experts	X			X	
Environmental experts	X			X	
Governance				X	

Proposal for the start of research and which stakeholders could be involved in which project:

Table 1 - Proposal for a beginning of the investigation and innovation process with a possible but not necessarily complete list of stakeholders participating.

Reflection

A general challenge for us was to work together with a mentor who stayed with us all the time. It was a very unusual situation for us and very different as working in a group without someone else. So here we focus way more on working, like only on working, so the atmosphere was a bit tense.

The most important challenge for our team was to handle this big topic and specify on our final challenge because sustainable economy is a very huge topic. It includes many possibilities to improve the current economic. Finally, Lennart brought the ball rolling by specifying on electrical devices. But this topic is also very big so we concentrated ourselves only on mobile phones. Thereafter we defined our final challenge which is called "Awareness of consumers about the production causes and reparability of mobile phones".

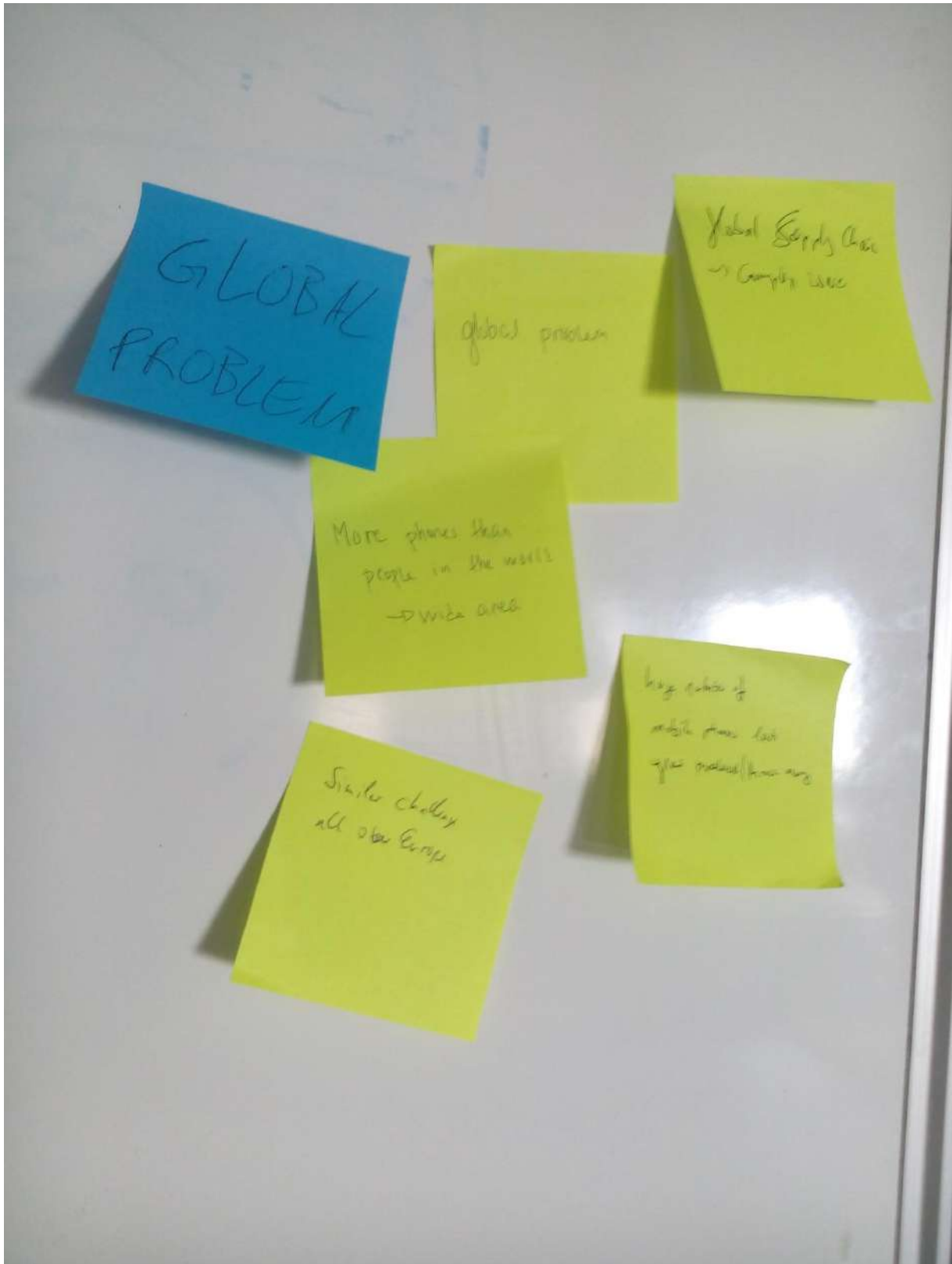


By finding our final challenge the team worked together really well. Everyone had some important points to add. After finding the challenge we first had some problems what to do next. We found some points for doing research, found a benchmark of a dimension with different indicators and also wrote down a few stakeholders which would be included in the project. We finally decided to create a table which shows the different stakeholders and how far they are involved into the different steps of realizing the project. Until then we only worked together as a group.

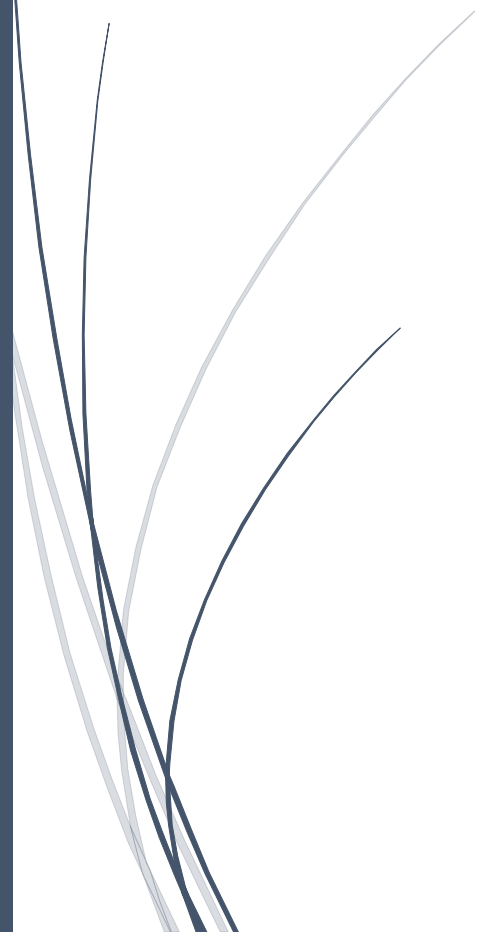
After that we distributed the work at the first time. Everyone had a different exercise and they all were nearly similar. Everyone was satisfied with his task and all were finished at about the same time so this also worked out very well. Afterwards we discussed the different results as a group.

So what could we do better the next time? I think we took very long time looking for what to do after we found our final challenge. It was very difficult for us to say what would be the best idea now. Like we mentioned before we had a lot of different ideas but not the one what we thought would help us to move on. Maybe we collect the ideas first and decide then which one is probably the best one instead of working them all out and decide afterwards.





Research programme scenario 5



Introduction

The assignment is named Cimulact (citizen and multi-actor consultation on horizon 2020). The main goal of the assignment is to elaborate sustainability topics for the European research and innovation agenda.

The assignment was about the social need: Sustainable Energy.

The research scenario was: Smart energy governance
Find solutions to decentralise energy management by optimising the integration of resources and taking into account all stakeholders' interests.

The project was executed in two days' time. One of these days were totally submitted to perform brainstorm sessions with the project members to come up with ideas and solutions for the problems and challenges that were faced.

This report tells something about the approach followed, the specific challenges that are encountered, the scope of the project, the expected impact and the reflection of the project.

1.0 Methodology

We started our assignment by clarifying the chosen scenario. Followed by a individual brainstorming session, in which each group member wrote his thoughts about the challenges this scenario might bring and why this scenario is important on post-its and stick it to one of the posters. After that we discussed the results and classified it into subdivision such as technical, policy, cost, stakeholder, educational and security challenges. We then started the second individual brainstorming session in the case that new thoughts arise after the classifying.

After the plenary meeting we came up with HOW- and WHO-questions as a group in order to develop research topics. In the end there were three questions regarding the technical challenges, three for the policy/education challenges and one for the security part of our scenario. We put the questions into the three categories Research, Innovation or Network, depending on what needs to be done in order to solve the problem. After the second plenary meeting we decided to narrow our questions down to one for each subdivision. Our third individual brainstorming session on post-its followed. We wrote down our expected impacts and possible risks if each of our three scenarios is carried out successfully and discussed them afterwards.

Our last action for that day was to divide the tasks for writing the report between the group members.

Task for the report	responsible	due	next meeting
Introduction		18.09.16 23:59	15.09.16 9:00, Nijenoord 1, D1.07



Methodology		18.09.16 23:59	15.09.16 9:00, Nijenoord 1, D1.07
Specific challenge		18.09.16 23:59	15.09.16 9:00, Nijenoord 1, D1.07
Scope		18.09.16 23:59	15.09.16 9:00, Nijenoord 1, D1.07
Expected impact		18.09.16 23:59	15.09.16 9:00, Nijenoord 1, D1.07
Reflection		18.09.16 23:59	15.09.16 9:00, Nijenoord 1, D1.07

The next day we started working on the report until 10:30. We then focused on creating the presentation until 12:30.

2.0 Challenges

Challenges

Policy.

Designing effective policies

Convincing people for using green energy

Space limitation

Finding a good location for producing green energy (eg. Wind, solar, water)

Outsourcing space problems to other companies, we can afford to import food so their food prices will increase

Safety

Smart grid hack-attack security, a safe online environment

Managing communication between stakeholders

Divide responsibilities

Meetings & appointments

Education

A lot of non-professionals are involved

Solar panels are becoming more common

Separating responsibilities

Technology

Bio based energy can be used but needs more research



The combining of resources

Unstable energy grid

Availability of renewables

Energy storages will become more commonly used

Causes disruptions

Stakeholders

Demand side management

Industrial companies

Government

American elections

People at home

Electricity produces & consumers



3.0 Scope

Scope

*1)How can we provide a safe and secure environment for smart grid technology?
How can it be approached?*

There are technologies needed for people to use the environment safe and that there safety will be secured. A lot of students need to be educated because of the scale of this challenge. A lot of people are required to find solutions and maintaining them. Also educate people in finding hackers to secure safety. All stakeholders have to have good communication because there are a lot of people involved.

Who should be involved? Government/consumers/Green energy producers/educators

2)How can we design effective policies for the energy sector, so that people will be stimulated to use and produce green energy? How can it be approached?

Government needs to design effective policies for the energy sector. This can be a succeed if there is good communication with professionals that know everything about the energy sector.

People need to be stimulated. Effective marketing is essential to stimulate people. There is a connection between policies and stimulation. For example that the government gives subsidies. Listening to energy consumers is also very important the achieve the goal. Consumers have expectations and know what they find attractive.

Who should be involved? Educators/Professionals/non-professionals/government

3)What kind of business model can be developed to make renewable energy storage more attractive? How can it be approached?

There students needed for information and research about what people find attractive. Brainstorming with all stakeholders is also a clever idea. Find professionals that can come up with a business model that can fit in.



Who should be involved? Government/people/industry

4.0 Expected impact

I Safe and secure environment for smart grid technology

A safe and secure grid is required for a smart grid. If a secure environment for smart grid technology could be created, then decentralization would work better and could be spread further. Due to decentralization the electricity costs could decrease due to the customers being able to control better at what time they would use the electricity. On the other hand new technologies might raise costs. Awareness about using, saving and collecting electricity would be spread.

II Effective policies for stimulating people to use and produce green energy

If people could be stimulated to use and produce green energy, naturally the demand and supply of green energy would increase. At the same time demand and supply of fossil fuels would decrease, which would lead to fossil fuel power plants dying. This could be a step towards an ideal world, a world with no fossil fuels. Decreasing usage of fossil fuels would halt the climate change, and the news concerning that would get people even more into the thought of using only green energy. Common attitude towards energy usage would change, and people would encourage each other to prefer green choices.

III Business models to make RE storage more attractive

Demand for RE storage would increase, and therefore there would be storage services available for people to use. Building new facilities would create employment. Subsidies could be directed towards developing RE storages suitable for industrial use. The amount of electronic waste could increase, but by proper recycling could be handled.

5.0 Reflection

We struggled to get the point of this assignment. Now, after almost finishing it, we are still not sure what we are actually doing. If this is really for the European Commission it is way too superficial. So we do not see any use of this assignment and it felt like a big fat waste of time. Also the methodology Martijn forced on us was tiring and lengthening and we cannot say we enjoyed this exercise.



Research programme scenario 6

Sustainable energy

Enabling market for energy prosumers.



GROUP MEMBERS:

DATE:

14-SEPTEMBER

LOCATION:

UTRECHT



Introduction

The assignment for this project is to elaborate sustainability topics for the European research and innovation agenda. This elaboration is part of the European project CIMULACT and directly impacts on the research and innovation agenda of the European Commission. The product of the project is a description of an area of research that could be included for financial support in the European research and innovation programme Horizon 2020.

The subject of this specific assignment is called enabling market for energy prosumers. The main goal of this project is to help create an energy landscape where people, families, communities and companies are not only consumers but also producers of energy. We call these producers "Prosumers".

In the current energy economy consumers are mostly dependent on energy companies. This results in a monopoly position for these companies, consumers are also left in the dark about how and where their energy is produced, there is no transparency within the current market. A big part of the countries within Europe also generate a large part of their energy from non-renewable energy sources. This is not sustainable and will have a great impact on the environment. By promoting consumers to become prosumers, the energy efficiency and the share of low carbon energy in Europe can be increased. These examples are just a small part of why this project is of great importance to the European union and its citizens.

Within this document we will research the main challenges connected to achieving the end goal. This document is divided into three main parts. firstly, the biggest challenges will be stated and elaborated on. Secondly the scope of the project will be determined and lastly the potential direct and indirect impact to society will be stated.

The approach

The approach of this project is firstly focused on collecting idea's and brainstorming about the subject of energy prosumers. we divided these brainstorm sessions into four parts, each time focussing on a different subject. Between each session all the groups gathered to listen to an introduction of the next subject. As described earlier, these subjects where: the challenges, the scope and the possible impact of the project.

Session 1 - introduction

Firstly, everyone read the assignment. The group talked about the first impressions and ideas that popped up by thinking about this subject.

Session 2 & 3 Challenges and scope

In the next step the whole group discussed the ideas. Everyone wrote his or her ideas down and meanwhile we talked to the others about them, so they could add something. After the brainstorming the ideas were structured und combined on the table and the board.

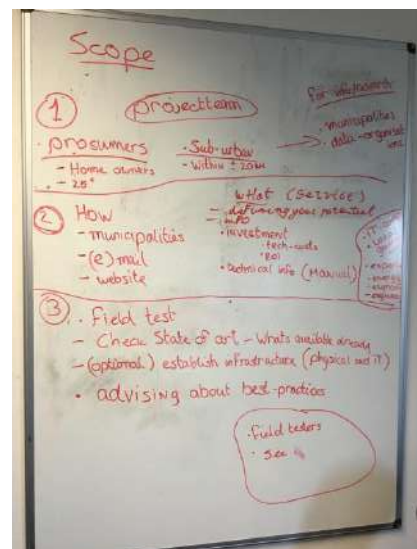
We used to posit to compile a tree of challenges, once these challenges where stated, we prioritized them to find the most important challenges. This resulted in the following roadmap:



Figure 1. Result of brainstorm session 2

This roadmap is the source of the roadmap stated in next paragraph.

A whiteboard was used to describe our ideas about scope of the project, the following picture is the result our third brainstorm session:



the
the
of

Session 4 - Impact

To involve everyone's thought and dreams, each person wrote the impacts individually first. Afterwards all the thoughts were collected, these thoughts were collected on a whiteboard. After writing all of the thoughts down, we started discussing them. While discussing everyone could add or maybe improve their first thoughts. To bring the thought in the right order we split them up in two parts. First the direct impacts and secondly the indirect impact. This brainstorm session resulted in the following whiteboard

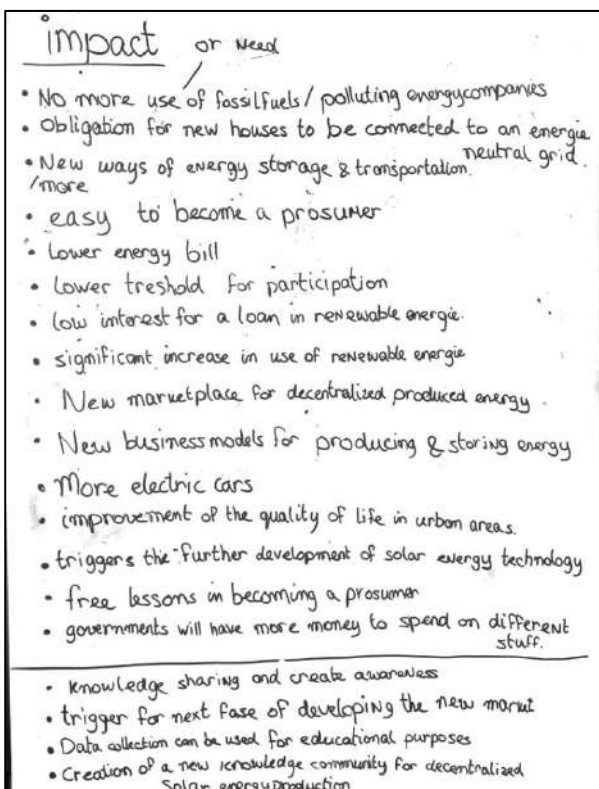


Figure 3. Result of brainstorm session 4

Dividing the work

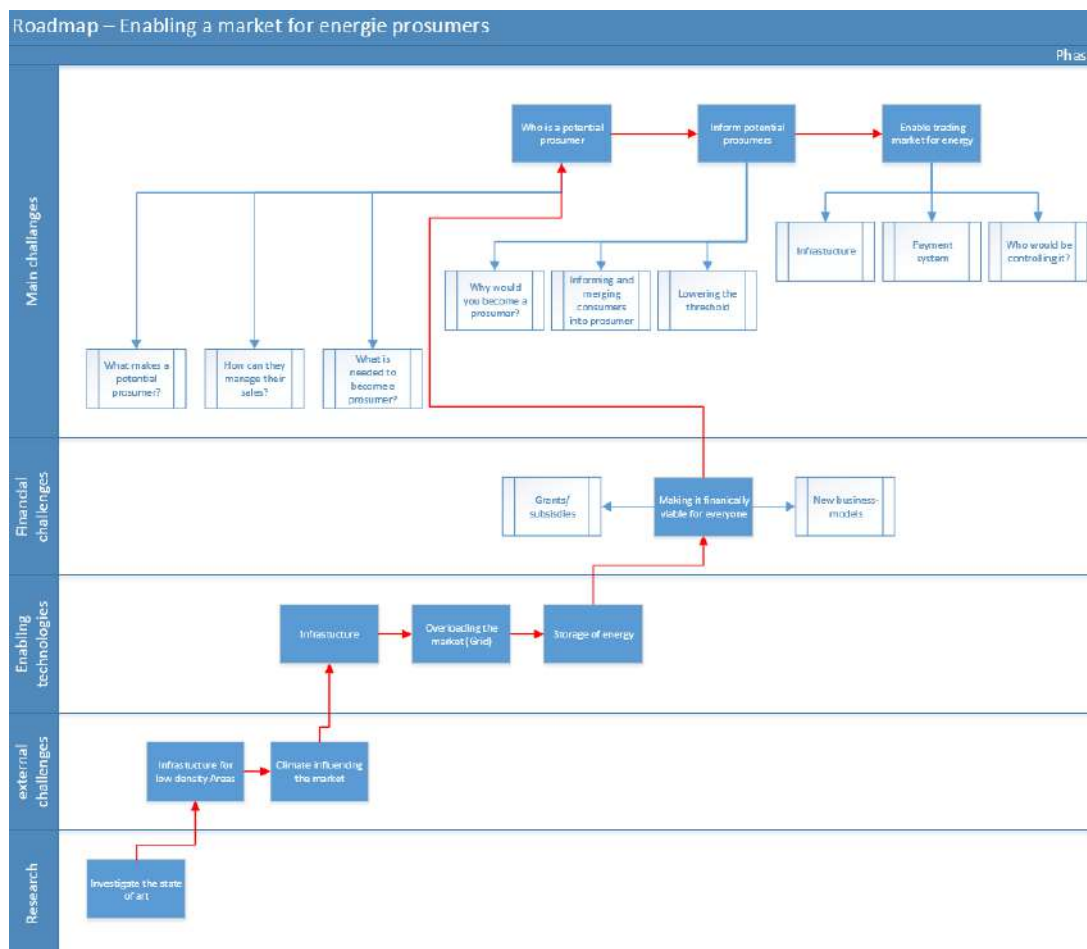
To compile the main document, we divided the work into work packages. The following work packages were divided:

- Introduction, designing and compiling the main document
- Challenge
- Scope and presentation
- Impact
- Reflection, Project plan and presentation

Specific challenges

When enabling a market for energy prosumers we have found that the first step of the challenge is to find the potential prosumers. secondly we have to inform potential prosumers of their opportunities, possibilities and advantages they have as a prosumer. The third part of the challenge is to create a market which these prosumers can participate in.

These main challenges have been a product of a brainstorm session; the total amount of ideas produced in this session are stated in the following roadmap:



It is important to address this challenge because it will have many effects on sustainable energy production. In the current situation energy is bought from a local energy company and although there is a possibility of choosing a renewable energy contract there really is no certainty in where your energy originates from. Decentralized and local energy production increases transparency of the production. It is also more efficient, because there is no need for long distance transfer and therefore energy does not get lost in the process. Prosumers have a straight impact on the increase of renewable energy sources, since they always produce it sustainably by the use of solar panels or windmills. This will also

most likely drive large energy companies towards sustainable energy production (supply and demand), since the future megatrend is to decrease the use of fossil fuel.

Market for energy prosumers increases independency in two ways and stabilizes the current situation. All consumers are less independent on the tariffs of large energy companies and countries are also less dependent on each other since energy is now produced within its own borders. This reduces ascendancy of countries that are big energy exporters and might therefore prevent conflicts.

Scope

To delimit the problem area and specify the focus, the project team has defined the main target group. The earlier mentioned challenges stated the necessity of the identification of the prosumers group. In order to identify them, the project team has decided on a few characteristics a household must meet in order to potentially become a prosumer:

Home owners, in order to become a prosumer someone must have a home to live in. This is necessary for placing solar panels.

25+, the focus is on people or households that are above the age of 25. This is because students or even younger people just simply don't have enough to spend or are not in a part of their life where they want to think about putting solar panels on their roofs.

It only consists of households within a range of 20km from a suburban area. This is to exclude rural areas because the density of the population there is not suitable for the concept.

After this definition of the target group, the next step would be to gather information about the potential prosumers. How big is the target group that meets the characteristics, what is their average income, how much energy can be potentially gained from the household, etc. To gather this information municipalities and data-organizations must be contacted and convinced to provide the project group with the information they need.

After understanding the potential prosumers group, they have to be convinced in entering the new market(concept). In order to convince them they can be informed through (e)mail or their municipalities, but the idea is to create a European wide service-platform. The service platform will consist of a website with all of the necessary help and info in order to become a prosumer. You will be able to just enter your postal code and the website will provide the information you need. For example, the service will offer you the following information:

Information about potential your household has to become prosumer. How many solar panels fit on your roof, how much energy will you potentially be able generate and it might also tell you if there are already enough prosumers in your area.

It will contain information about the investment. How much will the investment be for your household, what are other technical costs and of course the return on investment. It would be important to know what you could potentially benefit from becoming a prosumer.

At last it should provide with technical info. There should be some kind of manual, or even another service, which will guide you towards becoming a prosumer.

Parties which are needed to establish the new service-platform are:

IT-Companies, for the management of data and building a website.

Local governance,

Energy experts, to provide information about energy costs or fluctuations.

Economic experts, provide financial information and design a profitable business model.

Engineers, to provide the technical information.

The gathered information should lead to a list of necessities, what are the must-haves for creating the new market and the service platform. The next step would be to check the state of art. What can already be provided and what still needs to be established. An important thing could be a physical infrastructure for the transportation of energy.

After meeting the requirements for the new market, the concept will have to be tested. A few field tests will take place to create best-practices.

At last an advisory report will be provided with a few of the best practices. The stakeholders can then decide which scenario they would like to implement.

Expected impact

The expected impacts for this innovation project can be divided into direct results after the end of the project and indirect impacts, that may emerge due to the direct influences at a long time scale.

A first impact, that should be aimed at, is to create and share knowledge and experience in this new challenging area. Furthermore, the project will raise more awareness of the possibility to directly trade energy and renewable energies in general, either to members directly taking part in the project or people hearing about it. This will hopefully also be a trigger for next phases of developing markets for energy. The project is going to create a new knowledge community for decentralised energy production and the collected data can also be used for educational purposes.

Another important impact is the creation of a first platform for the trading of produced energy. This will then lead to the development of a new market. On a long term scale this could result in creation of new business models for producing and storing energy. This way

every prosumer can take part in sustainable energy production and also help to stabilize the grid.

Further indirect impacts are the significant increase in usage of renewable energies. The market for solar energy and also wind power technology will expand and this triggers further development in this areas. Besides this, storage technologies are becoming more important, because renewable energies are not flexible and the produced energy may be stored directly at a prosumer to sell the energy when the price and the demand for energy is high. Additionally, the project should have an impact on electric mobility, as a prosumer could store the produced energy in an electric car.

The digital trading platform will increase the profitability to become a prosumer, the energy bill is going to be lower or may also be negative as some prosumers produce more energy than they need. Because of this, subsidies may become redundant and the government will have more resources to spend on other purposes.

The more renewable energy sources are used; the less fossil fuels are burned. This an important impact for saving the environment, as carbon dioxide emissions are reduced. This improves the quality of life in urban areas.

Furthermore, it should be easier to become a prosumer with the help of the information website, that helps to calculate the profitability and mentions necessary steps. On a long term view everyone or every household acts as a prosumer and takes part in the energy market.

Reflection

The reflection is about the teamwork and communication within our project team. As a result of the close time schedule there was a need for smooth communication to obtain good results.

The work in our group was very good. We had a really great discussions and everyone came up with good ideas. To structure them we put them on the table and made a "tree" of ideas. While we discussed nobody interrupted the others. We worked with each idea and sometimes added or changed them a bit. To work efficiently and fast, we divided the work in equal work packages. This way of working was a great success, everyone worked hard and was motivated. The work delivered by every member of the group was of high quality and was delivered on time. All in all, we had great communication and a pleasant group dynamic.



Report on the research and policy consultation in Norway



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1: Concept for the consultation in Norway

The Norwegian Board of Technology (NBT) organised two face-to-face consultations. The first consultation, held at North University in Bodø, took place on September 22nd from 12.00 – 15.00. The second consultation, held at the Norwegian Board of Technology in Oslo, took place on September 27th from 12.00 – 15.00.

Our target group for both consultations were experts. This group was targeted as we wished to engage knowledgeable participants within relevant fields to challenge and enrich the scenarios through focused and rigorous discussions. Our prior experience in consulting expert groups also weighed in on this decision. Recruiting appropriate experts for the various (but interrelated) research scenarios required some research on our part. To ensure regional representation and the appropriate expertise, we organised one consultation in Northern Norway and another in the Eastern / Capital region. Each

participant was targeted due to their expertise in the fields deemed most relevant to the research scenarios to be enriched. Participants were recruited in fields such as technology assessment, sustainability, agriculture, aquaculture and the bio-economy. By targeting experts, the citizens' scenarios would remain the core of the discussion, supplemented and challenged by relevant expertise in the fields and themes addressed.

Each participant was recruited by personal invitation over telephone or e-mail. For the first workshop, held in Bodø, we recruited 20 experts of which nine participated. The somewhat long time period between registration and the actual event may help explain the low attendance compared to registered participants, as we started recruiting already in mid-August. Another factor may have been that the consultation was held during a research festival in Bodø, causing some to prioritize other events. For the second consultation, held in Oslo, we recruited 15 experts, of which 12 attended. This leaves a total number of 21 experts engaged in the Norwegian face-to-face consultations.

We designed our own method for the workshops, as it was considered better suited in consulting experts. Experience has taught us the challenge of recruiting experts for full-day events, and that more intensive consultations may be more fruitful in these cases. To ensure qualified and highly motivated participants, we decided to organize two intensive three-hour consultations. As the participants were given all materials one week prior to the event, they came well prepared, resulting in focused and thorough discussions. There was a general consensus that the time allotted was sufficient to complete the tasks they were given.

The workshops began with a short introduction to the CIMULACT-project, the research scenarios and the purpose of the consultation. Each participant was then asked to choose which scenarios s/he wished to address. The participants were then split into groups. For roughly two hours, the experts enriched, challenged and commented on their research programme scenario. It was emphasized that the discussions should work towards answering the five mandatory questions, representing the groups' view. This was followed by a plenary session with short presentations of the results and comments on the method and project.

2: Programme for the consultation

Good food research and responsible use of land

Time: 12.00 – 15.00, 22nd September 2016

Place: Faculty of Biosciences and Aquaculture, Nord University, Bodø

Programme

12.00: Welcome (introduction and goal of the day)

12.30: Group work

- Good food research
- Responsible use of land

14.30: Plenary session (summary and what's next)

15.00: Thank you and goodbye

The futures role in responsible research and innovation

Time: 12.00 – 15.00, 27th September 2016

Place: The Norwegian Board of Technology, Oslo

Programme

12.00: Welcome (introduction and goal of the day)

12.30: Group work

- Ecologic future education
- Transforming technologies for planet and people
- Meaningful research for community

14.30: Plenary session (summary and what's next)

15.00: Thank you and goodbye

3: Selected research programme scenarios

3. d. Empowered citizens

5. a. Good food research

5. c. Responsible use of land

8. c. Ecologic future education

8. d. Transforming technologies for planet and people

9. d. Meaningful research for community

11. a. Learning for society

11. b. Production awareness

When invited to participate in the consultation, all experts were presented with the eight research programme scenarios by e-mail. Which scenarios would be addressed at each workshop was decided through dialogue-based selection together with the invited experts, approximately three weeks prior to the consultation. As we were arranging two separate workshops, assigning different scenarios to the two events in advance was considered the best approach. This was to ensure that minimum five scenarios would be enriched, and that the participants could come well prepared. The dialogue-based prioritization resulted in 5a and 5c to be enriched at the workshop in Bodø, and 8c, 8d, and 9d in Oslo. Scenarios 3d, 11a, and 11b were opted out due to low prioritisation, resulting in five out of eight scenarios to be enriched at the two consultations. At the workshops, the participants were asked to choose which of the now two or three research programme scenarios presented they each wished to discuss, and the groups were formed accordingly.

4: Norway: The enriched research programme scenarios

The Norwegian consultation was carried out in two workshops. After the completion of both workshops, all participants received the enriched research scenarios by e-mail. They were then asked to prioritize which two enriched scenarios they deemed most important. As 21 experts participated overall, each with two votes, there were a total of 42 potential votes. We managed to collect 30 votes within the national report deadline. Giving the participants a longer deadline might have improved these numbers, as we could only give them one week to respond. Lacking responses might also be due to the somewhat long time period between the workshops and final prioritization (2-3 weeks), and

distributing the enriched scenarios closer up to the event, when the material was still fresh in mind, might have proved more successful.

Research programme scenario 1: 5a: Good food research [5]

1) What challenge(s) does this research scenario address?

- Food security is a vital issue that needs to be tackled at all levels. Even so, there is a need for better utilisation of the resources available at present. We need to consider the *Ethics of food management* – in order to avoid wastage of precious food items.
- We need to educate the public on challenges facing us, with respect to food availability and sustainable ways of production and consumption.
- In Norway, we do not have ample supply of protein sources for food – hence depend on imports. This has to change.
- Lack of coordination among sectors with respect to technology development – addressing the immediate needs and planning for the future.
- Reluctance in adopting technologies, to make them effective for Norwegian situations.

2) Is it important from your point of view to address this challenge? Why?

- Considering the food crisis in different regions of the world, it is important that we try to reduce food waste, and adopt better eating habits.
- In order to reduce the dependence on imported food proteins.
- To increase self-sufficiency in food and develop new food sources suitable for production in the High North.
- Due to the uncertainties of the future world and the role of Norway in leading and developing peaceful societies, it would be important to engage and integrate displaced people in industries based on new food generation technologies.
- Norway has a leading edge in aquatic food production; therefore, Europe could benefit from this leadership. Enhanced aquatic food production could address several of the challenges mentioned above.

3) How could it be approached?

Norwegian Arctic coast is unique and capable of sustaining new food production systems – its efficient use needs to be supported to ensure the development of sustainable societies.

- Create awareness (particularly among the younger generation) on the health benefits of consuming aquatic food products, and reduce the dependence on terrestrial farmed animals and plants. Introduce new alternative food sources – e.g. microalgae, insects etc.
- Development and industrialisation of new technologies. Innovation in farming –

combining production systems, and cultivation of low-trophic organisms such as microalgae should gain greater momentum.

- Ocean-based technologies to cultivate new food sources. These production systems have to be engineered to make them economically viable.
- Commitment from the stakeholders – with public funding, especially for innovation.

4) Who should be involved in solving the problem?

As mentioned in the previous point, public awareness and involvement is essential to ensure that the consumer accepts the food produced.

Political will, citizen forums, and governmental machinery will need to come together to encourage the development of the technology and integration of the new concepts.

5) What should be the main goals/impacts of the research activity?

This is a multi-technology concept.

- This would lead to new food and related food-habits. Implement educational programmes for creating awareness and promoting the use of new food at schools.
- Furthermore, this will lead to value-creation among communities in coastal zones that will depend on the technology for their livelihood – Initiation of new and sustainable value chains, commercial activities or products.
- New plans for area utilisation, policies and regulations related to the new food-generation techniques. Extended aquaculture adds new production areas that do not compete with land use. Explore and extend our use of production areas in the seas.

Research programme scenario 2: 5c: Responsible use of land [4]

1) What challenge(s) does this research scenario address?

- Scarcity of resources
- Lack of proper governance structures
- Ecological impact of new land use activities and climate change, multiple effects
- Conflict between growth of food production and food quality/value
- More sustainable land/sea use and food production
- Resource use conflicts
- Value creation in non-urban areas
- Growing food demand, declining land space
- Climate change impact on land use and production process

2) Is it important from your point of view to address this challenge? Why?

- Yes. Danger that land use eats up ecosystems.
- Range expansion of temperate species into the Arctic. Increasing diversity into the Arctic. This has impact on economy and ecology.
- Research across sectors
- Need for knowledge to document the capacity of ecosystems
- We need basic science to know the impact of increasing land use, for example is it more relevant to put aquaculture on land or keep it in the sea.

3) How could it be approached?

- De-centralize food production.
- Multi-trophic aquaculture
- Microalgae production leads to more healthy fish and reduce land use pressure (soybean fields).
- Basic knowledge what effect the actions have. Increased knowledge on local effects
- Relation between ownership and interest - decentralization.
- Research to identify who should decide about land use. Sustainable system of governing the resources. Regional/local ownership
- Adding value to product, to quality of product
- Quantification of value of ecosystems?
- Old question that have not been solved yet. New system of measurements of food quality
- With regard to climate change - predict what changes to expect

4) Who should be involved in solving the problem?

- Yes, the most important is to involve citizens - mediation of knowledge plays a big role. Citizens should be involved at an early stage.
- Food producers
- Research at universities - basic science
- NGOs with more applied science and social science.
- Increase awareness that the decisions of the general public have enormous importance. Simple things like cook yourself - do not by prepared food. And that it is worth to pay for it
- Politicians to identify regionally best solutions for land use - most sustainable
- Research should contribute here to evaluate negative/positive impacts of land use
- Research should contribute to forecast climate change impacts to identify early counter-measures.

5) What should be the main goals/impacts of the research activity?

- The general public/citizen should have changed behavior to actively decide for or against food.
- Politicians should be more patient with growth and new technologies - important to keep quality of product and to keep ecosystems.
- Better balance between growth, quality, and production.
- Engage with economic organizations.

- Interest in food and nutrition quality
- The food producer needs to evaluate its activities for sustainability

Research programme scenario 3: 8c: Ecologic future education [8]

1) What challenge(s) does this research scenario address?

The scenario addresses a pressing need for installations, which allow for normative deliberation on long-term perspectives and desirable futures. The future is not taken sufficiently into account in decision-making today (this applies to several levels, from the individual to the societal, the private and the public, the institutionalized and not). This we agree with. We do not; agree with the claim that this is fundamentally due to a lack of knowledge.

The scenario exhibits a strong belief that sustainability/ecology is difficult to address due to a lack of knowledge. If only we can diffuse the right knowledge effectively, things will work out. Experts and researchers are portrayed as active knowledge producers, while citizens are considered passive recipients.

We do not believe that such a deficit model provides a solid foundation for research aimed at handling major sustainability issues. We will address this under question 2. To sum up, the scenario addresses three challenges:

- Lack of knowledge in society, regards politicians as well as citizens.
- How to best diffuse knowledge on ecology and sustainable living at all levels, to ensure the "right" actions (or simply ensure that action is taken). Focus on education.
- How to best educate (especially) the younger generation (tech.infused), how to utilize innovative learning tools to spread and implement this.

2) Is it important from your point of view to address this challenge? Why?

As emphasized above, it is essential to address the lack of long-term perspectives to avoid irreversible and catastrophic climate changes. It is also important in a democracy perspective, in which the public sphere is increasingly characterized by "instant politics".

We do not accept the "diagnosis" that lack of information and knowledge transfer regarding climate/ecology is the cause of missing long-term perspectives.

Such a deficit model fails to reflect the large amount of information existing today on how to change behaviours/what behaviours create large CO₂ footprints, without this leading

to actual behavioural change. Experiences from other parts of climate research show us that we can produce as much knowledge as we please without this leading to actual change.

The question should rather be articulated something like this: “what leads to behavioural change and how to best achieve this?” Is it necessarily more knowledge production of a specific kind (ecology) that is the solution to creating desirable actions?

We also disputed another premise of the scenario: the assumption that today's education focuses too much on the past and present. Several held up that if only more people had known their history, faith in the free market might not be as dominating in political action and peoples' beliefs. History shows that it has not always been this way and that it may be arranged differently.

This underlines a central point for the group: how conceptions/narratives are greatly influential, and that alternative narratives to the dominating stories on how we can solve the climate/energy crisis (e.g. better technology) are important to highlight. It is not primarily about educating people, but engaging them. In “good” stories – both as “ordinary” citizens and as politicians/decision-makers.

To achieve change, it is of central importance to understand and explore the “emotional drive” as change agent. How to link affect (“how does this concern me”) to values (“what is important to me”). The stories about the future must make a difference to people.

The challenge (and the research for the future) should be concerned with how we can take peoples wishes seriously and simultaneously facilitate measures, which benefit the environment. Structured future thinking can be an important tool here.

The group also deliberated on facilitating a “room for reflection” for both citizens and decision-makers of all kinds – do we consider at all (and at all times) what the good and bad consequences of our actions are? Do decision-makers have time for (and does our political system give room for) reflection on the futures enabled by our actions at all, in today's hectic shortsightedness? How to facilitate good conversations for reflection on “what values are important to me?” A technology pessimist might not ultimately be so different from a technological optimist when it comes to what is considered important in life, so why are the suggested solutions (less consumption vs. more technology) often so different and incompatible?

The group presented some specific suggestions, such as creating institutional devices that ensure that decision-makers at all levels must think about “what is this doing for the future? Is it contributing to a sustainable future”? The scenario suggests computer games as innovative learning tools, which might be useful to engage more people (e.g. apps that can visualize your individual footprint, encourage small-scale changes, and be something to engage in socially).

The group briefly discussed what “the future” is and that what is considered a desirable future may vary between citizens, experts, politicians and others. There is opportunity here to investigate how we can research the future (when is it, change is always happening in the “present”, great faith in the future can result in passivity today; “we will fix this when we have developed the technology, sometime in the future”). The scenario thus takes for granted what the future is, and what future is desirable (has as its departure point that “sustainable future” implies the same meaning for everyone).

3) How could it be approached?

Projects considering the effect of different measures (linguistic and other framings, institutions, legislation). At all levels in all parts of society so that the future will be taken into account in decision-making.

E.g.: empirical studies of the effects of institutions who have as their goal to ensure systematic long-term perspectives in politics (e.g. future commissioners, horizon scanning unit, committee for the future).

Projects that assess how/what mobilises affect/feelings/values to consider the future (these may be broad – rhetorical, political suggestions, physical environments (access to nature) etc.).

If it is behavioural change we seek, it must be made an explicit matter of concern for research to investigate (from many points of view and within many fields) what contributes to changes in behavioural patterns. There is some research on this today, so the problem is not lack of knowledge, but perhaps how such diverse knowledge can be combined into stories and narratives that engage? This could be a matter of concern for research. Affect theory may provide some interesting insights here.

Another thought is how one can approach these challenges by taking some of the claims of the scenario and turning it on its head. E.g., challenge the scenario's story of the active researcher against the passive citizen, based on the scenario's own claim that there is unrealized creativity in the younger generation. If this is the case, and this is understood more as an active citizen, how can we think expediently about utilizing this capacity? Not only limit it to (as the scenario suggests) a form of creativity, that should be utilized better in systems of learning, with more customized learning situations (e.g. computer games), but rather articulate this as a matter for research; explore this claim empirically, to say something about how such creativity/capacity among the younger generation can be stimulated, and in doing so, become knowledge which may be considered research and/or policy relevant.

4) Who should be involved in solving the problem?

It is a (democratic) ideal that everyone should have the opportunity to participate and have his or her voice heard, but who should be involved must be considered in each individual case. It is not possible to give an answer to "who should participate in specifically this research project," as it will vary from project to project and depend on its focus. However, it is important to think beyond who the stakeholders are today, since we do not necessarily know who may be affected by this in the future.

5) What should be the main goals/impacts of the research activity?

The main objective will be to bring forward new knowledge on how long-term perspectives have been attempted brought into decision-making processes today. Research on affect/narratives as mobilizing forces for behavioural change in politics and society today.

Research programme scenario 4: 8d: Transforming technologies for planet and people [9]

1) What challenge(s) does this research scenario address?

Politics and conditions are embedded in the scenario, which the challenges are to be articulated from - e.g. that traditional skills and technologies working in harmony with nature often are underrated. An important question here is what perception of technology development is this scenario based upon. On the one hand, sustainability and grassroots, on the other, neo-capitalism and large, complex, and interrelated systems.

The scenario addresses sustainable technology development and the need for alternatives to a "technology fix" in addressing sustainability – the scenario addresses "low tech" and preservation of traditional knowledge, which is pointing in a completely different direction. This can help inform technological development. There is not necessarily a "technology fix" for any problem, which tends to oversimplify complex, existential and socio-technical challenges. We must move from "preservation" (as an obstacle for innovation) to synergy effects and changes to the innovation paradigm.

2) Is it important from your point of view to address this challenge? Why?

We will come to live in a world deeply affected by crisis, uncertainty, and state of emergency, with major inequalities. Value pluralism within the EU will become evident in such a situation – it is important to address how we can come to agreement and cooperate in such a reality.

It is also important to address and communicate the consequences of sustainability in

Europe – it will also come to affect citizens negatively (in a short-term perspective).

Another point which makes this important to address is the distributed and specialized nature of knowledge production.

3) How could it be approached?

Responsible Research and Innovation (RRI), as a characteristic of processes, is useful in approaching this. It involves opening up projects and processes: “opening up, broadening out”. This also (and especially?) involves projects working specifically with RRI.

There is a need for more transparency and openness on power and processes in the decision-making of how, why and what calls for technology assessment come into being – how to ensure such transparency and avoid this leading to “hallway decisions” being made?

For this to have impacts scenarios must avoid the trap that models have fallen into within economics - scenarios are not funded in empirical data and do not give us the ability to predict the future: “the future doesn't exist”. It must rather function as a means of preparedness for the unpredictable than assume that it can predict. Scenarios must contribute to reflect on how and where we wish to move forward, rather than attempt to foresee.

It is equally important not to approach research as something existing “outside” of society. A gap between science, innovation and society is presented in the scenario. This regards the entire CIMULACT project: there is a need for reflexivity on the science/innovation/society distinction made.

To approach this in a global perspective: there are different ethical and conceptual preconditions globally, which must be taken into account. There are different conceptions of solutions (and problems) which requires adaption of RRI to local conditions to make it manageable.

4) Who should be involved in solving the problem?

The scenario stresses that citizens and relevant institutions must be involved, but it is equally important that the researcher community and the research and innovation system takes responsibility and are reflexive. Scientists are also citizens. Researchers must improve their ability to manage their own knowledge and its limits, as well as their understanding of risk and uncertainty – to become “citizen scientists”. There is a need to design research education in such a way that their expertise is continuously challenged. Researchers need to problematize their own (knowledge) power – a prerequisite for this is improving scientists' reflections on what they do *not* know.

It is not sufficient to engage more than “the usual suspects”. There must be transparency in how and why calls on technology assessment are decided upon. Who is choosing the experts? What expertise do they have and what is their understanding of the call? What is

the role of industry?

5) What should be the main goals/impacts of the research activity?

A main goal must be to make necessary changes to the research and innovation structure itself. The incentive system and measuring principles must be altered for this to lead to actual changes, and the notion of quality and culture are of central importance in this context. The specific economic conditions that researchers are working under and what institutions are being measured on must change for this to have real impacts. If today's principles of assessment and competition are upheld, nothing will change. There must be stakes involved, which commit the institutions to change the criteria of what it means to undertake technology development responsibly.

Public education should be a goal in itself. The obstacles for sustainability are not clear enough to the public. There is a need to communicate the societal consequences to those who must consider and take action towards these challenges. Sustainability will also involve making uncomfortable decisions – there is a need to clarify what these consequences are and how they will affect people's lives.

Another goal should be to address nature in and of itself, as a “silent stakeholder”, without human agendas or as a resource. Who is nature's spokesperson in such a process? Nature must be addressed as an actor and with intrinsic value, as an existential and ethical frame.

Research programme scenario 5: 9d: Meaningful research for community [4]

1) What challenge(s) does this research scenario address?

Democratisation of research

- How and who will decide the right level of democracy in a research process?
- If research is going to be measured, what kind of criteria should be used and which indicators must be taken into account?
- What can citizens contribute with in research?
- How can we raise citizen participation?
- Who will pay for it?
- Is it possible to document actual change?

Popular scientific integration

- The role of research in society must be clear; it is not necessarily equal to the other institutions.
- It is important to distinguish between the research's political and professional role. Why money is spent on research and the person/institution that gets the money may differ.

Research legitimacy

- Research long-term consequences, we need a cost / benefit perspective
- Economic perspectives are under-communicated in this scenario; there is too much focus on publicly financed research. It is important to look at the economic part and show what role commercialization plays, too create a broader legitimacy

2) Is it important from your point of view to address this challenge? Why?

The research should give back to the society

Research relevance

- The relevance of research is important to develop further. The relevance of the project is often only known by the researcher
- We need to rethink the research relevance. There is a need for direct research

Public vs. market driven

- Research that is publicly funded should not be controlled by market driven forces or commercial interests.
- It is important to secure broad perspectives in research

Public access

- Open access and open science makes this relevant

3) How could it be approached?

Qualitative

Secure the research relevance

- Stay in contact with the grassroots
- More research contact with the local community (not only geographically, but also research communities)
- A bottom-up perspective

Research questions re-defined

- How can we involve citizens in research, more actively, to secure its relevance also for them?
- Which kind of actions do we want the research to lead to and how is this best be communicated?
- What criteria should be included in publicly funded research projects to secure a sustainable society (institutional, environmental, social and economic)

It is important to put aside money for implantation and learning, and not use more money and time on developing more tools.

4) Who should be involved in solving the problem?

- School and education institutions
- There should be established a closer collaboration between the public and private sector, as well as citizens. The companies must be included as users in these processes.
- Privately funded research has many opportunities to give back and create new knowledge.
- Create diversity in who should be involved, methodically and in research and innovation activities.

5) What should be the main goals/impacts of the research activity?

Give room for participation

- X percent of all publicly funded research must be based on citizen participation.
- Make room for participation in the education and in the budgets.

Education

- Education of researchers in research communication.
- Train researcher to evaluate their own research relevance both for user groups and for the society.

- Life-long learning
- Multi-disciplinary

Secure the research relevance

- The potential of contributing with meaningful research lays in the contact with the grassroots.
- Bottom-up perspectives in research institutions.

Open arrangements and meet-ups

- Involvement and dialogue

5: Selected research programme scenarios (national language)

Follow the same instructions as in section 3.

3. d. Selvstendige samfunnsborgere

5. a. God matforskning (consultation held in English)

5. c. Ansvarlig bruk av landområder (consultation held in English)

8. c. Fremtidstenkning og økologi

8. d. Bærekraftig teknologiutvikling

9. d. Forskning for samfunnet

11. a. Læring for samfunnet

11. b. Produksjonsbevissthet

6: Norway: The enriched research programme scenarios (national language)

Follow the same instructions as in section 4.

Overview of the prioritized research programme scenarios

Research programme scenario 1: 5a: God matforskning

- 1) Hvilke utfordringer adresserer dette forskningsscenariet?
- 2) Hvor viktig er det å adressere disse utfordringene? Hvorfor?
- 3) Hvordan bør man tilnærme seg disse utfordringene?
- 4) Hvem bør involveres for å kunne løse disse utfordringene?
- 5) Hva bør hovedmålene være?

Research programme scenario 2: 5c: Ansvarlig bruk av landområder

- 1) Hvilke utfordringer adresserer dette forskningsscenariet?
- 2) Hvor viktig er det å adressere disse utfordringene? Hvorfor?
- 3) Hvordan bør man tilnærme seg disse utfordringene?
- 4) Hvem bør involveres for å kunne løse disse utfordringene?
- 5) Hva bør hovedmålene være?

Research programme scenario 3: 8c: Fremtidstenkning og økologi

1) Hvilke utfordringer adresserer dette forskningsscenariet?

Scenariet adresserer et presserende behov for innretninger som i større grad tillater normativ deliberasjon om langtidsperspektiver og en ønsket fremtid. Hensynet til fremtiden er i for liten grad med i beslutninger i dag. (Dette gjelder på flere samfunnsnivåer, fra individuelt til samfunnsnivå, privat og offentlig, institusjonalisert og ikke) Dette er vi helt enige i. Vi er derimot ikke like enige i at årsaken til at det er slik primært bunner i kunnskapsmangel.

Slik forskningsscenariet er formulert fremviser det en sterk tro på at årsaken til at bærekraft / økologi er vanskelig å adressere bunner i kunnskapsmangel. Hvis man bare får til effektiv nok spredning og diffusjon av rett kunnskap så ordner dette seg. Ekspertene og forskere portretteres som aktive kunnskapsprodusenter, mens borgere mer som passive mottakere.

Vi tror ikke en slik deficit modell er et godt grunnlag for forskning som innrettes mot å håndtere store felles bærekraftsutfordringer. Dette vil vi adressere under pkt. 2. Oppsummert kan vi si at dette forskningsscenariet adresserer tre utfordringer:

- Kunnskapsmangel i samfunnet, både hos politikere og vanlige borgere.
- Hvordan best spre lærdom om økologi og bærekraftig leveste på alle nivå, slik at man best kan sikre "korrekt" adferd (eller rett og slett sikre at handling skjer). Spesielt fokus på utdanning.
- Hvordan best lære opp spesielt den yngre generasjonen (tech.infused), hvordan ta i bruk innovative læremidler for å spre/implementere dette.

2) Hvor viktig er det å adressere disse utfordringene? Hvorfor?

Som beskrevet under pkt 1. er det prekært å adressere manglende langtidsperspektiver for å unngå irreversible og katastrofale klimaendringer. Det er også viktig i et demokratiperspektiv, hvor den politiske offentligheten økende grad preges av "øyeblikkspolitikk".

Samtidig aksepterer vi ikke uten videre "diagnosen" om at manglende informasjon og kunnskapsoverføring knyttet til klima / økologi er årsaken til manglende langtidsperspektiver.

En slik deficit-modell underspiller at det i dag finnes mye kunnskap om hvordan man kan endre sine vaner/hva det er som bidrar til stort CO2-avtrykk, uten at denne kunnskapen i seg selv skaper en handlingsendring. Lærdommer fra andre deler av klimaforskning har vist at man kan produsere så mye kunnskap man bare vil, uten at det per se (og i seg selv) skaper en endring.

Spørsmålet må da være mer i retning av hva er det som skaper atferdsendring, og hvordan få dette til best mulig? Er det nødvendigvis mer kunnskapsproduksjon av et visst sett (økologi) som er løsningen for å skape ønsket handling?

Herunder er det viktig å nevne at vi også bestred et annet av premissene scenariet legger til grunn; påstanden om at dagens utdanning vektlegger for mye fortid og samtid. Flere holdt fram at om bare flere hadde kunnet sin historie, så hadde kanskje ikke troen på det frie markedets kraft vært like dominerende for politisk handling og folks tro på hva som nytter. Historien viser at det ikke alltid har vært slik, og at forhold kan innrettes annerledes.

Dette understreker et sentralt poeng for gruppen: Hvordan forestillinger/fortellinger har stor påvirkningskraft, og hvordan andre historier enn dagens rådende forestillinger om hvordan vi skal løse klimakrisen/energikrise (bl.a. vha bedre teknologi etc) er viktige å løfte fram. Det viktige er ikke først og fremst å informere folk, men å engasjere folk. Både som "vanlig" samfunnsborger og politiker/beslutningstaker, og "gode" historiers rolle for dette.

For å oppnå endring er det svært viktig å forstå og utforske den "emosjonelle drivkraften" som endringsagent. Hvordan koble affekt («hvordan berører dette meg/hvilken rolle spiller dette for meg») til verdier («hva er viktig for meg»). Historiene om fremtiden må gjøre en forskjell for folk.

Utfordringen (og forskningen for fremtiden) bør gå mer i retning av hvordan vi kan vi ta folks ønsker på alvor, og samtidig fasilitere gode tiltak som fremmer miljøet. Her kan strukturert fremtidsstenking utgjøre et viktig redskap.

Her snakket vi også om det å fasilitere et «refleksjonsrom» for både vanlige folk og beslutningstakere av alle slag, tenker man i det hele tatt (og til enhver tid) på hva som er bra og dårlig konsekvens av våre handlinger i dag? Får beslutningstakere i dagens hektiske kortsiktighet tid til (og gir den måten vårt politiske system og virke er innrettet rom for) å reflektere rundt fremtiden og den type framtid som effektueres av dagens handlinger? Hvordan fasilitere «den gode samtalen», der man kan snakke seg fram til «hvilke verdier er viktige for meg»? En teknologipessimist er kanskje ikke så veldig annerledes enn en teknologioptimist i siste instans når det kommer til hva som er viktig i livet, så hvorfor er de foreslåtte løsningene (mindre forbruk vs. Mer teknologi) ofte så forskjellige og inkompatible?

Vi var innom konkrete forslag som å lage råd/institusjonelle innretninger som sørget for at policymakers og beslutningstakere på alle nivå til enhver tid måtte tenke over «hva gjør denne planen/dette forlaget for fremtiden, bidrar dette til en bærekraftig framtid?» Scenariet foreslår også dataspill som innovative læringsmetoder, og vi var også innom at gaming kan være nyttig grep, der vi ikke eksplisitt forholdt oss til hvordan dette kunne brukes i undervisningssettinger, men mer som et verktøy for å skape engasjement på mer folkelige måter, bredere (Eks.vis apper som kan bidra til å synliggjøre ditt fotavtrykk på individnivå, og slik sett oppmuntre til småkalaendring og være noe man sosialt sett kunne

engasjere seg i).

Vi var så vidt innom, men diskuterte vel ikke noe særlig, det faktum at hva «framtid» er for noe, og hva som er ønsket framtid, kan være veldig forskjellig, både for folk flest og for eksperter, politikere og andre. Her er det et mulighetsrom for å undersøke hvordan vi kan studere framtiden (når er den, endring skjer jo alltid i «nåtid»), og det faktum at stor tro på framtiden kan også resultere i en passiv holdning i dag; «dette fikser vi når vi bare har teknologien på plass, en gang i fremtiden». Slik sett tar scenariet litt for gitt hva fremtid er, og hva slags fremtid som ansees som ønskelig (tar utgangspunkt i at bærekraftig framtid er det samme for alle, og at alle er opptatt av framtid; dette kan være et «farlig» utgangspunkt, for er ikke det et empirisk spørsmål som må undersøkes?).

3) Hvordan bør man tilnærme seg disse utfordringene?

Prosjekter som vurderer effekten av forskjellige grep (språklige og andre innramminger ("framing"), institusjoner, lovgivning, osv.) på alle nivåer og i alle deler av samfunnet for at beslutninger i dag skal ta større hensyn til framtida.

Eks: Empiriske studier av effekten av institusjoner som har som mål å sikre systematiske langtidsperspektiver i politikk (eks: future commissioners / horizon scanning unit / committee for the future).

Prosjekter som vurderer hvordan/hva som mobiliserer affekt/følelser/verdier for å ta hensyn til framtida (dette kan være svært brede innganger - retorikk, politiske forslag, fysiske omgivelser (tilgang på natur) osv.)

Om det er handlingsendring vi søker, må man gjøre det til et eksplisitt forskningsanliggende å undersøke, fra flere hold og bredt fra flere fagfelt (ikke bare økonomi, psykologi, statsvitenskap) hva det er som bidrar til handlingsendring. Dette gjøres det jo en del forskning på i dag, så det er jo ikke slik at kunnskapen mangler, men kanskje hvordan slik for så vidt ulik kunnskap kan kombineres og settes sammen til stories og narrativer som engasjerer er et forskningsanliggende? Affeksjonsteori har også noen interessante teorier rundt dette, noe vi så vidt nevnte i vår diskusjon, uten at vi konkretiserte dette direkte.

En annen tanke om hvordan en i forskning og innovasjon kan tilnærme seg disse utfordringene, er å ta noen av de påstandene som scenariet bygger på, og snu på hodet. Eks. vis kan en utfordre scenariets bilde av en aktiv forsker mot en passiv borger, ved å ta utgangspunkt i scenariets egen påstand om at det er en uutnyttet kreativitet i den yngre generasjon. Hvis så er tilfellet, og dette forstås mer som en aktiv borger, hvordan kan vi tenke hensiktsmessig om å utnytte denne kapasiteten? Ikke bare begrense det til (slik scenariet selv foreslår) en form for kreativiteten som bør utnyttes bedre i læringssystemer, med mer tilpassede læringssituasjoner (mer spillrelatert læring?), men

heller italesette dette som et anliggende for forskningen; undersøke denne påstanden empirisk, for så å si noe om hvordan slik kreativitet/kapasitet blant yngre kan stimuleres, og kanskje således være kunnskap som ansees som forsknings- og/eller policyrelevant.

4) Hvem bør involveres for å kunne løse disse utfordringene?

Det er et (demokratisk) ideal at flest mulig skal få mulighet til å delta og få sin stemme hørt, men dette må vurderes i hvert enkelt tilfelle. Ikke mulig å svare på «hvem er det viktig at deltar i nettopp dette forskningsprosjektet», siden dette kan variere veldig fra prosjekt til prosjekt, avhengig av fokus. Likevel viktig å tenke utover bare hvem er stakeholders, fordi man vet ikke nødvendigvis hvem som kan påvirkes eller ha interesser ift. dette i framtiden.

5) Hva bør hovedmålene være?

Hovedmålet vil være å frembringe ny kunnskap om hvordan langsiktighet er forsøkt brakt inn i dagens beslutningsprosesser. Forskning på affekt/ narrative som mobiliserende krefter for atferdsendring i politikk og samfunnsliv i dag.

Research programme scenario 4: 8d: Bærekraftig teknologiutvikling

1) Hvilke utfordringer adresserer dette forskningsscenariet?

Det er mye politikk innebygd i scenariet, og premisser utfordringene skal formuleres ut fra, f.eks. at «tradisjonelle ferdigheter og teknologier som arbeider i harmoni med økologiske systemer ofte undervurderes». Hva slags forståelse av teknologiutvikling er dette scenariet basert på? Bærekraft - det neokapitalistiske systemet, grasrotnivå – store komplekse systemer som skal «snakke med hverandre».

Scenariet adresserer bærekraftig teknologiutvikling, og at vi trenger alternativer til en «technology fix» i spørsmål om bærekraft – scenariet adresserer «low tech» og bevaring av tradisjonell kunnskap, som går i en helt annen retning. Dette kan bidra til å informere teknologiutvikling. Det finnes ikke nødvendigvis en «technology fix» for ethvert problem, som gjerne forenkler komplekse, eksistensielle og sosio-tekniske utfordringer. Vi må gå fra «bevaring», som et hinder for innovasjon, til synergieffekter og endring av innovasjonsparadigmet.

2) Hvor viktig er det å adressere disse utfordringene? Hvorfor?

Vi kommer til å leve i en verden preget av krise/usikkerhet/unntakstilstand og store forskjeller. Verdipluralismen i EU vil komme tydeligere til syne i en slik situasjon – det er viktig å adressere hvordan man kan komme til enighet og samarbeide i en slik realitet.

Det er også viktig å adressere og kommunisere konsekvensene av bærekraft i Europa – det kommer også til å påvirke borgere negativt (i et kortsiktig perspektiv).

At kunnskapsproduksjonen er såpass spredt og spesialisert gjør det også viktig å adressere.

3) Hvordan bør man tilnærme seg disse utfordringene?

Responsible Research and Innovation (RRI), som en karakteristikk ved prosesser, er nyttig her. Det dreier seg om å åpne opp prosjekter og prosesser: «opening up, broadening out». Dette gjelder også (særlig?) prosjekter som jobber konkret med RRI.

Det er behov for mer transparens og åpenhet rundt makt og prosesser, i beslutningene om hvordan, hvorfor og hvilke utlysninger om teknologivurdering som kommer gjennom – hvordan sikre en slik transparens, uten at beslutningene blir «tatt på gangen»?

For at dette skal kunne få en effekt, må man ikke gå i samme felle med scenarier som man har gjort med modeller i økonomien: scenarier er ikke fundert i empiri, det gir oss ikke evne til å forutse framtiden: «The future doesn't exist». Det er heller snakk om beredskap for det uforutsette, enn å anta at man kan forutse. Scenarier må bidra til refleksjon om hvor vi vil gå fremover, og ikke prøve å faktisk forutse hva som vil skje.

For å tilnærme seg dette i et globalt perspektiv: man har ulike etiske og konseptuelle forutsetninger globalt, som må tas hensyn til. Det finnes ulike måter å se løsninger (og problemer), som krever en tilpasning av RRI til lokale forhold, slik at det blir mulig å forvalte det.

Man må heller ikke tilnærme seg dette som om forskningen står «utenfor» samfunnet. Det presenteres et gap mellom forskning, innovasjon og samfunn i scenariet. Dette gjelder for hele CIMULACT-prosjektet: det er behov for refleksivitet over den samfunn/forskning-distinksjonen som gjøres.

4) Hvem bør involveres for å kunne løse disse utfordringene?

Scenariet legger vekt på at lekfolk og relevante institusjoner må trekkes inn, men det er minst like viktig at forskersamfunnet og forsknings- og innovasjonssystemet tar ansvar og er refleksive. Forskere er også samfunnsborgere. Forskere må bli bedre til å forvalte egen kunnskap og dens begrensninger og bedre forstå risiko og usikkerhet – slik kan man bli en «citizen scientist». Det er behov for å designe forskerutdannelsen på en annen måte, som utfordrer deres kompetanse og kunnskap kontinuerlig. Forskerne må problematisere sin egen (kunnskaps)makt – en forutsetning for dette er at forskere blir bedre på å reflektere over det de ikke vet.

Det holder ikke å trekke inn flere enn «the usual suspects». Det må være transparens i hvordan og hvorfor utlysninger om teknologivurdering blir besluttet. Hvem sitter og plukker

ut eksperter? Hvilken kompetanse har de og hvilken forståelse har de av utlysningen?
Hvilken rolle har industrien?

5) Hva bør hovedmålene være?

Et hovedmål må være å skape endringer i forsknings- og innovasjonsstrukturen selv. Insentivsystemet og måleprinsippene må endres for at dette skal føre til reelle endringer, og kvalitets- og kulturbegrepet er sentrale i denne sammenhengen. De spesifikke økonomiske kårerne forskere må arbeide under, hva institusjonene blir målt på, må endres for at dette skal få «impacts». Hvis man fortsetter med samme måle- og konkurranseprinsipper som før, vil ingenting endres. Det er behov for noe som forplikter institusjoner og legger press på dem, «stakes», for å endre kriteriene for hva det vil si å forholde seg til ansvarlig teknologiutvikling.

Folkeopplysningsaspektet bør være et eget mål. Hindringene for bærekraft er ikke tydelige nok for befolkningen. Det behov for å informere om samfunnskonsekvensene til de som må ta stilling til disse utfordringene. Bærekraft vil også involvere ubehagelige avgjørelser – det er behov for å synliggjøre disse konsekvensene, og hva grepen vil ha å si for folk.

Et annet mål er å adressere naturen i seg selv, som en «silent stakeholder», uten en menneskelig agenda eller som ressurs. Hvem er dens talerør i en slik prosess? Naturen må adresseres som aktør, og naturens egenverdi må få plass, som en eksistensiell og etisk ramme.

Research programme scenario 5: 9d: Forskning for samfunnet

1) Hvilke utfordringer adresserer dette forskningsscenariet?

Demokratisering av forskning

- Hvem og hvordan skal man bestemme hvor mye demokrati det skal være med i en forskningsprosess?
- Dersom forskningen skal måles, hvilke kriterier skal da legges til grunn og hvilke indikatorer skal med?
- Hva kan borgere bidra med inn i forskning?
- Hvordan skal man øke borgermedvirkning?
- Hvem skal betale for det?
- Kan man dokumentere at man får endringer?

Populærvitenskapelig integrasjon

- Tydeliggjøre forskningens rolle i samfunnet, den ikke nødvendigvis er lik de andre institusjonene.
- Det er viktig å skille forskningens politiske og faglige rolle. Det er forskjell på hvorfor man bruker penger på det og hvem som får penger til å forske på det.

Forskningens legitimitet

- Forskningens langsiktige konsekvenser, vi trenger et kost/nytte perspektiv
- Økonomiske hensyn er underkommunisert i scenariet, det er for mye fokus på offentlig finansiert forskning. For å skape en bredere legitimitet er det viktig å trekke inn økonomiske hensyn og vise hvordan kommersialiseringen spiller inn.

2) Hvor viktig er det å adressere disse utfordringene? Hvorfor?

Forskningen skal komme samfunnet til gode

Forskningsrelevans

- Det er viktig for å videreutvikle forskningens relevans. Ofte settes prosjekter i gang hvor kun forskeren vet dens relevans.
- Av ulike årsaker så er det et ekstra stort behov for å tenke nytt rundt forskningens relevans. Større behov for forskning som er spot on.

Offentlig vs. Markedsstyrt

- Forskning som er offentlig finansiert skal ikke styres av markedskreftene/kommersielle interesser.
- Det er viktig å sikre brede perspektiver inn i forskningen slik at det ikke bare er noen sterke krefter som styrer.

Publikums tilgang

- Open access og open science gjør det relevant.

3) Hvordan bør man tilnærme seg disse utfordringene?

Kvalitativt

Sikre forskningens relevans.

- Ha kontakt med grasrotgrupper
- Søke mer forskningskontakt med ulike lokalsamfunn (ikke bare geografisk, men også forskningssamfunn).
- Nedenfra og opp perspektiv

Forsknings spørsmål omdefinert

- Hvordan kan man involvere borgere mer aktivt i forskningen for å sikre dens relevans også for dem?
- Hvilke handlinger vil man at forskningen skal lede til og hvordan kan dette best kommuniseres.
- Hvilke kriterier bør være med i offentlig finansiert prosjekter for å sikre et mer bærekraftig samfunn (institusjonelt, miljømessig, sosialt og økonomisk).

Det er viktigere å sette av penger til gjennomføring og læring, og ikke bruker mer penger og tid på å utvikle flere ulike verktøy for deltakelse i evaluering.

4) Hvem bør involveres for å kunne løse disse utfordringene?

Skole og utdanningsinstitusjoner

Det bør etableres et tettere samarbeid mellom det offentlige og næringslivet, samt innbyggere. Bedrifter må inkluderes som brukere i disse prosessene.

Privat finansiert forskning har også muligheter til å gi tilbake/skape ny kunnskap.

Skape mangfold i hvem som skal involveres, metodisk og i forsknings- og innovasjonsaktiviteter.

5) Hva bør hovedmålene være?

Gi plass til medvirkning:

- X prosent av all finansiert forskning skal være basert på borgermedvirkning.
- Sette av plass i utdanningsløp, sette av plass i budsjetter for ulike former av medvirkning.

Opplæring

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

- Opplæring av forskere i forskningskommunikasjon. Har rutiner for å vurdere relevans av sin egen forskning både for brukergrupper og for samfunnet generelt.
- Livslanglæring.
- Tverrfaglighet

Sikre forskningens relevans

- Potensiale med å bidra til meningsfylt forskning på nye måter, ligger i å kontakte grasrota.
- Nedenfra og opp perspektiver inn i forskningsinstitusjoner

Arrangementer og møteplasser

- Involvering og dialog



Report on the research and policy consultation in Poland



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1: Concept for the consultation in Poland

The face-to-face national workshop in Poland aimed at enriching research programme scenarios was organized on 7th October 2016 in Radom. It was a single event that gathered 39 citizens. Our target group was citizens. We decided to focus on citizens having in mind the attitude of the group participating in NCV in 2015 and their interest in further inclusion in work within the project. Furthermore, after NCV in Poland in 2015, we got feedback from some participants that the younger generation should have been more represented at the workshop (even though we invited citizens representing different age groups and in spite of the fact that formally almost half of them belonged to the two youngest groups).

We knew it was a challenge to make a larger number of young people to come to the face-to-face workshop. Thus, we started the recruitment back in June. At first, we contacted citizens (different age groups) who participated in NCV in 2015. Furthermore, we started the campaign to attract new citizens, especially young ones to participate in face-to-face consultations. Thus, among others, we disseminated information via e-mails, the Institute's website, Facebook, we contacted numerous Polish secondary and higher schools, and we also used the snowball method.

We recruited 65 participants, of which we selected 40 to participate in the workshop. The list of 40 people was changing to the last day before the workshop, and we had many changes in the very last moment. Finally 39 citizens participated in the workshop, which included 19 citizens from NCV in 2015 and 20 new participants. In total 19 young participants (18-30 years old) were involved.

We decided to use method 1 with some slight changes. Firstly, because we wanted to have some interactions among participants, we introduced an icebreaking activity aimed

at getting to know what group was gathered at the meeting. Moreover, we gave more time to people presenting the enriched research programme scenarios to give all the participants more information about the scenarios.

In general again, the face-to-face workshop in Poland was an inspiring, pleasant, and fruitful experience for both the citizens and the organisers.

2: Programme for the consultation

9:00	Reception
9:30	Welcome and introduction
10:00	Icebreaking, Presentation of scenarios, organization of tables
10:40	Group work A - challenges
11:40	Group photo
11:50	Lunch
12:20	Group work B – scope, expected impact
14:20	Break
14:35	Presentation of results, prioritisation of scenarios
15:15	Evaluation questionnaires, certificates
15:30	Finishing the meeting

3: Selected research programme scenarios

1b: Balanced work-life model.

4b: Access to equal and holistic health services and resources for all citizens.

4c: Finding a balance in a fast-paced life.

5a: Good food research.

7a: Educational ecosystem as a driver of social innovation and local development.

7b: Rethinking (the new) “job market needs”.

7c: Design literacy and life skills for all.

7d: SWOT (Strengths, Weaknesses, Opportunities, Threats). Technological empowerment.

10a: Freedom to choose where we live.

The nine scenarios were selected taking into account similarities of topics of visions created at National Citizen Vision Workshop in Poland in December 2015 and research programme scenarios. Other important elements comprised: the socio-economic situation in Poland, currently the most burning issues for the Polish society.

The face-to-face national workshop in Poland organized on 7th October 2016 began with selected 9 research programme scenarios being briefly presented (PowerPoint presentation). Citizens were asked to initially select two the most interesting scenarios and to write down their choices in their notes. Next, about 10 minutes were devoted to individual readings of the posters presenting 9 scenarios. After this stage, the titles of the scenarios were read aloud by the facilitator one after another, and citizens were asked to raise their hands to communicate which scenario they found most interesting. Because two scenarios got the smallest interest, the decision was made at this stage not to proceed with them. Next, all citizens were asked to stand next to posters presenting the remaining 7 scenarios. Participants who chose scenarios of the smallest interest for the whole group were asked about their second choice of the most interesting scenario and asked to stand next to the poster presenting the scenario of their second choice. Next, the number of citizens who chose each of 5 scenarios was counted. The largest number of participants was interested in one scenario. They were asked to consider a selection of another scenario and some of them changed their choice. Finally, 5 scenarios were selected for further work and 5 groups of citizens, and each group consisted of 6 to 10 people.

The selected scenarios:

1b: Balanced work-life model.

4c: Finding a balance in a fast-paced life.

5a: Good food research.

7c: Design literacy and life skills for all.

7d: SWOT (Strengths, Weaknesses, Opportunities, Threats). Technological empowerment.

4: Poland: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

The total number of votes: 2 votes x 39 participants = 78

Research programme scenarios in prioritized order:

1b: Balanced work-life model (20)

7d: SWOT (Strengths, Weaknesses, Opportunities, Threats). Technological empowerment (19)

5a: Good food research (15)

7c: Design literacy and life skills for all (13)

4c: Finding a balance in a fast-paced life (11)

Research programme scenario 1

1b: Balanced work-life model (20)

1) What challenge(s) does this research scenario address?

- Change of the education system suited to the job market (qualifications, skills)
 - a) Change of the education system
 - b) Adaptation to the job market
- Change of the labour policy system (flexibility)
 - a) Salary paid on time
 - b) Motivation system
 - c) Bonuses
 - d) Working hours agreed with employees
- Wages adequate to market conditions
 - a) Advantage taken of the employee by the employer (+mobbing)
 - b) Working in several places
 - c) Valuation of housewives' work
- Employee's personal development (time and money to pursue hobbies)
 - a) Employee training
 - b) Too little time for private life
- Pro-family policies
 - a) Employer's attitude to women returning to the job market
 - b) Employer's care of mothers returning after maternity leaves
 - c) A balanced arrangement between grandmother - parents – grandchildren

- A psychological shift, improved motivation to developing and being creative (awareness of and respect for your own value)
 - a) Praising, not criticising employees
 - b) The ability to save and invest
 - c) Money should work for people, not the other way round.

2) Is it important from your point of view to address this challenge? Why?

Challenge: Change of the education system suited to the job market (qualifications, skills)

- A first step to assuring a sustainable model
- A better quality education will provide a better start in life

Challenge: Change of the labour policy system (flexibility)

- It's impossible to introduce flexible working hours to all jobs and professions
- Inflated standards and use of robots.

Challenge: Wages adequate to market conditions

- Systemic payroll solutions
- Employer's solvency

Challenge: Employee's personal development (time and money to pursue hobbies)

- Healthy interpersonal relations
- It's important to employees' mental health

Challenge: Pro-family policies

- It's important because of the ageing society

Challenge: A psychological shift, improved motivation to developing and being creative (awareness of and respect for your own value)

- Assuring financial and emotional stability.

3) How could it be approached?

- Reform of the education system
- Surveys of various social groups (entrepreneurs, students, teachers)
- Comparative analysis in other countries
- Research into costs of living of an individual/ employee and of a family
- Research into basic living standards
- Research into valuation of housewives' remuneration
- Research to confirm working in several positions is counter-effective
- What to do to make employees treat their work as a hobby
- Atmosphere at work
- Wages adequate to qualifications
- Reliefs/ support for entrepreneurs re-employing women after maternity leaves
- Financial support for grandparents who retire early to look after their grandchildren
- Comparative analysis of creative thinking and self-confidence courses run from a very early age in Scandinavian countries

4) Who should be involved in solving the problem?

- Entrepreneurs
- MSZW Ministry of National Education,
- MNiSW Ministry of Science and Higher Education
- Teachers
- Students
- Parents
- Trade unions
- Government
- Feminist organisations
- Enterprises
- Housewives
- Women returning to the job market 40+
- Children
- Youth
- Healthcare system
- Church

5) What should be the main goals/impacts of the research activity?

- An employee having skills and qualifications suited to requirements of the job market (as expected by the employer).
- Mutual respect of the employer (for the employee's requirements, flexible working hours, a motivation system) – employee (committed to their duties and their fulfilment)
- Minimum wages sufficient for decent living, valuation and payment of wages to housewives (lower unemployment)
- Opportunities, time, will and means to pursue passions, hobbies (employee development)
- A balanced family life (three-generational model), grandparents helping to raise and look after their grandchildren as parents pursue their professional aspirations (pension subsidies, early retirement to look after grandchildren)
- Courses to build good self-assessment, fulfilment and mental comfort as early as in children.

Examples

COOL Employee

An employee suited to the job market, with adequate skills and qualifications

ATTABOY, ATTAGIRL

Satisfaction of employees and employers, mutual respect translating into better cooperation and business profits

\$

Lower unemployment, wages enough for decent living, wages for housewives

HARMONY

Money, likes. Possibility of pursuing passions and hobbies, personal development.

THREE-GENERATIONAL FAMILY

A balanced family model, organisation of a third-age team

AN APPRECIATED SOCIAL LINK

Adaptation of the American model – satisfaction with life and mental comfort

Research programme scenario 2

7d: SWOT (Strengths, Weaknesses, Opportunities, Threats). Technological empowerment (19)

1) What challenge(s) does this research scenario address?

- The problem in social relations. The role of education in maintaining and developing social relations. Technologies supporting the creation of these relations.
- Equal access to technologies in education.
- The need of an individual approach to students. The recognition of strong sides of each student and the use of technologies in the development of students.
- The development of new / creative ways / learning methods (maths, music, art and other topics).
- The achievement of equilibrium through the use of new technologies. Neutralisation of the mind-numbing impact of selected technologies.

2) Is it important from your point of view to address this challenge? Why?

Challenge: The problem in social relations. The role of education in maintaining and developing social relations. Technologies supporting the creation of these relations.

- The necessity of building long distant relations with the use of technologies that are educational and developing.
- The problem with direct contacts between people (face-to-face).
- The fact that technologies – instead of giving time for maintaining relations between people – enable one to do additional portions of work.

Challenge: Equal access to technologies in education.

- The necessity of having equal opportunities on the labour market.

Challenge: The need of an individual approach to students. The recognition of the strong aspects of each student and the use of technologies in the development of students.

- The possibility to pick talented people from the crowd.

- The possibility for more effective work on the weak sides of a student => "less frustration, more satisfaction" => social benefit.

Challenge: The development of new / creative ways / learning methods (maths, music, art, and other topics).

- Enable one to discover world in another way.
- Encourage one to learn.
- Enable one to discover competences of students.
- Enable choice between learning methods, which are preferred by a student and a teacher.

Challenge: The achievement of the equilibrium through the use of new technologies. Neutralisation of mind-numbing impact of selected technologies.

- The fact that technologies are time-consumers.
- The fact that many people are addicted to technologies.
- The necessity of confirming knowledge from the Internet, because its authenticity cannot be 100%.
- The necessity of dividing time for searching the Internet and other activities ("common sense").

3) How could it be approached?

- Comparative analysis on "face-to face" and virtual communications. Understanding the results coming from these differences.
- The development of technologies for virtual communication in order to move it closer to "face-to face" communication (a source of emotions, gestures, etc.).
- Needs diagnosis in the area of technological support of education. The recognition of needs and qualifications of students and teachers.
- The development of genetics and neuroradiology for diagnosing strong and weak sides of students.
- Research on the effectiveness and adjustment of new technologies in education in different age groups and thematic groups. The development of cognitive science.
- Research on the trust of students to various sources of information. Research on the negative effects of the development / the use of new digital technologies.

4) Who should be involved in solving the problem?

- Sociologists.
- Psychologists.
- Scientists.
- Telecommunication companies.
- Rescue services.
- Teachers.
- Each citizen using technologies.
- Doctors.
- Scientists.
- Pedagogues.
- Engineers.

- Politicians.
- Lawyers.
- Pupils.
- Students.
- Parents.
- Guardians.
- Children and young people.

5) What should be the main goals/impacts of the research activity?

Examples

Comparative analysis on “face-to-face” and virtual communications

The increase in the awareness that “face-to-face” communication cannot be replaced with virtual communication.

The development of technologies for virtual communication in order to move it closer to “face-to face” communication

Quick and global communication

Needs diagnosis in the area of technological support of education

Equal start for children and youth. The decrease of the level of seniors' exclusion.

The development of genetics and neuroradiology for diagnosing strong and weak sides of students

Better use of students' potential.

Risk: Segregation of people based on the diagnosis.

Research on the effectiveness and adjustment of new technologies in education in different age groups and thematic groups

Better educated young people and better competences in the use of new technologies by elderly people.

Research on the trust of students to various sources of information. Research on the negative effects of the development / the use of new digital technologies

The increase in competences in critical thinking and willingness to get knowledge.

Research programme scenario 3

5a: Good food research (15)

1) What challenge(s) does this research scenario address?

- Expand food control.
- True ingredients of food.
- Local, fresh and organic food products.
- Improved conditions of food manufacturing.
- Information campaigns about healthy food.
- Incentives for food manufacturers.

2) Is it important from your point of view to address this challenge? Why?

Challenge: Expand food control.

- Hazards of consuming modified food – awareness and identification

Challenge: True ingredients of food.

- Making consumers aware of ingredients in products they eat

Challenge: Local, fresh and organic food products.

- Easy access, better quality, organic production

Challenge: Improved conditions of food manufacturing.

- Better quality of products is related to public health

Challenge: Information campaigns about healthy food.

- Education and its benefits to change bad habits

Challenge: Incentives for food manufacturers.

- Finding customers, increased motivation for manufacturers

3) How could it be approached?

- Advertising campaigns, restrictive adherence to label descriptions, serious penalties for violations of these rules, comparative research into specific consumer groups: 1 group – consumers of fast food, 2 group – consumers of healthy food.
- System of education on healthy diet (from kindergarten on)
- Easily accessible, free preventive (simulation, visualisation) testing to show impact of unhealthy food on your body.
- Friendly conditions and motivation for local (small) manufacturers to make healthy food and sell it locally through subsidies and development of small, local associations of passionate farmers.

- Systematic and continuing testing of plants and animals used to manufacture food (appropriate conditions for own cultivation and breeding). Restrictive adherence to food production standards.
- Introduction of game-based education systems starting in the kindergarten.
- Cut intermediaries out of the way from manufacture to sales, direct relations of farmers and consumers.

4) Who should be involved in solving the problem?

- Agriculture Ministry
- Consumer organisations
- Media
- Citizens
- Health Ministry
- Foundations
- Local authorities
- Finance Ministry
- Farmers, manufacturers
- Sanitary and Epidemiological Authority
- Veterinary inspectors
- Researchers
- Education Ministry
- Foundations
- Non-government organisations

5) What should be the main goals/impacts of the research activity?

- Substantial reduction in diseases of affluence
 - a) Extended life of citizens
 - b) "Happy citizens"
- Vanishing demand for modified food
 - a) Ecological environment
 - b) Enhanced sensitivity of the relation between man and nature
- Improved relation between the city and the country
- Greater innovation of the agricultural sector
- Considerably improved quality of food and the consequent improvement in quality of life
- Better, faster access to fresh, organic food,
 - a) Cheaper, healthier food

Examples

An advertising campaign

The campaign will promote healthy nutrition, especially among children and young people, by introducing health-supporting dietary habits. Advertising materials are

prepared in cooperation with medical doctors, dieticians and psychologists. Advertising leaflets and posters are distributed to schools.

Mobile advertising (BUS) connected with tasting

Mobile publicity promoting positive models to raise awareness of healthy nutrition and distribution of free samples of healthy, 100% vegetable products and dishes.

Education of children by creating innovative games on environment-friendly subject matter

Use electronic entertainment and virtual reality for children to absorb principles of healthy nutrition for good.

Introduction of healthy food curricula (subject) to schools

An educational campaign conducted for years to introduce the subject of 'healthy nutrition' to schools, among other actions. Such a subject would be designed to prevent obesity among children and raise awareness of unhealthy diets (e.g. fast foods) and a range of dangerous diseases.

Creation and propagation of an innovative mobile phone application

Phone applications as sets of information about the healthy lifestyle, including healthy, diverse diet using only fully nutritious food.

Health workshops and picnics for primary and middle school pupils

Cooking and sport contests are held, surveys on healthy eating and testing of e.g. sugar or cholesterol blood levels, body weight, are carried out at the picnics.

Research programme scenario 4

7c: Design literacy and life skills for all (13)

1) What challenge(s) does this research scenario address?

- Necessity of systemic changes in education (institutionalised resistance to changes)
- Necessity of financial spending
- Motivation of teachers/ trainers
- Lack of staff with current qualifications
- Lack of understanding by the environment (parents, society, job market, no cooperation)
- Risk of elite creative education.

2) Is it important from your point of view to address this challenge? Why?

Challenge: Necessity of systemic changes in education (institutionalised resistance to changes)

- If the decision is not made, this will continue as an incidental activity.

Challenge: Necessity of financial spending

- Every big change requires financing

Challenge: Motivation of teachers/ trainers

- Teachers are the foundations of education. Lack of their understanding will prevent this change from being introduced

Challenge: Lack of staff with current qualifications

- A long-term process of teacher training is necessary for success.

Challenge: Lack of understanding by the environment (parents, society, job market, no cooperation)

- Lack of support by the environment will restrict implementation of project thinking, release of creativity is conditioned by a supportive environment.

Challenge: Risk of elite creative education.

- Unavailability of centres teaching project thinking to all citizens equally will restrict a universal development of creativity (school institutions with better financing 'manufacture teachers').

3) How could it be approached?

- Pilot, diagnostic studies of the most effective ways of knowledge acquisition
- Analysis of education systems existing in well-developed countries and identification of factors fostering development of innovation
- Identification of good practices in developing creativity
- Research into new methods of developing creativity
- Developing methods of studying diagnostics of talents of students (indicating tools, stages in development of psychological knowledge, evaluation of effectiveness of changes introduced) to be involved in the research
- Design of a target model of creative education
- Evaluation of the implementation process of project thinking at every stage of the process and analysis of impact of changes to teaching on creativity
- Development of a 'Business plan' for such an undertaking
- Research into teachers' motivations and readiness to change their ways of teaching
- Development of creative education programmes
- Social campaigns to raise awareness of benefits from such a solution.

4) Who should be involved in solving the problem?

- MEN (Ministry of National Education),
- MNiSW (Ministry of Science and Higher Education)
- Teachers, school principals

- Researchers (pedagogues, psychologists, culture experts, sociologists, economic analysts)
- Parents
- Specialists in various fields
- Representatives of the labour market
- Students
- Mass media
- Social authorities
- Politicians

5) What should be the main goals/impacts of the research activity?

- Creative citizens (from kindergarten kids to senior citizens) who are open, courageous, full of self-esteem and free from inhibitions
- Capacity for group work and group problem solving
- Improved innovation of the European economy
- The society gets richer by doing jobs in innovative sectors of economy
- The unemployment falls because everyone realises what they are good at, new professions and research centres emerge
- The society is happy because people are fulfilled at work, mentally healthy, and less frustrated.

Examples

Creative people (from kindergarten kids to senior citizens)

Greater self-esteem, successful path of educational development, more willingness to acquire knowledge and to develop

Cooperation in a group

Group problem solving

Innovative economy

Europe becoming the most innovative region in the world.

The society gets richer

The society gets richer, higher economic development.

Lower unemployment

Creation of new jobs. New professions, research centres, institutions, development of businesses

A happy society

A happy society – self-fulfilled at work they like. Reduced frustration in society. Improved mental health

Research programme scenario 5

4c: Finding a balance in a fast-paced life (11)

1) What challenge(s) does this research scenario address?

- The challenge is to find an alternative to virtual life.
- Creation of opportunities for relaxing at work.
- 'Golden handcuffs' – an employee's whole life organised by an employer.
- Lack of real bonds. The challenge is to maintain e.g. neighbourhood bonds (particularly important in small communities).
- Diseases of affluence: depression, stress, isolation.
- Rat race as a threat to harmonious functioning of an organisation.

2) Is it important from your point of view to address this challenge? Why?

Challenge: The challenge is to find an alternative to virtual life.

- Virtual life may lead to:
 - a) Loneliness in real life
 - b) Addiction
 - It loosens social and interpersonal bonds.
- Challenge: Creation of opportunities for relaxing at work.

- Relaxing at work is important because:
 - a) It improves work satisfaction
 - b) It improves quality of work
 - c) It helps to strengthen interpersonal contacts
 - d) It helps to forget about your duties
 - e) It allows for distancing yourself
 - f) It supports generation of new ideas concerning the work you do

Challenge: 'Golden handcuffs' – an employee's whole life organised by an employer.

- 'Golden handcuffs' give rise to:
 - a) Limited self-fulfilment,
 - b) Lack of independence in your own life,
 - c) Employee manipulation (an employee is bound to meet certain conditions).

Challenge: Lack of real bonds.

- The challenge is to maintain e.g. neighbourhood bonds (particularly important in small communities).

Challenge: Diseases of affluence: depression, stress, isolation.

- Diseases of affluence:
 - a)Mental health affects both our work and our family life,
 - b)They increase absence at work,
 - c)They increase medical spending, expenditure of the state budget.

Challenge: Rat race as a threat to harmonious functioning of an organisation.

- Rat race:
 - a)Destroys the team and atmosphere at work,
 - b)Has a destructive impact on individuals and organisations, although some organisations find this desirable.

3) How could it be approached?

- Diagnosis of the virtualisation, its advantages and disadvantages with regard to: diverse age categories, professions, places of residence, etc., as well as cultural differences.
- Exploring what attracts people to the Internet.
- Analysis and indication of ways to enjoy an attractive real life that could be an alternative to the virtual world.
- Development and application of methods of measuring work effectiveness and indication of optimum working hours.
- Creation of a system to check predispositions and interests (what an average person would like to do in general) and then providing opportunities for realising them (an experiment – working in your dream workplace for a few days).
- Examining what people do in their free time and promotion of desirable ways of spending your leisure.
- Exploring impact of our lifestyle (both private and at work) on development of diseases of affluence.
- Researching the rat race – how desirable or adverse a phenomenon it is from the viewpoint of both employers and employees.

4) Who should be involved in solving the problem?

- Non-government organisations,
- Children, young people and students
- Employees
- Employers and their associations
- Trade unions
- Denominational and religious associations

- Local authorities
- Entrepreneurs and service providers
- Pensioners' associations
- Healthcare
- Individual citizens
- Government, politicians, legislators
- Feminist organisations
- Scientists and researchers

5) What should be the main goals/impacts of the research activity?

Examples

Driving force of the innovation economy

Research into work effectiveness indicates the need to reduce workloads. 6h a day 4 days a week is suggested, which will boost development of long-weekend family tourism, among other things.

Experimental work formats

Applied before the first job; referring an employee to an appropriate, short internship (on consultation with a careers adviser) to select an appropriate position.

Holidays for the burnt-out

An employer sends an employee showing symptoms of occupational burnout (after diagnosing needs and abilities) on holiday (to a dream job, where they'll do what they pleas and they've dreamt of, where they can test their abilities).

Virtual tourism for the disabled

Trips in the virtual world (e.g. multimedia presentations about beauty of the world shown to people unable to visit them in person).

Virtual pulse metre

A message appears on screens of multimedia equipment asking to stop watching TV, for instance, and do some exercises even for a few minutes.

Cutting of social costs by reducing diseases of affluence: depression, stress, etc.

More intensive active and healthy lifestyle, more willingness to go to work.

5: Selected research programme scenarios (national language)

1b: Zrównoważony model praca–życie.

4b: Równy dostęp do opieki medycznej oferującej holistyczne podejście do pacjenta.

4c: Znalezienie równowagi w szybko toczącym się życiu.

5a: Badania nad żywnością.

7a: System edukacyjny stymulantem innowacji społecznej i rozwoju regionu.

7b: Przemysłenie (nowych) „potrzeb rynku pracy”.

7c: Myślenie projektowe i rozwój umiejętności dla wszystkich.

7d: Analiza SWOT (słabe i mocne strony, szanse i zagrożenia. Umocnienie technologiczne.

10a: Wolność w wyborze miejsca zamieszkania

Wyboru dziewięciu scenariuszy dokonano przy uwzględnieniu powiązań tematyki wizji opracowanych w trakcie Krajowych Konsultacji Społecznych dla Polski w grudniu 2015 r. oraz scenariuszy badań. Inne istotne czynniki wpływające na wybór stanowią : sytuacja społeczno-ekonomiczna w Polsce oraz aktualnie najbardziej palące kwestie dla polskiego społeczeństwa.

W trakcie spotkania 7 października przedstawiono po krótko w formie prezentacji PowerPoint 9 scenariuszy i poproszono uczestników o wstępne wytypowanie dwóch najbardziej dla nich interesujących i zapisanie w swoich notatkach tych wyborów. Następnie uczestnicy w ciągu 10 minut indywidualnie zapoznali się z plakatami prezentującymi 9 scenariuszy. Po tym etapie zostały kolejno przeczytane tytuły scenariuszy i uczestnicy zostali najpierw poproszeni o podniesienie ręki i poinformowanie w ten sposób, którym scenariuszem są najbardziej zainteresowani. Ponieważ dwa scenariusze wzbudziły najmniejsze zainteresowanie, na tym etapie zrezygnowano z dalszych prac nad nimi. Poproszono, by wszyscy uczestnicy spotkania stanęli przy plakatach prezentujących pozostałe 7 scenariuszy. Osoby, które wybrały scenariusze cieszące się najmniejszym zainteresowaniem w całej grupie zostały zapytane jaki był ich drugi wybór i poproszone o wybranie innego scenariusza. Następnie została przeliczona liczba osób zainteresowanych poszczególnymi scenariuszami. W przypadku jednego scenariusza zgłosiła się największa liczba zainteresowanych i zostali oni poproszeni o rozważenie możliwości wyboru innego scenariusza, z czego część skorzystała. Ostatecznie wybrano 5 scenariuszy do dalszej pracy i 5 grup liczących od 6 do 10 osób każda.

Wybrane scenariusze obejmują:

1b: Zrównoważony model praca–życie.

4c: Znalezienie równowagi w szybko toczącym się życiu.

5a: Badania nad żywnością.

7c: Myślenie projektowe i rozwój umiejętności dla wszystkich.

7d: Analiza SWOT (słabe i mocne strony, szanse i zagrożenia. Umocnienie technologiczne.

6: Poland: The enriched research programme scenarios (national language)

Przegląd priorytetowych scenariuszy badań

Całkowita liczba głosów: 2 głosy x 39 uczestników = 78

Scenariusze badań w kolejności od najbardziej priorytetowych

1b: Zrównoważony model praca–życie (20).

7d: Analiza SWOT (słabe i mocne strony, szanse i zagrożenia. Umocnienie technologiczne (19).

5a: Badania nad żywnością (15).

7c: Myślenie projektowe i rozwój umiejętności dla wszystkich (13).

4c: Znalezienie równowagi w szybko toczącym się życiu (11).

Scenariusz badań 1

1b: Zrównoważony model praca–życie (20)

1) Jakich wyzwań dotyczy kierunek badań z Twojego punktu widzenia?

- Zmiana systemu edukacji dopasowanego do rynku pracy (kwalifikacje, umiejętności)
 - a) zmiana systemu edukacji

- b) dopasowanie do rynku pracy
- Zmiana systemu polityki pracy (elastyczność)
 - a) wynagrodzenie na czas
 - b) system motywacyjny
 - c) premie
 - d) ustalenie z pracownikiem godzin pracy
- Zarobki adekwatne do warunków rynkowych
 - a) wykorzystywanie pracownika przez pracodawcę (+mobbing)
 - b) praca na kilku etatach
 - c) wycena pracy gospodyń domowych
- Rozwój osobisty pracownika (czas i pieniądze na hobby)
 - a) szkolenie pracownika
 - b) za mało czasu na życie prywatne
- Polityka prorodzinna
 - a) podejście pracodawcy do kobiet powracających na rynek pracy
 - b) opieka pracodawcy nad matką powracającą z urlopu macierzyńskiego
 - c) równowaga na linii babcia - rodzice – wnuki
- Zmiana psychologiczna, większa motywacja do rozwoju i bycia kreatywnym (poznanie i szanowanie swojej wartości)
 - a) chwalenie nie krytykowanie pracownika
 - b) umiejętność oszczędzania i inwestowania
 - c) pieniądze powinny pracować dla człowieka a nie odwrotnie.

2) Czy jest ważne z Twojego punktu widzenia, by próbować sobie poradzić z tym wyzwaniem? Dlaczego?

Wyzwanie: zmiana systemu edukacji dopasowanego do rynku pracy (kwalifikacje, umiejętności)

- Pierwszy etap do zapewnienia zrównoważonego modelu
- Wyższa jakość kształcenia da lepszy start w życie

Wyzwanie: zmiana systemu polityki pracy (elastyczność)

- Niemożliwość wprowadzenia elastycznego czasu pracy dla wszystkich zawodów
- Zawyżone normy i robotyzacja

Wyzwanie: zarobki adekwatne do warunków rynkowych

- Systemowe rozwiązania płacowe
 - Wypłacalność pracodawcy
- Wyzwanie: rozwój osobisty pracownika (czas i pieniądze na hobby)

- Zdrowe stosunki międzyludzkie
- Ważne ze względu na zdrowie psychiczne pracowników

Wyzwanie: polityka prorodzinna

- Ważne ze względu na starzejące się społeczeństwo

Wyzwanie: zmiana psychologiczna, większa motywacja do rozwoju i bycia kreatywnym (poznanie i szanowanie swojej wartości)

- Zapewnienie stabilności finansowej i emocjonalnej

3) W jaki sposób można to przeprowadzić?

- Reforma szkolnictwa
- Przeprowadzenie badań wśród różnych grup społecznych (przedsiębiorcy, uczniowie, nauczyciele)
- Analiza porównawcza w innych krajach
- Badanie kosztów utrzymania pojedynczej osoby/pracownika i życia rodziny
- Badanie podstawowego poziomu życia
- Badanie nad wyceną wynagrodzenia gospodyń domowych
- Badanie potwierdzające nieefektywność pracy na kilku etatach
- Co zrobić aby pracownicy traktowali swoją pracę jak hobby
- Atmosfera pracy
- Zarobki adekwatne do kwalifikacji
- Ulgi/ wsparcie dla przedsiębiorców zatrudniających ponownie kobiety po urlopach macierzyńskich
- Wsparcie finansowe dla dziadków, którzy odchodzą na wcześniejszą emeryturę, aby zająć się wnukami
- Analiza porównawcza w krajach skandynawskich w zakresie prowadzenia zajęć od najmłodszych lat z działu kreatywnego myślenia, pewności siebie

4) Kto powinien być zaangażowany w rozwiązanie problemu?

- Przedsiębiorcy
- Ministerstwo Edukacji MSZW,
- MNiSW
- Nauczyciele
- Uczniowie
- Rodzice
- Związki zawodowe
- Rząd
- Organizacje feministyczne
- Przedsiębiorstwa
- Gospodyni domowa
- Kobiety powracające na rynek pracy 40+
- Dzieci
- Młodzież
- System opieki zdrowotnej
- Kościół

5) Jakie powinny być główne cele / wpływ działalności badawczej?

- Pracownik z umiejętnościami, kwalifikacjami, dopasowanymi do potrzeb rynku pracy (zgodnie z oczekiwaniami pracodawcy).

- Wzajemny szacunek pracodawcy (szanujący wymagania pracownika, elastyczny czas pracy, system motywacyjny) – pracownika (z zaangażowaniem podchodzącego do swoich obowiązków i wypełniającego je)
- Zapewnienie minimalnego wynagrodzenia pozwalającego na godne życie, wycena i wypłata wynagrodzeń dla gospodyń domowych (zmniejszenie bezrobocia)
- Możliwości, czas, chęci oraz środki finansowe umożliwiające realizację pasji, hobby (rozwój pracowników)
- Równowaga w życiu rodzinnym (model trzypokoleniowy), dziadkowie, pomagający wychowywać wnuki i opiekujący się nimi podczas spełniania aspiracji zawodowych przez rodziców (dopłaty do emerytur, wcześniejsze emerytury by opiekować się wnukami)
- Zajęcia umożliwiające budowanie już wśród dzieci dobrej samooceny, poczucia spełnienia oraz komfortu psychicznego.

Przykłady wpływu :

COOL Pracownik

Pracownik dostosowany do rynku pracy, posiadający odpowiednie kwalifikacje, umiejętności

BRAWO TY BRAWO JA

Zadowolenie pracownika i pracodawcy, wzajemny szacunek przekładający się na lepszą współpracę i zysk firm

§

Zmniejszenie bezrobocia, wynagrodzenie pozwalające na godne życie, wynagrodzenia dla gospodyń domowych

HARMONIA

Pieniądze, chęci. Możliwość realizacji pasji, hobby, rozwój osobisty.

RODZINA TRZYPOKOLENIOWA

Równowaga w modelu rodzinnym, organizowanie zespołu trzeciego wieku

DOWARTOSCIOWANE OGNIWO SPOŁECZNE

Adaptacja modelu amerykańskiego – zadowolenie z życia i komfort psychiczny

Scenariusz badań 2

7d: Analiza SWOT (słabe i mocne strony, szanse i zagrożenia. Umocnienie technologiczne (19)

1) Jakich wyzwań dotyczy kierunek badań z Twojego punktu widzenia?

- Problem w kontaktach międzyludzkich. Rola edukacji w zachowaniu i rozwoju więzi międzyludzkich. Technologie wspierające budowanie tych więzi.
- Równy dostęp do technologii w edukacji.
- Potrzeba indywidualnego podejścia do ucznia. Umożliwienie rozpoznania mocnych stron każdego ucznia i zastosowanie technologii do ich rozwoju.
- Rozwój nowych, kreatywnych sposobów / metod nauczania (matematyki, muzyki, sztuki i innych tematów).
- Osiągnięcie równowagi przy wykorzystaniu nowych technologii. Neutralizacja ogłupiającego i rozleniwiającego wpływu niektórych technologii.

2) Czy jest ważne z Twojego punktu widzenia, by próbować sobie poradzić z tym wyzwaniem? Dlaczego?

Wyzwanie: Problem w kontaktach międzyludzkich. Rola edukacji w zachowaniu i rozwoju więzi międzyludzkich. Technologie wspierające budowanie tych więzi.

- konieczność budowania więzi na odległość dzięki technologiom, gdyż jest to kształtujące i rozwijające;
- problem ludzi z bezpośrednimi kontaktami między sobą (face to face);
- fakt, iż technologia – zamiast dawać nam czas na kultywowanie relacji z ludźmi – umożliwia wykonanie kolejnej porcji pracy.

Wyzwanie: Równy dostęp do technologii w edukacji.

- konieczność posiadania równych szans na rynku pracy.

Wyzwanie: Potrzeba indywidualnego podejścia do ucznia. Umożliwienie rozpoznania mocnych stron każdego ucznia i zastosowanie technologii do ich rozwoju.

- możliwość wskazywania osób utalentowanych;
- możliwość skuteczniejszej pracy nad słabymi stronami ucznia => „mniej frustracji więcej satysfakcji” => korzyść społeczna.

Wyzwanie: Rozwój nowych, kreatywnych sposobów / metod nauczania (matematyki, muzyki, sztuki i innych tematów).

- pozwalają inaczej odkrywać świat;
- zachęcają do nauki;
- pozwalają na odkrywanie umiejętności uczniów;
- dokonywanie wyboru pomiędzy metodami nauki, które są preferowane przez ucznia i nauczyciela.

Wyzwanie: Osiągnięcie równowagi przy wykorzystaniu nowych technologii. Neutralizacja ogłupiającego i rozleniwiającego wpływu niektórych technologii.

- fakt, iż technologie są „pożeraczami” czasu;
- fakt, iż wiele osób jest uzależnionych od technologii;
- konieczność potwierdzania wiedzy zamieszczonej w Internecie, a nie wiara w jej prawdziwość w 100%;
- konieczność rozgraniczenia czasu poświęcanego na przeglądanie stron w Internecie i inne zajęcia („zdrowy rozsądek”).

3) W jaki sposób można to przeprowadzić?

- Badania porównawcze dotyczące komunikacji „face-to-face” i komunikacji wirtualnej. Zrozumienie przez społeczeństwo skutków wynikających z tych różnic.
- Rozwój technologii komunikacji wirtualnej w celu zbliżenia jej do komunikacji „face-to-face” (przekaz emocji, gestów itp.)
- Diagnoza potrzeb w obszarze technologicznego wsparcia edukacji. Rozpoznawanie potrzeb i kwalifikacji uczniów oraz nauczycieli.
- Rozwój genetyki i neuroradiologii pod kątem diagnozy mocnych i słabych stron uczniów.
- Badania nad skutecznością i dopasowaniem nowych technologii w edukacji w różnych grupach wiekowych i obszarach tematycznych. Rozwój kognitywistyki.
- Badania zaufania uczniów do różnych źródeł informacji. Badanie negatywnych skutków rozwoju / korzystania z nowych technologii cyfrowych.

4) Kto powinien być zaangażowany w rozwiązanie problemu?

- Socjologowie;
- Psychologowie;
- Naukowcy;
- Firmy telekomunikacyjne;
- Służby ratownicze;
- Nauczyciele;
- Każdy obywatel korzystający z technologii.
- Lekarze;
- Pedagodzy;
- Inżynierowie;
- Politycy;
- Prawnicy;
- Uczniowie;
- Studenci
- Rodzice;
- Opiekunowie;
- Dzieci i młodzież.

5) Jakie powinny być główne cele / wpływ działalności badawczej?

Przykłady wpływu

Porównanie komunikacji „face- to-face” z komunikacją wirtualną

Zwiększenie świadomości, że komunikacja wirtualna nie zastępuje komunikacji "face-to-face".

Rozwój komunikacji wirtualnej w celu zbliżenia jej do komunikacji „face-to-face”

Szybka i globalna komunikacja

Diagnoza potrzeb technologicznych w edukacji

Równy start dzieci i młodzieży. Zmniejszenie stopnia wykluczenia seniorów.

Rozwój genetyki i neuroradiologii pod kątem diagnozy mocnych i słabych stron ucznia

Lepsze wykorzystanie potencjału uczniów.

Ryzyko: Segregacja ludzi na podstawie diagnozy.

Badania nad skutecznością nowych technologii w edukacji w różnych grupach wiekowych i obszarach tematycznych

Lepiej wykształceni młodzi ludzie i umiejętność korzystania z nowych technologii przez starsze pokolenia.

Badania zaufania uczniów do różnych źródeł informacji. Badanie negatywnych skutków rozwoju nowych technologii

Wzrost umiejętności krytycznego myślenia i samodzielnego zdobywania wiedzy w społeczeństwie.

Scenariusz badań 3

5a: Badania nad żywnością (15)

1) Jakich wyzwań dotyczy kierunek badań z Twojego punktu widzenia?

- Zwiększenie kontroli żywności.
- Prawdziwość zawartości składu żywności.
- Lokalność, świeżość i ekologia produktów żywnościowych.
- Poprawa warunków produkcji żywności.
- Kampanie informacyjne dotyczące zdrowej żywności.
- Zachęty dla osób produkujących żywność.

2) Czy jest ważne z Twojego punktu widzenia, by próbować sobie poradzić z tym wyzwaniem? Dlaczego?

Wyzwanie: Zwiększenie kontroli żywności.

- zagrożenia płynące z jedzenia żywności modyfikowanej – uświadamianie i identyfikacja

Wyzwanie: Prawdziwość zawartości składu żywności.

- uświadomienie konsumentom zawartości spożywanych produktów
- Wyzwanie: Lokalność, świeżość i ekologia produktów żywnościowych.

- łatwy dostęp, lepsza jakość, ekologiczna produkcja

Wyzwanie: Poprawa warunków produkcji żywności.

- lepsza jakość produktów wiąże się ze zdrowiem społeczeństwa

Wyzwanie: Kampanie informacyjne dotyczące zdrowej żywności.

- edukacja i płynące z niej korzyści tak, aby zmienić złe nawyki

Wyzwanie: Zachęty dla osób produkujących żywność.

- pozyskiwanie klientów, większa motywacja dla producentów

3) W jaki sposób można to przeprowadzić?

- Kampanie reklamowe, restrykcyjne przestrzeganie opisów na etykietach, dotkliwe kary za łamanie tych przepisów, badania porównawcze pomiędzy żywiącymi się grupami ludzi wyszczególnionych grup: 1 grupa – żywiąca się fast foodami, 2 grupa – odżywiająca się zdrowo
- System edukacyjny w zakresie zdrowego żywienia (od przedszkola)
- Łatwo dostępne, bezpłatne badania profilaktyczne (symulacyjne, wizualizacyjne) obrazujących wpływ niezdrowej żywności na pracę organizmu.
- Zapewnienie producentom lokalnym (małym) przyjaznych warunków i motywacji do produkcji zdrowej żywności i lokalnej sprzedaży poprzez dofinansowanie, rozwijanie małych lokalnych zrzeszeń rolników z pasją.
- Prowadzenie systematycznych i ciągłych badań roślin i zwierząt służących do produkcji żywności (własne, odpowiednie warunki hodowli). Restrykcyjne przestrzeganie norm w produkcji żywności.
- Wprowadzenie systemów edukacyjnych od przedszkola poprzez gry i zabawy.
- Redukcja pośredników od produkcji do sprzedaży, umożliwienie bezpośredniej relacji rolnik – konsument.

4) Kto powinien być zaangażowany w rozwiązanie problemu?

- Ministerstwo Rolnictwa
- Organizacje konsumenckie
- Media
- Obywatele
- Ministerstwo Zdrowia
- Fundacje
- Gminy
- Ministerstwo Finansów
- Rolnicy, Producenci
- Sanepid
- Inspektor weterynarii
- Badacze
- Ministerstwo Oświaty
- Fundacje
- Organizacje pozarządowe

5) Jakie powinny być główne cele / wpływ działalności badawczej?

- Istotne ograniczenie chorób cywilizacyjnych
 - a) Wydłużenie życia obywateli'
 - b) „Szczęśliwi obywatele”
- Zanik popytu na żywność modyfikowaną
 - a) Ekologiczne środowisko
 - b) Wzrost wrażliwości w relacji człowiek - natura
- Poprawa jakości relacji miasto – wieś
- Wzrost innowacyjności sektora rolnictwa
- Istotny wzrost jakości żywności, a co za tym idzie poprawa jakości życia
- Lepszy, szybki dostęp do świeżej, ekologicznej żywności,
 - a) Tańsza, zdrowsza żywność

Przykłady wpływu

Kampania reklamowa

Celem kampanii jest promocja zdrowego żywienia, szczególnie wśród dzieci i młodzieży poprzez wprowadzenie prozdrowotnych nawyków żywieniowych. Materiały reklamowe są opracowywane we współpracy z lekarzami, dietetykami i psychologami. Ulotki i plakaty reklamowe są dystrybuowane do szkół.

Reklama mobilna (BUS) połączona z degustacją

Reklama mobilna propagująca pozytywne wzorce służące podnoszeniu świadomości w zakresie zasad zdrowego odżywiania, połączona z dystrybucją darmowych próbek zdrowych produktów i potraw w 100% roślinnych.

Edukacja dzieci poprzez tworzenie innowacyjnych gier o tematyce proekologicznej

Wykorzystanie elektronicznej rozrywki i wirtualnej rzeczywistości do trwałego przyswajania przez dzieci zasad zdrowego odżywiania.

Wprowadzenie do szkoły programów na temat zdrowej żywności (przedmiot)

Wieloletnia akcja edukacyjna prowadzona m.in. poprzez wprowadzenie do szkół przedmiotu „zdrowe żywienie”. Wprowadzenie takiego przedmiotu ma na celu zapobieganie otyłości wśród dzieci oraz uświadomienie niezdrowej diety (np. fast foody) i wielu groźnych chorób.

Tworzenie i propagowanie innowacyjnej aplikacji na telefon

Aplikacje na telefon jako agregaty informacji nt. zdrowego trybu życia, w tym zdrowego, urozmaiconego odżywiania z wykorzystaniem wyłącznie pełnowartościowej żywności.

Warsztaty i pikniki zdrowotne dla uczniów szkół podstawowych i gimnazjalnych

Podczas pikników organizowane są konkursy kulinarne i sportowe, przeprowadzane badania ankietowe dotyczące zdrowego odżywiania, a także badania np. poziomu cukru we krwi, cholesterolu, wagi ciała.

Scenariusz badań 4

7c: Myślenie projektowe i rozwój umiejętności dla wszystkich (13)

1) Jakich wyzwań dotyczy kierunek badań z Twojego punktu widzenia?

- Konieczność zmian systemowych w edukacji (opór instytucjonalny przed zmianami)
- Konieczność poniesienia nakładów finansowych
- Motywacja nauczycieli/szkoleniowców
- Brak aktualnie przygotowanej kadry
- Brak zrozumienia otoczenia (rodziców, społeczeństwa, rynku pracy, brak współpracy)
- Zagrożenie elitaryzacją kształcenia kreatywnego.

2) Czy jest ważne z Twojego punktu widzenia, by próbować sobie poradzić z tym wyzwaniem? Dlaczego?

Wyzwanie: Konieczność zmian systemowych w edukacji (opór instytucjonalny przed zmianami)

- Jeśli nie zapadnie decyzja, będzie to nadal działanie przypadkowe (incydentalne)

Wyzwanie: Konieczność poniesienia nakładów finansowych

- Każda duża zmiana wymaga dofinansowania

Wyzwanie: Motywacja nauczycieli/szkoleniowców

- Nauczyciele są podstawą edukacji. Brak ich zrozumienia wyeliminuje możliwość wprowadzenia tej zmiany

Wyzwanie: Brak aktualnie przygotowanej kadry

- Długofalowy proces kształcenia nauczycieli jest niezbędny do osiągnięcia sukcesu

Wyzwanie: Brak zrozumienia otoczenia (rodziców, społeczeństwa, rynku pracy, brak współpracy)

- Brak wsparcia otoczenia ograniczy wdrażanie myślenia projektowego, uwolnienie kreatywności uwarunkowane jest sprzyjającym otoczeniem

Wyzwanie: Zagrożenie elitaryzacją kształcenia kreatywnego.

- Brak dostępności ośrodków nauczających myślenia projektowego dla wszystkich obywateli w równym stopniu ograniczy powszechny rozwój kreatywności (lepiej dofinansowane instytucje szkolne „produkują nauczycieli”)

3) W jaki sposób można to przeprowadzić?

- Badania pilotażowe, diagnostyczne dot. najefektywniejszych sposobów pozyskiwania wiedzy
- Analiza istniejących systemów edukacji w krajach wysokorozwiniętych oraz identyfikacja czynników wpływających na rozwój innowacyjności
- Identyfikacja dobrych praktyk w rozwijaniu kreatywności

- Badania nad nowymi metodami rozwoju kreatywności
- Opracowanie metodyki badań diagnozowania talentów uczniów (ze wskazaniem narzędzi, etapów rozwoju wiedzy psychologicznej, badania ewaluacyjne skuteczności wprowadzonych zmian) na których badania będą przeprowadzane
- Projektowanie docelowego modelu edukacji kreatywnej
- Ewaluacja procesu wdrażania myślenia projektowego na każdym etapie tego procesu i analiza wpływu zmian w nauczaniu na kreatywność
- Sformułowanie „Biznes planu” takiego przedsięwzięcia
- Badanie motywacji i gotowości nauczycieli do zmiany sposobu nauczania
- Opracowanie programów kreatywnego kształcenia
- Prowadzenie kampanii społecznych uświadamiających obywateli o pozytywach wprowadzania tego rozwiązania.

4) Kto powinien być zaangażowany w rozwiązanie problemu?

- MEN (Ministerstwo Edukacji Narodowej), MNiSW (Ministerstwo Nauki i Szkolnictwa Wyższego)
- Nauczyciele, dyrektorzy szkół
- Badacze (pedagodzy, psychologowie, kulturoznawcy, socjolodzy, analitycy ekonomiczni)
- Rodzice
- Specjaliści z danych dziedzin
- Przedstawiciele rynku pracy
- Uczniowie
- Media
- Autorytety społeczne
- Politycy

5) Jakie powinny być główne cele / wpływ działalności badawczej?

- Kreatywni obywatele (od przedszkola do seniora) otwarci, odważni, bez kompleksów, dowartościowani)
- Umiejętność pracy w grupie i grupowe rozwiązywanie problemów
- Wzrost innowacyjności gospodarki Europy
- Społeczeństwo bogaci się wykonując prace w innowacyjnych sektorach gospodarki
- Spada bezrobocie, bo każdy jest świadomy w czym jest dobry, powstają nowe zawody, centra badawcze
- Społeczeństwo jest szczęśliwe, bo realizuje się w pracy, jest zdrowe psychicznie, mniej sfrustrowane

Przykłady wpływu

Kreatywni od juniora do seniora.

Wyższa samoocena społeczeństwa, udana ścieżka rozwoju edukacyjnego, większa chęć pozyskiwania wiedzy, rozwoju

Współdziałanie w grupie.

Grupowe rozwiązywanie problemów

Innowacyjność gospodarki.

Europa staje się najbardziej innowacyjnym rejonem na świecie.

Bogacące się społeczeństwo

Bogacące się społeczeństwo, zwiększenie rozwoju gospodarczego.

Mniejsze bezrobocie.

Powstawanie nowych miejsc pracy. Nowe zawody, centra badawcze, instytucji, rozwój firm

Szczęśliwe społeczeństwo

Szczęśliwe społeczeństwo – realizujące się w pracy, którą lubi. Zmniejszenie poziomu frustracji wśród społeczeństwa. Wzrost zdrowia psychicznego

Scenariusz badań 5

4c: Znalazienie równowagi w szybko toczącym się życiu (11)

1) Jakich wyzwań dotyczy kierunek badań z Twojego punktu widzenia?

- Wyzwaniem jest znalezienie alternatywy do życia wirtualnego.
- Tworzenie możliwości relaksu w pracy.
- „Złote kajdanki” – organizacja całego życia pracownika przez pracodawcę.
- Brak rzeczywistych więzi. Wyzwaniem jest utrzymanie więzi np. sąsiedzkich (szczególnie istotne w małych społecznościach).
- Choroby cywilizacyjne: depresja, stres, izolacja.
- Wyścig szczurów stanowiący zagrożenie dla harmonijnego funkcjonowania organizacji.

2) Czy jest ważne z Twojego punktu widzenia, by próbować sobie poradzić z tym wyzwaniem? Dlaczego?

Wyzwanie: znalezienie alternatywy do życia wirtualnego

- Wirtualne życie może prowadzić do:
 - a) osamotnienia w życiu rzeczywistym
 - b) uzależnienia

- Osłabia więzi międzyludzkie i społeczne.

Wyzwanie: tworzenie możliwości relaksu w pracy

- Relaks w pracy jest ważny gdyż:

- a) zwiększa satysfakcję z pracy
- b) podnosi jakość pracy
- c) pozwala na zacieśnienie kontaktów międzyludzkich
- d) pozwala na oderwanie się od obowiązków
- e) umożliwia znalezienie dystansu
- f) wpływa na generowanie nowych pomysłów, które dotyczą wykonywanej pracy

Wyzwanie: „złote kajdanki” – organizacja całego życia pracownika przez pracodawcę.

- „Złote kajdanki” wpływają na:
 - a) ograniczenie samorealizacji,
 - b) brak samodzielności w budowaniu własnego życia,
 - c) manipulację pracownikiem (pracownik jest zobowiązany spełniać pewne warunki).

Wyzwanie: brak rzeczywistych więzi.

- Ważne jest utrzymanie więzi np. sąsiedzkich (szczególnie istotne w małych społecznościach).

Wyzwanie: choroby cywilizacyjne: depresja, stres, izolacja.

- Choroby cywilizacyjne:
 - a) zdrowie psychiczne wpływa zarówno na naszą pracę jak i życie rodzinne,
 - b) zwiększają absencję w pracy,
 - c) zwiększają nakłady, wydatki budżetu państwa na leczenie.

Wyzwanie: wyścig szczurów stanowiący zagrożenie dla harmonijnego funkcjonowania organizacji

- Wyścig szczurów:
 - a) niszczy zespół i atmosferę w pracy,
 - b) destrukcyjnie wpływa na jednostkę oraz organizację z zastrzeżeniem, że niektóre organizacje właśnie pożądadają tego zjawiska.

3) W jaki sposób można to przeprowadzić?

- Diagnoza zjawiska wirtualizacji życia pod kątem dobrych i złych stron wirtualizacji z uwzględnieniem: różnych kategorii wiekowych, zawodów, miejsca zamieszkania, in., a także różnic kulturowych.
- Zbadanie, co ludzi przyciąga do Internetu.
- Przeanalizowanie i wskazanie w jaki atrakcyjny sposób można prowadzić życie w rzeczywistym świecie, żeby było to alternatywą dla świata wirtualnego.
- Opracowanie i zastosowanie metod pomiaru efektywności pracy oraz wskazanie optymalnego czasu pracy.
- Stworzenie systemu sprawdzającego predyspozycje, zainteresowania (ogólnie co przeciętny człowiek chciałby robić), a następnie stworzenie możliwości ich realizacji (przeprowadzenie eksperymentu – praca przez kilka dni w wymarzonej miejscy pracy).
- Zbadanie, co ludzie robią w czasie wolnym i promowanie pożądanym form spędzania wolnego czasu.
- Zbadanie jaki wpływ wywiera sposób naszego życia (zarówno życie prywatne jak i zawodowe) na rozwój chorób cywilizacyjnych.

- Zbadanie zjawiska wyścigu szczurów – na ile jest ono pożądanym a na ile negatywnym zjawiskiem zarówno z punktu widzenia pracodawcy jak i pracownika.

4) Kto powinien być zaangażowany w rozwiązanie problemu?

- Organizacje pozarządowe,
- Dzieci, młodzież oraz studenci
- Pracownicy
- Pracodawcy i związki pracodawców
- Związki zawodowe
- Związki wyznaniowe i religijne
- Samorząd terytorialny
- Przedsiębiorcy i usługodawcy
- Koła emerytów i rencistów
- Służba zdrowia
- Obywatele
- Rząd, politycy, ustawodawcy
- Organizacje feministyczne
- Naukowcy i badawcze

5) Jakie powinny być główne cele / wpływ działalności badawczej?

Przykłady wpływu:

Koło zamachowe innowacyjnej gospodarki

Badania efektywności pracy wskazują na potrzebę ograniczenia obciążenia pracą. Proponowany czas pracy: 6h dziennie przez 4 dni w tygodniu, co m.in. pozytywnie wpłynie na rozwój długo-weekendowej turystyki rodzinnej.

Eksperymentalne formy pracy

Stosowane przed pierwszą pracą ; skierowanie pracownika na odpowiedni, niedługi staż (po konsultacjach z doradcą zawodowym) pozwalający na wybór odpowiedniego dla niego stanowiska pracy.

Urlop wypalonych

Pracodawca kieruje pracownika, w momencie wystąpienia u niego oznak wypalenia zawodowego (po diagnozie potrzeb i umiejętności) na urlop (do wymarzonej pracy, gdzie będzie wykonywał to, co chce, o czym marzył i w czym może się sprawdzić).

Wirtualna turystyka dla ludzi niepełnosprawnych

Umożliwienie wycieczek w wirtualnym świecie (np. tworzenie prezentacji multimedialnych ukazujących piękno świata, a następnie prezentowanie ich osobom, które nie mogą fizycznie odwiedzić tych miejsc).

Wirtualny pulsometr

Komunikat pojawiający się na ekranach urzędzeń multimedialnych nawołujący do oderwania się np. od oglądania tv na rzecz ćwiczeń chociaż na parę minut.

Zmniejszenie kosztów społecznych tytułem zmniejszenia chorób cywilizacyjnych: depresji, stresu itp.

Intensyfikacja aktywnego i zdrowego trybu życia, zwiększenie chęci chodzenia do pracy.



Report on the research and policy consultation in Portugal



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1: Concept for the consultation in Portugal

1.1 How many consultations did you organise? Who was/were your target group(s)?

We decided to organise two consultations, targeting two different groups – researchers and citizens – in order to reach different audiences and provide different perspectives.

1.2 When and where did your consultations take place?

The first consultation (researchers) was held on 6th of October 2016 in Almada (a city close to Lisbon), in the Faculty of Sciences and Technology of the New University of Lisbon. The second consultation (citizens) was held two days after, on 8th of October 2016, in Lisbon, in the Hotel Real Palácio.

1.3 Why did you choose this/these target groups(s)?

General aspects of choosing Researchers: we have chosen **Researchers** as one target group because the focus of CIMULACT is definitely part of their inherent interest. Once CIMULACT aims at developing topics for the future research in Europe, researchers are one of the main stakeholders. Therefore, it seemed natural to us to engage them in enriching the research scenarios proposed, making use of their expertise and giving them an opportunity to “have their say”.

Specific aspects of choosing the contacted researchers' group: for the concrete implementation of the **Researchers' Workshop**, we decided to invite participants from an already existing scientific discussion group called LCI - Laboratório de Conhecimento Interdisciplinar (Laboratory of Interdisciplinary Knowledge). Currently comprising 66 participants, the LCI is coordinated by two professors from the Faculty of Sciences and Technology (Prof. Dr. Lia Vasconcelos) and the Faculty of Social and Human Sciences (Prof. Dr. Iva Pires) of the New University of Lisbon. Among other things, the LCI supports continuously three PhD programmes of this university (Environment and Sustainability, Human Ecology and Technology Assessment). This group meets frequently in a community of practice for sharing ideas, critical reflection, debate and exploitation of lines of research, involving researchers, technical experts, former students and invited professors that combine different kinds of expertise and scientific background. Additionally, and in order to cover the topics of all chosen scenarios, we invited some researchers that do not belong to this group, but have specific expertise and interest in the subjects to be approached.

General aspects of choosing Citizens: we have chosen **Citizens** as one target group because they are the ultimate impacted group of research and innovation. We believe it is very important to make them part of the process, continuously if possible, empowering them, collecting their "in the field" experience and engaging them in shaping their own future.

Specific aspects of choosing the contacted citizen's group: for the **Citizens' Workshop** we decided to consult citizens that have been involved in the NCV workshop and mix them with citizens that were "new" to CIMULACT (but have previously showed interest in participating in the project activities). This seems interesting from a working perspective as our "new" participants would bring to this workshop new fresh ideas and our "repeating" participants would guarantee a consistent link to the group that developed the original Portuguese visions. Furthermore, we thought it was important to give NCV citizens the opportunity to continue engaged in the project thus promoting the continuity of the process.

1.4 How did you recruit the participants?

Regarding the recruitment strategy, we decided to conduct the recruitment in a similar way for both groups (citizens and researchers).

In the early phase, still in July (before the vacations period), two emails were sent to all potential participants (of both workshops) inviting them to participate and to fill in a brief online questionnaire in order to register. Then in September, we resumed contacts by telephone calls to confirm their interest and to inform that we would send more information in the next weeks by email (concerning research scenarios, programme of the workshop, venue and how to get there, etc.). In the weeks after this second contact, we rotated between phone calls, to get confirmations, and emails, to send information. A reminder text message was also sent to citizens in the day before their workshop.

However, there was some specificity for each group:

An oral presentation of the project, its objectives, activities and results was made to the **Researchers** (mostly LCI members). This presentation was done in one of the LCI meetings as a first step to approach this group. Afterwards, we continued contacts mainly by emails and telephone calls as described above.

The recruitment of the **Citizens** was done separately for each group: the "repeating" citizens of the NCV and the "new" ones. Different emails were prepared (from the early phase) once the two subgroups obviously had different needs of information. Closer to the event, recruitment was enforced by additional emails and direct telephone calls as described above.

1.5 *How many participants did you recruit, and how many actually showed up at the consultation?*

Researchers' Workshop: we contacted about 70 people, 25 were recruited and 18 participated in the workshop.

Citizens' Workshop: we contacted about 55 people, 30 were recruited and 20 participated in the workshop.

1.6 *If you experienced difficulties with the recruitment process, include a short explanation*

In general, in Portugal a major problem with participation is still the level of commitment of people to participate. It is not the first time we had this experience, nor it will be the last, that people confirm their participation and then do not appear, many times without a notice.

Specifically concerning **Researchers** we foresaw some difficulty in gathering many people in a workshop due to their busy and ever changing agendas. Also, although we postponed our consultations as much as we could, the beginning of October is in general a time of great activity since many people just came back from vacations and it is time to catch up in work. This proved to be true. However, we managed nearly to join the envisaged 20 participants.

1.7 Which method did you use? Why did you choose this particular method?

We used Method 1 for citizens and Method 2 for researchers (designed for stakeholders in general) as these were the methods developed for each target group in the provided toolkit for the second consultation phase.

1.8 Have you done methodological changes?

Preparing the moderators' roadmaps in Portuguese, and during the moderators' training, we came across some ideas for better carrying out the workshops, so we introduced in both methods some changes. Some of these changes were due to the fact that we decided to organise two workshops instead of only one. The main changes were:

- **Method 1 (citizens)**

The 10 chosen scenarios have been sent to the participants about two weeks before the Workshop and presented by the head facilitator in the beginning of the Workshop. So we decided to let the participants vote altogether for the 4 scenarios they thought to be the most relevant and which they wanted to see enriched in this workshop. For this purpose, each participant received 4 votes; we told them that each vote must be placed in a different scenario. After counting the number of votes attributed to each scenario (if two or more scenarios had the same number of votes we would provide a tiebreaker question), the 4 most voted scenarios were distributed by the 4 tables of work and then participants spread among the tables according to their preference.

Regarding the storyboard (used for answering question number five), an adjustment was made in order to change a little the group dynamics and possibly bring more input to the table – instead of one template with six spaces for the narrative of specific actions that exemplify the expected impacts, we distributed two individual templates with one space for each participant.

Since this was the second workshop, and there was the necessity of voting all enriched scenarios (Researchers + Citizens), in the end of the day, after the participants have presented their group work at each table, the moderators also presented the enriched scenarios from the first workshop. This guaranteed that the participants got to know the results of the Researcher's Workshop and enabled them to vote among the whole set of enriched scenarios.

- **Method 2 (researchers)**

In general, this method was shortened in time in order to fit a morning of work, which is the usual workload invested by this group of researchers in their monthly meetings. We also decided to promote just one selection of scenarios to work with and consequently the enrichment of those scenarios (the original method presented the chance of repeating this two steps).

For the selection of the scenarios to be enriched in this workshop the procedure was the same as described above in Method 1: each participant voted for the 4 scenarios they wanted to see enriched in this workshop. After counting the number of votes attributed to each scenario, the 4 most voted were distributed by the 4 tables of work and then participants spread among the tables according to their preference.

The ice-breaker activity was adjusted by us as well. As most participants already knew each other, the ice-breaker was not held merely for a presentational round, but served the purpose of starting the conversation at each table introducing the focus on the future of research and innovation. We decided to reuse the visioning images of the NCV. As nobody of the researchers had participated in the NCV, the images were completely new to them (but as the images show the CIMULACT logo at the back, it was clear that they belong to the projects' working material). Each moderator spread 25 cards on the table and each researcher had to choose an image that illustrated his/her answer to the question: "How do you imagine the future of Science in 2050?". The task was: "present

yourself and explain shortly your vision". From the comments of the participants we concluded that this opening of the group working phase was interesting and a great success.

As this was the first of our two workshops we did not include the prioritisation of the enriched scenarios in the end, because the participants should vote the whole set of enriched scenarios (Researchers + Citizens). Therefore, in order to provide a vote on all enriched scenarios, after the second workshop, we sent by email the whole set of enriched scenarios to the researchers (i.e. the transcribed results of the researchers AND the citizens) and asked them to indicate the two enriched scenarios each participant found most important and best developed.

2: Programme for the consultation

6th of October of 2016 (Researchers' Workshop)

09h00 – 09h30 Reception and registration (coffee and variety of cakes)
09h30 – 10h00 Welcome, introduction and activities' programme
10h00 – 10h30 Presenting and selecting research scenarios
10h30 – 10h45 Ice breaker
10h45 – 11h45 Group work
11h45 – 11h55 Coffee-break
11h55 – 12h40 Group work
12h40 – 13h00 Presentation of the enriched scenarios
13h00 – 13h15 Delivery of certificates, questionnaires and wrap up
13h30 – Lunch

8th of October of 2016 (Citizens' Workshop)

09h30 – 10h00 Reception and registration (coffee and variety of cakes)

10h00 – 10h30 Welcome, introduction and activities' programme

10h30 – 11h00 Exhibition and selecting research scenarios

11h00 – 12h00 Group work

12h00 – 13h00 Lunch

13h00 – 14h40 Group work

14h40 – 15h00 Coffee-break

15h00 – 15h25 Presentation of enriched scenarios from both consultations and prioritisation

15h25 – 15h45 Delivery of certificates, questionnaires and wrap up *

** This workshop continued until 18h00 due to the enthusiastic participation of citizens*

3: Selected research programme scenarios

3.1 The research scenarios selected for our national workshops

Initially we have chosen 8 research scenarios:

- 1d - Social Economy
- 2b - Community building infrastructures
- 2d - Alternative economic model
- 3c - The transparency toolbox
- 6d - I'm empowered to lead my changes
- 8d - Transforming technologies for planet and people
- 10a - Freedom to choose where we live
- 11a - Learning for society

Since we decided to do two workshops we have chosen two more scenarios, as suggested, in order to increase diversity in the choice of scenarios to work with and thus reduce the probability of participants from both workshops choosing the same scenarios for enrichment. Those scenarios were:

- 5c - Responsible use of land

- 6b - Deconstruction of age

3.2 A brief description of the reasoning behind our choice of research scenarios

Most research scenarios were chosen because they are very closely related to the visions developed in our NCV workshop and, as we wanted to engage again the citizens that participated in it, it was very important for us to work with research scenarios in which they can recognise their own needs and visions.

Other research scenarios were chosen in order to add some diversity to the set of research scenarios presented to participants. For this purpose, we chose that ones that are closely related with current socio-economic issues with major relevance for Portugal, as Portugal is struggling with economic and social problems worsened by the recent economic crisis.

Moreover, these 10 research scenarios were chosen taking into account their interest/relevance for both groups.

3.3 The enriched research scenarios and a brief description of how the final prioritisation exercise was carried out

Considering both workshops, participants chose to enrich 5 research scenarios (some research scenarios were chosen by both groups – see an explanation for that below on page 7). These were:

- 1d - Social Economy (Citizens)
- 2d - Alternative economic model (Researchers)
- 5c - Responsible use of land (Researchers & Citizens)
- 8d - Transforming technologies for planet and people (Researchers & Citizens)
- 11a - Learning for society (Researchers & Citizens)

Since we organised two workshops on two different days, in the first workshop the participants (**researchers**) did not have access to the whole set of enriched research scenarios in order to be able to prioritise them. Thus, researchers were informed that the day after the second workshop (**citizens**) they would receive by email the eight enriched research scenarios (the four they enriched in the first workshop and the four research scenarios that the citizens would enrich in the second one) and that they should vote for the two they thought were best developed and more important (prioritisation exercise).

At the end of the second workshop (**citizens**), we exhibited the four scenarios enriched by citizens on that day and the four scenarios enriched by researchers two days before. First, the scenarios enriched by citizens were presented by the chosen speakers of each table and afterwards, the research scenarios that have been enriched by the researchers were presented by the table moderators of the Researchers' Workshop. Then, two stickers were provided to each participant to vote in the two scenarios they thought were best developed and more important, regardless of who has developed the scenarios (prioritisation exercise).

After both groups have provided their votes, we obtained a prioritised list of the enriched research scenarios.

4: The enriched research programme scenarios

4.1 Overview of the prioritised enriched research programme scenarios

As the whole set of scenarios had to be sent by email to all participants about two weeks before the face-to-face consultations, all participants of both workshops would expect to be able to choose among the ten proposed scenarios. This was the reason why we submitted in the first workshop (researchers) and in the second workshop (citizens) all ten scenarios for voting in the initial phase of the workshops. Thus, in both workshops participants voted out of the whole set of ten scenarios the four scenarios they would want to work with and this is why we have some repeated enriched scenarios.

As a matter of fact, a very interesting thing happened: citizens and researchers almost chose the same scenarios. Three of the chosen scenarios were exactly the same (5c, 8d, 11a) and the fourth scenarios in each workshop are very similar in content, although they are included in different needs (1d, 2d). Below, we present the list of the enriched research scenarios (from both workshops) in prioritised order and in brackets the number of votes each scenario got:

- 8d - Transforming technologies for planet and people (citizens) [16]
- 11a - Learning for society (citizens) [14]
- 2d - Alternative economic model (researchers) [13]
- 5c - Responsible use of land (citizens) [13]
- 5c - Responsible use of land (researchers) [7]
- 1d - Social Economy (citizens) [5]
- 11a - Learning for society (researchers) [4]
- 8d - Transforming technologies for planet and people (researchers) [4]

4.2 The enriched research scenarios: answers to the five mandatory

Researcher's Workshop – 6th of October of 2016

2d - Alternative economic model

1) What challenge(s) does this research scenario address?

The current model is inadequate:

- It promotes social conflict
- It does not respect the (ecological) limits of planet Earth

A new model is necessary that can respond to several current challenges:

- Political/institutional structures have to be amended in order to promote this change
- Social alienation must be fought against, in order to have more active and engaged populations
- Human values must be integrated in political decisions to promote a new sense of community
- The engagement of society must be effective not to incur into decisions based on incomplete information (e.g. Brexit process)

2) Is it important from your point of view to address this challenge? Why?

Reasons:

- Consumerism → asymmetry and quantity
- Indexes of → Subjective happiness

Or /and

→ Well-being

- Planet limits
- Population dynamics

Why:

- Danger of collapse of the current model

Solutions:

- Active participation of society
- Create balance between the dimensions: ME, US and OUR CIRCUMSTANCES

→ Fair balance of the power of each actor

COMPLEMENTARY CHALLENGE: re-evaluation of what WELL-BEING entails

↓

Capacity to adapt of people to a new reality

3) How could it be approached?

- Through models that deal with the complexity of the transition of problems at different geographical scales.
- Through the inventory and analysis of existing alternative models, based on a perspective of "lessons learned".
- Through the identification of barriers to the change of the economic model.
- Through the identification of the system of incentives that supports the current economic model and through research on the needed incentives that would promote a shift to a new economic model.
 - Pay attention to the lack of governance
- Taking into account the three dimensions of the sustainable development ≈ economic, ecological and social.
- Adapting measurement units according to the scale of problems, not only at the information level (raising awareness) but also at the economic and political decision-making level → new metrics → implementation.
- There is a need to evaluate the problems applying the correct scale followed by a decision-making by interdisciplinary teams.

4) Who should be involved in solving the problem?

→ Actors: members of "lab communities".

→ Researchers: researchers that work on the existing experiences and systematisation of tools and their transition to more generalised ones, in order to meet ecological and social challenges.

→ There is a need for an effective connection with the rest of the society (including the centres of power).

Definition of "lab communities": communities that have already tested or can/want to test alternative methods.

5) What should be the main goals/impacts of the research activity?

Objectives/Impacts:

- Identify and categorise the initiatives of the "lab communities".
- Select the most relevant initiatives for replication to a larger scale.
- Understand the **barriers** to the transition to an alternative model, in order to allow carrying out effective changes together with people. This work can help to identify the necessary conditions to promote a transition.



The barriers can be obstacles to changes in scale or to changes in the *status quo*:

- Regarding "scale": it is difficult to upscale certain practices. Another obstacle might lie in the lack/difficulty of using already existing inter-scale networks (e.g. parish councils gather information or engage population and have difficulties to pass on the information to municipalities/state).
- Regarding "status quo": there is a need to overcome the "inertia of a system to change", either at the individual level or at the centres of public decision.

5c - Responsible use of land

1) What challenge(s) does this research scenario address?

This research scenario is focused on the need to tackle the use of land, with special focus on the production from agriculture, forestry and livestock and also on the land management. It addresses the need of a holistic planning of territory, taking into account

the occupation of agricultural land by the cities and the distances that have to be overcome between the sites of production/distribution/consumption. It aims to ensure the sustainable management of soil pollution, different resources and spaces, taking into account the growth of population.

It also addresses the paradigm between agricultural production and energy production (e.g. new dams in agricultural lands), the use of urban land and the management of territorial asymmetries.

The challenge is also related to issues linked to the development of policies and governance.

2) Is it important from your point of view to address this challenge? Why?

The responsible use of land is of current importance in several areas that are interconnected and include, among others, 3 pillars:

Land management: as a way to improve the citizen's quality of life, namely regarding mobility, services and equipment, trade and the development of the local economy;

Food security: ensuring the access and quality of food products, aiming at safeguarding vegetal and animal biodiversity;

Land use governance and policies: responding to the need to overcome the very poor coordination between the political-administrative and the technical-scientific components and the civil society.

3) How could it be approached?

In order to respond to territorial problems and problems related to the quality of people's daily lives, land use needs to be addressed in the long term based on a transdisciplinary, systemic and prospective perspective. The participatory engagement should be encouraged, incorporating a humanistic perspective;

Monitoring and control of all actions is key for the progression of these objectives;

Regarding food safety, a political agenda for research in agronomy should be elaborated, as well as promoting the coordination of production policies at different scales (local, regional and global);

On the other hand, public awareness should be raised towards the benefits of the incentive/support to local economies and the democratisation of biological agriculture;

In the context of climate change, the research related with agricultural food production should be encouraged, focusing specifically on aspects such as salinity, soil fertility and drought;

(Re)thinking the administrative model, reinforcing the academy's position and the transparency of the planning processes.

4) Who should be involved in solving the problem?

The inclusion of agriculture, forestry and livestock producers, because they provide practical knowledge;

NGOs due to their monitoring role regarding the actions taken by other stakeholders;

Pursuing the building of a common vision and due to its diversity, civil society should be consulted in order to integrate a more humanistic component into the processes of spatial planning and management;

Academia, being the centre of the production of technical and scientific knowledge, should (in addition to the research) contribute to the dissemination of data, theories and strategies that could be applied and followed;

Targeting the "formalisation" of the spatial management tools, policy makers should take into account the several interests/parties when they formulate new laws, and they must ensure the implementation of those laws;

Economic agents, taken as a stakeholder group, provide different and specific sectorial visions of the territory and land use.

5) What should be the main goals/impacts of the research activity?

We expect to increase biodiversity applying a responsible land use in combination with:

- the adoption of good practices in the management of contaminants (urban waste);
- the reduction of the use of phytopharmaceuticals in agriculture;
- and, indirectly, the reduction of the ecological footprint, within an economy of low carbon use, namely regarding public transportation, commuting, livestock production and tourism.

We also hope to strengthen the local economy, as well as arise the sense of community, by increasing the consumption of seasonal and local products and reducing the number of intermediaries in the distribution chain.

We hope we can identify/obtain crop varieties which are resistant to drought and salinity, and we hope we can make organic products accessible to all citizens.

Finally, we hope to minimise conflicts regarding land use.

8d - Transforming technologies for planet and people

1) What challenge(s) does this research scenario address?

The challenges are:

- To articulate technological innovation with social innovation (technology is a tool, it is not an end in itself), promoting a balance between society and economy.
- Technological development in line with alternative development strategies: the challenge is to redirect the scientific and technological systems towards the survival of the planet.
- The complexity of the scientific knowledge demands more interdisciplinarity.
- Communication of the scientific and technological outputs.
- Put science and technology at the service of people.

2) Is it important from your point of view to address this challenge? Why?

Yes, because it allows developing strategies and favourable means to achieve the targeted scenarios:

- Rethink society in the light of new tools and new knowledge;
- Enhance and diversify the social, cultural and environmental balances, using alternative strategies, that are inclusive in the ways/habits of "being", "doing" and "living in society";
- Minimise the effects of the human presence in the environmental systems.

3) How could it be approached?

1) WHAT – Promote an "indoors" culture of critical reflection

HOW – Interdisciplinary "Focus Groups" (think the same problem with different perspectives).

2) WHAT – Education and citizenship.

HOW – Programming themes to be worked by schools since kindergarten level, involving parents.

3) WHAT – Communication and use of scientific outputs.

HOW – Identify the target audience; define benefits for the target audience; capture the attention of the target audience; communicate information; motivate and attract for action (e.g. create a sense of “This problem is also mine!!!”); encourage proactivity.

4) WHAT – Disseminate mechanisms of social responsibility and responsible innovation into and within organizations.

HOW – Involve stakeholders in the definition of guidelines for public policies and strengthen the pressure that the NGOs can make by involving the public (public participation).

4) Who should be involved in solving the problem?

The involved actors are the target audience of the challenge.

Participative methods differentiated in accordance with the challenge to be addressed (NOTE: the bullets below are directly related with the bullets referred in the previous question):

1) National and international research centres, associations of scientists and researchers with different scientific backgrounds.

2) Ministry of Education, policy and educational programme makers, editors/writers of school manuals, directors of groups of schools and individual schools, teachers, parents, municipal entities, associations of civic movements, scientists of technology.

3) Common citizens, scientists, science communicators, journalists, local/regional/national entities (e.g. museums of science, science shops), universities (training for communication should be further developed).

4) European Union, state, business and workers' associations, NGOs, scientists, offices of technology assessment.

5) What should be the main goals/impacts of the research activity?

Objectives:

- Greater proximity between the different scientific areas;

- Greater proximity between academia and community;
- Change behaviours.

Indicators:

- Writing and dissemination of guidelines;
- Number of involved stakeholders;
- Writing and dissemination of scientific papers – quantity/quality;
- Writing and dissemination of newspaper articles – quantity/quality;
- Campaigns of audio visual and multimedia communication;
- Organisation and execution of forums for public discussion;
- Indicators of forums for public discussion;
- Creation and grant of quality seals;
- Certification on responsible innovation.

11a - Learning for society

1) *What challenge(s) does this research scenario address?*

The central idea encompasses two elements: the individual person and the society/communities.

On the one hand, it is necessary to move from "I" to "we", building motivation and trust for change.

On the other hand, it is necessary to re-think the community's political integration (participation in the collective framework but also in the global dialogue), reflecting upon the social and economic cohesion in diversity.

2) *Is it important from your point of view to address this challenge? Why?*

- Increasing isolation of the individual vs. increasing importance of the individual
- Communities show symptoms of global problems
- Scission between:
 - Knowledge/political strategy
 - Stakeholder's dialogue
 - Society/economy

- There is an appreciation of the concept of community but there is no recognition of the individual's participation in the collective framework

3) How could it be approached?

- Acknowledging the community's problems and understanding the community/ies culture/s

- Identifying community leaders and promoting their awareness and empowerment, while crucial conditions for this promotion are created; creating processes and mechanisms through the link of the community to the political and economic framework, within the community (e.g. citizens ↔ municipality), etc.; creating tools through education/training, intervening on the one hand in local policy and on the other hand oriented for global citizenship

- Building an open methodological approach, paying attention to the plurality of methods but also to their adaptability, in an interdisciplinary and intercultural context; furthermore there is also a need for paying attention to the deconstruction of concepts and the promotion of equity in the research process

4) Who should be involved in solving the problem?

- Engage actors in (already) focused social communities, especially in the phase where community problems are recognised (preparatory phase of the project) and provide *academia* leadership (*academia* = mediator of the process)

- In a second phase of action, when the project has already been applied, promote the integration of the project in the surrounding community (politicians, citizens, representatives of groups and social movements – NGOs, non-formal groups, trade unions, business associations, etc.)

- On the third level, engage global social actors (European and non-EU actors) to enhance and feed the analysis process

5) What should be the main goals/impacts of the research activity?

It is important to acknowledge that social change requires a time period that exceeds the lifetime of a project.

In the short term, it is important to build a solid yet flexible methodology that allows the reflectivity of the involved elements.

Outputs:

- Capacity building for decision-making
- Behavioural changes
- Knowledge constructed through collective learning
- Number of community own mechanisms/initiatives (visibility of change), number of involved participants
- Monitoring of amendments/changes verified at the institutional level (political and educational programmes, public funding, among others). Control of quality and the fulfillment of ethical requirements in scientific work
- Assessment of community changes

Citizen's Workshop – 8th of October of 2016

1d - Social Economy

1) What challenge(s) does this research scenario address?

From our point of view there are four main dimensions:

1. Definition and understanding of the concept; 2. Resistance to change; 3. Implementation; 4. Final evaluation.

One of the main aspects of reluctance to change can be tackled by mechanisms that promote cooperation.

Regarding the implementation of this research scenario, there is a set of theoretical models. Their acceptance is limited because they may not be adapted to local realities. Therefore, it is important to value the cultural contexts in order to build cooperation platforms. For this purpose there is a need for reformulating social values that allow the inclusion of different age groups and social levels (equality). Some examples of tools can be the "time banks" (time based currency) or the direct exchange of goods and services (sharing economy).

In the end, the challenges for the acceptance (of new models) include necessarily to meet other challenges, e. g. related to inclusion and readiness to participate in the implemented model. The result of an evaluation could lead to possible adjustments of scenarios and in a cycle movement return to the start, re-defining the concept (in case adjustments or corrections are needed).

2) Is it important from your point of view to address this challenge? Why?

Yes, it is important because there is an increasing need for change of the current social model that led to a degradation of social values. The current model is increasingly excluding social groups and decreasing the quality of life in general. Therefore, it is urgent to fight inequalities and correct deficiencies of the system. If this does not happen, the future generations may not forgive their ancestors for the inheritance received.

On the other hand, the importance of the economic and financial dimension in the contemporary society has proved to be inadequate as it promotes the valorisation of quantity rather than quality. This fact found its expression particularly in the existence of

pressure groups in the industry and services and by the manipulation of consumers through advertising.

Therefore, it is urgent to focus on emotional relationships, considering this social economy scenario/line of research and taking into account that the necessary change is possible and will provide a new hope. In the future, this may contribute to increasing happiness.

3) How could it be approached?

Firstly, it can be approached by a comprehensive inventory of what has already been implemented and by promoting further studies (scientific production and manual of good practices).

Afterwards, aspects and actions must be developed that promote, recover and integrate the spirit of community. Specifically (sociocracy), there is a need to implement:

- Training of qualified leaders;
- Curricular training (e.g. subjects that promote the social economy throughout the curricular teaching);
- Specific actions to promote ethics in finance, financial literacy and social literacy.

4) Who should be involved in solving the problem?

To solve the problem many agents with different characteristics and degrees of information may be involved.

In the first line of intervention we find the community leaders, NGOs, leading teachers and local authorities due to their capacity to transform mentalities and implement practices/activities that lead to change.

Secondly, and intrinsically, there are the citizens/families that are seen as part of the solution and have an active role in contributing to resolving practices. Further away, but still with a prominent role in the action, there is the financial sector, again local authorities, and then school, business and political leaders. In a more distant place are, first, the religious entities and regulatory bodies, and secondly schools and artists.

The affected actors are citizens assuming that they are an active part of the solution at the same time they are the ones who most want to change.

5) What should be the main goals/impacts of the research activity?

- Cooperation: it is expected in the future that the several new agents of different sectors work in a network, enhancing the spirit of social economy. Specifically, it is expected (in 5/10 years) that the redistribution of tasks among people bring added value to the community (economically and in terms of time).
- Sociocracy: in a future year (2050) it is expected that people are the decision centre and – based on more supportive actions – can reach a level of greater cohesion and satisfaction (happiness).
- Creation of a participatory platform: in the future it is expected that the identification of good practices and the implementation of new projects allow identifying the communities' needs and the needs of other agents. These operators will work in a network, enhancing largely the feeling of satisfaction.

5c - Responsible use of land

1) What challenge(s) does this research scenario address?

Increasing urbanisation and global demography leads to soil sealing and intensive land use which results in food insecurity. This is influenced by lobbies (agricultural industry and politics – governance) that challenge the implementation of legislation and its support in research (substantiated and applied).

Another basic challenge lies in education and training, integrating all previously mentioned challenges. Some examples of this challenge (education and training):

- Education as an awareness tool.
- Integration of urban gardens and education.
- Discuss the issue in the community.
- Integration of rural and urban ("rurban").
- Better understand the physical and chemical structure of soil.

2) Is it important from your point of view to address this challenge? Why?

Yes, it is important.

- Food sustainability is one of the main pillars of responsible land use which results in promoting food quality and public health.

- Sustainability, soil conservation and biodiversity will result in an improvement of the environment, will help fighting the degradation of the quality of life (increased urbanisation) and will promote the elimination of social injustice, as well as in market/industry.
- Food safety and consumer protection are important for the promotion of happiness. In this context we hope that in the future there will be better public policies, more transparency and better education.

3) How could it be approached?

The necessary measures to contribute to the responsible use of soils, aiming at the promotion of sustainable food production, include raising community awareness through the transparency of information on food products (simple labelling with information about cause-effect relationships of chemicals in soil in the short term) and investing in training fields in science e. g. in the rewording of informative sites related to the quality and composition of soil. The development of RD/I projects is crucial (Research & Development/Innovation), strengthening the existing ones. Focus areas must be: sustainable and alternative food production (e.g. insects) and the responsible use of soil, water and air.

Development of planning policies by and with the support of the affected citizens.

Orientate studies/projects on spatial planning towards ecological functions and structures (reforestation, delineation of more areas of green building).

We emphasise the importance of sharing the acquired knowledge, in a sense of multilateral cooperation between the southern and northern hemispheres in order to protect the biosphere.

4) Who should be involved in solving the problem?

The affected actors are the final consumers, the citizens and the future generations as they are the direct and indirect beneficiaries of responsible land use and its consequences.

Starting with the lowest level of involvement we have again the future generation (intergenerational transmission of knowledge), the citizens and the media (communication and dissemination of information).

On an intermediary level, there should be involved the relevant technicians and professionals such as cooks and chefs, national producers, food safety experts, trainers,

nutritionists, civil society organisations, associations and trade unions, taking into account that these are stakeholders who are involved in the processes and activities of sustainable food.

At a central level we find policy makers and regulatory bodies as they are responsible for decision-making and consequently for setting regulations and laws to apply. Furthermore we find here researchers, taking into account that these are the carriers and transmitters of knowledge and directly involved in responsible land use.

5) What should be the main goals/impacts of the research activity?

The main objectives are:

- Develop specific programmes and projects (of innovation) aiming at entrepreneurship and sustainable food.
- Biosphere protection.

Setting those objectives will have the following impacts on research: production of healthy, safe and sustainable food, minimising environmental impacts on ecosystems.

Setting those objectives will promote the following changes:

- Behavioural changes.
- More communication/dialogue between stakeholders.

8d - Transforming technologies for planet and people

1) What challenge(s) does this research scenario address?

In this scenario, we have identified 4 key challenges:

1. Training and raising awareness as basis for all action, towards a more responsible and conscious use of technology. Using communication technologies for the training and raising awareness.
2. Ethics and accountability as a principle applied to technology that serves and supports people in the creation of a common well-being in harmony with nature.
3. The use of technology, aiming at a sustainable and sustained development of the different needs of the planet and of mankind, with a special focus on energy production and sustainable mobility.

4. The impact assessment of technologies, as well as the evaluation of associated risks.

2) Is it important from your point of view to address this challenge? Why?

These challenges are important to safeguard the continuity of mankind and of the planet Earth in a sustainable way.

1. and 2. Training, raising awareness, ethics and accountability are important because we need more knowledge and consciousness to define strategies and plan actions that will stop the planet's degradation, and promote quality of life (e.g. urban planning, mobility, eating, etc.).

3. The use of technology is important to ensure a more responsible intervention while using the planet's natural resources.

4. The impact assessment allows us at an early stage to learn about the positive and negative impacts, and consequently to adopt minimisation measures or to abandon technological proposals that would prove harmful to people and the environment. This way we would prioritise the interests of mankind and of the planet, rather than economic interests.

3) How could it be approached?

1. Regarding training and raising awareness: create mandatory curricular programmes, that are transversal to any course (from elementary school to higher or professional education and lifelong learning – both formal and informal training) and that address the subjects of technology and a more sustainable use of resources.

Use of media to raise public awareness towards positive practices.

2. Regarding ethics and accountability: establish a legal framework, focused and clear, with policies and guiding principles of practices that are in harmony with nature!

Effective control and monitoring of the promoted practices!

3. Regarding the use of technology: conceive new policies and provide financial resources for the research and development of new technologies that are more environmentally friendly. This is specifically important for activities related to energy production, such as the improvement of the use of wave energy and the transformation, recycling and reuse of materials, such as plastic, metal and electronic equipment, in order to reduce waste!

Urban and rural restructuring as a way to encourage collective mobility providing more comfortable, efficient and ecological public transport (e.g. electric transports).

Tax benefits to those using more renewable energies.

Reducing bureaucracy, speeding up the research and implementation of new initiatives.

4. Regarding impact assessment:

Previous analysis to the implementation of technologies, monitoring during the implementation and impact assessment aiming at the development of new objectives/strategies/planning.

4) Who should be involved in solving the problem?

The actors involved to solve these challenges are (by descending order from the more involved to the less involved): citizens, national and international governing authorities, legislators, judges, companies, NGO's, UN, opinion leaders and social media, teachers and educators, researches and scientific community.

The affected actors are citizens, companies and the environmental ecosystem as a whole.

Citizens and national and international governing authorities are the most important involved actors, because they participate directly and indirectly in the conception and approval of policies. Citizens are also the main affected actors regarding the application of these policies.

Legislators are directly involved in the formulation of laws that underpin decision-making.

Judges are important actors because they ensure that those laws are applied.

Companies are stakeholders because, on the one hand they produce technology serving a sustained development, and on the other hand, they are affected by the policies of reduction and control of the environmental impact.

The NGO's and ENGO's are important to raise awareness of citizens and create political pressure towards important decision-making processes both by national and supranational bodies.

The UN has an important role in ensuring an international alignment.

Opinion leaders and media should be involved because they are vehicles of communication.

Educators are important because they also intervene in processes of raising awareness and training towards this paradigm.

Researches and the scientific community are involved throughout the process because they are interested and active in solving these challenges.

Citizens are affected actors because all policies are conceived for their well-being and safety. Companies, researchers and the scientific community are affected actors as well because policies and decisions might have impact on their actions.

The environmental ecosystem as a whole is affected because the taken actions can promote sustainability in a harmonious way.

5) What should be the main goals/impacts of the research activity?

To improve the quality of life, we take the following measures regarding the environment:

- Reduce waste, recycle and reuse resources. Use technology in agriculture and in air/water (for consumption) quality's monitoring.
- Responsible consumption resulting from reduction (of consumption) and local consumption.
- Use of public transports that are powered by "clean" energies ("clean" energies come from renewable sources: sun, waves and wind).
- Citizens and companies should provide more active intervention in society and in decision making, in harmony with nature.
- Taking us to a greener world, to a richer life and to a healthier eating.
- Creation of ecovillages: cleaner and non-polluted cities that are calmer and less noisy because they are better integrated in the environmental ecosystem, in nature.
- Development of local production and economies, making use of sustainable construction and technologies: the range extends from energy production to sanitary, electrical and shared mobility infrastructures (including public recycling bins).
- Community gardens, application of agriculture management, energetic systems for water heating and air conditioning, lighting of houses, use of renewable energy, adjusting the devices to the most effective sources (sun, wind or other) depending on the location.

11a - Learning for society

1) What challenge(s) does this research scenario address?

The problem can be described in 3 parts:

- a. The need for change in education:
 - Change the way of educating
 - Intergenerational change
 - The need to introduce new models and methods of education
- b. It is necessary to motivate people for the common good because we are too individualist, which exacerbates social problems.
- c. We are immersed in a culture that is not favourable to participation (change mentalities).

2) Is it important from your point of view to address this challenge? Why?

- Nowadays, there is an imbalance concerning the well-being in society which is reflected in various types of crises (religious, economic, psychological).
- Today there is a dominant pattern of success (happiness) that limits the opportunities of personal realisation and prevents the creation of new models.
- We see an increasing environmental and social unsustainability, wherein the alternatives are expensive and/or inaccessible or unknown to citizens.

3) How could it be approached?

The methodologies of research and innovation should focus on research-action. As a part of it, in a previous stage, there should be raising awareness on the identification of errors.

One of the lines of research to favour will be participation and related existing activities (local agenda 21, participatory budget...) and possible "experiments".

The activities will have to be intergenerational, cross-cutting and inclusive, fostering the sharing of knowledge.

4) Who should be involved in solving the problem?

A heterogeneous group of actors must be involved according to the centrality of the problem from its source to its implications, bearing in mind the central role of nature. Namely in the change of education models and patterns: in the front line we have children/pupils/students, teachers, NGO's, parents, scholars, staff. Then, in the second line we find sponsors, politicians, NGO's, companies in the school setting. In a third line are: politicians and police.

As affected actors we have nature, men and women.

5) What should be the main goals/impacts of the research activity?

To achieve a participated, transparent, and quick solution.

To obtain a greater well-being, comfort and flexibility, autonomy and pro-activity while innovating, enhancing skills, strengthening ties, aligning individual well-being and the common good.

To remove the intergenerational barriers, achieving greater mutual understanding, sharing of experiences and demystification of knowledge.

To make the distance between rulers and ruled disappear, and make them stand side by side.

That the recognition of the intrinsic rights of nature and its functioning takes a leading role and gets inspired by social relationships.

To provide community with the ability to achieve a common good, sharing information and resources to produce goods.

To achieve, through technology, a more satisfactory personal management of working time, resulting in a better quality of life.

5: Os cenários de programas de investigação selecionados

5.1 Os cenários de programas investigação selecionados para os workshops nacionais

Inicialmente, escolhemos 8 cenários de investigação:

- 1d – Economia Social
- 2b – Infraestruturas para a construção de comunidades
- 2d – Modelo económico alternativo
- 3c – A caixa de ferramentas para a transparência
- 6d – Estou capacitado para liderar as minhas mudanças
- 8d – Transformar tecnologias para o planeta e para as pessoas
- 10a – Liberdade para escolher onde vivemos
- 11a – Aprendizagem para a sociedade

Uma vez que decidimos realizar dois workshops (cidadãos e investigadores), escolhemos mais dois cenários de modo a aumentar a diversidade no momento da escolha dos cenários com os quais trabalhar e, assim, reduzir a probabilidade dos participantes dos dois workshops escolherem os mesmos cenários de investigação para enriquecer. Estes dois cenários foram:

- 5c – Uso responsável do solo
- 6b – Desconstrução da idade

5.2 Uma breve descrição do raciocínio para a escolha dos cenários de investigação

A maioria dos cenários de investigação foi escolhida por serem aqueles que mais se aproximavam das visões desenvolvidas no workshop nacional realizado na primeira fase de consulta do projeto. Uma vez que queríamos envolver novamente os cidadãos que participaram neste workshop, considerámos importante que pudessem escolher dentre os cenários de investigação que refletissem as necessidades e visões para o futuro que expressaram previamente.

Outros cenários de investigação foram escolhidos para aumentar a diversidade dos temas dos cenários de investigação com os quais os participantes poderiam trabalhar nesta segunda fase de consulta. Neste sentido, identificaram-se os cenários de investigação que abordam questões relevantes para a atual situação socioeconómica em Portugal.

A escolha destes 10 cenários teve também em consideração o interesse/relvância para os dois públicos-alvo destes dois workshops.

5.3 Os cenários de investigação enriquecidos e uma breve descrição sobre o exercício final de priorização

No total dos dois workshops, os participantes escolheram enriquecer 5 cenários de investigação dos 10 apresentados (alguns dos cenários de investigação foram escolhidos por ambos os grupos de participantes – ver explicação abaixo, na página 23). Foram eles:

- 1d – Economia Social
- 2d – Modelo económico alternativo
- 5c – Uso responsável do solo
- 8d – Transformar tecnologias para o planeta e para as pessoas
- 11a – Aprendizagem para a sociedade

Uma vez que organizámos dois workshops em dois dias diferentes, no primeiro workshop os participantes (investigadores) não tinham ainda acesso ao conjunto de todos os cenários de investigação enriquecidos para poderem proceder à priorização no final do seu dia de trabalho. Os investigadores foram então informados que no dia seguinte ao segundo workshop (cidadãos) iriam receber por email os oito cenários de investigação enriquecidos (os quatro enriquecidos por eles no primeiro workshop e os quatro enriquecidos pelos cidadãos no segundo workshop) e que deveriam indicar-nos, individualmente, quais os dois cenários de investigação enriquecidos que consideraram prioritários.

Já no segundo workshop (cidadãos), o exercício de priorização foi desenvolvido presencialmente. No final do dia, exibimos os quatro cenários de investigação enriquecidos nesse dia e os quatro cenários de investigação enriquecidos pelos investigadores dois dias antes. Em primeiro lugar, os cenários de investigação enriquecidos pelos cidadãos foram apresentados pelos oradores selecionados de cada mesa de trabalho e, de seguida, os moderadores das mesas do workshop com os investigadores apresentaram os cenários de investigação desenvolvidos por estes. Feitas as apresentações, foram distribuídos dois autocolantes por cada participante para que

votassem nos dois cenários de investigação enriquecidos que consideram prioritários, independentemente de quem os desenvolveu.

Após reunião das duas votações, obteve-se uma lista da priorização dos cenários enriquecidos.

6: Os cenários de programas de investigação enriquecidos

6.1 Resumo da priorização dos cenários de programas de investigação

Todos os participantes receberam cerca de duas semanas antes dos workshops o conjunto dos 10 cenários de investigação dentre os quais escolheriam no dia do workshop aqueles com os quais queriam trabalhar. Dado que ambos os grupos de participantes esperariam poder escolher deste conjunto, no início de cada workshop os participantes votaram sobre os mesmos 10 cenários de investigação, escolhendo os quatro cenários de investigação sobre os quais tinham maior interesse em desenvolver. Esta é a razão pela qual existem cenários de investigação repetidos.

De facto, algo muito interessante aconteceu: os cidadãos e os investigadores escolheram praticamente os mesmos cenários de investigação para enriquecer. Três dos cenários escolhidos são exatamente os mesmos (5c, 8d e 11a) e os outros quatro cenários são muito semelhantes em conteúdo apesar de estarem enquadrados em duas necessidades sociais distintas (1d e 2d). Em baixo, apresentamos a lista dos cenários enriquecidos nos dois workshops por ordem de priorização – entre parêntesis, encontra-se o número de votos que cada cenário obteve:

- 8d - Transformar tecnologias para o planeta e para as pessoas (cidadãos) [16]
- 11a – Aprendizagem para a sociedade (cidadãos) [14]
- 2d – Modelo económico alternativo (investigadores) [13]
- 5c - Responsible use of land (cidadãos) [13]
- 5c – Uso responsável do solo (investigadores) [7]
- 1d – Economia social (cidadãos) [5]
- 11a – Aprendizagem para a sociedade (investigadores) [4]
- 8d - Transformar tecnologias para o planeta e para as pessoas (investigadores) [4]

4.2 Os cenários de investigação enriquecidos: respostas às cinco perguntas obrigatórias

Workshop com os Investigadores – 6 de outubro de 2016

2d - Modelo económico alternativo

1) Do seu ponto de vista, a que desafio/s se dirige este cenário de investigação?

Modelo atual desadequado:

- promove conflito social
- não respeita limites planetários (ecológicos)

É preciso um novo modelo que tenha resposta a vários desafios atuais:

- Estruturas políticas/institucionais têm de ser alteradas para potenciar esta mudança
- Alienação social tem de ser combatida para termos populações mais ativas e participativas
- Valores humanos têm de ser incorporados nas decisões políticas para promover um novo sentido de comunidade
- Modo de envolvimento da sociedade tem de ser efetivo para não se incorrer em decisões baseadas em informação parcial (ex. processo do Brexit)

2) Do seu ponto de vista, é importante abordar este desafio? Porquê?

Motivos:

- Consumismo → assimetria e quantidade
- Índices de → Felicidade subjetiva

ou/e

→ Bem-estar

→ Limites do planeta

→ Dinâmicas populacionais

Porquê:

→ Perigo do modelo atual colapsar

Soluções:

→ Participação ativa da sociedade

→ Criar equilíbrio entre o EU, o NÓS e as NOSSAS CIRCUNSTÂNCIAS

→ Equilíbrio justo das forças de poder de cada ator

DESAFIO COMPLEMENTAR: re-avaliação do BEM-ESTAR



Capacidade de adaptação das pessoas para uma nova realidade

3) Como pode ser abordado?

- Através de modelos que lidem com a complexidade de transição dos problemas nas diferentes escalas geográficas.

- Levantamento e análise de modelos alternativos existentes, numa perspetiva de "lessons-learned".

- Identificar as barreiras à transição do modelo económico.

- Identificar o sistema de incentivos do modelo económico atual e investigação sobre os incentivos necessários a uma mudança para um novo modelo económico.

→ Ter atenção à falta de governância

- Desenvolvimento sustentável ≈ económico, ecológico e social.

- Ajustar as unidades de medida à escala dos problemas não só a nível de informação (sensibilização), mas também ao nível de decisão económica e política → novas métricas → aplicação

- Necessidade de avaliar os problemas à escala correta e decisão por equipas interdisciplinares.

4) Quem deve ser envolvido para resolver o problema?

→ Atores: Membros das "comunidades laboratório".

→ Investigadores: Elementos de transição das experiências e sistematização dos instrumentos para serem generalizados para chegar à resolução dos desafios ecológicos e sociais.

→ Necessita uma ligação efetiva com o resto da sociedade (inclui centros de poder).

Definição de "comunidade laboratório": comunidades que já ensaiaram ou podem/querem ensaiar modelos alternativos.

5) Quais devem ser os principais objetivos/ impactes da atividade de investigação?

Objetivos/Impactes:

- Identificar e categorizar as iniciativas das "comunidades laboratório".
- Fazer uma triagem das mais relevantes para serem replicáveis a maior escala.
- Perceber **barreiras** à transição para um modelo alternativo, para que se consiga fazer alterações efetivas em conjunto com as pessoas. Este trabalho pode servir para identificar as condições necessárias para existir uma transição.



As barreiras podem ser obstáculos na mudança de escala/na mudança do *status quo*:

- Em relação à escala, tem a ver com certas práticas serem difíceis de aumentar de escala ou também com a falha/dificuldade em utilizar redes inter-escalas já existentes (ex: juntas de freguesia recolherem informação/ envolverem as populações e passarem a informação ao município/ governo).
- Em relação ao *status quo*, tem a ver com a inércia de um sistema mudar, tanto a nível individual, como em termos dos centros de decisão pública.

5c - Uso responsável do solo

1) Do seu ponto de vista, a que desafio/s se dirige este cenário de investigação?

Este cenário de investigação foca a necessidade de abordar o uso do solo, com enfoque na produção agro-silvo-pastoril e gestão do território. Tal é dirigido à necessidade de um planeamento holístico do território, onde sejam acautelados a ocupação de solos agrícolas pela cidade, as distâncias percorridas nos circuitos de produção/distribuição/ consumo, garantindo a gestão da poluição dos solos e dos recursos e espaço atendendo ao crescimento da população.

O desafio é também dirigido ao paradigma entre a produção agrícola e a produção de energia (ex. novas barragens em solos agrícolas), bem como o aproveitamento do solo urbano e resolução de assimetrias no território.

Este desafio aborda igualmente questões ligadas ao desenvolvimento de políticas e governância.

2) Do seu ponto de vista, é importante abordar este desafio? Porquê?

O uso responsável do uso do solo possui relevância atual em diversas áreas que se interligam e que incluem, entre outras, 3 pilares:

- Gestão do Território: como forma de melhorar a qualidade de vida dos cidadãos, nomeadamente no que se refere à mobilidade, equipamentos e serviços, comércio e fomento da economia local;
- Segurança Alimentar: garantindo o acesso e qualidade dos produtos alimentares, visando a salvaguarda da biodiversidade vegetal e animal;
- Governância e políticas de uso do solo: respondendo à necessidade de ultrapassar a desarticulação entre as componentes político-administrativas/técnico-científico e a sociedade civil.

3) Como pode ser abordado?

Para responder a problemas territoriais e de qualidade de vida quotidiana das populações, o uso do solo deve ser abordado de acordo com a perspetiva transdisciplinar, sistémica, e prospetiva a longo prazo. Deve ser fomentado o envolvimento participativo incorporando a perspetiva humanística;

A monitorização e fiscalização das ações é essencial para a progressão destes objetivos;

No que concerne à segurança alimentar, deve ser elaborado uma agenda política de investigação em agronomia, bem como uma promoção da articulação de políticas de produção a diferentes escalas (local, regional e global);

Por outro lado, deve haver uma sensibilização da população para os benefícios do estímulo/apoio à economia local e democratização da agricultura biológica;

No contexto das alterações climáticas, deve ser incentivada a investigação agroalimentar, nomeadamente focando aspetos como a salinidade, fertilidade dos solos e secura;

(Re)equacionar o modelo administrativo, reforçando a posição da academia e a transparência dos processos de planeamento.

4) Quem deve ser envolvido para resolver o problema?

A inclusão de produtores agrosilvopastoris visa fornecer um conhecimento prático das atividades;

As ONG pelo seu papel de vigilância relativamente às ações tomadas pelos outros stakeholders;

Na tentativa de construção de uma visão comum, considerando a sua diversidade, deve ser consultada a sociedade civil, de forma a incorporar uma componente mais humanística nos processos de planeamento e gestão do território;

A academia como centro de produção de conhecimentos científico e tecnológico, dando o seu contributo na divulgação de dados, teorias e estratégias a seguir;

Numa ótica de formalização de instrumentos de gestão do território, os decisores políticos deveriam ter em consideração os diversos interesses/partes na incorporação de leis na legislação, assegurando o seu cumprimento;

Os agentes económicos, enquanto grupos de interesse, formam uma visão sectorial do território e do uso do solo.

5) Quais devem ser os principais objetivos/ impactes da atividade de investigação?

Com o uso responsável do solo espera-se conseguir um aumento da biodiversidade, interligado com a adoção de boas práticas de gestão de contaminantes (resíduos urbanos), redução da utilização de fitofármacos na agricultura e, indiretamente, com a redução da pegada ecológica numa economia de baixo carbono, nomeadamente nos meios de transporte, movimentos pendulares, produção pecuária e turismo;

Espera-se também conseguir um incremento da economia local, com aumento do consumo de "produtos da época", produtos com origem a curta distância e redução do

número de intermediários na cadeia de distribuição, assim como o espírito de comunidade;

Espera-se conseguir identificar/obter cultivares resistentes à secura e salinidade, e tornar os produtos biológicos acessíveis a todos.

Minimização dos conflitos no uso do solo.

8d - Transformar tecnologias para o planeta e para as pessoas

1) Do seu ponto de vista, a que desafio/s se dirige este cenário de investigação?

- Articular inovação tecnológica com inovação social: a tecnologia é uma ferramenta, não é um fim em si mesma – promover um equilíbrio entre sociedade e economia.
- Desenvolvimento tecnológico alinhado com estratégias de desenvolvimento alternativas: reorientar os sistemas científicos e tecnológicos para a sobrevivência do planeta.
- Complexidade do conhecimento científico: contribui para a interdisciplinaridade.
- Comunicação dos outputs científicos e tecnológicos.
- Colocar a ciência e tecnologia ao serviço das pessoas.

2) Do seu ponto de vista, é importante abordar este desafio? Porquê?

Sim, porque permite desenvolver estratégias e meios favoráveis aos cenários ambicionados:

- Repensar a sociedade à luz das novas ferramentas e novos conhecimentos;
- Encontrar maiores e diferentes equilíbrios das vertentes social, cultural e ambiental que passem por percursos alternativos, inclusivos nos modos de ser, fazer e estar em sociedade.
- Mitigar os efeitos da presença humana nos sistemas ambientais.

3) Como pode ser abordado?

1) O QUÊ – Promover uma cultura crítica indoors.

COMO – “Focus Groups” interdisciplinares (pensar o mesmo problema com diferentes perspetivas).

2) O QUÊ – Educação e Cidadania.

COMO – Programação de temas a serem trabalhados pelas escolas desde o pré-escolar envolvendo encarregados de educação.

3) O QUÊ – Comunicação e utilização dos outputs científicos.

COMO – Definir público-alvo; definir benefício para público-alvo; captar atenção do público-alvo; comunicar informação; motivar e captar para a ação (O problema também é meu!!!); ação – vou fazer!

4) O QUÊ – Difundir mecanismos de responsabilidade social e inovação responsável nas organizações.

COMO – Envolvimento dos stakeholders na definição de guidelines para políticas públicas e pressão por parte das ONGs com envolvimento do público (participação pública).

4) Quem deve ser envolvido para resolver o problema?

Os atores envolvidos são o público-alvo do desafio.

Métodos participativos diferenciados de acordo com o desafio em causa (NOTA: os pontos abaixo estão diretamente relacionados com os pontos enunciados da questão anterior):

1) Centros de investigação nacionais e internacionais, organizações de cientistas e investigadores com diferentes formações científicas.

2) Ministério da Educação, definidores de políticas e programas de educação, editores/redatores de manuais escolares, diretores de agrupamentos, escolas, professores, encarregados de educação, entidades municipais, associações de movimentos cívicos, cientistas de tecnologia.

3) Cidadão comum, cientistas, comunicadores de ciência, jornalistas, entidades locais, regionais, nacionais (e.g. museus da ciência, science shops), universidades (formação para comunicação).

4) União Europeia, estado, associações empresariais e trabalhadores, ONGs, cientistas, gabinete de avaliação de tecnologia.

5) Quais devem ser os principais objetivos/ impactes da atividade de investigação?

Objetivos:

- Maior proximidade entre as diferentes áreas científicas;
- Maior proximidade entre academia e comunidade;
- Alterar comportamentos.

Indicadores:

- Escrita e difusão de guidelines;
- Número de stakeholders envolvidos;
- Escrita e difusão de "papers" – quantidade/qualidade;
- Escrita e difusão de artigos em jornais – quantidade/qualidade;
- Campanhas de comunicação audiovisual e multimédia;
- Organização e realização de fóruns de discussão pública;
- Índices de fórum de discussão pública;
- Criação e atribuição de selos de qualidade;
- Certificação em inovação responsável.

11a - Aprendizagem para a sociedade

1) Do seu ponto de vista, a que desafio/s se dirige este cenário de investigação?

A ideia central recai em dois elementos: o indivíduo e a sociedade/comunidades.

Por um lado, é necessário passar do "eu" para o "nós", construindo motivação e confiança para a mudança.

Por outro lado, é necessário pensar a integração política da comunidade (participação na estrutura coletiva mas também no diálogo global), pensando a coesão social e económica na diversidade.

2) Do seu ponto de vista, é importante abordar este desafio? Porquê?

- Crescente isolamento do indivíduo vs. crescente importância do indivíduo
- Comunidades apresentam sintomas de problemas globais
- Cisão entre:
 - Conhecimento/orientação política

- Diálogo das partes
- Sociedade/economia

- Há uma valorização do conceito de comunidade mas não há o reconhecimento da participação do indivíduo na estrutura coletiva

3) Como pode ser abordado?

Reconhecer os problemas da comunidade e perceber a(s) cultura(s) comunitária(s)

Identificar os líderes da comunidade e promover a sua conscientização e capacitação, enquanto são criadas condições; criar processos e mecanismos através da ligação da comunidade com estrutura política, económica, dentro da comunidade, etc.; criar ferramentas através da educação/formação, com intervenção junto da política local e vocacionada para a cidadania global

Construir uma abordagem metodológica aberta, atenta à pluralidade de métodos mas também à sua adaptabilidade, em matriz interdisciplinar e intercultural, atentos à desconstrução de conceitos e à promoção da equidade no processo de pesquisa

4) Quem deve ser envolvido para resolver o problema?

Envolver os atores sociais da comunidade na fase de reconhecimento dos problemas comunitários (fase preparatória do projeto) com liderança da academia (mediadora)

Numa segunda escala de atuação, tendo o projeto já sido aplicado, promover a integração do projeto na comunidade envolvente (políticos, cidadãos, representantes de grupos e movimentos sociais – ONG, grupos não formais, sindicatos, associações empresariais, etc.)

No terceiro nível, envolver atores sociais globais (europeus e fora da UE) para alimentar o processo de análise

5) Quais devem ser os principais objetivos/ impactes da atividade de investigação?

É importante reconhecer que a mudança social implica um intervalo de tempo superior ao tempo de vida de um projeto.

A curto prazo, é importante construir uma metodologia sólida mas flexível, que permita a reflexividade dos elementos envolvidos.

Outputs:

- Capacitação para a tomada de decisão
- Mudanças comportamentais
- Conhecimentos construídos via aprendizagens coletivas
- Número de mecanismos/iniciativas próprias da comunidade (visibilidade da mudança), quotas de participantes
- Monitorização de alterações/mudanças verificadas ao nível institucional (programas políticos e educativos, financiamento público, entre outros). Controlo da qualidade e ética no trabalho científico
- Avaliação das mudanças comunitárias

Workshop com os Cidadãos – 8 de outubro de 2016

1d – Economia social

1) Do seu ponto de vista, a que desafio/s se dirige este cenário de investigação?

Do nosso ponto de vista existem quatro dimensões principais:

1. Definição e compreensão do conceito;
2. Resistência à mudança;
3. Implementação;
4. Avaliação final.

Um dos aspetos principais de relutância à mudança pode ser combatido com mecanismos que, nomeadamente, promovam a cooperação.

Na implementação deste cenário de investigação, em primeiro lugar existe um conjunto de modelos teóricos, mas cuja aceitação é limitada pois podem não estar adaptadas às realidades locais. Logo há que valorizar os contextos culturais face à construção de plataformas de cooperação e para tal há a necessidade de, entre outros, reformular valores sociais que permitem a inclusão de diferentes faixas etárias e estados sociais (igualdade). Exemplos de ferramentas podem ser o banco de tempo ou a troca direta de bens e serviços.

No final, os desafios de aceitação passam obrigatoriamente sobre desafios de inclusão e disponibilidade para participação no modelo implementado. O fruto de uma avaliação poderá levar a eventuais ajustes de cenários e retomar o ciclo com a definição do conceito (se necessário ajustar ou corrigir).

2) Do seu ponto de vista, é importante abordar este desafio? Porquê?

Sim, é importante porque há uma necessidade de mudança crescente do modelo social vigente que se tem refletido numa degradação dos valores sociais. O modelo atual está a excluir cada vez mais grupos sociais e a diminuir a qualidade de vida de um modo geral. Para isso urge combater desigualdades e corrigir deficiências. Se tal não for feito as gerações futuras podem não perdoar pela herança que recebem.

Por outro lado, o peso que a vertente económico-financeira tem na sociedade contemporânea tem-se revelado desadequado, promovendo uma valorização da quantidade em vez da qualidade. Facto este que se tem manifestado nomeadamente na existência de grupos de pressão na indústria e nos serviços e na manipulação aos consumidores através da publicidade.

Por isso é urgente o enfoque nas relações emocionais, considerando este cenário/linha de investigação da economia social e atendendo que é possível a mudança necessária que proporcionará uma esperança. No futuro, esta pode contribuir para o aumento da felicidade.

3) Como pode ser abordado?

Pode ser abordado primeiramente por um levantamento exaustivo do que já foi implementado e promover a realização de estudos (produção científica e manual de boas práticas).

Posteriormente, desenvolver aspetos e ações que promovam, recuperem e integrem o espírito de comunidade. Em concreto (Sociocracia), é necessário implementar:

- Formação de líderes capacitados;
- Formação curricular (ex: questões que promovam a economia social ao longo de todo o ensino curricular).
- Ações específicas de promoção de ética nas finanças, literacia financeira e literacia social.

4) Quem deve ser envolvido para resolver o problema?

Podem ser envolvidos para resolver o problema diversos agentes com características e graus de informação distintos.

Em primeira linha de intervenção elevam-se os líderes comunitários, ONG, professores líderes e o poder local pela capacidade de transformar as mentalidades e implementar práticas/atividades que operem na mudança.

De seguida, e de modo intrínseco, emergem os cidadãos/família que são vistos como parte da solução e com papel ativo na contribuição de práticas resolutivas. Mais afastados, mas ainda com um papel proeminente na ação, surgem numa primeira perspetiva a banca e novamente o poder local e seguidamente a escola, as empresas e os líderes políticos. Num ponto mais distante neste envolvimento surgem primeiro as entidades religiosas e entidades reguladoras, e em segundo as escolas e artistas.

Numa perspetiva agora de "target" por contraponto ao envolvimento, surgem os cidadãos na medida em que estes assumem-se como parte ativa na solução ao mesmo tempo que são aqueles que mais querem mudar.

5) Quais devem ser os principais objetivos/ impactes da atividade de investigação?

- Cooperação: no futuro aguarda-se que os vários e novos agentes de diferentes dimensões trabalhem em rede potenciando o espírito da economia social. Aguarda-se em concreto (5/10 anos) que a redistribuição de tarefas entre as pessoas potencie que haja uma maior rentabilização comunitária (economicamente e a nível de tempo).
- Sociocracia: num ano futuro (2050) aguarda-se que as pessoas sejam o centro de decisão e com base em atuações mais solidárias atinjam um patamar de maior união e satisfação (felicidade).
- Criação de uma plataforma de participação: no futuro aguarda-se que a identificação das boas práticas e a implementação de novos projetos possibilitem a identificação das necessidades da comunidade e demais agentes e interligar estes operadores em rede potenciando um bem-estar de satisfação.

5c - Uso responsável do solo

1) Do seu ponto de vista, a que desafio/s se dirige este cenário de investigação?

A crescente urbanização e demografia mundial leva a uma impermeabilização e um uso intensivo dos solos, que tem como consequência a insegurança alimentar. Esta é influenciada pelos lobbies (indústria agrícola, e política – governância) que desafia a implementação da legislação e o suporte desta na investigação (fundamentada e aplicada).

Outro desafio base é a educação e formação que integra todos os anteriormente falados. Alguns exemplos deste desafio (educação e formação):

- Ensino como ferramenta de sensibilização.
- Integração de hortas urbanas e educação.
- Discutir o assunto em comunidade.
- Integração do rural e urbano (rurbano).
- Compreender melhor a estrutura física e química do solo.

2) Do seu ponto de vista, é importante abordar este desafio? Porquê?

Sim, é importante.

- A sustentabilidade alimentar é um dos principais pilares do uso responsável do solo que se traduz na promoção da qualidade dos produtos alimentares e da saúde pública.
- A sustentabilidade, preservação dos solos e biodiversidade levam-nos a uma melhoria do ambiente e combatem a degradação da qualidade de vida (aumento da urbanização), promovendo a eliminação da injustiça social e da indústria/mercado.
- A segurança alimentar e a defesa do consumidor são importantes para a promoção da felicidade, esperando que haja melhores políticas públicas, transparência e educação.

3) Como pode ser abordado?

As medidas necessárias para contribuir para o uso responsável do solo visando a promoção da alimentação sustentável, passam pela sensibilização da comunidade através da transparência da informação dos produtos agro-alimentares (rotulagem simples e com informação sobre relações causa-efeito dos produtos químicos no solo a curto prazo) e apostando em áreas de formação na ciência como reformulação dos sítios informativos sobre a qualidade e composição dos solos. Torna-se inegável o desenvolvimento dos projetos de ID/I (Investigação, Desenvolvimento, Inovação) reforçando os já existentes, no sentido da produção sustentável e alternativa de alimentos (insetos) e uso responsável do solo, água e ar.

Desenvolvimento de políticas de urbanismo através do, e com o apoio dos cidadãos afetados.

Direcionar os estudos/projetos do ordenamento do território para a estrutura e função ecológica (reflorestação, delimitação de mais áreas de construção ecológica).

Salientamos a importância do intercâmbio no conhecimento adquirido, ou seja, a cooperação multilateral entre os hemisférios sul e norte com a finalidade de proteção da Biosfera.

4) Quem deve ser envolvido para resolver o problema?

Os atores atingidos são os consumidores finais, os cidadãos e a geração futura pois são os beneficiários diretos e indiretos da utilização responsável do solo e das consequências dessa utilização.

Começando pelo menor nível de envolvimento temos novamente a geração futura (transmissão de conhecimentos intergeracionais), os cidadãos e os media (comunicação e divulgação da informação).

Num nível mais intermédio devem ser envolvidos os técnicos e profissionais tais como chefes de cozinha, produtores nacionais, técnicos de segurança alimentar, formadores, nutricionistas, sociedade civil organizada e associações e sindicatos, tendo em conta que são estes stakeholders que estão envolvidos nos processos e atividades da alimentação sustentável.

A um nível central encontramos os decisores políticos, entidades reguladoras e investigadores, tendo em conta que estes são os portadores e transmissores do conhecimento e diretamente envolvidos no uso responsável do solo. E os primeiros, os responsáveis pelas tomadas de decisões e definição dos regulamentos e leis a aplicar.

5) Quais devem ser os principais objetivos/ impactes da atividade de investigação?

Os objetivos principais são:

- Desenvolver programas e projetos concretos (de inovação) visando o empreendedorismo e alimentação sustentável.
- Proteção da Biosfera.

Terão os seguintes impactes na investigação: obtenção de alimentos sãos, seguros e sustentáveis minimizando os impactes ambientais nos ecossistemas.

Promovem mudanças:

- Alteração de comportamentos.
- Maior comunicação, diálogo entre intervenientes.

8d - Transformar tecnologias para o planeta e para as pessoas

1) Do seu ponto de vista, a que desafio/s se dirige este cenário de investigação?

Identificámos neste cenário 4 desafios essenciais:

1. A **formação e sensibilização** como suporte base de toda a ação, para uma utilização mais responsável e consciente da tecnologia. Com a aplicação das tecnologias da comunicação para a própria formação e sensibilização.
2. A **ética e a responsabilização** como princípio aplicado à tecnologia ao serviço das pessoas na criação de bem-estar coletivo em harmonia com a natureza.
3. A **aplicação da tecnologia** visando o desenvolvimento sustentável e sustentado das várias necessidades do Planeta e da Humanidade, destacando as formas de produção de energia e a mobilidade sustentável.
4. A **avaliação de impacto** das tecnologias tal como do risco associado.

2) Do seu ponto de vista, é importante abordar este desafio? Porquê?

Estes desafios são importantes para salvaguardar a continuidade da Humanidade e do Planeta de forma sustentável.

1. e 2. A **formação, sensibilização, ética e responsabilidade** porque necessitamos de mais conhecimento e mais consciência para definir estratégias e planear ações para travar a degradação do planeta, e promover a qualidade de vida (planeamento urbano, mobilidade, alimentação, etc.).
3. A **aplicação da tecnologia** para garantir uma ação mais responsável pelo uso dos recursos naturais do planeta.
4. A **avaliação do impacto** permite-nos conhecer previamente os impactos positivos e negativos, adotar medidas de minimização, ou abandonar propostas tecnológicas que se venham a revelar nocivas para as pessoas e ambiente, priorizando os interesses da Humanidade e do planeta face aos interesses económicos.

3) Como pode ser abordado?

1. Para a **formação e sensibilização**, criar programas curriculares obrigatórios, transversais a qualquer curso (desde o ensino básico ao ensino superior, profissional e na aprendizagem ao longo da vida – formação formal e informal), abordando o tema da tecnologia e utilização de recursos mais sustentáveis.

Utilizar os meios de comunicação para sensibilizar a população para práticas positivas.

2. Para a **ética e responsabilização**, estabelecer um quadro legal, objetivo e claro, com políticas e princípios orientadores de práticas que estejam em harmonia com a Natureza!

Fiscalização e monitorização efetivas das práticas promovidas!

3. Na **aplicação da tecnologia** conceber novas políticas e disponibilizar meios financeiros para investigação e desenvolvimento de novas tecnologias mais verdes e ecológicas, nomeadamente em atividades ligadas à produção de energia como a incrementação da energia das ondas e à transformação, reciclagem e reutilização de materiais, como os plásticos, metais e equipamentos eletrónicos, para reduzir o desperdício!

Reestruturação urbana e rural para incentivar a mobilidade em transportes coletivos mais confortáveis, eficientes e ecológicos (ex. elétricos).

Benefícios fiscais para quem utilizar mais energias renováveis.

Reduzir burocracias acelerando a investigação e implementação de novas iniciativas.

4. Na **avaliação**:

Análise prévia à implementação das tecnologias, monitorização durante a implementação, e avaliação do impacto para reformulação de novos objetivos/estratégias/planeamento.

4) Quem deve ser envolvido para resolver o problema?

Identificamos que os atores envolvidos para resolver os desafios são (por ordem decrescente dos mais envolvidos para os menos envolvidos): cidadãos, governantes nacionais e internacionais, legisladores, juízes, empresas, ONG's, ONU, líderes de opinião e comunicação social, educadores, investigadores e comunidade científica.

Os atores atingidos são os cidadãos, as empresas e todo o ecossistema ambiental.

Os cidadãos e os governantes nacionais e internacionais são os atores envolvidos mais importantes porque participam direta e indiretamente na conceção e aprovação de políticas, sendo os cidadãos os principais afetados pela aplicação dessas mesmas políticas.

Os legisladores estão diretamente envolvidos na criação de leis que sustentam as decisões.

Os juízes são intervenientes importantes pois fazem aplicar essa mesma lei.

As empresas são partes interessadas porque, por um lado produzem tecnologia que serve o desenvolvimento sustentado e, por outro lado, são afetados com as políticas de redução e controlo do impacto ambiental.

As ONG's e ONGA's são importantes para despertar a consciência dos cidadãos e pressionar para tomadas de decisão importantes sejam organismos nacionais ou supranacionais.

A ONU tem uma posição importante para garantir alinhamento internacional.

Os líderes de opinião e comunicação social porque são veículos da mensagem.

Os educadores porque também têm o papel de sensibilizar e formar para este paradigma.

Os investigadores e comunidade científica estão envolvidos ao longo de todo o processo pois são interessados e ativos na resolução destes desafios.

Os atores atingidos são os cidadãos pois é para o seu bem-estar e segurança que são concebidas todas as políticas. As empresas, os investigadores e a comunidade científica são atingidos porque as políticas e decisões podem condicionar a sua ação.

Todo o ecossistema ambiental é atingido porque estas medidas podem promover a sustentabilidade de forma harmoniosa!

5) Quais devem ser os principais objetivos/ impactes da atividade de investigação?

Para a melhoria da qualidade de vida, tomamos as seguintes medidas em termos ambientais:

- Redução de desperdício, reciclagem e reutilização de recursos. Aplicação de tecnologia na agricultura e na monitorização do ar e água que consumimos.
- Consumo responsável que passa pela redução e consumo local.
- Utilização de transportes públicos movidos a energia "limpa" (que vem das energias renováveis: sol, ondas, vento).
- Maior intervenção ativa na sociedade e nas decisões por parte dos cidadãos e empresas em harmonia com a Natureza.
- Levando-nos a um mundo mais verde, a uma vida mais rica e uma alimentação mais saudável!
- Criação de eco-vilas: cidades mais limpas e sem poluição, mais calmas e menos barulhentas, pois são mais integradas com todo o ecossistema ambiental, a natureza.

- Desenvolvendo economias e produções locais, utilizando construção e tecnologias sustentáveis: desde a produção de energia a infraestruturas sanitárias (e eco-pontos e eco-centros), elétricas e de mobilidade partilhada.

- Hortas comunitárias, aplicação de gestão agrícola, sistemas energéticos de aquecimento de água para banhos e aquecimento, iluminação de casas, utilização de energias renováveis, ajustando os dispositivos às fontes mais eficazes (sol, vento ou outro) consoante a sua localização.

11a - Aprendizagem para a sociedade

1) Do seu ponto de vista, a que desafio/s se dirige este cenário de investigação?

O problema pode-se descrever em 3 partes:

a. A necessidade da mudança na educação:

- Mudar a forma de educar
- Mudança intergeracional
- Necessidade de introduzir novos modelos e métodos de educação

b. É preciso motivar as pessoas para o bem comum, porque somos demasiado individualistas, o que agrava os problemas sociais.

c. Estamos imersos numa cultura não favorável à participação (mudar as mentalidades).

2) Do seu ponto de vista, é importante abordar este desafio? Porquê?

- Atualmente existe um desequilíbrio de bem-estar na sociedade que se reflete em vários tipos de crises (religiosas, económicas, psicológicas).

- Hoje em dia existe um padrão dominante de sucesso (felicidade) que limita as oportunidades de realização e impede a criação de novos modelos.

- Verificamos uma crescente insustentabilidade ambiental e social, sendo as alternativas dispendiosas e/ou inacessíveis ou desconhecidas dos cidadãos.

3) Como pode ser abordado?

As metodologias de investigação e inovação deverão ser do tipo investigação-ação, fazendo parte da mesma uma consciencialização prévia da identificação dos erros.

Uma das linhas de investigação a privilegiar será a participação e as atividades neste âmbito já existentes (Agenda 21, orçamento participativo...) e possíveis "experimentações".

As atividades terão que ser intergeracionais, transversais e inclusivas fomentando a partilha de conhecimentos.

4) Quem deve ser envolvido para resolver o problema?

Deve ser envolvido um grupo heterogêneo de atores em função da centralidade do problema desde a origem até às suas implicações, não esquecendo o papel central da natureza. Nomeadamente na mudança em relação à educação: temos uma 1ª linha: crianças/alunos/estudantes, professores, ONG, pais, académicos, funcionários; a seguir na 2ª linha: mecenas, políticos, ONG, empresas no âmbito escolar; numa 3ª linha temos: políticos e polícia.

Como atores atingidos temos a natureza, homens e mulheres.

5) Quais devem ser os principais objetivos/ impactes da atividade de investigação?

Foi conseguida uma solução participada, transparente e rápida.

Obteve-se maior bem-estar, conforto e flexibilidade, autonomia e pro-atividade, inovando, valorizando competências, reforçando laços, compatibilizando o bem-estar individual e o bem comum.

Conseguiram-se remover as barreiras intergeracionais, conseguindo maior compreensão mútua, partilha de experiências e desmistificação de saberes.

Desapareceu a distância entre governantes e governados, estando agora lado a lado.

O reconhecimento dos direitos intrínsecos da natureza e o seu funcionamento assume um papel preponderante e é inspirado das inter-relações sociais.

Conseguiu-se dotar a comunidade de competência para atingir um bem comum, partilhando informação e recursos para produção de um bem.

Através da tecnologia conseguiu-se a gestão pessoal do tempo de trabalho, obtendo maior qualidade de vida.



Report on the research and policy consultation in Romania



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1: Concept for the consultation in Romania

The consultation in Romania took place on October 1st, at Impact HUB, No. 5 Halelor street, Bucharest.

The target group consisted of citizens, stakeholders and policy-makers.

We recruited citizens from the previous pool of attendees from the NCV workshop, but also invited new citizens based on their interest in the proposed research programmes. Given the rather sophisticated nature of the topics, we addressed mainly citizens with higher education.

Furthermore, we used our network to approach various stakeholders – from NGOs, to business, from academia to practitioners – and policy-makers.

We recruited 41 participants – and 34 were present at the workshop.

In Romania, method 3 was used for the consultation. We chose this method to ensure we benefit from the expertise of experts and policy-makers, while grounding the discussion in the reality of citizens.

2: Programme for the consultation

9:30- 10:10 – Introduction: The scope of the CIMULACT project, the previous phases in the project

10:10-10:40 - Selection of 5 scenarios out of the proposed 8

10:40 -11:00 – Coffee break

11:00-12:00 - World Café – enriching scenarios (round 1)

12:00-12:45 - World Café – enriching scenarios (round 2)

12:45-13:45 – Lunch break

13.45-14:45 - World Café (round 3)

14:45-15:30 – Presentation of results

15:30-15:45 – Final votes and aggregating results

15:45-16:00 – Closing/Networking

3: Selected research programme scenarios

The following research programme scenarios were proposed at the start of the workshop, with five of them further enriched and prioritized.

5.c Responsible use of land

5.d Evolving food culture in growing cities

6.c Here, there and everywhere

7.a Educational ecosystem as a driver of social innovation and local development

7.b Rethinking (the new) "job market needs"

8.b Urban-rural symbiosis

8.d Transforming technologies for planet and people

9.c (Business) Models for balancing time

9.d Meaningful research for community

Add a brief description where you specify the reasoning behind your choice of research programme scenarios.

We selected scenarios that fall under two broader topics:

1. Education & personal development: 1) Educational ecosystem as driver of social innovation and local development; 2) Rethinking (the new) "job market needs"; 3) (Business) models for balancing time; 4) Meaningful research for community; 5) Here, there and everywhere

We chose research scenarios around the topic of education, as the reform of national education is now high on the public agenda. Also, our team has experience in steering consultation processes in the field of education.

2. Bio-economy and durable technologies: 6) Responsible use of land; 7) Evolving food culture in growing cities; 8) Transforming technologies for planet and people

We chose research scenarios relevant for bio-economy, as it is one of the smart specialisation fields in Romania. We wanted to use this opportunity to test the dynamic among citizens, stakeholders and decision makers on discussing the research needs in bio-economy.

Highlight the min. 5 scenarios which the participants chose to enrich and briefly describe how the prioritization exercise was carried out.

The 9 research scenarios were sent to the participants prior to the event.

In the first part of the event, the head moderator presented the scenarios while projecting them on the screen. Participants could also consult them individually, as they were printed and displayed on the tables in A4 format and in A2 format on white boards, as an exhibition.

After going through all of them, participants were invited to vote the two scenarios they found most relevant – after the voting session, we aggregated the votes and extracted top 3 scenarios for education and top 2 scenarios for bio-economy, as follows:

7.a Educational ecosystem as a driver of social innovation and local development

7.b Rethinking (the new) "job market needs"

9.c (Business) Models for balancing time

5.c *Responsible use of land*

8.b *Urban-rural symbiosis*

4: Romania: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

Note: To make the instruction more clear, we altered the wording of the five guiding questions, as follows:

1. What is the aspiration of this research programme?
2. Why is this aspiration important?
How could it be approached?
3. Courses of action
4. Relevant actors
5. The need for Research & Innovation

For each enriched research programmes, please see, in brackets, the total number of votes earned, and the split between votes from participants working on bio-economy topics and votes from participants working on education topics)

Research programme scenario 1

8.b Urban-rural Symbiosis (20 votes, 5 from bio economy, 15 from education)

1. What is the aspiration of this research programme?

- 1.a. Integrating rural and urban areas in a clearly defined metropolitan area;
- 1.b. Short supply chains for safe local (metropolitan area) products issued from eco-innovation;
- 1.c. Increasing the quality of life (in both cities and the countryside);
- 1.d. Developing awareness about the quality of products and the production process;

- 1.e. Physically connecting the rural and the urban (e.g. infrastructure);
- 1.f. Clear differentiation and preserving the specific characteristics of the urban and the rural respectively;
- 1.g. Access to urban technology and information for the rural.

2. Why is the aspiration important?

- 2.a. Leads to smart sustainable development, with the participation of all stakeholders/citizens;
- 2.b. Zero waste, zero emission => renewable energy;
- 2.c. Sustainable and optimal use of land in the cities;
- 2.d. Lifestyle and consumer patterns are adapted to the characteristics of the area;
- 2.e. Increases attractiveness of rural areas and its integration in the ecosystem;
- 2.f. Exchanges of cultural services between rural and urban areas.

3. Courses of action

- 3.a. Strategic, interdisciplinary, long-term planning and keeping to the planning;
- 3.b. Developing awareness within communities across age groups (from children to the elderly);
- 3.c. Life Cycle Assessment as the basis of decision making and actions;
- 3.d. Implementing Blue Economy (Green economy + citizen participation);
- 3.e. Precision farming + ICT => agriculture 4.0;
- 3.f. Industry 4.0;
- 3.g. Urban – gardening agriculture;
- 3.h. Putting culture and tradition to good use;
- 3.i. Creating centres to take over production;
- 3.j. Actions to promote agri-tourism;
- 3.k. Adapting rural landscapes to urban environments (e.g. urban forests).

4. Relevant actors/ stakeholders

- Academia;
- Citizen representatives;
- Businesses;
- NGOs.

5. The need for Research & Innovation

5.a. Food safety;

5.b. The benefits of the short supply chain for rural and urban economies;

5.c. Solving the surplus problem;

5.d Ecological footprint;

5.e. Energy efficiency;

5.f. Ways to develop rural areas to preserve their identities and to attract more inhabitants.

Research programme scenario 2

9.c (Business) models for balancing time (17 votes: 11 from education + 6 from bio-economy)

1. What is the aspiration of this research programme?

1.a. More flexible work hours and payment models: focused not on the work hours put in, but on the task or the outcome.

1.b. Fostering work-life balance by shorter work hours (when the employee's presence at the work place is necessary) and opportunities to work from home occasionally.

1.c. Changing (employee and employer) conceptions about mobility on the job market, i.e. high employee turnover rates.

1.d. Better work conditions for vulnerable social groups who are exploited (or risk to become exploited).

2. Why is the aspiration important?

2.a. Young and/or educated labour has already adopted more flexible work schedules and patterns; employers need to keep up with this trend.

2.b. A happier employee is a better/more productive employee, running less the risk of burnout.

2.c. Individuals have more and more opportunities to choose their area of specialization or job.

2.d. There is a risk that vulnerable groups might become further segregated or isolated.

3. Courses of action

3.a. Programmes to train employees and employers about the benefits of a good life-work balance and to learn about (possible) new models of employment relations.

3.b. Primary and secondary school training about the individual's relationship with work and career (beyond vocational orientation).

3.d. Better training about employee rights.

3.e. Increased use of technologies in companies to enable more flexible employment relations.

3.f. Fighting employers' abusing the employees' 'free time' (with laws and more).

3.g. Incentives for companies to offer their employees benefits such as "work days from home".

4. Relevant actors/ stakeholders

- educational/vocational counsellors;
- employers/companies;
- universities and research organizations;
- image builders (e.g. public figures);
- policy makers;
- employees.

5. The need for Research & Innovation

5.a. Experimenting with or setting up work-life balance pilot programmes; integration of 'free time' in the work place.

5.b. Assessing the impact of work-life balance social interventions and improving them, e.g. impact assessment

- of flexible schedule on the family ethos;
- of organizational change following the increase of schedule flexibility on employee relationships;
- of flexible schedule on productivity and efficiency;
- of changed employment relations on the economy.

5.c. Researching good practices in societies more advanced in terms of work-life balance.

Research programme scenario 3

5.c Responsible use of land (7 votes - from bio-economy)

1. What is the aspiration of this research programme?

- Meeting the demand for natural food and resources both quantitatively and qualitatively by
 - o Efficient and sustainable use of agricultural land in rural areas;
 - o Optimal use of unused land in urban areas.

2. Why is the aspiration important?

- Increased need of safe food;
- The current production system leads to an almost irreversible erosion of water and soil quality;
- Loss of arable land;
- The need to protect biodiversity.

3. Courses of action

- Regulations and integrated governance for sustainable ownership and use of land;
- Cadastration (using GIS mapping);
- Eco-friendly input and methods of production and stimulating eco-friendly trade;
- Precision agriculture pilot programmes;
- Urban farming pilot programmes;
- Integrated value chain;
- Recycling waste.

4. Relevant actors/ Stakeholders

- Academia and scientists (biologists, agronomists, economists, etc.);
- Urban planners and landscape architects;
- Farmers;

- Technology developers;
- Government;
- Civil society.

5. The need for Research & Innovation

- Ecological footprint/impact of agriculture (both traditional and new innovative agriculture);
- Land survey (type, use, surface area, location) for cadastration purposes;
- Research various technologies and products for use in sustainable agriculture;
- Research latest urban farming concepts (permaculture, hydroponics, aquaponics, etc.);
- Virtual simulations.

Observation: The research must be interdisciplinary and based on consumer demand.

Research programme scenario 4

7.b Rethinking (the new) “job market needs” (7 votes: 3 from bio economy; 4 from education)

1. What is the aspiration of this research programme?

1.a. Creating involved citizens through consistent school and professional training;

1.b. Regularly adapting and improving the curricula to reflect the changes in the real economy, that is continuously changing

- training with a view to retraining;
- life-long personal development;

1.c. Life-long Learning (LLL)

2. Why is the aspiration important?

2.a. Ensuring high employability of the population through economic growth and social cohesion;

- Reducing social inequality;
- Increasing work productivity;
- Encouraging new technologies;
- Assessing impact on the living standards;

- Reducing unemployment;
- Economic and social well-being;
- Better-performing economy;

2.b. There is a risk/high probability that, given the current pattern, most of the population (large groups of people) will be unemployable because of the changes in society/technologic progress;

3. Courses of action

3.a. Reforming the curricula;

3.b. Recognizing/validating non-formal education;

3.c. Developing and updating the NCQ (National Council of Qualifications);

3.d. Constant change of required qualification/skills (both regionally and globally);

3.e. Encouraging think-tanks/innovation hubs;

3.f. Testing shared or full administration/governance of schools by local communities;

3.g. Time efficiency (better reactivity of the school system to the identified needs/demands);

3.h. Using Big Data to identify needs/map skills/understand professions;

4. Relevant actors/ Stakeholders

- Academia; (Ministry of Education and Scientific Research)
- Ministry of Economy;
- Ministry of Labour – local authorities (AJOFM – county-level public employment agencies)
- Companies;
- Education providers.

All the stakeholders must come together to fulfil the proposed courses of action.

5. The need for Research & Innovation

5.a. Prognosis/economic trend analysis/market research;

5.b. Specialized training for skill development;

5.c Comprehensive strategies; and

5.d. Good practices models relevant to the above courses of action.

Research programme scenario 5

7.a Educational ecosystem as a driver of social innovation and local development

(5 votes: 2 from bio-economy, 3 from education)

1. What is the aspiration of this research programme?

- Network with institutional capability
- Schools with extra-capabilities
- Schools to play active role in community

2. Why is the aspiration important?

- Current context: regionalization and decentralization of government
- Gap between school and communities
- The need for customization and creativity

3. Courses of action

- Institutional capability (schools)
- School network (classroom, teachers' lounge, offices beyond the teachers' lounge)
- New ways of training teachers
- Community participation
- Research in primary and secondary education cycles
- Good practices models (pilot schools)

4. Relevant actors/ Stakeholders

- Ministry of National Education and Scientific Research
- Schools
- Local authorities
- NGOs
- Community animators

5. The need for Research & Innovation

- How to empower the hub? (policy, flows, network)

- How to empower schools? (pilot schools)
- How to reform the curricula innovatively?
- How to transfer knowledge to local authorities?
- How are skills created/acquired?
- How does the community participate in education (institutionally)?
- Benchmarking of pilot schools, with the support of NGOs.

5: Selected research programme scenarios (national language)

The following research programme scenarios were proposed at the start of the workshop, with five of them further enriched and prioritized.

5.c Folosirea responsabilă a terenurilor

5.d Evoluția culturii alimentare în orașe aflate în continuă expansiune

6.c Aici, acolo și pretutindeni

7.a Ecosisteme educaționale ca motor al inovării sociale și dezvoltării locale

7.b Regândirea „nevoilor (noi) ale pieței forței de muncă”

8.b Simbioza urban-rural

8.d Transformarea tehnologiilor în beneficiul planetei și al oamenilor

9.c Modele (de business) pentru echilibrarea timpului

9.d Cercetare relevantă pentru comunitate

6: Romania: The enriched research programme scenarios (national language)

Overview of the prioritized research programme scenarios

Research programme scenario 1

8.b Simbioza urban-rural (20 voturi, 5 bio-economie, 15 educatie)

1. Cum intelegm aspiratia acestui program de cercetare?

1.a. Integrarea mediilor urbane si rurale intr-o zona metropolitana bine definita;

1.b. Lanturi scurte de aprovizionare cu produse sigure, obtinute din zona metropolitana prin eco-inovare;

1.c. Cresterea calitatii vietii (atat in rural, cat si in urban);

1.d. Constientizarea calitatii produselor si a modului de productie;

1.e. Conectare intre zona rurala si urbana si la nivelul fizic (ex. infrastructura);

1.f. Diferentierea clara si pastrarea caracterului si a identitatii specifice ruralului si urbanului;

1.g. Acces la tehnologie si informatie din urban catre rural.

2. De ce este importanta aceasta aspiratie?

2.a. Duce la dezvoltarea sustenabila, smart, cu implicarea tuturor actorilor/cetatenilor;

2.b. Zero deseuri, zero emisii => energii regenerabile;

2.c. Utilizarea sustenabila si optima a terenurilor din orase;

2.d. Stilul de viata si de consum este adaptabil la specificul zonei;

2.e. Cresterea atractivitatii mediului rural si a integrarii in ecosistem;

2.f. Se vor realiza schimburile de servicii culturale intre rural si urban

3. Direcția de acțiune

3.a. Planificare strategica, interdisciplinara, pe termen lung si mentinerea acestei planificari;

3.b. Constientizarea comunitatilor la toate nivelurile (copii-> batrani);

3.c. Life Cycle Assesment ca baza pentru decizii si actiuni;

3.d. Implementarea conceptului de Blue Economy (Green economy + implicarea cetateanului);

3.e. Precision farming + TIC => agricultura 4.0;

3.f. Industrie 4.0;

3.g. Urban – gardening agriculture;

3.h. Valorificarea culturii si a traditiei;

3.i. Crearea unor centre de preluare a productiei;

3.j. Actiuni pentru valorificarea agro-turismului;

3.k. Adaptarea unor peisaje rurale in urban (ex. paduri urbane).

4. Actori relevanti

- Mediul academic si universitar;
- Reprezentanti ai cetatenilor;
- Agenti economici;
- ONG-uri

5. Nevoia de Cercetare si Inovare

5.a. Siguranta alimentara;

5.b. Implicatia lantului scurt asupra economiei rurale si urbane;

5.c. Rezolvarea problemei de excedenta;

5.d. Amprenta ecologica;

5.e. Eficienta energetica;

5.f. Metode de dezvoltare a ruralului care, pastrandu-si identitatea, sa isi atraga locuitori.

Research programme scenario 2

9.c Modele (de business) pentru echilibrarea timpului (17 voturi: 11 educatie + 6 bio-economie)

1. Cum intelegm aspiratia acestui program de cercetare?

1.a. Regim de muncă și de plată mai flexibil: orientat nu spre timpul de lucru, ci spre sarcină sau spre rezultat.

1.b. Echilibru între viața personală și profesională prin program de lucru mai scurt (unde e nevoie de prezență constantă la job) și condiții de lucru ocazional acasă.

1.c. Schimbarea mentalităților (angajați și angajatori) cu privire la mobilitatea de pe piața de muncă, i.e., cu privire la schimbarea frecventă a jobului.

1.d. Condiții de muncă mai bune pentru categorii sociale vulnerabile, exploatate (și în genere supuse exploatării).

2. De ce este importanta aceasta aspiratie?

2.a. Forța de muncă tânără și / sau educată iese deja tot mai des din regimul clasic de muncă; angajatorii trebuie să se adapteze și ei.

2.b. Un angajat mai fericit e un angajat mai bun / productiv, mai puțin obosit fizic și psihic.

2.c. Există deja din ce în ce mai multe oportunități de alegere individuală a domeniului și locului de muncă.

2.d. Există pericolul de a segrega sau izola grupurile vulnerabile și mai tare.

3. Direcția de acțiune

3.a. Programe de instruire pentru angajați și angajatori, pentru conștientizarea beneficiilor echilibrării timpului, ale noilor (opțiuni de) modele de raporturi de muncă.

3.b. Educație încă din școala primară și secundară cu privire la relația individuală cu munca și cu cariera (dincolo de orientarea vocațională).

3.c. Mesaje publice credibile privind astfel de inițiative și politici.

3.d. O educare mai eficace privind drepturile angajaților.

3.e. Tehnologizare mai rapidă a companiilor, pentru a permite un plus de flexibilitate în raporturile de muncă.

3.f. Combaterea abuzurilor angajatorilor împotriva „timpului liber” al angajaților lor (la nivel legislativ și nu numai).

3.g. Stimulente pentru companii, ca acestea să ofere angajaților beneficii de tipul unor „zile de muncă acasă”.

4. Actorii relevanți

- consilieri educaționali / vocaționali;
- angajatori / companii;
- universități și organizații de cercetare;
- vectori de imagine (e.g., personalități);
- decidenți;
- angajații.

5. Nevoia de cercetare și inovare

5.a. Experimente sau programe pilot cu regimuri de muncă echilibrate; cu integrarea „timpului liber” în locul de muncă.

5.b. Măsurarea impactului intervențiilor sociale de echilibrare și eficientizarea lor, e.g., impact

- al programului flexibil asupra ethosului familiei;
- al schimbării organizaționale prin flexibilizare asupra relațiilor dintre angajați;
- al flexibilizării programului asupra productivității și eficienței;
- al schimbării raporturilor de muncă asupra economiei.

5.c. Studii privind bunele practici din societățile avansate în materia echilibrării timpului.

Research programme scenario 3

5.c Utilizarea responsabilă a terenurilor (7 voturi de la echipe de bio-economie)

1.Cum intelegm aspiratia acestui program de cercetare?

Satisfacerea cererii de alimente si resurse natural din punct de vedere calitativ si cantitativ prin

Exploatarea eficienta si durabila/sustenabila a terenurilor agricole din mediul rural

Exploatarea optima a terenurilor rezisuale din mediul urban

2.De ce este importanta aceasta aspiratie?

Cresterea nevoii de produse sigure

Actualul sistem de productie duce la degradarea pana la un nivel greu reversibil a calitatii solului si a apei

Pierderea suprafetelor cultivabile

Nevoia de protejare a biodiversitatii

3.Cum ar trebui sa raspundem? Directia de actiune

Reglementari si sistem de guvernanta integrata pt proprietatea si utilizarea durabila a terenurilor

Cadastrarea (mapping-ul prin sisteme GIS) a terenurilor

Inputuri si metode de productie ecologice, si incurajarea comertului ecologice

Proiecte pilot de agricultura de precizie

Proiecte pilot de urban farming

Integrarea lantului valoric

Valorificarea deseurilor

4.Actorii relevanti

Mediul academic si de cercetare (biologi, agronomi, economisti etc)

Urbanisti si peisagisti

Producatori agricoli

Provideri tehnologii

Administratia

Societatea civila

5.Nevoia de cercetare si inovare

Amprenta ecologica/impactul agriculturii (atat a celei traditionale cat si a sistemelor inovative)

Cercetarea situatiei actuale a terenurilor (destinatie, utilizare, suprafata, localizare) in scopul cadastrarii

Cercetarea diferitelor tehnologii si produse care se pot utiliza in agricultura durabila

Cercetarea conceptelor actuale pentru mediul urban (pericultura, hidroponie, aquaponie etc)

Simulari virtuale

Observatie: cercetarea ar trebui sa fie interdisciplinara si bazata pe cererea consumatorului

Research programme scenario 4

7.b Regândirea „nevoilor (noi) ale pieței forței de muncă (7 voturi: 3 voturi Bioeconomie;4 voturi Educatie)

1.Cum intelegm aspiratia acestui program de cercetare?

1.a. Formarea cetatenilor activi prin actiuni coerente de pregatire educationala si profesionala;

1.b. Adaptarea si imbunatatirea periodica a curiculei scolare in concordanta cu evolutia economiei reale

- formarea in spiritul reconversiei profesionale;

-dezvoltare personala permanenta;

1.c. Life Long Learning(LLL)

2.De ce este importanta aceasta aspiratie?

2.a. *Garantarea unui nivel de angajabilitate ridicat al populatiei contribuind la dezvoltarea economica si coeziunea sociala;*

- *Reducerea diferentelor sociale;*
- *Cresterea productivitatii muncii;*
- *Cresterea avansului tehnologic;*
- *Impact asupra nivelului de trai;*
- *Reducerea somajului;*
- *Bunastarea economica si sociala;*
- *Economie performanta;*

2.b. *Exista riscul/probabilitatea mare avand in vedere dezvoltarea din prezent ca mare parte din populatie(grupuri mari de oameni) va fi in situatie de nonangajabilitate datorita societatii/avansului tehnologic;*

3.Cum ar trebui sa raspundem? Directia de actiune

3.a. *Reforma curiculara;*

3.b. *Recunoasterea/validarea formelor de educatie non-formala;*

3.c. *Dezvoltarea si actualizarea CNC-ului (Consiliul National al Calificarilor);*

3.d. *Evolutia constanta a calificarilor skills-urilor necesare(atat la nivel regional cat si golbal);*

3.e. *Stimularea de think-tank-uri/hub-uri de inovare;*

3.f. *Experimentarea administrarii/guvernantei partajate sau totale a scolilor de catre comunitatile locale;*

3.g. *Reducerea timpului(Cresterea vitezei de raspuns din partea sistemului educational la nevoile/cerintele identificate);*

3.h. *Utilizarea Big Data pentru identificarea nevoilor/maparea competentelor/cunoasterii profesiilor;*

4. Actori relevanti

- *Mediul academic si universitar; (Ministerul Educatiei si Cercetarii Stiintifice)*
- *Ministerul Economiei;*
- *Ministerul Muncii – autoritati locale(AJOFM)*
- *Mediul privat;*
- *Furnizorii de educatie*

Este nevoie de sinergie intre toti acesti actori pentru directiile de actiune;

5. Nevoia de cercetare si inovare

5.a. Prognoze/ analize de trend-uri economice/ Studii de piata;

5.b. Studii de specialitate in vederea dezvoltarii de competente;

5.c Strategii comprehensive si 5.d. Modele de buna practica referitoare la directiile de actiune mentionate mai sus

Research programme scenario 5

7.a Ecosisteme educationale ca motor al inovarii sociale si dezvoltarii locale (5 voturi: 2 bi-economie, 3 educatie)

1.Cum intelegm aspiratia acestui program de cercetare?

- *Retea capabila institutional*
- *Scoala cu extra-capacitati*
- *Scoala cu rol active in comunitate*

2. De ce este importanta aceasta aspiratie?

- *Context actual: Regionalizarea si descentralizarea administratiei*
- *"Prapastie" intre scoala si comunitati*
- *Individualizare si creativitate*

Cum ar trebui sa raspundem?

3. Directia de actiune

- *Capacitatea institutionala (scoli)*
- *Retea scolara (sala de clasa, cancelarie, birourile din spatele cancelariei)*
- *Formare noua a profesorilor*
- *Implicare locala*
- *Cercetare in preuniversitar*
- *Modele de bune practici (scoli pilot)*

4. Actori relevanti

- Ministerul Educatiei Nationale si Cercetarii Stiintifice
- Scolii
- Autoritati publice locale
- ONG – uri
- Animatori comunitari

5. Nevoia de cercetare si inovare

- Cum se capaciteaza Hub-ul?(policy, fluxuri, retea)
- Cum se capaciteaza scolile? (scoli pilot)
- Cum se reformeaza inovativ curricula?
- Cum se transfera cunoasterea la autoritatile publice locale?
- Cum se face formarea/dobandirea de competente?
- Cum se implica comunitatea in scoala (institutional)?
- Benchmarking ONG <-> Scolii pilot

7: Feedback evaluation forms

Aggregated results for the questions with predefined answers (multiple choice):

Overall, how satisfied are you of the event?

Very satisfied - 16

Satisfied - 5

Neutral - 1

Would you take part in such an event again?

Yes -17

No - 5

Did you understand the whole process of the project and its previous steps? In other words, were all the information provided clear enough?

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Yes-21

No-1

Did you understand how your contribution will be used?

Yes - 19

No – 3

How much do you think you had the chance to participate – as an individual- to enrich the research scenarios?

Contributed very much to research scenarios - 18

Did not have the chance to contribute -1

I don't know - 3

I felt sufficiently comfortable and at ease to speak out and voice my opinions during the process.

Strongly agree - 13

Agree - 8

Disagree – 1

My impression is that all participants to the discussion at my table were equally encouraged to participate.

Strongly agree -10

Agree - 9

Neutral -1

Disagree – 2

The participants were all respectful towards one another.

Strongly agree - 14

Agree – 8

The table facilitators did a good job in ensuring a constructive and fair process during the discussions.

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Strongly agree -13

Agree - 7

Neutral -1

Disagree - 1

Timing was perfect: I didn't feel stressed or in a rush

Strongly agree -11

Agree - 7

Neutral -2

Disagree - 2

Overall, how satisfied have you been with the practical organization of the event?

Very satisfied - 18

Satisfied - 4



Report on the Research and Policy Consultation in Slovakia

Slovak Academy of Sciences
Bratislava, 6-7 October 2016



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1: Concept for the Consultation in Slovakia

The research and policy consultation in Bratislava, Slovakia, took form of three separate expert panels of mixed participants (3 target groups: policy makers, business stakeholders and scholars) on 6-7 October 2016. Each panel discussed 4 selected research scenarios. The participants were asked to prioritise 2 out of them. Then, they were grouped per their preference and enriched the selected research program scenarios. The outcome is the list of 6 enriched research scenarios ranked by the participants (each participant ranked 4 research scenarios that were discussed during the day).

The scope of the method was to bring together policymakers, business stakeholders and scholars with different points of views on the selected research scenarios and prompt them to answer a series of questions in order to generate rich group discussions that can feed into the process of producing the final research topics. The approach was highly facilitated group work, in which the participants react to each other and bring up questions, knowledge and insights into a specific research scenario for each group.

Each expert panel would be ideally attended by 12 participants (in total 36). A panel lasts half a day. Participants of a panel includes policymakers, stakeholders and scholars. During the recruitment phase the participant were asked to select 4 research scenarios they are interested in. The panels were set up accordingly. 4 optional research scenarios gives enough room to manoeuvre when setting up the panels. In total, 12 scenarios were discussed and 6 prioritised. A panel discusses 4 scenarios and prioritise two. The participants of a panel worked at 2 tables of policymakers, stakeholders and scholars during first half of the panel dedicated to the prioritisation, and rearranged for the next group work which targeted the enrichment of the scenarios.

Recruitment: We tried to balance age, gender and workplace to make the participants as diverse as possible. We wanted to engage those who were screened-out from the NCV workshop. Plus policy-makers, business stakeholders and scholars are the important end users of CIMULACT project outcomes (H2020 calls). Also, concerning policy-makers, we tried to recruit some from national and regional parliaments as well as governing bodies. As for business stakeholders and scholars, we wanted them to represent different areas in the selected topics of research scenarios. In sum, we invited 50 policymakers, 28 stakeholders and 36 scholars. Out of them, 6 policymakers, 10 stakeholders and 10 scholars participated. We had tried to recruit people from the West Slovakia regions but the majority of participants came from Bratislava (the capital) as it was more convenient for them.

Strengths: the method targets those who were screened out from participation in the NCV. It offers the point of view of policy makers and business stakeholders who are important for the implementation of the research scenarios. It also includes scholars who are experts on the recent developments in the research area. It is less demanding in terms of place, time and staff. The duration of the workshop (half a day) makes it more likely that the policymakers will join and stay throughout the entire program. It is result oriented. It gives opportunity to work on research scenarios in details.

Weaknesses: It could take a great effort to recruit enough policy makers. It does not include citizens. It is divided into three consultations. The selection of the research scenarios is done during recruitment.

2: Programme for the Consultation in Slovakia

1	Introduction of the CIMULACT Project and the purpose of the workshop = prioritization and enrichment of the draft research program scenarios prepared with the citizens.	10 min (09:00-09:10) (14:00-14:10)
2	Introduction of the participants.	10 min (09:10-09:20) (14:10-14:20)
3	Introduction of the 4 selected research program scenarios.	20 min (09:20-09:40) (14:20-14:40)
4	Ice-breaker.	5 min (09:40-09:45) (14:40-14:45)
5	Prioritization of the selected research program scenarios. Participants sit at two different tables. Each participant deliberates on the 4 selected scenarios and prioritize among them by assigning three different numbers to them – 8, 5 and 3. The voting cards are collected by facilitators at the end.	30 min (09:45-10:15) (14:45-15:15)
6	Coffee break Facilitators count the votes and rank the selected scenarios. First two scenarios are selected for further discussions. Participants can decide which one of the two scenarios they would like to work with and enrich.	15 min (10:15-10:30) (15:15-15:30)

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7	<p>Participants sit at two tables as per the selected scenarios. They discuss the following areas:</p> <ul style="list-style-type: none"> a) What challenge(s) does this research direction addresses from your point of view? b) Is it important from your point of view to address this challenge? Why? c) How could it be approached? Please describe which kind of research and innovation activity would be needed in order to contribute to the solution. d) Who should be involved in solving the problem? e) How would this change the future? 	<p>75 min (10:30-11:45) (15:30-16:45)</p>
8	<p>Both tables present the results of their discussion.</p>	<p>15 min (11:45-12:00) (16:45-17:00)</p>

3: Selected Research Programme Scenarios

Follows the list of 12 selected research program scenarios that were discussed during the three workshops in Bratislava, Slovakia, which took place on October 6-7, 2016. At each workshop, 4 selected scenarios were prioritized and enriched. The scenarios were clustered for these purposes. The selected scenarios reflect the original citizens visions as well as the currently discussed topics in Slovakia: sustainable energy, smart cities, ageing society, food security, ecosystems and social inclusion.

Highlighted are 6 scenarios which the participants chosed to enrich as per the prioritization exercise described on the previous page.

Equality and Social Inclusion
(1-Equality, 3-Citizen Awareness and Participation)
1a-Digital Inclusion
1c-Empowering Diversity in Communities
1d-Social Economy
3a-Data for all – Share the Power of Data

Holistic Health
(4- Holistic Health, 6- Life-Long Processes, 9- Personal Development)
4a-Quantitative Person-centred Health
4c-Finding a Balance in a Fast-paced Life
6b-Deconstruction of Age
9a-Technology as a Means of Well-being

Urban-rural Symbiosis

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(8- Harmony with Nature, 10- Green Habitats, 12- Sustainable Energy)
8b-Urban-rural Symbiosis
10c-The Bigger (Cities) the Better
10d-Moving Together (More Collective Transport Options)
12a-Smart Energy Governance

4: Slovakia: The Enriched Research Programme Scenarios

Overview of the prioritized research programme scenarios

1c-Empowering Diversity in Communities [58]

(moderator: Miroslav Popper, registered by: Lucia Hargašová, Thursday 10/6/2016)

1. What challenge(s) does this research scenario address?

Current situation in empowering diversity in communities: conduct a survey on communities support, what the attitudes towards different communities are and develop further research based on the data. It is necessary to specify what kind of people are inclined to support diversity and what people are not open to it. We should be aware of the fact that concentrating on selected groups in society leads to exclusion and can jeopardise the whole concept of diversity inclusion. It can be fruitful to study not merely those communities already perceived as groups but also raise awareness about hidden (not-yet-known) communities in society. Search for successful models of empowering diversity in communities from abroad and their transferability.

Challenge to redefine "slovakhood" in terms of diversity: there is a tendency among citizens in Slovakia to define themselves by their nationality (or even by race). Therefore we suggest exploring the ways of defining oneself by their citizenship. The two tendencies can be related to the degree of stereotype, prejudice, xenophobia and extremism. In order to strengthen the citizenship principle when defining "slovakhood", a study on existing local diversity of communities can be carried out (eg. bilingual and trilingual areas, tradition of multicultural society in country's history).

Identity problem: to study the meaning of Slovak identity for Slovak citizens and further explore the apprehension that to be a Slovak means the superiority at the same time. In the European context research can define the origins of national identities.

Legal norms: analyse legal norms and policies from the diversity point of view (empowering or suppression). We have legal norms in Slovakia directly suppressing several types of diversity (eg. muslim religious community, homosexual partnership).

Social norms: Diversity already exists in our (Slovak) country, but is not fully accepted and not known to all. It is important to study how and what social norms are established when it comes to diversity. For example it can be interesting to focus on the way private and public is perceived as strictly detached (a post-communist heritage?).

Education: estimate the educational potential in empowering diversity in communities. Multicultural education is a cross-sectional subject (in Slovakia), but the quality of its tuition remains a question.

2. Is it important from your point of view to address this challenge? Why?

Equality in diversity: all people are equal, in philosophic principle, academically and politically. It is important to find ways to ensure equality in real life.

On individual level: people suppressed or discriminated against should not be excluded but accepted. A person included as a part of society feels better and can be valuable part of community.

Society: acquiring inclusion of diverse communities is beneficial. In well-functioning society the quality of life rises. It is meaningful to address awareness of diverse reality - that life is not black and white, nor schematic and simplified but on the contrary. Our societies face several irreversible changes (eg. population aging, migration, homosexual couples) that we can either study and take responsibility for our actions or neglect and remain unprepared.

Technologies problem: the advantage of technologies lies in possibilities it offer in communication without borders (of one's community, or country). On the other hand, research suggest that technologies, especially social media, can serve as means of intensified closeness of communities and strenghtened stereotyped perception. It is important to pursuit ways of using technology for critical thinking development and for raising openness to diversity.

Image of the country: Slovakia is known (along with other V4 countries) for its xenophobia. It is not the image we are proud of.

3. How could it be approached?

Best practices: to be inspired by the best experience locally and from abroad and to spread them.

Dissemination: to systematize knowledge about best practices home and abroad, transform them into local policies and educational activities in order to maintain continuity of knowledge and practice. Ensure full implementation into practice and find successful models of implementation from foreign countries.

Follow-up on research: It is necessary to solve problems systematically and from public sources, to commit governments to act in accordance with research findings and recommendations, especially in case the research was made upon governmental demand. Include the condition (of implementation) into the scheme of EU funds absorption.

Linguistic and document analysis: analyze manifestations and impact of diversity denial in media, speech and legal documents. Especially in Slovakia further observe the principles of national versus civic identification of "slovakhood".

Capacity of art: make use of communicative potential of art, potential of society self-reflection, sensitizing, educating and connecting people and in introducing taboo topics.

4. Who should be involved in solving the problem?

Ensure diversity in research teams by involving and inviting different representatives to the project team.

Target group representatives: include target and influenced groups by inviting experts from their community to make sure the project is not remote from reality of the community.

Business sector: include representatives from smaller and bigger companies that can enrich the project by offering a pragmatic point of view, business models and experience with diversity empowerment. Financial aspect of research impacts can serve as a strong argument when convincing the public or decision makers to make changes.

Be open publicly: involve everybody who can possibly contribute to solution, select "experts from public" for example by designing an on-line research ombudsman accessible to all.

Art: include artists and their work as means of research outputs dissemination due to its educative and interconnective potential.

Press

5. What should be the main goals/impacts of the research activity?

- Improvement of communities and diversities integration, better communication and awareness
- Social cohesion
- Reduced manipulability of citizens
- Behavioural change in attitudes from tolerance to acceptance
- Behavioural change in mindset from stereotyped to complex
- Short term changes should be embedded in local policies, legal documents and norms. If implemented, they can have an impact in long term perspective.
- Change in peoples attitudes and mindset can be visible for example in the results of parliamentary elections (considering especially Slovakia and V4 countries)

4a-Quantitative Person-centred Health [58]

(moderator: Miroslav Popper, registered by: Lucia Hargašová, thursday 10/6/2016)

1. What challenge(s) does this research scenario address?

Holistic approach: estimate the quality and potential of holistic approach to patients. By holistic approach we understand considering patients symptoms in the context of overall health condition and resign on treatment concentrating merely on symptoms.

E-health: examine, develop and imply models of health care operating with secure digitalised medical documentation so that the patient is not the main source of important information such as ongoing treatment, prescribed medication or his/her medical history.

Accessible health care: analyse the network of practisioners and specialists in terms of their accessibility and patient occupancy in order to propose more effective network of health care facilities approachable to citizens even from remote areas.

Status, responsibilities and duties of health care staff: define more precisely responsibilities and duties of every type of medical staff (in Slovakia, there is an Act on doctors competencies missing) in order to avoid misunderstanding and confusion. Define, redefine responsibilities and duties of health care staff according to their level of education, their preferences and seniority in order to smoothen medical services. Conduct a research on supportive psychological services provided and on ways of expanding them.

2. Is it important from your point of view to address this challenge? Why?

Faster diagnostics and therapy: in case the patient is diagnosed during a minimum of visits and in case of reducing the number of specialists involved (who have access to his full mediactal documentation), the services can work better, faster and therapy can be more effective.

It is cost and time effective: this approach therefore save resources.

Credibility: holistic approach builds a trust between patients and doctos.

Sickness benefit savings and higher work productivity: the sooner patients are cured, the better is their work performance.

Optimization: adequate deployment of general practisioner and specialised services according to population solves unequal workload and improves the accessibility and quality of medical services provided.

Status and hierarchy: analyze status and persisting hierarchy among medical staff and its relationship with full implementation of holistic approach and the quality of medical

services. (In Slovakia there is ongoing gap between respect to doctors and the respect showed to nurses that can lead to underestimation of nurses competencies and sometimes also to complications in the proces of medical treatment).

Nursing duties: diversify their competencies and duties according to acquired level of education and seniority, this can lead to loosening the tension between different medical staff.

3. How could it be approached?

- Find ways how to apply holistic approach by maintaining the number of socialized doctors.
- Change the mindset of medical staff so that they will be able to search for relations between numerous symptoms and syndroms in one patient.
- Enrich existing curricula of medical students by adding subject such as psychology, communication training, ethics and so on. Find way to increase motivation of medical staff to educate themselves in the areas of holistic approach.
- Analyse those who are performing better in the holistic approach and what are their characteristics (eg. working in state/private faciities).
- Analyse ways how to improve the quality of medical services provided. What are the motivators of staff and facilities to achieve better outcomes?
- Ensure that the system of health care insurance is set to encourage the holistic approach. Search for econimcal and financial arguments supporting the assumption that holistic approach is effective.
- Improve and customize to local conditions the existing models of holistic approach and e-health from other countries.
- Analyze and re-define payments for medical performaces so that they respond to actual value of the tasks.

4. Who should be involved in solving the problem?

Medical/health care staff

Patients: via standardized questionnaire (experience and satisfaction with health care).

The range of representatives from involved parties: representatives from government, resort offices, insurance companies, universities and colleges.

5. What should be the main goals/impacts of the research activity?

Impacts:

- More satisfied patients
- Higher satisfaction among health staff
- Cost-effectiveness for insurance companies
- Higher quality in health care
- Optimization in network of health care facilities and services they provide

Goals:

- To answer what groups of health care staff are benefiting from the status quo and who would benefit if duties and competencies changed.
- To determine how to change the mindset of staff to adopt a holistic approach to patients.

Although it is a long-term process, some actions can be done in a short time:

- Revise the system of insurance payments, so that it would be rewarding facilities for curing patient rather than for sending him/her to several specialist, or multiple visits.
- Implement the changes in legal documents so that they would be obligatory for all and therefore have a quicker effect.
- College curriculum change: adding subjects (psychology, communication, ethics) and obligatory practice hours during education.

Measurability:

- Satisfaction surveys among patients and medical staff
- Economic and financial indicators of effectiveness
- Quality indicators: number of cured patients, length of therapy, number of avoidable deaths etc.
- Quantity indicators: number of hospitalised and discharged patients, average length of hospitalisation, ability to return back to work etc.

3a-Data for all – Share the Power of Data [50]

(moderator: Gabriel Bianchi, registered by: Jana Fúsková, Thursday 10/6/2016)

1. What challenge(s) does this research scenario address?

Currently we do not have (we cannot process) enough of data on we could base our deciding, so the main goal is to base evidence based policies. If such a data is available, they are fragmented, different data holders are not connected. So, data are often unused.

Data are unused for various reasons, for example there is large group of population that do not want / do not have opportunity to participate in digital world – therefore, everyone who is not able process technical equipment to find data that way, should have opportunity to get data (refuse digitalisation), for example by providing user friendly environment. Informational literacy is also about ability of painless work with data/information. To provide opportunity to access information – we have to be able present them to users graspable – for example by larger type.

Because of the different ability of processing data (stage of informal literacy) – different people should have different access to data which they are working with.

All of the participants of discussion says that equal access to digital world is conditioned by critical thinking – especially for people those did not approach digital world until now.

Access to information is also question of security. For the security reasons (political/ethical dimension) it is necessary to restrict access – selective approach.

But segregation people / regions to data access based only by charged internet access is unjustifiable.

2. Is it important from your point of view to address this challenge? Why?

Data access restriction is partly a tool of power, on the other hand – can be used by citizens to create good governance. Data access can be crucial for deciding control of government.

3. How could it be approached?

Some of the activity can be applicable without new research – for example by education system reform, application of critical thinking approach in education. What is necessary is continual outcome checking. Essential is empirical research of abilities (different communities) to accept and process data. Basic need is establishing definition of informational literacy and literacy minimum.

Crucial is to identify effective forms of data mining, possibilities of data processing and integration of big data and their categorisation from the data use point of view.

Informal literacy has to be described as variable which we can improve (how?), measure (deciding with different literacy level) and it is necessary to describe informal asymmetry – within people, states, economies.

4. Who should be involved in solving the problem?

Citizen, NGO and industry participation is necessary for controlling data systems. (Local) government can participate by providing „tools“– data assistant, data ombudsman's, whose can be able to provide user friendly information for technically illiterate citizens, eventually data ombudsman will by help with data assessment.

5. What should be the main goals/impacts of the research activity?

The goals are intersection of community interest and support of their mutual communication. Data access can be usable for economic interest in services, traffic rationalisation, environment. Results of research activity will be on individual levels easily measurable – ability of information processing, abilities even be trackable on cognitive deciding level.

8b-Urban-rural Symbiosis [45]

(moderator: Gabriel Bianchi, registered by: Jana Fúsková, Friday 10/7/2016)

1. What challenge(s) does this research scenario address?

The main goal should be to research life quality

The aim of research should be to clearly monitor the quality of life and environment and to propose scenarios / tools for its improvement. We are witnessing large differences in quality of life. In the current situation we can observe in Slovakia certain kind of parasitism, something like antithesis of the symbiosis. This raises the urgent need for rural revitalization.

There is also a need for urbanization and structuring urban and rural environment. It must not, however, put emphasis not only on the parameters of the city or countryside but of the entire region - the territory. So far, in our region there are matchmaking tools, concepts upon which it would be possible to work on the elimination of competition between the settlements and the development of settlements and the regions.

We need to taking into account - the regional context, as a essential priority.

2. Is it important from your point of view to address this challenge? Why?

We all lives in differend kind of residential conditions, that concern us directly – that is the reason, why we need to reasearch those aspects and possibilities of fulfilling life needs. It is nescessary to know differend kind of residential conditions – politics barriers and facilitators for their development.

3. How could it be approached?

It must be clearly identified how to improve the quality of life and how to actually measure it? What are quality indicators? GDP? There are any other aspects and indicators? It is also necessary conceptualization of what are cities and rural areas and especially in the conceptual framework of Slovakia / region. There is indeed no consensus on the designation of settlements, the difference between urban and rural areas may be the most significant as the difference between cities and towns. This raises the issue some sort of "urban fuck" – refuse conceptualisations of town and countryside and find a symbiosis in noncategorical resolution. While differentiation of cities themselves is huge compare cities like NY and Senec. The question as to refer to each residence occurs primarily in the dynamics and fading - when strict limitation of terms rural and urban is not possible.

It would be appropriate to implement into research ethical study that focuses on the dependence of cities and rural areas. This study examined the relationship fairness and sustainability, and also whether they are symbiotic or is a parasiting.

The question for research is also distinguishing mental and physical characteristic symbiosis - there is a transmission of aspects of the city to the countryside and vice versa?

There are some mental barriers of cooperation between the towns and rural areas there is fierce competition in the context of dotations (EU grants) and competitions for them. It is desirable to redefine support - grants, the revitalization of individual settlements. The countryside is the crucial not only agricultural revitalization, but also cultural and community revitalization - it would be desirable to identify appropriate models from abroad, which could help revitalize in our region. Support in the form of subsidies for small and medium enterprises at this level appears to be one of the possible solutions.

A significant moment of the debate is also to draw attention to finding incentives citizen participation in the development and planning of settlements. Civic participation is also clearly influenced events, strategic planning, reflection and decision-making concerning the region. Decision making and planning can not be based solely in monetary terms of the needs and benefits, but it has to be reflective. Decision-making should be done based on the values and strategic vision of the company.

4. Who should be involved in solving the problem?

Citizens, community and city government are needed to cooperate. For example cooperation to fulfill urban planning development, development strategy planning of to gain subsidy from EU.

5. What should be the main goals/impacts of the research activity?

Goal is to make better residential environment – with emphasis to protect their diversity.

For the support of symbiosis it is important to identify possible barriers. Very effective seems to be developing long term strategic planning with citizens participation.

As primary research activity we propose to identify actual valid policies in the area, audit of politics and reality. Which policy tools are used, which are abused and what we can do about it. There is also need to make audit of participative governance tools.

4c-Finding a Balance in a Fast-paced Life [39]

(moderator: Gabriel Bianchi, registered by: Jana Fúsková, thursday 10/6/2016)

1. What challenge(s) does this research scenario address?

Research scenario should reflect health complications which are based on imbalance – such as high occurrence of psychosomatics problems. Citizens are unable to allocate time for personal activity. Imbalance is even between parenthood and career.

We can see imbalance between genders, age categories – in sense of informational imbalance and uneven opportunities on labour market, regional imbalance and status.

2. From your point of view, is it important to address this challenge? Why?

Person who is experiencing imbalance in any sense is not able to provide good outcome and his quality is decreasing. We can say that for government imbalance and inequality is economically unprofitable.

3. How could it be approached?

It is necessary to focus on discourse analysis and value constructions in the mean of success, to recognize mechanisms of imbalance negative outcomes. Also to search for criteria of balance, meaning of work, happiness and success. It should be approached as cultural concepts research satisfaction and life-balance.

4. Who should be involved in solving the problem?

In their own interest – in solving the problem should participate employees, unions and employers. From the position of power should participate government (state) – by creating suitable power tools to fixing problems and prevention.

5. What should be the main goals/impacts of the research activity?

The main goal is to achieve balance and equality – cohesion.

10d-Moving Together (More Collective Transport Options) [35]

(moderator: Miroslav Popper, registered by: Lucia Hargašová, Friday 10/7/2016)

1. What challenge(s) does this research scenario address?

Collective transport as a part of quality of life: analyze the possibilities of transport in improving the quality of citizens life.

Collective transport as a way of settlements development: plan the development of transport according to the goals regarding the rural, urban and suburban areas and their connection. Define whether it is important to maintain the unique ambience of selected areas or whether to make several locations more attractive. There are other priorities that should be considered: should rural areas take over some urban functions, is it desirable to prevent the escape of economically active population from chosen areas?

Transport as a problem of public service: it is necessary to decide whether collective transport should be a public service or profitable activity.

Prioritization: it is necessary to decide what means of transport should be developed in the future, impact studies are needed.

Evidence problem: there is lack of data, studies, research upon which the decisions can be made.

Policies problem: accomplish evidence based decision making and oblige politicians (and other decision-makers) to act along.

Problem of binding acts: obligatory documents dealing with transport and its priorities and goals already exist, but are not always respected. Find ways to designate one authority (organisation, institution, person) that would ultimately decide. Develop schemes leading to full enforcement of territorial planning documents.

2. Is it important from your point of view to address this challenge? Why?

Quality of life: collective transport as a public service raises the quality of life of great number of citizens. It should be accessible even to citizens in remote areas.

Ecology and sustainability: collective transport development should consider criteria of sustainability and ecology.

Well-functioning infrastructure of areas: connection between places, people commuting to work, leisure or business activities.

Development and inconceptuality in decisions: it is crucial to prepare transport infrastructure before the actual areas develop. Targeted studies should underlay the decision-making process.

3. How could it be approached?

Is collective transport a public service or profitable activity? Search for the best, most effective means of transport that serve to higher quality of life.

Satisfaction survey among citizens using collective transport: estimate the citizens satisfaction with collective transport (accessibility, quality, time spent), reasons for choosing collective transport over other possibilities. Findings may contribute to further development of transport and can serve as argument for politicians and decision-makers.

Intermodality research: combination of different means of transport (compatibility, complementarity) and supporting services (assembly parking places) for a smoother transfer of citizens. Data can be used in development of integrated transport scheme.

Regional survey: elaborate recommendations of collective transport optimalization for different areas.

Behavioral research: research on decisions, habits and behaviour, for example why are decision for personal transport (car) more attractive (is it a question of habit or poor conditions of collective transport?).

Question of marketing: finding out the best ratio of resources allocated to marketing services promoting collective transport. Some estimates state up to 30% of all costs should be invested in advertising campaign.

4. Who should be involved in solving the problem?

Citizens and general public: representative study can answer what the quality of collective transport is, what the needs of citizens are and what are their suggestions for changes.

Representatives from involved parties: from public (study), from non-governmental organisations and civic organisations, representatives from local authorities, departments and offices, transport providers, developers and vehicle producers.

Strategic documents: analysis of existing acts regulating collective transport and stating goals for the future that should be followed.

Research realization: to ensure quality and validity of research, a combination of quantitative data and field research should be carried out.

Marketing and advertising

5. What should be the main goals/impacts of the research activity?

Higher quality and attractiveness of collective transport: collective transport should serve in big cities as well as in rural or remote areas.

Strengthening the position of collective transport: for better quality of life, for development of sustainable mobility and for protection of environment.

Cheaper and available collective transport for citizens

Change in citizens behaviour: citizens will prefer collective transport, their mobility habits will change.

Implementation of research findings into policies and legal documents: make sure the research findings are adopted by politicians, consequences for not following the binding acts are implemented too.

Recommendations: each research should contain recommendations for involved parties. It should be formulated briefly, comprehensibly and should be structured by long-term and short-term goals, activities and expected impact.

5: Selected Research Programme Scenarios (national language)

Účastníci diskusie mali možnosť po krátkom predstavení jednotlivých tém a diskusii prideliť jednotlivým témam bodové hodnotenia podľa subjektívne vnímanej dôležitosti riešenia témy. Každý z účastníkov mohol témam prideliť 8 – 5 – 3 a 0 bodov. Na základe súčtu bodov sa následne zvolili jednotlivé kolektívne najsilnejšie vnímané témy na hĺbkovú diskusiu. Nižšie uvádzame hlasovanie o témach (v zátvorke celkový súčet hlasov u diskutujúcich).

TÉMATICKÉ OKRUHY URČENÉ PRE SLOVENSKO

Výber diskusných tém pri téme rovnosť a sociálna inklúzia

- Digitalizácia a rovné príležitosti (19)
- **Podpora rozmanitosti komunít (58)**
- Sociálna ekonomika (33)
- **Voľný prístup k informáciám pre všetkých (50)**

Výber diskusných tém pri téme celostný prístup k človeku

- **Zdravotná starostlivosť zameraná na človeka (58)**
- **Nájdenie rovnováhy v každodennom zhone (39)**
- Dekonstruktívna veku (17)
- Technológia ako prostriedok blahobytu (14)

Výber diskusných tém pri téme symbióza mesta s vidiekom

- **Symbióza medzi mestom a vidiekom (45)**
- Čím väčšie (mestá), tým lepšie (26)
- **Rozvoj (spoločnej) hromadnej dopravy (35)**
- Rozumná energetická politika (22)

Výber diskusných tém pri téme rovnosť a sociálna inklúzia

Pri téme **rovnosti a sociálnej inklúzia** účastníci reflektujú silnú nerovnosť v oblasti **digitalizácie** – digitálne technológie sa neustále vyvíjajú a časť populácie nemá prístup k týmto technológiám, prípadne ich priamo odmieta. Účastníci však artikulujú požiadavky sveta, v ktorom by nikto nemal byť priamo segregovaný pre to, že sa nepodieľa na digitalizácia spoločnosti. Nielen našim regiónom zaznieva požiadavka uľahčenia prístupu k informáciám, ktorá je v tejto oblasti sýtená témou voľného prístupu k informáciám.

V oblasti **podpory rozmanitosti komunit** účastníci diskusie poukazujú na homogenitu spoločnosti a nedostatok vzorov pre prijímanie rozmanitosti, téma rozmanitosti komunit však neoslovuje spoločnosť. V pojmoch **sociálnej ekonomiky** sa zúčastneným diskutuje obťažne pre nejasnú operacionalizáciu, neúplné porozumenie téme. Problematika sociálnej ekonomiky je u diskutujúcich neakútna, avšak pri komparácii regiónov (Slovenska) nachádzame priepastné rozdiely v pohľade na túto tému a jej riešením sa javí byť občianska participácia, je potrebné povzbudiť iniciatívy „smerom zdola“. Téma **voľného prístupu k informáciám pre všetkých** je silne viazaná na tému digitalizácie, digitalizácia je však len nástrojom. Podľa názoru diskutujúcich je téma digitalizácie teda technických riešení aktuálne najviac „pokročilou“ a rozvoj, alebo sýtenie je potrebné práve v reflektovaní problémov ktoré v sebe obnáša technický pokrok – ak hovoríme o voľnom prístupe k informáciám, mal by byť voľný v pravom slova zmysle, teda bezplatne a pre všetkých. Na druhej strane však je potrebný veľmi kritický prístup k informáciám. Dnes sme svedkami mnohých konšpiračných, informačných a názorových bublín/sietí. Informácie nie sú konfrontované s poznáním, informácie takto získané sú často saturované až na univerzitnom vzdelávaní. Témy rovnosti a sociálnej inklúzie a voľného prístupu k informáciám si diskutujúci zvolili za najakútnejšie riešiť – výskumne i spoločensky.

V tejto skupine boli predovšetkým zástupcovia z oblastí sociológie, migrácie, kulturológie, biznisu a mimovládnych organizácií.

1. Digitalizácia a rovné príležitosti

Najmenej dôležitá téma. Skupina mala dojem, že nie je treba podporovať technológie a digitalizáciu, pretože jej je dostatok. S internetom a podobnými technológiami to ide prirodzene, nie je potrebná incentíva zhora. Téma je vyústením, resp. nadstavbou tém č. 2 a 4.

2. Podpora rozmanitosti komunit

Najdôležitejšia téma, pretože s tým majú na Slovensku ľudia asi najväčší problém. Skupina si kladla otázky, ako vlastne definovať komunitu, zväčšovať či znižovať rozmanitosť komunit, a čo sa myslí zblížovaním komunit? Za štúdium by stálo skúmať národnostne najrozmanitejšiu (multikultúrnu) mestskú časť na Slovensku – Bratislava Nové mesto, o ktorej máme z tohto hľadiska málo dát – či sa zmenilo sa nejak susedské spolunažívanie, ponuka služieb a ich dostupnosť. Pod zblížovaním komunit, nemysleli to, že všetci Slováci budú rovnakí; ale myslia sa tým kultúrne a sociálne kompetencie na komunikáciu s ľuďmi, ktorí sú odlišní tak, aby to nebolo konfliktné, ale dokonca obohacujúce.

Uvádzame diskutované otázky a problémy:

- skúmať to, čo nás všetkých spája, spoločný menovateľ (že sme ľudia)

- z toho by mala tá podpora vychádzať, rozmanitosť má iba vtedy význam (rozdielnosť, inakosť, odlišnosť) ak si dokážeme navzájom prejavíť základnú úctu

3. Sociálna ekonomika

Menej dôležitá téma, nadstavba tém 4 a 2.

4. Voľný prístup k informáciám pre všetkých

Druhá najdôležitejšia téma. Od dostupnosti informácii sa odvíjajú všetky ostatné z priorit, je to základ na ktorom sa dá pracovať. Problém s dostupnosťou dát máme na Slovensku, ale treba ten problém riešiť centrálnie z EU. Problémom je napríklad v súvislosti s minoritami, nedostatok dát o Rómskej menšine na Slovensku, ich neprístupnosť. Preto sa politiky nastavujú len na základe odhadov, nie reálnej evidencie. Bola by potrebná validná databanka a prístup k nej. Celkovo na Slovensku aj v iných výskumných problémoch chýba rozhodovanie založené na evidencii. A je tu aj problém kritického myslenia, schopnosť posudzovať a rozhodovať medzi rôznymi zdrojmi dát (naprieč témami politickými i sociálnymi).

Uvádzame diskutované otázky a problémy:

- dokázať sa dobre rozhodovať a nenechať sa manipulovať, rozhodovanie na základe pravdivých informácii, naučiť bežných ľudí pracovať s informáciou, čo znamená, akú má silu; informačná uvedomelosť, gramotnosť, „informacy“; ako rozoznávať informácie na sociálnych sieťach, ich dôveryhodnosť a pravdivosť
- aj schopnosť rozumieť štatistickým informáciám, „statistical informacy“
- na Slovensku sú už samosprávy, ktoré dokázali byť v tomto dobrým príkladom a rozhodujú sa na základe získaných dát
- presah do školstva, zmeniť školské osnovy smerom k rozvíjaniu kritického myslenia
- informovanosť o komunitách, zbavovanie sa predsudkov o správaní sa komunity; zadefinovanie si komunity, čo za ňu považujeme
- rovnosť musí byť ruka v ruke so spravodlivosťou; napríklad pri databázach je potrebné identifikovať, že môžu nahliadnuť všetci a nie len niektorí; rovnosť musí prihliadať na jednotlivých aktérov, ktorým sa dáva
- vylúčeným skupinám nestačí dať rovnosť, ale aj podporu zaručujúcu rovnosť šancí
- je dôležité, aby všetci ľudia vedeli o príležitostiach, no nie sú informovaní
- treba vyčleňovaných inkludovať a potom môžeme uvažovať o rovnosti príležitostí
- byť pripravení pozmeniť podmienky, zaviesť vyrovnávacie opatrenia
- opäť chýbajú dáta, na ktoré by sa dalo pri rozhodovaní spoliehať

Hlasovanie o témach (v zátvorke uvádzame celkový súčet hlasov u diskutujúcich)

- Digitalizácia a rovné príležitosti (19 + 0 = 19)
- **Podpora rozmanitosti komunít (29 + 29 = 58)**
- Sociálna ekonomika (16 + 17 = 33)
- **Volný prístup k informáciám pre všetkých (16 + 34 = 50)**

Výber diskusných subtém pri téme celostný prístup k človeku

Téma **zdravotná starostlivosť zameraná na človeka** sa prelína v diskusii s témou rovnováhy, respektíve je rovnováhou v živote ovplyvňovaná. Diskutujúci na ňu nazerajú predovšetkým cez prizmu neúspechov slovenských zdravotných reforiem. **Nájdenie rovnováhy v každodennom zhone** je diskutujúcimi vnímané ako významná téma, ktorá je v súčasnosti saturovaná práve pojmami stresu, záťaže a pracovného prostredia. Diskutujúci považujú možný výskum a odborné zameranie na oblasti **dekonštrukcie veku** ako možno až kontraproduktívne. Túto tému vnímajú ako minoritný a vykonštruovaný problém. Pri téme **technológií ako prostriedku blahobytu** vnímajú technológiu skôr ako bariéru, nie je user friendly, ľudia nie sú školení a gramotní pre používanie technológií. Technológiu vnímajú ako prostriedok zisku, nie ako zdroj blahobytu.

1. Zdravotná starostlivosť zameraná na človeka

Táto téma bola vyhodnotená ako najdôležitejšia z viacerých dôvodov. V našich podmienkach je to najaktuálnejšia téma (v porovnaní s ostatnými ponúknutými). V zdravotníctve sa k pacientovi pristupuje ako k diagnóze a nie celostne. Ak by k nemu lekári dokázali takto pristupovať, mohli by sa problémy pacientov riešiť aj rýchlejšie. U nás pacienti navštevujú veľké množstvo odborných ambulancií, pričom títo lekári spolu s praktickým lekárom nemajú prístup k celej dokumentácii pacienta a musia sa spoliehať len na čiastkové informácie z výmenného lístka alebo od samotného pacienta. Preto je potrebné zaviesť elektronickú zdravotnú kartu, ktorá bude zdravotníckemu personálu prístupná cez určité zakódovanie (pre ochranu osobných údajov). Téma podľa jednej z našich účastníčok v sebe zahŕňa aj problém bodu 2.

2. Nájdenie rovnováhy v každodennom zhone

3. Dekonštrukcia veku

Táto téma sa zdala najmenej dôležitá. Účastníčky uznali, že v niektorých oblastiach, predovšetkým mestských, sa stierajú rozdiely kedysi založené na veku a dnes aj ľudia v seniornom veku žijú aktívne. Skupina nemala potrebu sa tejto téme bližšie venovať. Zároveň spomenuli, že napríklad v rurálnych oblastiach ešte stále pretrvávajú roly založené na dosiahnutí veku, staroba je spájaná s múdrosťou a aj s určitými privilégiami a takíto

obyvatelia by nemali záujem na redefinovaní týchto noriem, sú s nimi spokojní. Chvíľu prebiehala diskusia medzi mladšími a staršími účastníkmi, pričom navzájom mali dojem že tie druhé (či už mladšie alebo staršie ročníky) to majú jednoduchšie s hľadáním práce.

4. Technológia ako prostriedok blahobytu

Vníмали ju ako menej problémovú tému, pretože priestoru venovanému technológii je dostatok. Ľudia sú dobrou motivovaní sa v zvládaní technológii zlepšovať, netreba ich k tomu povzbudzovať, prichádza to prirodzene, vonkajšími, či vnútornými podnetmi.

Hlasovanie o témach (v zátvorke uvádzame celkový súčet hlasov u diskutujúcich)

- **Zdravotná starostlivosť zameraná na človeka (26 + 32 = 58)**
- **Nájdenie rovnováhy v každodennom zhone (26 + 13 = 39)**
- Dekonstruktúra veku (6 + 11 = 17)
- Technológia ako prostriedok blahobytu (6 + 8 = 14)

Výber diskusných subtém pri téme symbióza mesta s vidiekom

Symbióza medzi mestom a vidiekom je ako téma pre diskusiu skôr kompiláciou riešení energetickej politiky a dopravy, ide o akúsi metatému. Vnímaný nesúlad a napätie vidieka a mesta je artikulovaný diskutujúcimi. Pre nich je otázne, či vôbec je potrebné (chcené a žiadúce) hľadať symbiózu mesta a vidieka, ktoré sú len odlišnými sídelnými formami. Za možné výskumné témy pri **problematike veľkosti miest** považujú diskutujúci predovšetkým otázky dôležitosti, veľkosti a jej udržateľnosti, počtu miest, ich rozlohy a hraníc sídiel.

Rozvoj (spoločnej) hromadnej dopravy považujú účastníci diskusie za aktuálne veľmi reflektovanú tému vo výskume i politikách. Energetické zdroje sú koncentrované predovšetkým na vidieku, **rozumná energetická politika** by mala zahŕňať aj potravinovú politiku.

Viacero diskutujúcich je za prepojenie tém pre výskum, rozumná energetická politika je priamo prepojená s veľkosťou miest a taktiež symbióza miest a vidieka je naviazaná na vytvorenie kvalitnej spoločnej hromadnej dopravy.

1. Symbióza medzi mestom a vidiekom

Táto téma sa zdala viacerým v našej skupine najdôležitejšia. Tému účastníci a účastníčky vnímali ako strešnú, dá sa v nej identifikovať veľa problémov (napríklad aj rozvoj hromadnej dopravy). Téma je síce menej konkrétna, ale veľmi lákavá. Uvádzame diskutované otázky a problémy:

- Treba si zdefinovať, či chceme pomešovať vidiek, alebo ho práve udržať. Či chceme približovať tieto dva typy sídiel, alebo práveže zachovávať ich odlišný charakter.
- Aká je hierarchia miest a sídiel na Slovensku?
- Mentálny vidiek a fyzický vidiek -venovať sa vzorcom správania, ktoré zodpovedajú vidieckemu/mestskému štýlu v rôznych priestoroch
- Otázka suburbanizácie – šírenie sa mesta do širšieho priestoru, satelity.
- Úloha mesta vo vidieckych regiónoch, aj malé mestá sú v niektorých lokalitách populačne malé, ale zohrávajú dôležitú úlohu.
- Stredoeurópska konceptualizácia mesta a typov mesta a vidieka - tá hierarchizácia sídiel je síce prekonaná, ale ako dnes uchopiť ich definíciu aj s presahom do politik.
- Otázka vzdelávacieho systému - ako sa deťom sprostredkováva otázka vidieka a mesta a ako potom nazerajú na život na vidieku (veľa krát je prezentovaný vidiek v rurálnej tradičnej forme, pričom to už nezodpovedá statu quo).

2. Čím väčšie (mestá), tým lepšie

Téma získala nižšiu dôležitosť, nie je pre Slovensko úplne relevantná, pretože naša krajina nikdy vyslovene veľké mestá nemala. Odmietaná bola aj pre nesúhlas s hlavnou tézou. Ak bola téma vnímaná ako zaujímavá, išlo o otázky ako sa vysporiadať s podobou a hierarchizáciou miest u nás a venovať sa lokálnym urbánnym štúdiám, klasifikovať sídla z hľadiska stredoeurópskeho kontextu.

3. Rozvoj (spoločnej) hromadnej dopravy

Téma bola v našej skupine ako druhá najdôležitejšia, predovšetkým preto, že otázku dopravy na Slovensku vnímali účastníci a účastníčky ako veľmi aktuálnu. Lákala ich aj konkrétnosť témy. Zároveň zhodnotili, že tento konkrétny problém sa dá vnímať aj v kontexte širšie koncipovanej prvej témy.

Uvádzame diskutované otázky a problémy:

- Prepojenie mesta s vidiekom s dôrazom na verejnú dopravu
- Integrovaná doprava nielen so satelitmi, ale aj s inými okolitými mestami

- Otázka sociálnych politík v súvislosti s dopravou – umožniť flexibilnejšie formy práce, aby ľudia nemuseli cestovať toľko za prácou, trend už nastáva, podporiť sociálnymi politikami, aby to bolo plne legálne
- Rozvinúť elektronizáciu verejnej správy, elektronizácia spoločnosti
- Chápať transport širšie – udržateľná mobilita, napríklad zapjiť aj iné formy presunu ako cyklodoprava, koncept zdieľania a požičiavania si dopravných prostriedkov.

4. Rozumná energetická politika

Najmenej lákavá téma, hodnotili ju skôr ako celoštátnu až medzinárodnú úlohu. Energetika je považovaná za silnú a rozvinutú oblasť, centralizovane riadenú tému, ktorá sa nedá riešiť len na národnej úrovni. Máločo sa dá k nej pripomienkovať zdola. Zaujímavou by ale bola napríklad štúdia o možnostiach energetickej sebestačnosti vidieka. Taká sebestačnosť by mohla urobiť revolúciu v tom, ako sa zmení vidiek, a mesto zostane na druhej koľaji.

Hlasovanie o témach (v zátvorke uvádzame celkový súčet hlasov u diskutujúcich)

- **Symbióza medzi mestom a vidiekom (16 + 29 = 45)**
- Čím väčšie (mestá), tým lepšie (18 + 8 = 26)
- **Rozvoj (spoločnej) hromadnej dopravy (17 + 18 = 35)**
- Rozumná energetická politika (13 + 9 = 22)

6: Slovakia: The Enriched Research Programme Scenarios (national language)

Zoznam diskutovaných výskumných scenárov (v zátvorke počet získaných hlasov)

1c-Podpora rozmanitosti komunití (58)

(moderoval Miroslav Popper, zapisovala Lucia Hargašová, štvrtok 6.10. 2016)

1. Aké problémy sa navrhovaný výskumný scenár snaží riešiť?

Zmapovať súčasnú situáciu podpory komunití: aké komunity sú podporované, aké sú postoje k rôznym komunitám a podľa toho nastavovať ďalší výskum a nástroje podpory. Poznatky a aktivity v oblasti podpory komunití sú fragmentované. Nevieme dostatočne dobre stanoviť, či sa aktivít nezúčastňujú len ľudia, ktorí sú tejto téme naklonení ("presvedčame presvedčených"). Je potrebné zistiť, či ľudia chcú podporu komunití a akých. Je dôležité do výskumu zahrnúť celú spoločnosť a zisťovať, ktoré skupiny obyvateľstva sú v podpore komunití a rozmanitosti najmenej otvorené. Zároveň je nutné si uvedomiť riziko, že ak sa zameriame len na vybrané komunity, tak podporujeme princíp vyčleňovania. Skúmať už zavedené chápanie rozmanitosti – skupiny, ktoré vnímame ako odlišné komunity (napr. podmienené vekom), ale aj nové rozmanitosti – komunity a skupiny ľudí, ktorí ešte nie sú v povedomí spoločnosti. Skúmať úspešné modely podpory rozmanitosti komunití v iných krajinách a možnosti ich prenosu do nášho prostredia.

Výzvou je redefinovať „slovenskosť“ v prístupe k rozmanitosti: v stredoeurópskom priestore, a na Slovensku obzvlášť, je tendencia definovať príslušnosť ku krajine na základe etnicity. Bolo by dobré skúmať prejavy etnického chápania slovenskosti, poukzovať na ne a oslabovať tento spôsob identifikácie. Skúmať predpoklad o tom, že tento konštruk je už v našej spoločnosti neflexibilný a neproduktívny. Zisťovať možnosti redefinície slovenskosti na občianskom základe a rozvíjať ich. V tejto súvislosti by mohlo byť osožné skúmať už existujúcu rozmanitosť vyskytujúcu sa na Slovensku – napríklad bilingválne a trilingválne územia, a tiež multikultúrnosť, ktorá je tomuto územiu historicky vlastná. Skúmať porovnanie definovania seba a republiky na základe etnicity a na základe občianstva z pohľadu ich prepojenia na mieru stereotypov, predsudkov, a xenofóbie. Ak by sa podarilo zbaviť sa prizmy národnej slovenskosti, možno by to dokázalo zlepšiť prístup k menšinám a marginalizovaným skupinám, zmierniť extrémizmus.

Problém identity: skúmať problém identity Slovákov, čo pre nich slovenskosť znamená, a explorať bližšie povedomie, že Slováč znamená niečo lepšie a niečo viac než ostatní. V celoeurópskom projekte zdefinovať zdroje národnej identity, čím sú ovplyvnené.

Problém právnych noriem: analyzovať právne normy z hľadiska podpory, resp. odmietania rozmanitosti. Na Slovensku existujú v právnych normách začlenené postoje odmietania inakosti a iné právne limitácie rozmanitosti (napríklad islam nie je uznaný ako menšinová náboženská komunita, nemáme uznané heterosexuálne partnerstvá).

Problém spoločenských noriem: rozmanitosť v našom priestore existuje, ale nie je akceptovaná a je dôležitá, aké sú v súvislosti s rozmanitosťou zavedené spoločensky zdieľané normy. Skúmať spojitosť medzi vnímaním súkromia a prepojenosťou komunít - v našej spoločnosti sa napríklad udržiava jasná deliaca čiara medzi súkromným a verejným, čo je charakteristikou nedemokratických spoločností.

Problém vzdelávania: skúmať a posilniť úlohu školy v podpore rozmanitosti komunít. Na Slovensku síce v kurikule existuje multikultúrna výchova, ale je otáznave v akej podobe sa naozaj uskutočňuje.

2. Prečo je to podľa Vás dôležité pre spoločnosť?

Rovnosť v rozmanitosti: filozoficky, akademicky a politicky sú si všetci ľudia rovní, je dôležité, aby sa hľadali cesty, aby tomu tak bolo aj v realite.

Pre jednotlivca: aby ľudia patriaci do potláčaných, diskriminovaných skupín neboli eliminovaní, ale prijímaní. Človek, ktorý je prijatý ako súčasť spoločnosti, sa lepšie cíti, dokáže byť potom napríklad prostredníctvom svojej práce hodnotnou súčasťou spoločnosti.

Pre spoločnosť: dokázať integrovať inakosť je prospešné. Ak spoločnosť dobre funguje a prosperuje, tak kvalita života jej občanov stúpa. Je dôležité poukazovať na to, že realita nie je čiernobiela, ani schematická, ale naopak, že spoločnosť je rôznorodá. Úlohu v pochopení rôznorodosti môže zohrať vzdelávanie a aj umelecká sféra. Argumentom je aj to, že každá spoločnosť sa mení a má v sebe obsiahnuté určité nezvratné zmeny (v EU je to napríklad starnutie populácie, existencia homosexuálov, migrácia) – na ne môžeme reagovať výskumom a spoločenskou zodpovednosťou, alebo zostaneme nepripravení.

Problém technológii: technológie dnes presahujú hranice a pozitívom môže byť, že sme nútení spolu komunikovať a zorientovať sa mimo hranice vlastnej komunity či krajiny. Rizikom existencie technológii je, že vďaka ich využívaniu (predovšetkým sociálnych sietí) sa posilňuje uzavretosť komunít a stereotypné vnímanie. Treba hľadať spôsoby, ako využívať nové technológie na rozvoj kritického myslenia a otvorenosti voči rozmanitosti.

Problém imidžu krajiny: Slovensko je navonok známe (spolu s ďalšími krajinami V4) svojou xenofóbnosťou.

3. Aké výskumné aktivity je potrebné podporiť, aby sme našli riešenie tohto problému?

Dobrá prax: inšpirovať sa úspešnými prípadmi rozvoja a prepájania komúní, zmapovať dobré praxe, tie najlepšie skúsenosti a komunikovať o nich.

Diseminácia: systematizovať poznanie o dobrých skúsenostiach a pretaviť ich do politík a vzdelávacích aktivít, zabezpečiť tak kontinuitu poznania a dobrej praxe. Zabezpečiť, aby následkom projektu neboli len malé administratívne úkony, ale aj zavedenie do praxí. Vyhľadať krajiny, kde úspešne prebieha transfér poznatkov do praxe.

Zabezpečiť follow-up výskumov: v porovnaní s mierou zavedenia do praxe je dát o problematike dosť. Zaviazať vlády, predovšetkým ak sú zadávateľmi výskumu, aby ich výsledky a odporúčania využívali a neignorovali výsledky, ktoré by mohli byť vnímané ako nepohodlné. Treba čerpanie eurofondov zaviazať transférom výsledkov do verejných politík krajiny, ich aplikovaním do praxe. Je potrebné riešiť problémy systémovo a z verejných zdrojov.

Analyzovať prejavy v jazyku a dokumentoch: skúmať, ako sú v základných právnych dokumentoch začlenené formulácie popierajúce rôznorodosť. Analyzovať prejavy identifikácie Slovenských občanov na základe národného (resp. etnického) princípu a na základe občianskeho princípu v médiách.

Analýza potenciálu umeleckých diel: umelecká sféra má komunikačný potenciál, dokáže vtiahnuť divákov a primäť ich k citlivosti a k prijímaniu odlišnosti, dokáže dobre sprostredkovať aj tabuizované a minoritné témy, primäť verejnosť k sebareflexii, a má potenciál scitlivovať, vzdelávať a spájať.

4. Kto okrem výskumníkov by mal byť zapojený do hľadania riešenia tohto problému?

Treba zabezpečiť rozmanitosť aj v projektovom tíme, prostredníctvom prizvaných osôb. To môže zabezpečiť obohatenie pri hľadaní riešení, identifikácii problému, zacielení na určitú skupinu a pod.

Zástupcov z cieľovej skupiny: plnohodnotne zapájať dotknuté skupiny, najlepšie relevantných odborníkov, aby sa vyhlo projektom, ktoré by boli príliš akademické, odťažené od praxe danej komunity.

Podnikateľský sektor: ak je zapojený niekto, kto je orientovaný na zisk, tak vnesie do skúmania pragmatickosť, taký pohľad dáva výskumu pridanú hodnotu – dôležitý je hlas napríklad zamestnávateľov, malých, stredných veľkých podnikateľov, ktorí môžu pomôcť lepšie pomenovať konkrétnu skupinu, precizovať postup a zacieliť výskum. Modely, ktoré boli do bussinessovej sféry importované zo sociálnych vied (napríklad o prínosoch rozmanitosti osôb pre prácu v tíme, kultúru vo firme), by sa mohli vrátiť naspäť a obohatiť výskum. Ekonomické hľadisko akejkoľvek problematiky môže byť tiež silným argumentom v presvedčaní verejnosti, či politikov, ktorí rozhodujú.

Otvorenie sa verejnosti: zapojiť každého, kto by mohol mať riešenie, vyberať odborníkov z bežného ľudu. Na to by mohol slúžiť portál, "on-line ombudsman", cez ktorý by sa zapájali bežní ľudia.

Umelecká sféra: umenie dokáže vzdelávať. Rôzne formy umeleckej komunikácie majú aj edukatívny rozmer, pretože umenie má potenciál otvoriť témy, ktoré sú tabuizované a budú rezonovať.

Novinári

5. Čo je cieľom tohto výskumu? Akú zmenu prinesie tento výskum?

- Zlepšenie integrácie, komunikácie a informovanosti (tá často chýba)
- Spoločenská kohézia
- Menšia manipulovateľnosť ľuďmi
- Zmena správania ľudí v spoločnosť – zmena od tolerancie k akceptácii.
- Zmena myslenia ľudí zo stereotypného na pluralitné
- Krátkodobé zmeny by sa mali odraziť v politikách, v právnych dokumentoch a právnych normách. Ak sa zavedú, môžu mať neskôr aj dlhodobé účinky.
- Zmena myslenia a správania ľudí by v dlhodobej perspektíve mohla byť viditeľná na výsledkoch parlamentných volieb.

4a-Zdravotná starostlivosť zameraná na človeka (58)

(moderoval Miroslav Popper, zapisovala Lucia Hargašová, štvrtok 6.10. 2016)

1. Aké problémy sa navrhovaný výskumný scenár snaží riešiť?

Holistický prístup: skúmať potenciál a kvalitu holistického prístupu k pacientovi v zdravotníckych službách. Pod celostným prístupom sa rozumie uvažovanie o ťažkostiach v kontexte celkového stavu pacienta a upustenie od zamerania liečby len na základe konkrétneho symptómu.

Elektronizácia zdravotníctva – skúmať, rozvíjať a aplikovať modely, ktoré zabezpečujú elektronicky zaznamenané, pre zdravotnícky personál dostupné, prepojené a bezpečné dáta. Vytvoríť spoločnú databázu, ktorá bude prístupná každému zdravotníkovi (laboratórne výsledky, lieky čo berie, alergie, absolvované vyšetrenia a pod.), aby pacient nebol hlavným zdrojom informácií, ktoré má obsiahnuté v zdravotnom zázname.

Dostupnosť zdravotnej starostlivosti: analyzovať sieť lekárov-odborníkov, špecialistov a dostupnosť špecializovaných vyšetrení, či zdravotníckych prístrojov vzhľadom na vzdialenosť od bydliska občanov. Následne navrhnuť úpravu siete zdravotníckych zariadení tak, aby bola čo najviac optimalizovaná.

Postavenie, kompetencie a úlohy zdravotníckych profesií: (nielen lekárov, sestier, ale aj ďalších ako - pôrodné asistentky, asistenti, ostatný zdravotnícky personál). Je treba presne definovať kompetencie pracovníkov, na Slovensku napríklad chýba zákonom stanovená kompetencia pre lekárov. Zisťovať, o aké úlohy by mali sestry záujem, o čo by sa dali ich kompetencie rozšíriť, aké úlohy presmerovať na nižší zdravotnícky personál. Rovnako prísť k re/definovaniu kompetencií u lekárov (napríklad zistiť záujem praktických lekárov o rozšírenie ich kompetencií pri riešení niektorých chronických opatrení a ktoré kompetencie a úlohy môžu byť delegované na sestry a iný zdravotnícky personál). Skúmať súčasné využívanie psychologických služieb v zdravotnej starostlivosti a ich potenciál najmä v oblasti prevencie a profylaxie, napríklad predpôrodná príprava, onkologickí asistenti.

2. Prečo je to podľa Vás dôležité pre spoločnosť?

Zrýchľuje diagnostiku aj liečbu: ak je jeden lekár (alebo menší počet lekárov) schopný skúmať problém človeka holisticky a neposlať ho na viaceré špeciálne vyšetrenia, ktoré môžu trvať dlho, je možné skôr diagnostikovať problém a začať správnu liečbu. Napríklad ak príde človek so zapáleným okom, nie je odoslaný k očnému špecialistovi či ďalším iným, ale najskôr sa rieši celostne a na jednom mieste – zvažuje sa jeho symptóm z hľadiska jeho celkového stavu a z pohľadu iných príčin, ktoré k tomu stavu môžu viesť (napr. ako dôsledok reumatoidnej artritídy)

Je to efektívne - šetrí to čas a financie: z pohľadu štátu, ak to dokáže vyriešiť na jednu návštevu alebo jednu hospitalizáciu, tým pádom šetrí prostriedky. Vedie to k efektívnejšiemu fungovaniu celého systému zdravotnej starostlivosti.

Dôveryhodnosť: holistický prístup napomáha k vybudovaniu dôvery pacienta k lekárovi.

Úspora na nemocenských dávkach a pozitívum pre produktivitu občanov: ak je pacient skôr vyliečený, a ak strávi vyšetreniami menej času, tak sa môže skôr zaradiť do bežného pracovného života.

Optimalizácia: rozloženie špecializovaných lekárov vzhľadom na populáciu (počet obyvateľov), vyrovná ich zaťaženie (preťaženie, resp. nevyťaženosť) a zlepši dostupnosť a kvalitu zdravotnej starostlivosti pre pacientov.

Postavenie a hierarchia: skúmať dopady silnej hierarchizácie, nerovnomerného rozloženia moci zdravotníckeho personálu a klásť si otázku, či nie sú samotní lekári niekedy prekážkou k holistickému prístupu? Ak by sme dokázali riešiť tieto problémy (výsadné postavenie lekára, nekomunikácia lekára so sestrou, či pacientom o stanovenej liečbe, neakceptácia vysokoškolsky vzdelaných sestier ako kompetentných a využívanie ich pracovnej sily napr. na upratovacie služby) mohlo by to viesť k lepšiemu fungovaniu zdravotnej starostlivosti. Riešením by napríklad za bolo využívať odstupňované kompetencie sestier vzhľadom na ich dosiahnuté vzdelanie a prax. Tieto prejavy sa neskúmajú, berie sa to za samozrejmé, ale malo by to dostať priestor – aké sú dôvody silného postavenia lekárov, podradného postavenia sestier a dopadov na zdravotnú starostlivosť pacientov?

Kompetencie sestier: kompetencie by mali byť viac diverzifikované podľa toho, aký stupeň vzdelania sestra dosiahla. Existuje rozpor medzi tlakom na vyššie vzdelanie sestier a pomocného personálu a upieraním priestoru na jeho uplatnenie. Riešenie rozporu môže znížiť napätie medzi zdravotníckym personálom.

3. Aké výskumné aktivity je potrebné podporiť, aby sme našli riešenie tohto problému?

- Ako by sa mohol holistický prístup aplikovať tak, aby nezanikli špecialisti?
- Ako dosiahnuť zmenu myslenia lekárov tak, aby boli schopní hľadať súvislosti medzi jednotlivými diagnózami pacienta?
- Ako zmeniť vzdelávací systém tak, aby lekári dokázali premýšľať holisticky? (Treba vzdelávať aj v oblastiach, ktoré sú lekárske personálom zaznávané – psychológia, etika, komunikácia s pacientom)
- Čo robiť, aby sme vzbudili v lekároch záujem, motiváciu o holistický prístup, o komunikáciu, etické otázky, empatiu a pod. a aj snahu o to vzdelávať sa v týchto oblastiach?
- Skúmať lekárov v prístupe k pacientom podľa toho či sú zo štátneho alebo súkromného sektoru, skúmať zdravotnú starostlivosť poskytovanú na lôžkových oddeleniach v štátnej a súkromnej nemocnici. (Overiť predpoklad, že lekár, ktorý bojuje o pacientov, má k nim iný prístup. Overiť predpoklad, že súkromné lôžkové oddelenia v záujme zisku skracujú pobyt pacientov v nemocnici na úkor kvality starostlivosti.)
- Ako zabezpečiť to, že bude k pacientovi prístupované kvalitne, a nie na základe kvantitatívnych štandardov (na úkor kvality)?
- Ako zabezpečiť, aby zdravotné poisťovne nastavili systém, ktorý bude lekárov a zariadenia motivovať k holistickému prístupu k pacientovi? Hľadať argumenty,

ktoré presvedčia poisťovne, že taký prístup je efektívny. Hľadať ekonomické modely a argumenty, ktoré dokumentujú ekonomickú výhodu.

- Ako preberať úspešné modely? V zahraničí už existujú modely holistického prístupu ku pacientovi i modely elektronizácie zdravotníckych dát. Skúmať možnosti ako ich importovať k nám s nejakým vylepšením, či prispôbením na naše podmienky?
- Revidovať platby za výkony, ktoré nezodpovedajú skutočnej hodnote výkonu.

4. Kto okrem výskumníkov by mal byť zapojený do hľadania riešenia tohto problému?

Zdravotnícky personál: praktickí lekári a ďalšie profesie, lekári i sestry, asociácie týchto pracovníkov, slovenská komora sestier a pôrodných asistentiek.

Pacienti: vypracovať štandardizovaný dotazník ako nástroj hodnotenia pre zdravotnícke zariadenia, ktorý bude sledovať skúsenosti a spokojnosť pacientov s prístupom, správaním, prostredím a prístrojovým vybavením, spokojnosť pacienta so zdravotnou starostlivosťou, ako a či bol jeho zdravotný problém vyriešený, v akom časovom horizonte, či mu daná liečba pomohla. Pri tvorbe sa môžu už využiť existujúce rebríčky nemocníc, dotazníky spokojnosti, no nie sú zjednotené a porovnateľné.

Celá štruktúra zúčastnených strán: zástupcov vlády, ministerstva zdravotníctva, poisťovní, lekárskech a zdravotníckych fakúlt.

5. Čo je cieľom tohto výskumu? Akú zmenu prinesie tento výskum?

Výsledky:

- Viac spokojných pacientov
- Viac spokojných lekárov, sestier
- Úspora v poisťovniach
- Kvalitnejšia starostlivosť: zmení to správanie lekárov v tom, že budú viac holistickí a zlepšia s vzťah lekárov pacient.
- Efektívnejšia starostlivosť: nový systém fungovania nemocníc, ambulancií a zdravotníckych zariadení by priniesol ekonomicky výhodnejší model a možnosť investovania ušetrých prostriedkov do iných problémov.

Ciele:

Získať odpovede na otázky, ktoré skupiny zdravotníckeho personálu sú zvýhodnené súčasným stavom, ktoré benefitujú zo súčasného systému a ktoré skupiny by benefitovali v prípade, že by nastala zmena?

Ako zmeniť myslenie pracovníkov smerom k holistickému prístupu?

Je to síce dlhodobý proces, ale niektoré kroky sa dajú vykonať v krátkodobom časovom horizonte:

- Základ je v nastavení financovania od poisťovní tak, aby bolo výhodné a motivujúce pre poskytovateľov zdravotnej starostlivosti pristupovať k pacientom holisticky, efektívnejšie, tak, aby sa im oplatilo pacienta vyliečiť a nie byť platení za jeho opakované návštevy. Prenastaviť financovanie od poisťovní tak, aby boli zamerané viac na kvalitu a menej na kvantitu.
- Zachytiť zmeny v zákone: (napríklad o kompetenciách jednotlivých profesií), výsledky výskumu tak to môžu mať rýchlejší efekt, ak budú záväzné pre všetkých.
- Zmena študijných programov: pridať psychológiu, komunikáciu, etiku, učiť lekárov komunikovať s pacientom a vážiť si ostatné zapojené profesie; pomohlo by ak by mali lekári už počas štúdia viac praxe v kontakte s pacientom.

Merateľnosť:

- Spokojnosť pacientov, lekárov, sestier a ďalšieho zdravotníckeho personálu dokážeme zmerať. Rovnako aj ekonomické ukazovatele efektívnosti. Je možné zisťovať, či sú vhodné pracovné podmienky pre aplikovanie holistického prístupu; dokážeme zistiť počet odvrátiteľných úmrtí a podobne.
- Indikátory kvality: napr. či bol pacient diagnostikovaný, v akom čase, či mu bola poskytnutá liečba.
- Indikátory kvantity: koľko hospitalizovaných, koľko prepustených, priemerná dĺžka pracovnej neschopnosti a návrat do práce.

3a-Voľný prístup k informáciám pre všetkých (50)

(moderoval Gabriel Bianchi, zapisovala Jana Fúsková, štvrtok 6.10. 2016)

1. Aké problémy sa navrhovaný výskumný scenár snaží riešiť?

V súčasnosti nemáme (nevieme spracovať) dostatok dát na ktorých sa je možno rozhodovať, založiť - evidence based policies. Ak aj tieto dáta existujú sú roztrieštené – rôzne dáta a úrady nie sú prepojené. Dáta sú často nevyužívané (nevyužiteľné). Každý by mal však mať možnosť odmietnuť digitalizáciu a mali by mu teda byť sprístupnené dáta rôznymi spôsobmi, vytvorenie user friendly prostredia. Informačná gramotnosť je i o schopnosti „bezbolestnej“ práce s informáciami. Aby človek mal možnosť prístupu k informáciám – spôsob ich prezentácie užívateľom je zásadný zrozumiteľnosťou, veľkosťou (písma) a prístupnosťou.

Keďže ľudia majú odlišnú úroveň schopností pracovať s dátami (informačnú gramotnosť) mali by mať diferencovaný prístup k dátam s ktorými pracujú, podľa typu/úrovne informačnej gramotnosti. Všetci diskutujúci jednoznačne artikulujú potrebu osvety – rovnosti príležitostí v digitálnom svete – inkluzívneho vzdelávania pre kritické myslenie

v digitálnom svete – predovšetkým pre tých, ktorí k digitálnemu svetu doteraz neprístupovali (napríklad starí ľudia).

Prístupnosť je zároveň aj otázka bezpečnosti informácií. Z dôvodu ochrany (politicko/etická dimenzia) je určité obmedzovanie informácií - selektívny prístup. Neospravedliteľnou pre diskutujúcich je však neprístupnosť informácií pre všetkých (platený internet), ktorá segreguje starých, chudobných či tých, ktorí žijú v určitých lokalitách.

2. Prečo je to podľa Vás dôležité pre spoločnosť?

Reštrikcia prístupu k informáciám je čiastočne i mocenský nástroj, na druhej strane je možné ho využívať občanmi na vytvorenie tzv. good governance, pre kontrolu riadenia a rozhodovania samospráv/štátu. Profitovať z otvorených informácií môžu všetci občania, pacienti, turisti...

3. Aké výskumné aktivity je potrebné podporiť, aby sme našli riešenie tohto problému?

Niektoré z aktivít pre riešenie problematiky sú možné i bez výskumu – napríklad reformou vzdelávacieho systému, aplikáciou vzdelávania ku kritickému mysleniu, je potrebné však neustále overovanie výsledkov takýchto prístupov. Je potrebné predovšetkým empirické prebádanie schopností (určitých komunit) prijímať a spracovávať dáta/informácie. Základom je však definícia minimálnej potrebnej informačnej gramotnosti – informačného minima.

Z pohľadu spracovávania, triedenia a využívania informácií je kruciálne predovšetkým identifikovať efektívne formy data-miningu, spôsoby spracovávania, integrácie tzv. big data (veľmi komplexných dát) a ich kategorizáciu.

Informačná gramotnosť musí byť sledovaná ako premenná ktorú vieme zlepšovať (ako?), merať (rozhodovanie pri rôznych úrovniach informačnej gramotnosti) a je potrebné opísať informačnú asymetriu, pri ľuďoch, štátoch, ekonomikách.

4. Kto okrem výskumníkov by mal byť zapojený do hľadania riešenia tohto problému?

Keďže je nevyhnutná kontrola takýchto systémov/informácií, je žiadúca participácia občanov, podnikateľov, priemyslu a mimovládnych organizácií. Obce a samosprávy by mohli participovať vytvorením „nástrojov“ – informačných asistentov / ombudsmenov, ktorí by sprístupňovali informácie aj technicky negramotným, prípadne by občanom asistovali pri vyhodnocovaní informácií.

5. Čo je cieľom tohto výskumu? Akú zmenu prinesie tento výskum?

V cieľoch je prienik spoločných záujmov komunít, sledovanie a podpora ich vzájomnej komunikácie. Ekonomické výhody – využiteľnosť pre služby, racionalizáciu dopravy, premávky, environmentálnej záťaže... Tieto výsledky sú na úrovni jednotlivcov pomerne jednoducho merateľné – aké sú ich schopnosti narábania s informáciami, pričom tieto schopnosti sú v progrese možné sledovať na úrovni rozhodovania.

8b-Symbióza medzi mestom a vidiekom (45)

(moderoval Gabriel Bianchi, zapisovala Jana Fúsková, piatok 7.10. 2016)

1. Aké problémy sa navrhovaný výskumný scenár snaží riešiť?

Cieľom výskumu by malo byť jednoznačne sledovať kvalitu života a prostredia a navrhovať scenáre / nástroje k jej zlepšovaniu. Sme svedkami veľkých rozdielov v kvalite života. V tomto smere možno pozorovať aktuálne na Slovensku určitú hyenizáciu, v zmysle antitézy symbiózy, mestá a obce na sebe navzájom parazitujú. Vynára sa akútna potreba revitalizácie vidieka. Taktiež existuje potreba urbanizácie, skultúrneho a štruktúrovaného miest a vidieka. Nesmie sa však klásť dôraz len na parametre mesta či vidieka ale zohľadňovať celý región – územie. Doposiaľ neexistujú v našom regióne kooperačné nástroje, koncepty na základe ktorých by bolo možné pracovať na odstraňovaní konkurencie medzi jednotlivými sídlami a rozvíjať sídla a ich zázemia.

Potreba zohľadňovania regionálnych kontextov je radená medzi základné priority spolu so sledovaním a prácou s demografickými parametrami predovšetkým zaľudnením / odludnením.

2. Prečo je to podľa Vás dôležité pre spoločnosť?

Žijeme v rôznych sídelných podmienkach, ktoré sa nás priamo dotýkajú – preto je dôležité skúmať tieto aspekty života a možnosti naplňania jeho potrieb. Je potrebné poznať diferencovanosť sídiel - bariéry, facilitátory a kooperácie, politiky pre ich rozvoj.

3. Aké výskumné aktivity je potrebné podporiť, aby sme našli riešenie tohto problému?

Je treba jasne identifikovať ako je možné zlepšovať kvalitu života a ako ju vlastne hodnotiť? Sú ukazovateľmi kvality HDP? Nie sú to mnohé iné aspekty a indikátory? Je potrebná konceptualizácia pojmov i nástrojov. Taktiež je potrebná konceptualizácia významov mesto a vidiek a to predovšetkým v pojmovom rámci Slovenska / regiónu.

Neexistuje totiž žiaden konsenzus v označovaní jednotlivých sídiel, rozdiel medzi mestom a vidiekom môže byť nevýznamnejší ako rozdiel medzi veľkomestom a mestom. Vynára sa téma akéhosi „urban fuck-u“ teda odprostenia sa od konceptualizácií mesta a vidieku a hľadať symbiózu v nekategoriálnom rozlíšení. Pritom diferenciacii miest samotných je obrovská, porovnanie miest ako NY a Senec. Otázka ako označovať jednotlivé sídla sa objavuje hlavne v dynamike a prelínaní – kedy prísne obmedzovanie pojmov vidieka a mesta nie je možné. Celkovo môžeme hovoriť na Slovensku o „neveľkomestnosti“, hlavné mesto Bratislava nemá ani pol milióna obyvateľov, je potrebné podporovať a hodnotiť „malé mestá“.

Bolo by vhodné realizovať etický výskum / etickú štúdiu, ktorá by sa zameriavala na závislosti miest a vidieka. Táto štúdia by skúmala férovosť vzťahov a ich udržateľnosť, taktiež aj to, či sú symbiotické alebo ide o parazitovanie.

Otázne pre výskum je taktiež rozlišovanie mentálnych a fyzických znakov symbiózy – dochádza k prenášaní aspektov mesta na vidiek a vice versa? Chceme približovať mesto vidieku (vidiek mestu) alebo je cieľom a potrebou zachovávať identitu a autonómiu týchto entít – ich komplementaritu?

Obrovským problémom ktorí diskutujúci opisujú je dekonštrukcia bariér symbiózy – existujú určité mentálne bariéry kooperácie, medzi mestami aj vidiekom existuje silná konkurencia v súvislosti s prijímaním dotácií a súťažami o ne. Je žiadúce redefinovať podporu – dotácie, revitalizáciu jednotlivých sídel. Pre vidiek je kľúčová nie len poľnohospodárska revitalizácia, ale i kultúrna a komunitná revitalizácia – preto by bolo žiadúce identifikovať vhodné modely zo zahraničia, ktoré by mohli pomôcť revitalizácii v našom regióne. Podpora vo forme dotácii pre malých a stredných podnikateľov sa na tejto úrovni javí ako jedno z možných riešení.

Výrazným momentom diskusie je taktiež upriamenie pozornosti na hľadanie stimulov občianskej participácie pri rozvoji a plánovaní sídiel. Občianska participácia má jednoznačne ovplyvňovať také dianie, strategické plánovanie, reflexie a rozhodovanie ktoré sa týka daného regiónu. Rozhodovanie a plánovanie nie je možné založiť výhradne v zmysle monetárnych potrieb a ziskov, ale má byť reflexné. Rozhodovanie sa musí diať na základe hodnôt a strategických vízií spoločnosti.

4. Kto okrem výskumníkov by mal byť zapojený do hľadania riešenia tohto problému?

Je žiadúca občianska, komunitná spolupráca so samosprávami. Napríklad spolupráca pri napĺňaní a príprave plánu hospodárskeho rozvoja, získavania dotácií, územného plánovania a stratégiách rozvoja.

5. Čo je cieľom tohto výskumu? Akú zmenu prinesie tento výskum?

Cieľom takýchto aktivít má byť primárne skvalitnenie sídiel, pričom však bude zachovávaná diverzita jednotlivých sídiel aj pri podpore symbiózy.

Pre dosiahnutie týchto cieľov je potrebná identifikácia bariér symbiózy. Ďalšie možnosti pre dosiahnutie týchto cieľov sú vo vypracovaní stratégií – predovšetkým dlhodobých stratégií rozvoja a vývoja, pri ktorých je však potrebná občianska a spoločenská objednávka. Vypracovanie konceptov a vízií – kam chceme ísť a vymedzenie alternatívnych scenárov – čo sa môže stať. Primárne je zmonitorovať PHSR, identifikovať platný právny stav, predpisy a realitu, ide teda o audit politik a reality a vytvorenie tlaku na ich dodržiavanie. Je nevyhnutný monitoring nástrojov, ktoré existujú – ako sa (ne)dodržiavajú, zneužívajú a prečo je tomu tak? Takisto je potrebný i audit nástrojov participatívneho governance.

Pre dosiahnutie cieľov výskumu je nutné vytvorenie komunikačných a interpretačných kanálov – predovšetkým smerom k občanom.

4c-Nájdenie rovnováhy v každodennom zhone (39)

(moderoval Gabriel Bianchi, zapisovala Jana Fúsková, štvrtok 6.10. 2016)

1. Aké problémy sa navrhovaný výskumný scenár snaží riešiť?

Výskumný scenár sa snaží reflektovať zdravotné komplikácie, ktoré pramenia práve z nerovnováhy, vysoký výskyt psychiatrických ochorení, strata identity (kontaktu so sebou). Ľudia nie sú schopní vymedziť si čas pre vlastné aktivity. Do nerovnováhy sa dostáva rodičovstvo vs. kariéra. Táto nerovnováha sa však prejavuje medzi pohlaviami, vekovými kategóriami, vo forme informačnej nerovnosti a nerovnosti na trhu práce, regionálnou nerovnosťou a statusom.

2. Prečo je to podľa Vás dôležité pre spoločnosť?

Človek, ktorý nie je v rovnováhe nepodáva kvalitný výkon a jeho kvalita signifikantne klesá. Akákoľvek nerovnováha a nerovnosť je ekonomicky neefektívna.

3. Aké výskumné aktivity je potrebné podporiť, aby sme našli riešenie tohto problému?

Je potrebné sa zaoberať diskurzmi, hodnotovými etálonmi a konštrukciami úspechu, spoznávať mechanizmy vytvárania negatívnych dopadov. Hľadať kritéria rovnováhy, zmyslu práce, zdravia, šťastia a úspechu. V tejto téme by bol vhodný medzi kultúrny výskum spokojnosti a life-balance.

4. Kto okrem výskumníkov by mal byť zapojený do hľadania riešenia tohto problému?

Participovať by mali vo vlastnom záujme predovšetkým zamestnanci, odbory, firmy a zamestnávateľia. Z vrchu by mal štát vytvárať vhodné mocenské nástroje na riešenie problémov a predchádzanie im.

5. Čo je cieľom tohto výskumu? Akú zmenu prinesie tento výskum?

Cieľom je dosiahnutie rovnováhy a rovnosti, kohézie.

10d-Rozvoj (spoločnej) hromadnej dopravy (35)

(moderoval Miroslav Popper, zapisovala Lucia Hargašová, piatok 7.10. 2016)

1. Aké problémy sa navrhovaný výskumný scenár snaží riešiť?

Problém verejnej dopravy ako súčasti kvality života: je dôležité skúmať verejnú dopravu z pohľadu regionálneho a medzisídelného rozvoja; pýtať sa, k čomu doteraz viedla zmena politiky verejných dopráv, k čomu by viedla jej zmena do budúcnosti a aký vplyv na kvalitu života v sídlach môže priniesť.

Verejná doprava ako spôsob rozvoja sídiel, prepojenia urbánnej a rurálnej oblasti: rozvoj verejnej dopravy môže mať dopad na atraktivitu územia, resp. sídiel. Je treba si klásť otázku, či chceme urobiť vidiek a suburbánne oblasti atraktívnejšími a zlepšiť tak kvalitu života v nich. Dopravu je potrebné rozvíjať na základe priorít; napríklad – Chceme zachovať súčasnú podobu vidieka? Želáme si, aby vidiek na seba preberal niektoré obdobné či komplementárne funkcie mesta? Chceme zabrániť masovému úniku ekonomicky aktívnej populácie z určitých oblastí?

Problém dopravy ako verejnej služby: treba sa rozhodnúť, či bude na verejnú dopravu nazerané ako na verejnú službu a/alebo ako na hospodársku kategóriu, ktorá má spĺňať kritérium ekonomickej efektivity (výnosnosti)?

Problém prioritizácie: je potrebné urobiť rozhodnutie, aký druh dopravy budeme do budúcnosti rozvíjať (kolovú, koľajovú, atď.?). Je potrebné získať nákladové a dopadové štúdie nielen z hľadiska efektívnosti, ale aj z pohľadu služby, ktorú pre spoločnosť prinesú.

Problém evidencie, výskumov, faktov: chýbajú štúdie, na základe ktorých by sa dalo rozhodovať.

Problém politik: dokázať presadiť rozhodovanie na základe výskumov (evidence based decision making); zaviazať politikov, aby pri rozhodovaní brali do úvahy výskumné zistenia; z problému verejnej dopravy nie je možné vynechať otázku politik - dopravná politika, politika rozvoja regiónov, to je ten činiteľ, ktorý rozhoduje o podobe implementácie výskumných výsledkov.

Problém využívania záväzných dokumentov: existujú už záväzné dokumenty pre štát a samosprávy, ktoré podmieňujú čerpanie zdrojov v oblasti dopravy, ale nie sú vždy rešpektované. V prostredí Slovenskej republiky nie je jednoznačná autorita (inštitúcia, osoba), ktorá má v oblasti dopravy rozhodujúce slovo. Pracovať na záväznosti a vymožiteľnosti územno-plánovacích dokumentov.

2. Prečo je to podľa Vás dôležité pre spoločnosť?

Dôvody pre skúmanie a rozvíjanie problému verejnej dopravy:

Kvalita života – doprava ako verejná služba zvyšuje kvalitu života širokej časti verejnosti. V určitom štandarde by verejná doprava mala byť prístupná všetkým občanom a občiankam, aj v odľahlých sídlach.

Ekologizácia a udržateľnosť – rozvoj verejnej dopravy by sa mal riadiť kritériom udržateľnosti a ekologickejšť. Ide o to, aby boli skúmané možnosti jednotlivých spôsobov (verejnej) dopravy z hľadiska ich trvalej udržateľnosti a z hľadiska ich ekologickej prospešnosti, resp. ekologickej záťaže. Vhodne podporené a rozvíjané spôsoby dopravy dokážu šetriť zdroje a zároveň plniť svoju funkciu, čím zlepšujú životné prostredie pre občanov a občianky.

Funkčné prepojenie územia – verejná doprava zabezpečuje funkčné prepojenie územia, nielen doprava ľudí za prácou a pod., ale tiež zabezpečuje hospodárske väzby národne a medzinárodne.

Rozvoj a koncepcnosť v rozhodovaní a rozvíjaní dopravy – výskumné štúdie môžu poslúžiť príprave dopravnej infraštruktúry ešte pred tým, ako nastane samotný rozvoj územia. Predíde sa tak dopravným komplikáciám, ktoré majú dopad na fungovanie sídiel i kvalitu života spôsobenú expanziou sídiel bez funkčnej infraštruktúry. Výsledky cielených štúdií by preto mali byť podkladom pre rozhodovanie v oblasti rozvoja dopravy.

3. Aké výskumné aktivity je potrebné podporiť, aby sme našli riešenie tohto problému?

Je verejná doprava službou alebo ekonomicky efektívnou aktivitou? Dokázať stanoviť, čo je najvýhodnejšie, najefektívnejšie, čo skvalitňuje život občanov a aký druh, resp. druhy verejnej dopravy dobre slúžia.

Prieskum spokojnosti obyvateľov s hromadnou dopravou: Je treba zisťovať, ako sú s riešením verejnej dopravy spokojní obyvatelia. Výsledky takého výskumu pomôžu smerovať rozvoj dopravy a tiež môžu poslúžiť ako argument pre politikov, ktorí rozhodujú o zavedení zmien. Výskum by sa mal zamerať ako na využívanie verejnej dopravy a spokojnosť s ňou, tak aj na dôvody pre ktoré nie je využívaná. Ďalej by mal zisťovať spokojnosť s dostupnosťou verejnej dopravy v mieste bydliska ako aj so schopnosťou dopraviť sa ku zvoleným cieľom (napr. práce alebo občianskej vybavenosti). Mala by sa skúmať kvalita verejnej dopravy a spokojnosť s rôznymi jej aspektmi - vzdialenosť zastávky, rýchlosť, kvalita dopravných prostriedkov.

Výskum intermodality: Skúmať kombináciu rôznych spôsobov dopravy (intermodalita) a to, ako je vhodné kombinovať rôzne dopravné prostriedky. Určiť spôsoby mobility, ich kombinovateľnosť, prepojenosť a tiež podporné služby potrebné pre ich využívanie (napríklad záchytné parkoviská pri železničných staniciach satelitov a parkoviská na okrajoch veľkých miest s napojením na mestskú hromadnú dopravu). Tieto dáta využij pre rozvoj integrovaného dopravného systému.

Výskum regiónov: vypracovať odporúčania optimalizácie verejnej dopravy pre jednotlivé územia a oblasti.

Výskum správania ľudí: Skúmať, či je pre nás udržiavanie automobilovej prepravy otázkou zvyku alebo nedostatočných podmienok verejnej dopravy.

Výskum podielu marketingu: zaoberať sa otázkou určenia podielu, ktorý má marketing na zvýšení atraktívnosti a využívania verejnej dopravy. Niektoré dáta naznačujú, že až 30% nákladov projektu má byť vyčlenených na vhodný marketing, ktorý zabezpečí povedomie o službe a jej využívanie.

4. Kto okrem výskumníkov by mal byť zapojený do hľadania riešenia tohto problému?

Občania a široká verejnosť prostredníctvom plošného výskumu. Tí určia, ako vnímajú kvalitu verejnej dopravy, aké potreby v tejto oblasti majú a čo je potrebné zmeniť, aby verejnú dopravu využívali vo väčšej miere.

Zástupcovia zúčastnených strán: realizačný tím by mal obsahovať zástupcov všetkých zložiek – verejnosť (prostredníctvom prieskumu), zástupcov z občianskeho združenia, predstaviteľov samospráv a úradníckej sféry, poskytovateľov hromadnej dopravy, developerov a výrobcov dopravných prostriedkov, zástupcov príslušných rezortov.

Strategické a programové dokumenty: v každom výskume je potrebné zahrnúť analýzu existujúcich dokumentov, ktoré sú východiskové pri rozvíjaní verejnej dopravy a ktoré obsahujú záväzné dokumenty vlád a regiónov; tie určujú ciele udržateľnej aj alternatívnej verejnej dopravy.

Realizácia výskumu: pre kvalitu a reprezentatívnosť výsledkov je najvhodnejšia kombinácia výskumu spracúvajúceho dáta a terénneho výskumu.

Marketing a reklama: zanedbávaná a dôležitá súčasť výskumného procesu a rozvíjania verejnej dopravy je marketing.

5. Čo je cieľom tohto výskumu? Akú zmenu prinesie tento výskum?

Kvalita a atraktivita verejnej dopravy: Cieľom výskumu je zvýšenie kvality a atraktivity verejnej dopravy a výsledkom by mali byť riešenia a návrhy ako podporovať verejnú dopravu a riešiť tým nielen problémy veľkých miest ale aj problematiku okrajových, až koncových obcí.

Posilnenie pozícií verejnej dopravy: v záujme zlepšenia kvality života občanov, rozvoja udržateľnej mobility a životného prostredia.

Verejná doprava bude pre obyvateľov výhodnejšia: Súčasťou toho je aj podmienka, že sa v otázke verejnej dopravy bude pracovať s verejnou mienkou.

Zmena správania sa občanov: aplikáciou výskumných poznatkov sa zmení to, že obyvatelia budú preferovať verejnú a hromadú dopravu pred osobnou a automobilovou, zmenia sa ich dopravné návyky.

Aplikácia výsledkov výskumu do legislatívy a dôsledné konzekvencie za porušovanie:

proces riešenia problému a rozvoja verejnej dopravy je podmienený ochotou politikov prijať zmeny v súlade s výsledkami výskumu a rozhodovať podľa nich. Zároveň je potrebné dôsledne aplikovať sankcie za porušovanie výskumom nastavených pravidiel.

Odporúčania: je potrebné, aby odporúčania pre zúčastnené strany ako aj odporúčania pre rozhodovacie osoby boli vypracované stručne, aby boli jasne formulované, čitateľné a aby boli rozfázované vzhľadom na dlhodobé a krátkodobé ciele, aktivity, dopady.



Report on the research and policy consultation in Slovenia



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1: Concept for the consultation in Slovenia

Consultation in Slovenia took place on the 24th of September 2016 in Ljubljana, the capital of Slovenia which is geographically placed in the middle of the country. We started at 10 am and finished at around 4 pm. After we finished there were also some interviews taking place, we had to sort out the place and altogether finished at around 5pm. Our consultation took place in the largest conference room of Slovenian Chamber of Commerce, in the same time we had our successful first workshop in January 2016. The conference hall was practically ideal for such event; we placed tables and chairs systematically in the hall in order that everybody would have enough space.

We organised one consultation since that was completely in accordance with our chosen and confirmed method number 1.

Our target group were citizens. We were so successful with the first workshop that we thought (and Cimulact coordinator approved) this audience and method really suits us and our surroundings in Slovenia. Of course we took care of gender, geographic, education and occupation criteria to be app. equally represented. We did not include anyone who was in any political party or even in any NGO.

We recruited participants randomly chosen mostly via e-mail invitations like we did the first time and what proved to be efficient and successful.

This time we had 45 participants confirming to come; however, due to the extremely good weather 31 showed up (but 2 left before the end of the workshop). Nevertheless, they were all very active, cooperative (maybe even better than in the first workshop) and efficient. Some of them already participated in the first workshop and partly that might be the reason.

In coordination and approval of Cimulact coordinator we chose the first method (citizens). As already explained a little bit we chose this method because it proved so good and efficient in our circumstances in the first workshop. Besides we were sure that we would get enough people choosing this method what proved quite true in spite of extremely good weather and lower turn out. We invited also participants of the first workshop to participate also in this one. 13 turned out and joined us.

2: Programme for the consultation



Face-to-face consultation workshop

Programme for table moderators and head facilitator

CHAMBER OF COMMERCE OF SLOVENIA, LJUBLJANA, SLOVENIA, 24. 09. 2016

Step	Time	Content	Material
0	9:30 – 10:00	Registration	<ul style="list-style-type: none">- List of participants- Badges- Pens- Material for participants (reimbursement claim form, consent for photos form, short programme, questionnaire)

1	10:00 – 10:30	<p>Introduction – Welcome and Presentation about CIMULACT, Work done so far, Aims: Where are we</p> <p>Participants chose their seating place freely for the initial presentation and then move to the tables with their chosen topics after the exhibition.</p>	
2	10:30 – 11:10	<p>Exhibition of the 8 Scenarios and organisation of tables</p> <p>Posters of 8 research scenarios are exhibited at one place, where they can be accessed by all participants. Each participant chooses one research scenario to enrich during the workshop. Participants should be guided in a way to create 5 tables with minimum 4 participants at each table. Each table will enrich one research scenario. Each table has to work on different scenarios to end the workshop with 5 different enriched research scenarios.</p>	<ul style="list-style-type: none"> - 8 Flip charts - 8 posters with research scenarios (format A1) - Stickers for preliminary voting to choose 5 scenarios to enrich
		Group work A	
3	11:10 – 12:10	<p>Enriching the specific challenge</p> <p><u>Definition of specific challenge:</u> Explains the context and the overarching challenge which the proposal has to solve. Furthermore, it describes why action is needed.</p> <p>The participants read the chosen research scenario in detail.</p>	<ul style="list-style-type: none"> - One brochure with research scenarios per table (format A4) - Post-its in 3 different colours - Pens - One flipchart per table - Templates
4	12:10 – 12:40	Lunch	
		Group work B	

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

5	12:40 – 14:40	<p>Enriching the Scope</p> <p><u>Definition of scope</u>: Delimits the problem area and specifies the focus sometimes commenting on specific approaches to solve the problem.</p>	<ul style="list-style-type: none"> - Same material as in step 3 - Template "Actors map3 – one per table (format A3) – for question n. 4 - Template "Storyboard" – one per table (format A3) – for question n. 5
6	14:40 – 14:55	<p>Break</p> <p>Arrange the final outputs into an exhibition in a way that allows access to all.</p>	
7	14:55 – 15:35	<p>Presentation of research scenarios and voting</p> <p>Each table presents in short its enriched research scenario to other tables.</p> <p>Voting</p> <p>Each participants will vote for 2 Scenarios, considering which are:</p> <ul style="list-style-type: none"> – the ones tackling the Specific Challenge best – The most important – The ones that will have the best impact on society from their personal point of view. <p>Participants should be prompted to seriously consider other tables' scenarios.</p>	<ul style="list-style-type: none"> - Flip charts - Stickers for all (each participant receives 10 stickers)
0	15:35 – 16:00	<p>Wrap up, end of workshop</p> <p>Participants must fill in and return: reimbursement claim form, consent form for photos and the questionnaire!!!!</p>	

3: Selected research programme scenarios

1b. Balanced work-life model

2a. Basic universal income so nobody is left behind

5c. Responsible use of land

7a. Educational ecosystem as a driver of social innovation and local development

8b. Urban-rural symbiosis

9a. Technology as a means of well-being

10d. Moving together (more collective transport options)

12c. Interconnected open systems

We have used two general criteria to choose 8 research scenarios. Citizens visions from our national citizens vision workshop were our first guideline. The second criterion was the priorities of our government. Basically, we chose the scenarios on the basis of what Slovene citizens and Slovene government find important in the years to come.

The prioritization exercise was carried out as planned. Out of 8 possible visions which we got from Cimulact coordinator which we transparently displayed out in the conference hall on the walls people were voting for them using stickers. Each "voter" got one sticker. Top 5 visions prioritized by number of votes went forward into the next round of work. We strictly followed the instructions how to proceed with the workshop, therefore people were choosing where they want to work more deeply. In the end we have to ask 2 persons to change their chosen vision in order to have equally distributed number of participants per table.

After the whole detailed visions were worked out the participants voted again. We did that, of course, after chosen speakers of the groups introduced their detailed visions. This time each participant got 2 votes (=2 stickers) which was fair presuming that each participant would vote for his vision, therefore, the second vote was the real one if we may say so.

4: The enriched research programme scenarios

Below is an overview of the prioritized research programme scenarios (in order of votes):

Research programme scenario 1

5c. Responsible use of land (15)

Research programme scenario 2

1b. Balanced work-life model (13)

Research programme scenario 3

2a. Basic universal income so nobody is left behind (11)

Research programme scenario 4

7a. Educational ecosystem as a driver of social innovation and local development (10)

Research programme scenario 5

9a. Technology as a means of well-being

Total number of votes: 58

Research programme scenario 1

5c. Responsible use of land

1) This particular research scenario addressed how to preserve natural resources (soil, water, air) sufficiently to maintain sustainable agriculture.

It also looked into finding the balance between agricultural land and the

- A. Sealing (change of use)
- B. Disseminating forest

Self-sufficiency in food:

- The importance of self-sufficiency in food for the responsible use of land
- To find appropriate policies to promote this self-sufficiency

2) Is it important to address this challenge because:

Preservation of natural resources:

- Despite the fact that we need food production, we must at least preserve natural resources, perhaps even ennoble
- Self-sufficiency in food contributes to the strengthening of environmental awareness and the consolidation of social capital (strengthening people to people contacts, socialization us all)
- Appropriate policy (to achieve the above mentioned)

3) This challenge should be approached by:

Ecology, natural resources, land management - specification of research activities

- Reducing the harmful effects of agriculture on ecosystems (eg. on water resources)
- Comparative analysis of the effects of agriculture and horticulture in relation to livestock

How self-catering influences the processes of socialization - specification of the research activities:

- Evaluation of school gardens in the entire educational vertical

- Finding the best ways of integrating the population that is not engaged in food production, in the process of sustainable farming, with the aim of strengthening the self-sufficiency in food

4) It is important that a variety of stakeholders are involved in solving the problem, for instance:

Actors involved:

Ad. 1:

- Ministry of Agriculture, Forestry and Food
- EU institutions
- Associations of local communities
- Sectoral and professional associations at national and EU level
- Non-governmental organizations
- Specialized research institutes (Agricultural Institute of Slovenia, the Slovenian Forestry Institute, ...)
- Companies with interests

Ad 2:

- Ministry of Education, Science and Sport
- Institute for Education
- Pedagogical faculties and institutes
- Mass Media
- Companies with interests
- Non-governmental organizations

Actors, which are influenced by:

- Companies with interests
- The general public
- Teaching staff
- The participants in the educational process

5) The main goals/impacts of the research activity should be the following:

Ingredients of school meals are mostly grown in the school garden. Pupils also acquire the right skills and attitude to nature.

Most of the population is involved in the work processes on nearby farms and in return receive quality food.

Urban residents on the outskirts of cities and on top of skyscrapers process gardens and exchange surplus crops and indigenous seeds with their neighbours.

Country strongly supports the processing of agricultural land in accordance with the needs of the population.

To live in a world where there are opportunities for citizens to strengthen their own gardens, thus for healthier food and for prevention of various diseases.

Research programme scenario 2

1b. Balanced work-life model

1) This particular research scenario addresses the following:

Working time and schedules is more adapted to the needs of employers than to the needs of workers. Although new and more flexible forms of work have already been developed, there is still plenty of opportunities for even better work forms, more adjusted to the needs of workers, that would allow for a more balanced work-life model. Those new forms, which need to be further developed, are telecommuting (work arrangement in which employees do not commute or travel to the office), flexible working hours that are more adjusted to the needs of workers, shorter but more productive working hours, work places that are friendly to families, mentoring schemes for young that will contribute to better work ethics among young people.

2) Is it important to address this challenge because:

Telecommuting (work arrangement in which employees do not commute or travel to the office) is one of the key new and flexible forms of work, which needs to be further researched and promoted. Working from home saves workers hours of traveling to and from work, that could be better spent working. Studies seem to suggest that workers are more productive. Telecommuting also allows workers to enjoy working in their home environment, saves travel costs and decreases traffic. Workers could also dedicate the extra hours to other activities, as well as work elsewhere (for a different employer), if they so wish.

More so, because of long working schedules people are transferring the care for their children and elderly relatives to care facilities when they could be taking care of their loved ones by themselves. Care systems are therefore overloaded and people are spending less time with their families. People should have a choice on how much they wish to work in certain stage of their careers. In the early stages of the career, when they do not have a family yet and they need more money for real-estate, people should be

allowed to have a choice to work more than traditional 8 hours. Later in the career, they could work less, without jeopardizing their retirement. Flexibility at work could also be in the form of adjusting the working day to the needs of workers. For example, one could choose to work few hours in the morning, have a longer lunch break and work again in late afternoon or evening.

Many employers, especially in the sectors of catering, tourism and retail, are taking the advantage of loop-holes in the work legislation, and they are stretching 40-hour working week to every day of the week, not allowing workers even one free day in a week. There is a big need to close those loop-holes. Also, workers need to be treated with more respect and not be considered just a cost for the employer.

3) This should be approached by:

Research activities should be:

- Definition of different flexible forms of work
- Analysis of the sectors that would allow for different flexible forms of work
- Setting the criteria for different flexible forms of work
- Creation of different ICT support solutions which would allow communication between co-workers from different locations, monitoring and control over the work.
- Preparation of guidelines for employers with the description of benefits of working from home
- Promoting the use of common space where workers could work from distance in their home towns
- Introducing the mentoring programmes for children in primary and secondary education
- Guidelines for decision makers for reforms of social and pension system.
- Preparation of guidelines for employers with detailed description of the advantages of telecommuting
- Identification and evaluation of barriers for introducing new forms of flexible work
- Pilot projects involving companies and employers to test the variety of new flexible work schemes

4) It is utmost important to involve the following to solve the problem:

Besides researchers, there should be also other stakeholders involved in the projects, like employers organizations, chambers of commerce, business organizations, decision makers, trade unions, NGOs, voluntary organizations, individual companies and educational institutions.

5) The main goals/impacts of the research activity should be the following:

- People will be using their time more efficiently, there will be more balance between work and leisure time, people will have more time to devote to their families and other activities, there will be more personal interaction between people outside of work;
- People will be happier and more creative;
- There will be more employers offering more flexible forms of work;
- Creation of new flexible and more personalized forms of work, suitable for different groups of people;
- Intergenerational cooperation and mentoring programmes will increase involvement of young people. Young people will develop better attitude to work and will enter work market sooner. Also, the average age of graduation will decrease;
- Flexible work schedules will decrease illegal and undeclared work;
- Employment rate will increase.

Long term impact of activities will include: increase of general well-being, better usage of free time, creation of new jobs, economic growth, lower costs of labor, better cooperation and communication at work, more satisfied workers who will be more creative and productive, better work ethics among young people, less work related stress and exhaustion and thus better health of workers, better relations within families, happier families.

Research programme scenario 3

2a. Basic universal income so nobody is left behind

1) The following research scenario addresses:

The scenario is about the introduction of the Basic Universal Income (BUI), which in a society that is full of inequalities could contribute many benefits. BUI should solve the problem of poverty, improve people's self-esteem and reduce diseases. In short, it should ensure a decent human life to everybody.

All the participants agreed that the introduction of BUI would be beneficial for the society. In order to put BUI in to force, we identify and highlight three main challenges:

- Understanding of the concept of BUI; what it is and what it brings?
- Which type of BUI model to be used, depending on the specific environment and culture?
- The question of the source of funds; how to ensure funds?

2) Is it important to address this challenge for several reasons, namely:

A) Understanding of the concept of BUI;

Understanding of the BUI concept is a foundation or a condition for the society to be able to give consent for the adoption of such a concept. It is necessary to have thorough knowledge and understanding of the effects. The most efficient way of getting this knowledge would be through best practices (already established in the world).

B) Type of BUI model to be used, depending on the specific environment and culture:

Given the diversity of cultures and people in Europe, each model of BUI should be adapted to the specifics and characteristics of each environment. The correct choice of the model provides efficiency and, consequently, it legitimises the use of certain BUI model in a certain area. As such, it must also ensure „a control effect” in terms of preventing abuse.

C) Source of funds; how to ensure funds?

It is necessary to demonstrate the positive effects of BUI through different socio-economic studies and already established good practices. A positive balance or savings in the state budget (with reduction of other social transfers) should be shown and, consequently, financial positive effects of the introduction of the UBI presented. BUI and its long-term positive effects can only be maintained through a sustainable system of funding.

3) It should be approached via the following steps:

A) Understanding of the concept of BUI;

- Education: UBI concept should be introduced in the education system at all levels (from kindergarten to university), where the positive effects of individual models should be presented
- Promotion; innovative ways of promotion via all forms of media.

B) Type of BUI model to be used, depending on the specific environment and culture?

- Review and selection of existing models
- To design a tailor-made model (depending on the environment and culture) and to assess its feasibility
- Evaluation and revision (after a certain period, which should not be less than 10 years)

C) Source of funds;

- CBA and SWOT analysis
- Projection of the future results (expected positive effects)

4) It is of utmost important to involve the following to solve the problem:

A) Understanding of the concept of BUI;

- For the purposes of education: educational institutions, relevant ministries (education, welfare), family
- For the purposes of promotion; civil initiatives, non-governmental organizations, local-regional authorities, chambers of commerce

B) Type of BUI model to be used, depending on the specific environment and culture:

For the purposes of selection, drafting and review of the model:

- University: humanities, anthropology, economics
- Relevant ministries: finance, social affairs, labour, family
- Civil society - NGOs
- Business and companies
- Public Administration

C) Source of funds; how to ensure these funds:

For the purpose of elaboration of socio-economic analysis and projections (model results):

- University: economics, law
- Ministry of Finance
- Business and companies

5) The main goals/impacts of the research activity should be the following:

- BUI would reduce poverty.
- Free choice of job. People would be able to do what pleases them (work-wise). This would increase productivity
- Improving self-esteem and reduce disease
- Less social transfers (less expenditure on treatment)
- More social capital
- UBI would ensure a decent quality of life for all

RESULT: A call for a pilot project.

The final result of the debate is that the European Commission should publish a call for a pilot project which would introduce BUI in certain Member states (in every state different tailor-made model). BUI would be given to a specific testing group of people, which should include people from all classes and education. This project would give different models and would be able to show the effects (positive and negative) of UBI. This would give foundations for further discussions and decisions on introducing BUI.

Research programme scenario 4

7a. Educational ecosystem as a driver of social innovation and local development

Education ecosystem can contribute essentially to social innovation, but it must be adequately conceived along the entire vertical chain, bringing into the teaching profession the best human capital, and creating hubs connecting education institutions with other stakeholders from local to state level.

The precondition for this process is adequate independence of educational institutions, stable financing and maintaining the atmosphere of open collaboration.

1) Challenge which this particular research scenario addresses are:

- Development of competences, also the „soft competences“ for the 21st century;
- Creating balance between education and upbringing;
- Upgrading innovation, proactiveness, entrepreneurship and co-creation with the goal of contributing to sustainable development;

- Development of the culture of Life Long Learning;
- A new balance between formal qualifications and competences and skills acquired informally.

2) It is important to address this challenge because:

These challenges must be addressed in order to activate the creative potential of people, able to contribute to their own and the wellbeing of the whole society – following the objective of fulfilling the positive societal vision and general progress at all levels from local to global.

3) This can be approached by the following methods:

- Education ecosystem must become the central system in the society, implying full engagement of all decision-makers and stakeholders.
- Higher entry criteria should be established for educators, as they are molding the next generations, and adequate conditions for their work – including salaries – should be provided.
- The level of competences of decision makers at all levels should be elevated.

4) The following stakeholders should be involved in solving the problem:

- These problems will be successfully addressed only if and when all who can give a contribution will be actively and properly involved.
- Particular responsibilities can of course not be rejected by the politicians, state and local administration, the professionals (educators, principals, specialised researchers and consultants), as well as the parents (who nowadays often tend to leave all learning and education to teachers).

5) The main goals/impacts of the research activity are:

Society and its values will advance in terms of the quality of relations among its members. The quality of human capital will improve essentially, and that will enable a more innovative, efficient and internationally competitive economy, without social exclusion. People will change the life: work paradigm, in order to experience a fuller and happier life. Knowledge, a culturally rich societal experience, sustainable personal consumption and one's contribution to respond to the needs of all members of society will become the criteria for appreciation of each member of society.

Research programme scenario 5

9a. Technology as a means of well-being

1. The participants identified three main challenges:

- a) To further enhance the incentives for technology development. To enhance the access to technologies and information.
The incentives for technology development are important. But also important is the access to technologies of less privileged groups of people. Governments should also support technologies, solving societal challenges, although they do not bring (financial) profits.
- b) Balanced and ethical use of technology
Technology and the data, gained through (digital) technologies, must not be used to harm people.
The society must set ethical standards in the usage of technologies.
- c) Users need Education about the usage of technologies
to be educated about the proper (and safe) usage of technologies (special focus on older generations – to support them in usage of new technologies). The users need to be educated about the potential abuses, connected with specific technologies (safe usage of technologies).

2. It is important to address this challenge because:

The field of technology and its safe use is an important issue. Technology development is inevitable – but we need to influence the familiarisation of users with the technologies's potential and possible abuses – we need to focus on safety / safe use of technologies.

3. This should be approached by the following:

Firstly, to further enhance the incentives for technology development and to enhance the access to technologies and information.

Activities:

- Development of efficient innovation support (seed capital, pre-seed capital).
- Prolongation of support for start-ups, older than 35 years.
- Ensuring the access to technologies and information to less privileged people – including older people, unemployed people into the research activities)
- Support to circular economy

Secondly, by balanced and ethical use of technology, meaning:

Activities:

- Actualisation of legislation regarding capabilities, offered by technology
- Collaboration of legislators with all actors - establishment of multidisciplinary ethical commissions for safe usage of technologies.
- Establishment of balance between positive and negative potential of technologies – achieved wide – societal consensus.

Thirdly, concerning education and the usage of technologies:

Activities:

- Comprehensive reorganisation of educational system in Slovenia and EU (including mentor systems and requalification of unemployed people).
- Educating the users about safe usage of technologies (e.g. safe usage of internet for parents and children).
- Providing the access to equipment and information

4. The following stakeholders should be involved to solve the problem:

To further enhance the incentives for technology development. To enhance the access to technologies and information.

- In-line ministries (economy, education, work-social matters)

For a balanced and ethical use of technology

- Legislators
- Lobbies, interested public
- Implementors– companies, researchers
- users

Concerning education and the usage of technologies

- In-line ministries (economy, education, work-social matters)
- Schools
- Parents
- Teaching curricula/ teaching material commissions
- Users

5. The main goals/impacts of the research activity should be the following”

1. Safe technologies serving people and accessible to all in need.
2. High ethical standards of societies and constant dialog
3. Educated, creative and innovative users

5: Selected research programme scenarios (national language)

1b. Uravnotežen model dela in zasebnega življenja

PRIZADEVANJE:

V prihodnosti bo potrebno delo fleksibilno razporediti skozi življenje, kot tudi fleksibilno manevrirati med zaposlenim (plačanim) in nezaposlenim (prostovoljnim) delom. To bo ljudem v vsakem trenutku življenja omogočalo opredeliti čas, ko so na voljo za delo. S tem bodo ljudje lahko skrbeli za svoje ljubljene, kadar bo to potrebno, sledili osebni izpolnitvi in / ali opravljali več karier ter se počasi premikali proti pokoju. To bo izboljšalo splošno kakovost življenja in pomagalo uravnotežiti demografsko vrzel.

SMERI RAZISKAVE:

Pri raziskavah je potrebno ponovno opredeliti definicijo "dela" in razvijati pristope, ki bi omogočali prepoznati in nagraditi kot "delo" vse različne vrste človekove dejavnosti, vključno z družbeno koristnimi vsakodnevnimi dejavnostmi kot so gospodinjska dela, varstvo otrok, skrb za ostarele in socialno delo.

RAZISKOVALNA VPRAŠANJA:

- Ali je tovrstno delo mogoče meriti?
- Kako bomo ovrednotili takšno delo? Bi lahko bil virtualni kovanec izhodišče?
- Kako lahko zakonodajalec načrtuje / razmišlja o zakonu, ki bi bil razumevajoč do različnih potreb / možnosti in hkrati učinkovit?
- Kako povečati fleksibilnost pri delu brez povečanja negotovosti?
- Na področju izobraževanja: kako lahko ponovno opredelimo prostore, čas, merila za ovrednotenje ter vsebine, glede na ta nov model dela?

STANJE – POGLED STROKOVNJAKOV (Znanstvena raziskava):

Tradicionalne paradigme dela (5x8 do upokojitve) se že dolgo izpodbija. Različna socialna gibanja (na primer 'pravice žensk') postavljajo vprašanja, kako je delo definirano, ovrednoteno in plačano, prav tako pa se zavzemajo za možnosti večih karier. Naslednja gonilna sila je naraščajoče povpraševanje po oskrbi.

STANJE – POGLED DRŽAVLJANOV (Vsakodnevno življenje)

Trenutno je znanje na tem področju zelo slabo, obstaja pa nekaj primerov zanimivih praks:

- *Družinam prijazna podjetja (prilagodljiv čas za starše)*
- *Medgeneracijska središča - upokojeni ponujajo svoje znanje*

Časovne banke, kjer ljudje ne plačujejo z gotovino, ampak s svojim časom.

SKRBI:

- Prekomerno delo
- Hiper fleksibilnost zahtevana s strani podjetij za lastni dobiček lahko privede do samo-izkoriščanja zaposlenih (glej na primer Uber poslovni model)
- Delavci morda ne bodo dovolj delali (skrb s strani šefa)

VIZIJE DRŽAVLJANOV O PRIČAKOVANIH VPLIVIH:

[LAT] Vizija 5: Delo kot sredstvo izražanja

'Služba je 100% prožna: delo na domu in drugod, izbira delovnih ur, možnost, da se prilagodi in izbere odgovornosti in naloge; primerna nagrada. Eno življenje - veliko vlog - nadaljuje razvoj.'

[HUN] Vizija 2: Vzpon zaostale regije

'Izrazili so zadovoljstvo s krajšim in fleksibilnim delovnim časom (6 ur vsak delovni dan), višjimi plačami, ki zagotavljajo njihovo preživetje, in zdravimi delovnimi pogoji.'

[FR] Vizija 5: Življenje v uravnoteženi družbi

'Naš delovni čas (okoli 20h / teden) nam omogoča, da sodelujemo pri državljskih ukrepih in da žarimo v našem družinskem življenju in prostem času. Prosti čas, na primer, nam omogoča, da smo vključeni v področja izobraževanja in prostovoljstvo.'

[DE] Vizija 6: Prihodnost dela

'Pričakujejo se fleksibilni delovni modeli

Več dela od doma / tudi polovični in četrtinski dnevi' [...]

'Prilagodljiv letni delovni čas'

[LUX] Vizija 4: Tehnologija, ki služi družbi

Delam 4 ure. To mi omogoča, da pojem kosilo s svojimi otroki in partnerjem v skupni kuhinji v naši participativni hiši. Potem preživim nekaj časa s hčerko v okoliškem gozdu. V participatorno življenje sem se vključil v različnih oblikah ..

[SVN] Vizija 6: Enakost in človekove pravice – Gonilnik socialnega razvoja

"Medgeneracijsko sodelovanje - prenos znanja in tradicij, skrb za starejše po upokojitvi

[...] Pravična družba odgovornih ljudi, ki delujejo v skupno dobro.'

[SVN] Vizija 5: Blaginja in delovna aktivnost državljanov

'- Optimizacija stanja današnjega dela: fleksibilnost danes pomeni delati + 8 ur in veliko nadur;

- Poudarek na individualizaciji, ne pa na pomembnosti skrbi za skupnost

[FR] Vizija 4: Delitev skupnih vrednot, da bi skupaj bolje živeli

'- Refleksija o izvedljivosti minimalnega dohodka, brezpogojnega dohodka ali pa temeljnega dohodka, ki se financira preko lokalne valute

- Izobraževanje'

[IRE] Vizija 3: Medsebojni odnosi in odnos z okoljem

'Ravnotežje delo / življenje bo drugačno. Več časa za razmerja, kulturo, družbo, pogled primer danskega modela.'

[PORT] Vizija 4: Kultura z vsemi za razvoj

'Leta 2050 se ne bomo osredotočili na produktivnost (kar bi v končni fazi kot cilj pomenilo dobiček), ampak na indeks sreče vsakega posameznika. Tako bo kolektiv srečen.'

2a. OSNOVNI UNIVERZALNI DOHODEK, TAKO DA NIHČE NE BO ZAPOSTAVLJEN

PRIZADEVANJE:

Uvedba temeljnega univerzalnega dohodka obeta velike koristi:

- imeli bomo več enakopravnih družb in manj problemov z revščino
- Več ljudi bo srečnih in izpolnjenih s svojim delom, saj si bodo lahko vzeli čas za iskanje dela.

Poleg tega bodo zagotovljene nove oblike porazdelitve vrednosti, potrebne za ravnanje z digitalnim delom.

SMERI RAZISKAVE:

Potrebujemo teoretične in empirične raziskovalne načine za uspešno uvedbo univerzalnega temeljnega dohodka.

RAZISKOVALNA VPRAŠANJA:

- Kakšni so najboljši razpoložljivi modeli univerzalnega temeljnega dohodka?
- Kakšne so posledice uvedbe univerzalnega modela dohodka v različnih evropskih regijah?
- Kakšne možne modele univerzalnega dohodka je mogoče prilagoditi kontekstom različnih držav?
- Kakšne so posledice dogovora med državljani in državo?
- Kakšna je trenutna perspektiva / vidik različnih zainteresiranih strani o tej temi?

SKRBI:

- Države nimajo proračuna, da bi vsaki osebi zagotovile stalni dohodek
- Gre za zelo radikalen pristop.

STANJE – POGLED STROKOVNJAKOV (ZNANSTVENA RAZISKAVA)

Temo obravnavajo ekonomisti, npr. v okviru digitalne analize dela in medsebojnih proizvodnih modelov. Številne države eksperimentirajo s sorodnimi koncepti (npr. Finska in Francija).

STANJE – POGLED DRŽAVLJANOV (VSAKDANJE ŽIVLJENJE):

Nobena država v tem trenutku nima stalne univerzalno zajamčene osnovne dohodkovne politike. Kar obstaja so ostanki različnih držav blaginje, število katerih pa naj bi se v prihodnosti zmanjšalo, s čimer bo na mnoge ljudi pozabljeno.

VIZIJE DRŽAVLJANOV O PRIČAKOVANIH VPLIVIH:

[DE] Vizija 3: Raznolikost in samoodločba

'Vsak človek lahko prosto določi svoje življenje'

[HUN] Vizija 2: Vzpon zaostale regije

'Izrazili so zadovoljstvo s krajšim in fleksibilnim delovnim časom (6 ur vsak delovni dan), višjimi plačami, ki zagotavljajo njihovo preživetje, in zdravimi delovnimi pogoji.'

[SWE] Vizija 1: Enakost žensk in moških

'Vsi otroci se rodijo z enakimi pravicami'

[LIT] Vizija 5: Trajnostna družinska politika

'Podpora je na voljo vsem družinam, ne le tistim, ki so v nevarnosti'

[NL] Vizija 2: Skupaj drug za drugega

'Državljeni preživijo več časa za dejavnosti v in za svojo okolico.'

[HUN] Vizija 4: Govor izvršne direktorice o letni oceni dela v letu 2050

'Naši starejši kolegi posredujejo svoje znanje in izkušnje tudi po tem, ko se upokojijo'

[AUT] Vizija 6: Mi smo ena skupnost!

'Ko bom velik, lahko delam kar hočem, kot moji starši, saj od države dobivamo temeljni dohodek, ki pokriva naše osnovne potrebe (hrana, pijača, stanovanja, oblačila, nega, zdravje).'

[PORT] Vizija 2: Sodelovanje

Leta 2050 naša družba temelji na vrednotah sodelovanja in sistemski viziji realnosti. Zdaj obstaja brezpogojni osnovni dohodek za zagotovitev osnovnih potreb državljanov (v smislu hrane, zdravstvenega varstva, stanovanj, izobraževanja in usposabljanja).

[FR] Vizija 4: Delitev skupnih vrednot, da bi bolje živeli skupaj

Odsev izvedljivosti minimalnega dohodka, brezpogojni dohodek ali pa temeljnega dohodka, ki se financira preko lokalne valute.

[LUX] Vizija 5: Od zombijev k skupnostim/Soobstajati v solidarnosti in delati v dobro vseh državljanov

'Brezpogojni osnovni dohodek za vsakega državljana.'

5c. ODGOVORNA RABA ZEMLJE

PRIZADEVANJE:

Razviti moramo učinkovite sisteme za urejanje in uporabo zemlje ter za odgovorno uporabo virov za trajnostno kmetijsko proizvodnjo. Potrebno je upravljanje na več ravneh za reševanje sporov glede uporabe virov in ustvarjanje sinergije.

SMERI RAZISKAV:

Nadzirati moramo spopad med naraščajočim povpraševanjem po visoko kakovostni hrani ter zmanjševanjem zemljišč za kmetijsko proizvodnjo. Zato moramo imeti učinkovit sistem upravljanja teritorialnih zemljišč in presojo vpliva dejavnosti. To bo omogočilo bolj fleksibilne spremembe namembnosti zemljišč, s čimer bo ustvarjeno varovalo. Razviti moramo metode in orodja za povečanje spoštovanja stroškov in koristi virov, ki niso gospodarske dobrine, kot so npr. ekosistemi za bolj učinkovito in odgovorno upravljanje z zemljo, in sicer preko kvalitativnih in kvantitativnih socialnih, okoljskih in ekonomskih raziskav.

Ker imajo podnebne spremembe velik vpliv na vzorce rabe zemlje in proizvodne procese, je pomembno, da se te procese prilagodi z namenom, da bi razvili in vzdrževali: trajnostno in odgovorno proizvodnjo, plodnost in kakovost tal, kot tudi količino in kakovost vode. K razumevanju vpliva podnebnih sprememb in razvoju inovativnih trajnostnih proizvodnih procesov lahko pristopimo z raziskavami prst-zemlja-voda ter preko odgovornih raziskav in inovacij.

RAZISKOVALNA VPRAŠANJA:

- Kako bi raba in upravljanje zemlje lahko vključevali reverzibilen značaj rabe zemlje za različne / razvijajoče se dejavnosti (za proizvodnjo hrane)?
- Kako je glede na podnebne spremembe mogoče prilagoditi proizvodne postopke?
- Kako lahko ohranimo kakovost in rodovitnost tal?
- Kakšna je vloga teritorialnega upravljanja za odgovorno rabo zemlje in drugih virov?
- Kako izboljšati oceno koristi, ki niso blago, za bolj učinkovito in odgovorno upravljanje z zemljo?

STANJE – POGLED STROKOVNJAKOV (ZNANSTVENA RAZISKAVA):

Poznamo podatke / statistiko glede izgube zemlje za pridelavo hrane, malo pa vemo o posledicah tega nenehnega izgubljanja. Imamo podatke o zalogah hrane in pomanjkanju odpornosti urbanih območij, ne poznamo pa posledic dejanskega pomanjkanja hrane. Imamo socialno-ekonomske podatke o soodvisnosti mestnih in podeželskih območij.

Poznamo gospodarsko prednost mestne širitve preko zemlje, ne pa tudi gospodarske izgube, ki nastane zaradi odžiranja (pozidanosti), ki ga povzročajo mesta. Prav tako imamo le malo študij o izgubi biotske raznovrstnosti.

STANJE – POGLED DRŽAVLJANOV (VSAKDANJE ŽIVLJENJE):

Vemo, da izgubljam o kmetijska zemljišča na račun stanovanj, prometa, infrastrukture in drugih primarnih sektorjev. Imamo težave s kakovostjo in količino vode. Vemo, da ima manjše uživanje mesa ugoden vpliv na okolje. S strani vlade pa glede obravnavo in reševanja teh problemov ne vidimo veliko truda.

VIZIJE DRŽAVLJANOV O PRIČAKOVANIH VPLIVIH:

[BEL] Vizija 5. Trajnostno gibanje

'Hrana je lokalna (manj prevozov, nižji stroški, boljša kakovost, manj CO2, manj pesticidov...). Z drugimi delim zemljo za obdelovanje. Sem pošten potrošnik: poznam proizvajalca svoje kave, čaja, mleka. Plačam pošteno ceno! Svoje izdelke mi pošljejo z vlakom in / ali ladjo. Kmetije so ekološke, zmanjšanja količina metana, CO2 (ekološki odtis), zmanjšanja poraba gnojil ter H2O.'

[FIN] Vizija 4: Prihodnost odgovorne potrošnje

'Veča se poraba beljakovin iz insektov skupaj z ekološko in lokalno pridelano hrano. Ekološki način življenja je postal najbolj popularen.'

[EST] Vizija 1: Človeku prijazno in varno okolje

'Varnost živil (pitne vode, nadzor nad proizvodnim procesom in surovinami).'

[SWE] Vizija 5: Okoljsko in socialno prilagojeni življenjski prostori

'Živimo v bivališču za več družin v majhnem mestu; vsak ima svoje stanovanje in majhen kos zemljišča za obdelovanje. Veliko tega, kar imamo v lasti, je skupna lastnina, na primer tehnična oprema, kot so vozila, kosilnice in orodje. Imamo veliko skupnih prostorov, kot so rastlinjak, kurnik, sadovnjak in prostori za različne namene. Vse gojimo ekološko ter smo obdržali starejše sorte rastlinskih in živalskih vrst.'

[LUX] Vizija 1: Na poti k participativni skupnosti

'Biološki vrt bi bil sestavni del tega sobivanja in bi predstavljal osnovo hrane za vse nas.'

[NOR] Vizija 6: Zagotavljanje trajnostne rabe naravnih virov

'Eko in lokalna proizvodnja hrane'

[IRE] Vizija 3: Medsebojni odnosi in odnos z okoljem

'Proizvodnja hrane je izvedena etično. Sodelovanje z naravo.'

[SVN] Vizija 3: Zelena prihodnost

'Lokalno pridelana hrana, nižane uvozne poti, dostop in oskrba.'

7a. Izobraževalni ekosistem kot gonilo socialnih inovacij in lokalnega razvoja

PRIZADEVANJE:

Izobraževalni sistemi so ena izmed najbolj kapilarno razpršenih omrežij na območju in to je razlog, zakaj bi morali prevzeti vlogo 'stičišč', ki bi znova povezali izobraževalne agencije: učne ustanove, družine in lokalne deležnike. Večje osredotočanje na lokalne skupnosti in njihove potrebe lahko prinese neprekinjene socialne inovacije, krepí regionalni socialni kapital in spodbuja lokalni razvoja (gospodarstvo in poslovne zadeve). To bo izboljšalo privlačnost majhnih in izginjajočih skupnosti ter jim pomagalo preživeti.

SMERI RAZISKAV:

- Razvoj modelov za izboljšane učne pobude, ekosistemov in postopkov, ki so zasnovani tako, da obnavljajo osrednjo vlogo šol in na območju izkoriščajo njihovo kapilarno razpršenost.
- Spodbujanje sodelovanja med izobraževalnimi ustanovami (šole, družine, lokalni deležniki) za zadovoljevanje individualnih in družbenih potreb ter pričakovanj (vključno z osebnim in praktičnim izobraževanjem), spodbujanje kohezije in vključenosti, ter podpiranje krepitve zmogljivosti in povečanje družbenega kapitala.
- Iskanje novih možnosti za povezovanje žarišč dejavnosti v integrirano omrežje, da bi izenačili izobraževanje po vsej Evropi ter dajali prednost usklajeni in enakovredni rasti po vsej Evropi.

RAZISKOVALNA VPRAŠANJA:

- Kako lahko lokalna stičišča spodbujajo tesnejše sodelovanje med izobraževalnimi ustanovami (šole, družine, teritorialne zainteresirane strani) za zadovoljevanje individualnih in družbenih potreb ter pričakovanj (vključno z osebnim in praktičnim izobraževanjem), spodbujajo kohezijo in vključenost ter podpirajo krepitev zmogljivosti in povečanje družbenega kapitala?
- Kako bi sodelovanje lahko dvignilo kolektivno inteligenco, preprečevalo poslabšanje družbene vrednosti učenja ter spodbujalo kritično mišljenje?
- Kako bi se lahko stičišča vključila v omrežje, da bi razvili vrhunsko raven sodelujočih kolektivnih inteligenc, ki dajejo prednost usklajeni in enakovredni rasti po vsej Evropi, kjer so viri kot so podatki, fizični kraji, pristojnosti itd. dostopni vsem? In kako zagotoviti zavest o kritični in optimizirani uporabi virov preko omrežja?

SKRBI:

- Izogibati se je potrebno birokraciji in prekomerni centralizaciji moči
- Potreba po dobrih šolah za usposabljanje načrtovalcev, vodij in učiteljev
- Integracija namesto konkurence med virtualnimi skupnostmi

STANJE – POGLED STROKOVNJAKOV (ZNANSTVENA RAZISKAVA):

- Razdrobljeno mreženje na lokalni ravni z drugimi institucijami (razdeljena in povezana inteligenca)
- Pomanjkanje vodstvenih in razvojnih modelov

- Kritični pogledi na nove socialne modele izobraževanja
- Šibka tehnična podpora in ozaveščanje
- Pomanjkanje kolaborativnega in sodelovalnega odnosa (izmenjava, posredovanje)
- Kritični pogledi na dostop in uporabo odprtih izobraževalnih virov, množičnih spletnih tečajev in drugih virov

Študije:

- EDUTOPIA (www.edutopia.org)
- Regionalni razvoj Sacramenta, ZDA

STANJE – POGLED DRŽAVLJANOV (VSAKDANJE ŽIVLJENJE):

- Ni povezanosti med lokalnimi dejstvi. Najboljše prakse se ne delijo
- Obstajajo geografske ovire / težave, da bi dosegli različne regije / mesta, kjer obstajajo ustrezne institucije
- Mnogi študenti gredo na študij v tujino in se tam ustalijo, brez da bi pripomogli k lokalnemu razvoju
- Na začetku kariere se od ljudi včasih zahteva, da svoje delo opravljajo nekje drugje, ne tam, od koder prihajajo

VIZIJE DRŽAVLJANOV O PRIČAKOVANIH VPLIVIH:

Šole kot eksperimentalna okolja in več tematska stičišča, vgrajene v širše omrežje povezane in sodelovalne inteligence, ki tako v lokalnem kot v širšem merilu spodbujajo tako celotno izobraževanje (celotna osebna rast) kot tudi strokovno usposobljenost. Dodatne prednosti so: razvijanje zavesti o družbenih, osebnih in vsakdanjih potrebah, motiviranje akterjev izobraževalnih procesov (za odpravo pojava, ki je postal znan kot 'udrihanje po učiteljih'), zmanjševanje hitre menjave strokovnega kadra ter osipa študentov, vključno s tistimi, ki se niti ne izobražujejo niti ne delajo, in pa krepitev vloge stičišč.

ZATO BODO ŠE POSEBEJ NASLOVLJENE SLEDEČE VIZIJE:

[ITA] Vizija 4: Šola preko časov - nov model izobraževanja

'Leta 2050 bodo tradicionalne šole nadomestila več-tematska stičišča, namenjena izobraževanju in sodelovanju med državljani vseh starosti. Vsako stičišče je kar se da najbolj vključeno v človeški okvir (...) Vsako stičišče je sestavljeno iz paviljonov za posebne teme (...)'

[HUN] Vizija 5: Izobraževanje v svetu preoblikovanja dela

'Izobraževanje danes ne poteka le v šolskih prostorih, ampak tudi na zunanjih prizoriščih, kot so, na primer, prizorišča demonstracij, centri za obiskovalce, ekološke kmetije, obrati za ravnanje z odpadki itd.'

[IRE] Vizija 3: Medsebojni odnosi in odnosi z okoljem

'Otroci se bodo izobraževali na zaokrožen način, t.j. izobraženi v obrteh/ okolju / itd. - celovit pristop.'

[SVK] Vizija 1: Popularizacija znanosti in tehnologije

'Po vsej državi obstaja veliko centrov znanstvenih informacij. Splošna javnost redno sodeluje pri znanstvenih dejavnostih in raziskavah. Kakovost znanstvenega izobraževanja v vrtcih, osnovnih in srednjih šola močno izboljšana.'

8b. Sožitje med mestom in podeželjem

PRIZADEVANJE:

Želimo razvijati in podpirati sodelovanje med mesti in podeželjem ter tako povezati podeželjsko ter mestno kulturo in načrtovanja rabe za izboljšanje življenjskih okolij.

SMERI RAZISKAV

- Povezovanje človeške izrabe prostora v mestu in na podeželju: pravica do dostopa do kulture za podeželske prebivalce; pravica do dostopa do podeželja za prebivalce mest
- Spodbujanje kulturne izmenjave in medsebojnega spoštovanja in zagotavljanje primernosti teh prostorov za raziskovanje na svoj način; oživitev lokalnih študij.
- Prinesti rast in kmečki turizem za prosti čas v mesta, z načrtovanjem za mestne prostoživeče živali, prostore / niše (npr. stanovanja in oblikovanje)
- Podpiranje kulturnih dejavnosti na podeželju, ustvarjanje niš.
- Raziskovanje mest in podeželja za študij, užitek in inovacije.

RAZISKOVALNA VPRAŠANJA:

- Kako povezati urbano in podeželsko načrtovanje na različnih ravneh? Kako posodobiti koncept pametnega mesta? Povezati urbano in podeželsko?
- Kakšne so mestne in podeželske povezave državljanov v različnih evropskih državah, če jih med seboj primerjamo?
- Kaj so materialni in energetske tokovi preteklosti, sedanosti in prihodnosti mesta - in kako se hranijo z in vplivajo na zaledje podeželja?
- Ali urbano vrtnarjenje spodbuja socialno povezanost? Kakšne so prednosti? Kateri neuporabljeni urbani prostori se lahko uporabijo za spodbujanje in pospeševanje urbanega vrtnarjenja? Kako in zakaj?
- Ali ima kmečki turizem dobrodejne učinke na mestne prebivalce?

SKRBI:

- Ali urbano vrtnarjenje spodbuja socialno povezanost?
- Skrb za rast: če ima vsakdo v mestu vrt, ali ostane dovolj 'naravnega' prostora (ali mesta postanejo prevelika, se preveč širijo)? Ali pa moramo najti druge, drugačne oblike vrtnarjenja, npr. vertikalno vrtnarjenje?
- Ločitev sprejemanja odločitev med urbanim in podeželskim načrtovanjem
- Potreba po interdisciplinarnem načrtovanju.

STANJE – POGLED STROKOVNJAKOV (ZNANSTVENA RAZISKAVA):

- Urbane študije (Habitat ZN) ločiti od dela okoljskega programa in programa za trajnostni razvoj Združenih narodov.
- V akademskih krogih podeželske študije ločiti od urbanih.
- Študije o kmečkem turizmu?
- Sumimo, da je prispevek manjših podeželskih proizvajalcev premalo raziskan v primerjavi s financiranjem s strani podjetij za preživetje kmečkega turizma v državi. Pomanjkanje raziskav, ki povezujejo mesto in državo ter bio-regionalne teme.

Razlika med raziskavami, ki jih sponzorirajo NGO, npr. glede mestnih prostoživečih živali.

- Negotovost (v povezavi z zagovorništvom) glede obstoja primerjalnih študij o povezavah med mestnimi prebivalci ter podeželjem (npr. mala gospodarstva).

STANJE – POGLED DRŽAVLJANOV (VSAKDANJE ŽIVLJENJE):

- Potreba po številčnejših javnih prostorih in zelenih površinah, ki so potrebni, da se mesto razišče.
- Novo načrtovanje ne zagotavlja balkonov in dvorišč za vsakega prebivalca, kar bi ljudem omogočilo, da bi gojili več hrane.
- Nekateri značilnosti: Avstrija – nekaj urbanega vrtnarjenja in zelenih površin. Naj bi namesto okrasnih rastlin na teh mestih posadili več hrane?
- Bolgarija - nekateri ljudje gojijo svojo hrano v svojih vrtovih v mestih, vendar obstaja potreba po več.
- Irska - nekaj zelenih površin, v mestih ni veliko skupnega vrtnarjenja

VIZIJE DRŽAVLJANOV O PRIČAKOVANIH VPLIVIH:

[DK] Vizija 4: Naravno mesto prihodnosti

'Sestava stanovanj omogoča površine in terase za skupne aktivnosti, mesto je brez avtomobilov.'

[AUT] Vizija 5: Pametno življenje z naravo

'Pametno življenje z naravo...'

[SVN] Vizija 3: Zelena prihodnost

'Zelena oaza v urbanem območju, v mestnih vrtovih.'

[HRV] Vizija 4: Brisanje meja

- *'Uravnotežen razvoj mest in podeželja*
- *države članice EU so samozadostne na področju proizvodnje hrane in uporabe obnovljivih virov energije, demografsko zastopanje bo enako v mestih in na podeželju. V družbah je prisotna rasna, gospodarska, etnična, spolna in politična enakost.*
- *Planet Zemlja je zaželeno mesto za življenje. S skrbjo za Zemljo skrbimo zase.'*

[SVN] Vizija 4: Čisto okolje – zdrava pamet

'Evropa 2050 bo družba uravnoteženih državljanov, ki skrbijo za svoje okolje.'

[DE] Vizija 1: Vpeljana trajnost

'Pametna narava'; ustvarjanje ekoloških ciklov (ribe: iztrebki vodijo k rasti rastlin v vodi), od zibelke do zibelke (popoln materialen cikel brez stranskih proizvodov / odpadkov).'

9a. Tehnologija kot sredstvo za blaginjo

PRIZADEVANJE:

Namesto, da bi tehnološke naprave nadzorovale nas, želimo mi nadzirati njih. Spodbujanje višje stopnje zavedanja pri uporabi tehnologije bo omogočilo izkoriščanje prednosti, ki jih le-ta ponuja, ne da bi trpeli negativne posledice, kot so odvisnost od zaslona, premik odnosov iz fizičnega v virtualni prostor, tanjše meje med virtualnimi in realnimi dejanji.

SMERI RAZISKAV:

Potrebujemo multidisciplinarne raziskave za razvoj smernic za osebno upravljanje z napravami, da ne bi one nadzorovale nas. Prav tako je potrebno raziskave osredotočiti na to, kako prenesti obstoječe znanje o tem, kako tehnologija vpliva na nas in naše odnose na širšo družbo in dejanske vsakodnevne prakse.

RAZISKOVALNA VPRAŠANJA:

- *Kako lahko osebne tehnološke naprave v vsakdanjem življenju uporabljamo odgovorno?*
- *Kakšni so kriteriji za oblikovanje smernic za ljudi?*
- *Kako uporaba tehnoloških naprav vpliva na naše socialne in čustvene odnose?*
- *Kako oceniti obstoječe znanje o odgovorni uporabi tehnoloških naprav?*
- *Kako prenesti novo in obstoječe znanje iz znanosti v družbo?*
- *Kako prenesti obstoječe znanje o naših odnosih s tehnologijo na dejanske vsakodnevne prakse?*

SKRBI:

- Osebna digitalna varnost (kraja identitete); uporaba naših podatkov s strani tretjih oseb? Kje so naši podatki in kam potujejo?
- Generacijske razlike glede sposobnosti zaznave slabosti tehnologije
- Povečana stopnje odvisnosti od tehnologije na vseh področjih življenja

STANJE – POGLED STROKOVNJAKOV (ZNANSTVENA RAZISKAVA):

Obstajajo raziskave o zasvojenosti, a odvisnost od tehnologije je drugačna od drugih odvisnosti, saj je tehnologija prodorno prisotna. Drug vidik, ki ga je potrebno vzeti v obzir je, da pomeni zdravljenje odvisnosti dodatno ozaveščanje:

- *Zavedanje o uporabi medijev mora biti razrešeno preden do zasvojenosti pride*
- *Obstaja sociološka / filozofska raziskava o tem, kako tehnologija vpliva na odnose (veliki in predvsem majhni učinki), vendar se je ne uporablja – niti s strani državljanov niti v izobraževanju ali pa pri razvoju tehnologije in oblikovanja.*

STANJE – POGLED DRŽAVLJANOV (VSAKDANJE ŽIVLJENJE):

- Tehnologija zahteva več časa, kot ga imamo: izguba kakovostnega časa, preveč informacij, ki bi jih lahko absorbirali.

- Naše razpoloženje (zdravje) trpi, ker smo vedno povezani: stres, družbeni pritisk, izguba človeškega stika → potencialna nevarnost

VIZIJE DRŽAVLJANOV O PRIČAKOVANIH VPLIVIH:

[LIT] Vizija 6: Čustvena inteligenca za pozitivno ustvarjanje sveta

'Ne samo, da lahko tehnologija reši svet, ampak predvsem človeško samospoznanje.'

[PL] Vizija 3: Nove tehnologije v vsakdanjem življenju

'[v naši viziji] Tehnologija ne odtuji ljudi in ne ogroža njihovega zdravja.'

[MAL] Vizija 6: Izobraževanje in družba (skupnost)

'[zda] Tehnologija nam ne služi popolnoma.'

[...] Dati človeku vizijo. Kaj naredi človeka ni tisto, kar človek naredi, in naše stvaritve ne smejo postati naši ustvarjalci.'

[FIN] Vizija 2: Predvidljivo sledenje zdravju

'Razvoj v tehnologiji in medicinskih vedah je podaljšal življenje ljudi in izboljšal kakovost njihovega življenja.'

[CZE] Vizija 3: Svobodni državljani v varnem svetu podatkov

'Svobodni državljani v varnem svetu podatkov'

[IRE] Vizija 5: Ravnotežje med naravo, človeštvom in tehnologijo

'Tehnologijo želimo uporabiti za izboljšanje družbe'

[ESP] Vizija 3: Gradimo prihodnost

'Urejanje vloge novih tehnologij, da bi se izognili škodovati kakovosti človeških odnosov.'

[SVK] Vizija 2: Tehnologija za boljše zdravje

'Ljudje bodo živeli kakovostno življenje zaradi podpore raziskavam in razvoju, boljšega dostopa do rezultatov le-tega in boljšega sodelovanja vključenih ukrepov.'

[HRV] Vizija 3: Ohranitev zdravja ljudi in narave za generacijo XYZ

'[v naši viziji] Tehnologija ne odtuja ljudi in ne ogroža njihovega zdravja.'

10d. Premikajmo se skupaj (več možnosti kolektivnega prevoza)

PRIZADEVANJE:

Predvidevamo nove kolektivne prometne koncepte in posledično ustrezne tehnologije, ki bodo zmanjševali onesnaževanje in energetske potrebe, povezane s prometom, in hkrati združevali ljudi.

SMERI RAZISKAV:

Več skupnega prevoza pomeni:

- Transportni sistemi manj temeljijo na infrastrukturah (so bolj prilagodljivi) ali pa dajejo obstoječi infrastrukturi večjo uporabnost (krepitev uporabe)
- Manjše / posamezne enote, ki so sposobne začasno združevati in razdruževati (enote vlakov in lokalna kapilarna distribucija)
- Prometni sistemi, ki so organizirani manj od zgoraj navzdol in bolj temeljijo na skupnosti, so samo-organizirani (inteligenca roja) (Npr. samo-organizirani mini avtobusi)
- Enote se delijo
- Prometni sistemi, ki omogočajo več druženja (tj. druženje v skupnih prevozih)
- Bistveno zmanjšanje posameznih zasebnih prevoznih sredstev.

RAZISKOVALNA VPRAŠANJA:

- Kako lahko gremo preko trenutnega skupnega razumevanja 'kolektivnega prevoza'; torej manj povpraševanja po infrastrukturi, bolj fleksibilne organiziranost, ki temelji na skupnosti, ki bolj temelji na začasnem združevanju skupnih posameznih sistemov?
- Kako lahko povečamo uporabo obstoječe infrastrukture; 'več vlakov na železnicah in kolektivnih trajnostnih prometnih avtocestah'?

SKRBI:

Potrebna je povezljivost 'zadnji kilometer', da se zagotovi povezave do manjših mestih in podeželja

STANJE – POGLED STROKOVNJAKOV (ZNANSTVENA RAZISKAVA):

- Primeri dobro integriranih rešitev glede prometa že obstajajo in so na voljo raziskovalcem in znanstvenikom
- Obstoječe avtomatizirane transportne rešitve in pa vožnja brez voznika
- Deljenje avtomobila obstaja v mnogih EU mestih
- Nove oblike transportnih organizacij za kolektivni prevoz, ne samo javne, kot so prevoz, ki ga organizira skupnost in skupni prevoz

STANJE – POGLED DRŽAVLJANOV (VSAKDANJE ŽIVLJENJE):

- Odvisno, kje v državi živite
- Velika mesta imajo dober kolektivni prevoz
- Deljenje avtomobilov se uporablja pri pomanjkanju javnega prevoza in da se potuje ceneje (Blablacar - Uber).

-

VIZIJE DRŽAVLJANOV O PRIČAKOVANIH VPLIVIH:

[ITA] Vizija 2: Preprosto posebno mesto

'Mesto je inteligenoten organizem, ki optimizira porabo virov in energije. Obstajajo kraji za srečevanje, kjer vsak državljan sodeluje s prinašanjem svojih zahtev, ki na splošno ustrezajo kolektivnim. Kraji tako postanejo prostori za deljenje, ki spodbujajo razvoj aktivnih in sodelujočih državljanov.'

[CHE] Vizija 5: Skupaj za en svet

'Urbanistični ukrepi: gradbeni projekti, ki spodbujajo in nagrajujejo sobivanje mladih in starih, sposobnih in invalidov.'

[MAL] Vizija 2: Boljša kvaliteta življenja v smeri trajnostnega pristopa do lokalnih in globalnih vprašanj

'Manj prometa zaradi samovozečih avtomobilov, velika uporaba skuterjev in koles.'

[DK] Vizija 4: Naravno mesto prihodnosti

'Mesto je brez avtomobila: transportni sistem mora v celoti nadomestiti uporabo osebnih avtomobilov. Sistem bi lahko predstavljali električni, magnetni visokohitrostni vlaki.'

[BGR] Vizija 1: Pametno mesto - to sem jaz!

'Delitev avtomobila namesto mestnega prevoza.'

[ITA] Vizija 4: Šola preko časov - nov model izobraževanja

'Vsako stičišče je vključeno kolikor je le mogoče, kar pomeni, da je zlahka dosegljivo z javnim prevozom, obdano z zelenico s kolesarskimi stezami ter brez vpliva na okolje (sončni kolektorji, zabojiniki za recikliranje itd.).'

12c. Medsebojno povezani odprti sistemi

PRIZADEVANJE:

Želimo zmanjšati okoljske in socialne odtise energetskega sistema in omogočiti prilagajanje podnebnim spremembam. Zato predvidevamo vzpostavitev medsebojno povezanega energetskega sistema, v katerem so sinergije regionalnih in mestnih virov izkoriščene na najbolj optimalen način za zadovoljitev povpraševanja po energiji, s čimer se bo znatno zmanjšalo neravnovesje med proizvodnjo in porabo energije.

SMERI RAZISKAV:

Ključni izziv za doseg tega cilja je heterogenost energetskega sistema. Da bi ustvarili potrebne sinergije, potrebujemo multidisciplinarne metode in orodja, kot so orodja za napovedovanje, infrastrukturo in protokoli za dostop do omrežja, nove poslovne modele in sisteme spodbud.

RAZISKOVALNA VPRAŠANJA:

- Kako optimalno vključiti mestne / regionalne sisteme (modeli za optimizacijo, ki temeljijo na multidisciplinarnosti)?
- Kako vključiti načrtovanje energetskega sistema v podeželsko / urbanistično načrtovanje (vključno s socialno razsežnostjo)?
- Kakšna so primerna orodja za napovedovanje, infrastruktura za dostop in protokoli dostopa, poslovni modeli in sistemi spodbud.

SKRBI:

- Primanjkljaj politične volje (na primer za sodelovanje med regijami)
- Stabilnost GRID (za šoke na kratek rok in dolgoročne strukturne spremembe)
- Stroški infrastrukture bi lahko bili previsoki (ne bo donos naložb), če uporabniki ne bodo upoštevali dodatnih stroškov.

STANJE – POGLED STROKOVNJAKOV (ZNANSTVENA RAZISKAVA):

- Virtualne elektrarne
- Omejitve pri popolni vključitvi obnovljivih virov energije (sistem za obnovljivo energijo) v omrežje
- Zahteva po dodatnem upravljanju
- Pooblastilo za raziskave plina

- Pilot za elektrificirano skladiščenje; veliko centralizirano shranjevanje (hidro, stisnjen zrak).

STANJE – POGLED DRŽAVLJANOV (VSAKDANJE ŽIVLJENJE):

- Ceste razsvetljujejo ponoči zaradi jedrske energije (Belgija)
- Tesla baterije

VIZIJE DRŽAVLJANOV O PRIČAKOVANIH VPLIVIH:

[EST] Vizija 5: Novo upanje

'Uporaba fosilnih goriv upada, uporaba čistih / obnovljivih virov energije pa narašča.

[NL] Vizija 4:

'Uporabljala se bo čista in obnovljiva lokalno proizvedena energija, ustvarjalnost samooskrbnih regij na področju rabe energije, kar pomeni, da se bo na podlagi regionalnih značilnosti in okoliščin uporabljala energetska mešanica, ki se od regije do regije razlikuje.

6: The enriched research programme scenarios (national language)

Overview of the prioritized research programme scenarios

Research programme scenario 1

5c. Odgovorna raba zemlje

1. Katere izzive naslavlja ta smer raziskav z vašega vidika?

Kako ohraniti naravne vire (zemlja, voda , zrak) v zadostni meri za ohranitev sonaravnega kmetijstva?

Iskanje ravnotežja med kmetijskimi površinami ter med

A. pozidavo (sprememba namembnosti)

B. širjenjem gozda

Samooskrba :

- pomen prehranske samooskrbe za odgovorno rabo zemlje
- iskanje ustreznih politik za spodbujanje samooskrbe

2. Ali je z vašega vidika pomembno, da se te izzive obravnava? Zakaj?

Ohranitev naravnih virov :

- Kljub temu , da potrebujemo pridelavo hrane, moramo vsaj ohraniti naravne vire, morda jih celo oplemenititi

- Samooskrba pripomore h krepitvi ekološke zavesti in utrjevanju socialnega kapitala (krepitev medosebnih stikov, socializacija nas vseh)

- Ustrezna politika (za doseganje navedenega)

3. Kako pristopimo k okviru? Opišite, katere raziskovalne in inovacijske aktivnosti bi bile potrebne za to, da se pripeva k rešitvi.

1. Ekologija, naravni viri, upravljanje z zemljo – specifikacija raziskovalnih aktivnosti

- Zmanjševanje škodljivih posledic kmetijstva na ekosisteme (npr. na vodne vire)
- Primerjalna analiza učinkov poljedelstva in vrtnarstva v primerjavi z živinorejo

2. Kako samooskrba vpliva na procese socializacije – specifikacija raziskovalnih aktivnosti:

- Ovrednotenje šolskih vrtov v celotni izobraževalni vertikali
- Iskanje najboljših načinov vključevanja prebivalstva, ki se ne ukvarja s pridelavo hrane, v proces sonaravne pridelave, s ciljem krepitve samooskrbe

4. Kdo mora biti vključen v reševanje problema? Ali je potrebno vključiti v iskanje rešitve poleg raziskovalcev tudi druge interesne skupnosti?

Vključeni akterji :

Ad 1 : - Ministrstvo za kmetijstvo, gozdarstvo in prehrano

- ustanove EU
- združenja lokalnih skupnosti
- panožna in strokovna združenja na nacionalni in ravni EU
- nevladne organizacije
- specializirane raziskovalne ustanove (Kmetijski inštitut Slovenije, Gozdarski inštitut Slovenije,...)
- gospodarske družbe z interesi

Ad 2. : - Ministrstvo za izobraževanje, znanost in šport

- Zavod RS za šolstvo
- pedagoške fakultete in inštituti
- mediji
- gospodarske družbe z interesi
- nevladne organizacije

Akterji, na katere se je vplivalo:

- gospodarske družbe z interesi
- širša javnost
- pedagoški kader
- udeleženci izobraževalnih procesov

5. Kako bi to spremenilo prihodnost? Podajte nekaj primerov. Kaj bi moral biti glavni cilji/učinki raziskovalne aktivnosti?

1. Sestavine šolskih obrokov so večinoma pridelane na šolskem vrtu. Šolarji tako pridobivajo ustrezna znanja in odnos do narave.
2. Večina prebivalstva se vključuje v delovne procese na bližnjih kmetijah in v zameno dobijo kvalitetno hrano.
3. Urbani prebivalci na obrobju mest in na vrhu stolpnic obdelujejo vrtove ter s sosedi izmenjujejo presežke pridelkov in avtohtona semena.
4. Država intenzivno spodbuja obdelavo kmetijskih površin v skladu s potrebami prebivalstva.
5. Živim v svetu, kjer se krepijo možnosti za lastne vrtove, s tem za bolj zdravo hrano in preprečevanje različnih bolezni.

Research programme scenario 2

1b. Uravnotežen model dela in zasebnega življenja

1. Katere izzive naslavlja ta smer raziskav z vašega vidika?

Delovni čas, ki ga opravljajo delavci, je bolj prilagojen potrebam delodajalcev, kot pa potrebam delavcem. Čeprav so se v zadnjem obdobju že razvile bolj fleksibilne oblike dela, je še veliko manevrskega prostora za izboljšanje razmerja med delovnim časom in zasebnim življenjem. Te oblike dela so delo na domu, fleksibilni urniki, ki se prilagajajo življenjskemu stilu človeka, družini in delavcem prijazno podjetje, skrajšati delovnik s povečanjem produktivnosti ter mentorske sheme za mlade, ki bi mladim vzbudile pozitivni odnos do dela.

2. Ali je z vašega vidika pomembno, da se te izzive obravnava? Zakaj?

Delo na domu je ena ključnih oblik dela, ki jo je potrebno dodatno spodbujati. S povečanjem dela na domu, pri čemer bi prihranili veliko časa, namenjenih potovanju z in na delo, delodajalci bi prihranili stroške za prevoz, delavci pa bi dodaten prosti čas namenili drugim dejavnostim, ki jih veselijo. Na ta način bi lahko tisti, ki bi to želeli, opravljali še kakšno drugo plačljivo ali prostovoljno delo.

Zaradi vse daljših in deljenih delovnih urnikov ljudje prenašamo skrb za otroke in starejše na institucije, namesto da bi zanje samo poskrbeli. S tem obremenjujemo socialni sistem ter zmanjšujemo osebne stike z najbližjimi. Ljudje bi lahko izbirali, v katerem življenjskem obdobju bi delali koliko časa. V času po študiju, ko še nimajo svoje družine in potrebujejo več denarja za nakup nepremičnine, bi lahko npr. izbrali daljše urnike, dvojne izmene oz. bi delali več ter posledično zaslužili več. V kakšnem drugem življenjskem obdobju bi morda lahko delali manj in s tem posledično delali manj. Fleksibilnost dela se lahko izraža tudi s tem, da se dela, ki to omogočajo, uvaja fleksibilni urnik. Primer tega bi bil, da lahko delavec svoj delovnih prerazporedi čez cel dan (npr. nekaj ur dopoldan in nekaj ur pozno popoldan, vmes pa ima daljšo pavzo).

Veliko podjetij izkorišča pomanjkljivosti delovne zakonodaje oz. krši delovno zakonodajo s tem, da 40-urni delavnik porazdeli na vse dneve v tednu, tako da delavci nimajo enega prostega dela v tednu. To predvsem velja za sektor gostinstva, turizma in trgovine. Potrebno bi bilo predvsem izboljšati odnos delodajalcev do delavcev, pri čemer si delavci želijo predvsem spoštljiv odnos in da ne bi bili zgolj strošek podjetja.

3. Kako pristopimo k okviru? Opišite, katere raziskovalne in inovacijske aktivnosti bi bile potrebne za to, da se pripeva k rešitvi.

Raziskovalne aktivnosti, ki bi naslavljale opredeljene izzive, bi bile:

- Opredelitev različnih oblik fleksibilnega dela
- Analiza panog, ki bi dovoljevale različne oblike fleksibilnega dela
- Postavitev kriterijev za različne oblike fleksibilnega dela
- Priprava računalniških programov za komuniciranje (v primerjavi dela na domu), za vodenje opravljenega dela in nadzor nad opravljenim delom
- Priprava smernic za delodajalce z opisom prednosti dela na domu
- Zagotavljanje prostorov, v katerih bi lahko delavci opravljali svoje delo v različnih krajih
- Priprava mentorskih shem v primeru sodelovanja med starejšimi in mladimi
- Priporočila za prilagoditev sistema socialnega varstva, pokojninske reforme, zdravstvenega zavarovanja
- Pregled ovir za vzpostavljanje novih fleksibilnih oblik dela
- Izvajanje pilotnih projektov na testnih podjetjih oz. delodajalcih

4. Kdo mora biti vključen v reševanje problema? Ali je potrebno vključiti v iskanje rešitve poleg raziskovalcev tudi druge interesne skupnosti?

V aktivnosti bi poleg raziskovalcev morali biti vključene organizacije, ki zastopajo delodajalce, gospodarske zbornice, sindikati delavcev, ministrstva za delo, gospodarstvo, združenja prostovoljcev, zavodi za zaposlovanje, posamezna testna podjetja, izobraževalne inštitucije.

5. Kako bi to spremenilo prihodnost? Podajte nekaj primerov. Kaj bi morali biti glavni cilji/učinki raziskovalne aktivnosti?

Vplivi aktivnosti v tem raziskovalnem scenariju so naslednji:

1. Ljudje bodo večji gospodarji svojega časa, ker bodo več prostega časa za različne aktivnosti, ki ne bodo neposredno povezane z delom ter s tem bolje uravnotežili svoj čas.
2. Več podjetij vključenih v testne aktivnosti, se bo odločilo za uvajanje dela na domu.
3. Ustvarjanje novih, bolj učinkovitih in fleksibilnih oblik dela. Delavci bodo imeli večji vpliv na to, koliko ur želijo delati in kako bodo te ure razporejali čez dan.
4. Z medgeneracijskim sodelovanjem in mentorskimi shemami se bo povečalo sodelovanje z mladimi v osnovnih in srednjih šolah. Z mentorskimi shemami se bodo mladi seznanili z različnimi oblikami dela, razvili bodo boljši odnos do dela in hitreje vstopali na trg. S tem se bo skrajšala tudi povprečna doba študija.
5. Zaradi bolj fleksibilnega delovnega časa se bo znižalo delo na črno.
6. Povečala se bo stopnja zaposlenosti.

Dolgoročni učinki raziskovalne aktivnosti so ekonomska osveščenost, splošno zadovoljstvo, boljša prerasdelitev prostega časa, večja gospodarska rast, nove delovna mesta, manjši stroški dela, preprečevanje generacijskih prepadov, boljše sodelovanje in komunikacija na delovnem mestu, nov način življenja in dela, boljša delovna etika med mladimi, večje zadovoljstvo delavcev in s tem večja produktivnost, manj stresa in izčrpanosti delavcev in s tem izboljšanje zdravja, večja zaposlenost invalidov.

Research programme scenario 3

2a. Osnovni univerzalni dohodek, tako da nihče ni zapostavljen

- 1. Katere izzive naslavlja ta smer raziskav z vašega vidika?**

Scenarij govori o uvedbi univerzalnega temeljnega dohodka (UTD), ki bi v družbo, ki je polna neenakosti doprinesel številne koristi. UTD bi odpravil probleme z revščino, izboljšal samopodobo ljudi in zmanjšal bolezn. Skratka omogočal bi človeku dostojno življenje.

Vsi prisotni so se strinjali, da bi bila uvedba UTD za družbo koristna. Pri sami uveljavitvi UTD pa smo prepoznali in izpostavili 3 glavne izzive:

- Razumevanje koncepta UTD; kaj UTD je in kaj prinaša?
- Primernost modela UTD, glede na specifično okolje in kulturo
- Vprašanje vira sredstev; kako zagotoviti sredstva?

2. Ali je z vašega vidika pomembno, da se te izzive obravnava? Zakaj?

A) Razumevanje koncepta UTD;

Razumevanje koncepta UTD je pogoj, da lahko družba pristane na sprejetje takšnega koncepta. Potrebno je poznavanje in razumevanje učinkov, kar bi bilo najlažje prek spoznanja dobrih praks (že uveljavljene v svetu)

B) Primernost modela UTD, glede na specifično okolje in kulturo;

Glede na različnost kultur in ljudi v Evropi, bi moral biti model UTD prilagojen glede na lastnosti in značilnosti posameznega okolja. Pravilna izbira modela zagotavlja uspešnost in posledično legitimnost v izbranem okolju. Kot tak pa mora imeti tudi kontrolni učinek, v smislu preprečevanja zlorab.

C) Vprašanje vira sredstev;

Prek socialno-ekonomskih študij oziroma že uveljavljenih dobrih praks je potrebno prikazati pozitivne učinke UTD. Se pravi, da se (z zmanjšanjem ostalih socialnih transferjev) prikaže pozitivno bilanco oziroma prihranek v državnem proračunu ter posledično tudi finančne pozitivne učinke uvedbe UTD. Le vzdržen sistem financiranja lahko ohranja uvedbo UTD in posledično njegove dolgoročne pozitivne učinke

3. Kako pristopimo k okviru? Opišite, katere raziskovalne in inovacijske aktivnosti bi bile potrebne za to, da se pripeva k rešitvi.

A) Razumevanje koncepta UTD;

- Izobraževanje: Koncept UTD bi moral biti vpeljan v izobraževalni sistem na vseh nivojih (od vrtca pa do univerze), kjer bi se predstavilo pozitivne učinke posameznih modelov. I
- Promocija; inovativni načini promocije prek vseh oblik medijev.

B) Primernost modela UTD, glede na specifično okolje in kulturo;

- Pregled in selekcija obstoječih modelov
- Oblikovanje modela po meri (glede na okolje in kulturo) in ocena izvedljivosti
- Evalvacija in revizija (na določeno obdobje, ki pa ne bi smel biti krajši od 10 let)

C) Vprašanje vira sredstev;

- CBA in SWOT analiza modela
- Projekcija rezultatov (pričakovani pozitivni učinki vpeljanega modela)

4. Kdo mora biti vključen v reševanje problema? Ali je potrebno vključiti v iskanje rešitve poleg raziskovalcev tudi druge interesne skupnosti?

A) Razumevanje koncepta UTD;

- Za namene izobraževanja: vzgojno-izobraževalni zavodi, zadevna ministrstva (izobraževanje, socialo), družina
- Za namene promocije; civilne iniciative, nevladne organizacije, lokalne-regionalne skupnosti, gospodarske zbornice

B) Primernost modela UTD, glede na specifično okolje in kulturo;

Za namene selekcije, izdelave in revizije modela:

- Univerza: humanistične vede, antropologija, ekonomija
- Zadevna ministrstva: finance, socialne zadeve, delo, družina
- Civilna družba – NGO
- Gospodarstvo
- Javna uprava

C) Vprašanje vira sredstev:

Za izdelavo socio-ekonomskih analize modela ter projekcija rezultatov:

- Univerza: ekonomija, pravo
- Ministrstvo za finance
- Gospodarstvo

5. Kako bi to spremenilo prihodnost? Podajte nekaj primerov. Kaj bi morali biti glavni cilji/učinki raziskovalne aktivnosti?

Uvedba UTD bi po mnenju udeležencev bistveno spremenila naslednje zadeve:

- Zmanjšala bi se revščina.
- Prosta izbira dela. Ljudje bi delali tisto, kar jih veseli. S tem bi se povečala produktivnost
- Izboljšanje samopodobe in zmanjšanje bolezni
- Manj socialnih transferjev (manjši izdatki za zdravljenje)
- Več družbenega kapitala
- UTD bi omogočal človeku dostojno življenje

REZULTAT: javni razpis za pilotni projekt

Končni rezultat debate je predlog Evropski komisiji, da razpiše javni razpis za Pilotni projekt, ki bi vpeljal UTD v določeni državah članicah (v vsaki državi drugačen, po meri narejen model). UTD bi se odobril testni skupini, ki bi morala zajemati ljudi, iz vseh slojev in izobrazb. Takšen pilotni projekt bi podal različne modele, ki bi lahko prikazali različne učinke (pozitivne in negativne) UTD in podal temelj za nadaljnja posvetovanja in končno odločitev o uvedbi UTD.

Research programme scenario 4

7a. Izobraževalni ekosistemi kot gonilo socialnih inovacij in lokalnega razvoja

Izobraževalni sistem lahko bistveno vpliva na družbene inovacije, vendar mora biti tako zastavljen po celotni vertikalni verigi, v poklic izobraževalcev pritegniti najboljše kadre ter

ustvariti stičišča, ki povezujejo izobraževalne ustanove z drugimi družbenimi deležniki od lokalnega do državnega nivoja.

Predpogoj je debirokratizacija, dovolj samostojnosti izobraževalnih ustanov, stabilno financiranje in ustvarjanje vzdušja sodelovanja.

1. Katere izzive naslavlja ta smer raziskav z vašega vidika?

- Razvoj kompetenc, tudi mehkih, za 21. stoletje;
- Ravnovesje med izobraževanjem in vzgojo;
- Dviganje inovativnosti, proaktivnosti, podjetnosti in soustvarjanja s ciljem trajnostnega razvoja;
- Razvoj kulture vseživljenjskega učenja;
- Novo ravnovesje med formalno in neformalno pridobljenimi kompetencami in znanjem.

2. Ali je z vašega vidika pomembno, da se te izzive obravnava? Zakaj?

Te izzive je treba naslavljanje z aktiviranjem ustvarjalnega potenciala ljudi usposobljenih za prispevek k blagostanju sebe in družbe, kar lahko prispeva k uresničevanju pozitivne družbene vizije in vsesplošnega napredka na vseh ravneh, od lokalne do globalne ravni.

3. Kako pristopimo k okviru? Opišite, katere raziskovalne in inovacijske aktivnosti bi bile potrebne za to, da se pripeva k rešitvi.

Izobraževalni sistem je treba postaviti kot osrednji družbeni sistem, ki zahteva ustrezen angažma vseh odločevalcev in deležnikov.

Postaviti je treba visoke kriterije za izobraževalni kader – saj oblikujejo naslednje generacije - ter ustvariti vse pogoje za njihovo kvalitetno delo, vključno z nagrajevanjem.

Dvigniti je treba raven kompetenc odločevalcev na vseh ravneh.

4. Kdo mora biti vključen v reševanje problema? Ali je potrebno vključiti v iskanje rešitve poleg raziskovalcev tudi druge interesne skupnosti?

Ti problemi se bodo uspešno reševali samo pod pogojem, če in ko bodo aktivno in ustrezno vključeni prav vsi, ki lahko dajo svoj prispevek.

Posebne odgovornosti se seveda ne morejo odreči politiki, organi uprave na državni in lokalni ravni, še najmanj pa stroka (izobraževalci, ravnatelji šol, specializirani raziskovalci in svetovalci), kakor tudi starši (ki dandanes prepogosto učenje in vzgojo prepuščajo samo učiteljem).

5. Kako bi to spremenilo prihodnost? Podajte nekaj primerov. Kaj bi morali biti glavni cilji/učinki raziskovalne aktivnosti?

Družba bo postala kvalitetnejša v smislu odnosov med ljudmi in njihovih vrednot, višja bo kvaliteta človeškega kapitala, kar pomeni inovativnejše, učinkovitejše in bolj konkurenčno gospodarstvo, brez družbene izključenosti.

Ljudje bodo spremenili paradigmo življenje : delo ter zaživali bolj polno, srečnejše življenje. Znanje, kulturno življenje, vzdržna osebna poraba in prispevek k zadovoljevanju skupnih potreb vseh članov družbe bodo postali merilo za vrednotenje vsakega posameznika kot člana družbe.

Research programme scenario 5

9a. Tehnologija kot sredstvo za blaginjo

1. Katere izzive naslavlja ta smer raziskav z vašega vidika?

Udeleženci so identificirali tri glavne izzive:

- a) **Spodbude tehnološkemu razvoju se naj ohranijo in okrepijo. Spodbudi naj se dostopnost do tehnologij in podatkov.**

Spodbude tehnološkemu razvoju so pomembne. Spodbudi naj se tudi dostopnost tehnologij manj privilegiranim članom družbe. Spodbudi naj se tudi tehnologije, ki rešujejo družbene izzive, a ne prinašajo (finančnega) dobička.

- b) **Ravnovesje in etična uporaba tehnologije**

Tehnologija in podatki, ki jih (digitalne) tehnologije omogočajo, naj se ne zlorabijo proti ljudem.

Potrebno je postaviti etična merila uporabe tehnologije.

c) Izobraževanje o uporabi tehnologije

Uporabnike je potrebno izobraziti o pravilni uporabi tehnologij (starejše generacije – namen spodbujanja uporabe novih tehnologij) in ozaveščati o potencialnih zlorabah – varna uporaba tehnologij.

2. Ali je z vašega vidika pomembno, da se te izzive obravnava? Zakaj?

Seveda. Področje tehnologije in njene varne uporabe je pomembna tema – tehnološki razvoj je neizogiben, potrebno pa je vplivati na ozaveščanje uporabnikov in spodbujati varno uporabo tehnologij.

3. Kako pristopimo k okviru? Opišite, katere raziskovalne in inovacijske aktivnosti bi bile potrebne za to, da se pripeva k rešitvi.

1. Izziv: Spodbude tehnološkemu razvoju. Dostopnost do tehnologij in podatkov.

Aktivnosti:

- Razvoj učinkovitega podpornega okolja za spodbujanje inovativnosti (spodbude v začetnih fazah razvoja idej – predsemenska in semenska faza).
- Širitev start-up podpornega okolja na starejše od 35 let.
- Zagotavljanje dostopnosti do tehnologij in informacij manj privilegiranim posameznikom in družbenim skupinam (vključevanje starejših, nezaposlenih idr v razvoj, raziskave).
- Spodbude krožnemu gospodarstvu

2. izziv: Ravnovesje in etična uporaba tehnologije

Aktivnosti:

- Ažurno posodabljanje zakonodaje glede zmožnosti, ki jih nudi tehnologija
- Sodelovanje vseh deležnikov z zakonodajalci - Vzpostavitev multidisciplinarnih etičnih komisij za varno uporabo tehnologij –
- Vzpostavitev ravnovesja med pozitivnimi in negativnimi potenciali uporabe tehnologij – v širšem družbenem konsenzu.

3. izziv: Izobraževanje o uporabi tehnologije

Aktivnosti:

- Celovita reorganizacija izobraževalnega sistema v Sloveniji in EU (vključno z mentorskimi sistemi in sistemom za prekvalifikacijo nezaposlenih oseb).
 - Ozaveščanje uporabnikov o varni uporabi tehnologij (npr. varna uporaba interneta za otroke in starše)
 - Omogočanje dostopa do opreme in informacij
4. Kdo mora biti vključen v reševanje problema? Ali je potrebno vključiti v iskanje rešitve poleg raziskovalcev tudi druge interesne skupnosti?

1. Izziv: Spodbude tehnološkemu razvoju. Dostopnost do tehnologij in podatkov.

- Resorna ministrstva (gospodarstvo, izobraževanje)

2. izziv: Ravnesje in etična uporaba tehnologije

- Zakonodajalci
- Lobiji, zainteresirana javnost
- Izvajalci – podjetja, raziskovalne organizacije
- uporabniki

3. izziv: Izobraževanje o uporabi tehnologije

- Resorna ministrstva (izobraževanje, delo, družina)
 - Šole
 - Starši
 - Komisije za sestavljanje učnih načrtov in učbenikov
 - Uporabniki
5. Kako bi to spremenilo prihodnost? Podajte nekaj primerov. Kaj bi morali biti glavni cilji/učinki raziskovalne aktivnosti?

Udeleženci si želijo takšne prihodnosti:

1. Varne tehnologije v službi ljudi, dostopne vsem, ki jih potrebujejo

2. Visoki etični standardi delovanja in konstantni dialog

3. Izobraženi, kreativni, inovativni uporabniki



Report on the research and policy consultation in Catalonia, Spain



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1: Concept for the consultation in Catalonia, Spain

The consultation took place on 7th October 2016 in the city of Barcelona (Spain) at the premises of the Mobile World Centre of Telefónica.

The target group were youngsters from Catalan Upper Secondary Schools and undergraduates. The reason behind it is merely practical: The FCRI has direct contact and good rapport with secondary teachers and Universities and it is easier for us to engage them in our activities. Likewise, in the consultation from WP1 the majority of the participants were middle-aged, so this time we wanted young people to achieve the widest variety of participants possible for the project.

With this kind of participants the chosen method was number 1, perfectly adapted for citizens.

A digital leaflet with an online inscription form was designed and sent to all the schools in Catalonia and to the Communication Departments of all the Catalan Universities in June. We received a very positive answer.

At the end of August a total of 64 people were already registered, forcing us to close the inscription. The day prior to the consultation 54 people had confirmed their intention to attend, of which 49 did showed up (24 women and 25 men).

2: Programme for the consultation

8:00:00	Organisers' & moderators' arrival
9:30:00	Participants' arrival & welcome coffee
10:00:00	Start & presentation
10:15:00	Event start: Exhibition of 10 research scenarios
10:55:00	Group work
12:00:00	Coffee-break
12:15:00	Group work
13:15:00	Group work
14:00:00	Preparation & results exhibition
14:15:00	Lunch
15:00:00	Tables results presentation
15:30:00	Voting of 2 scenarios. Selection of 2 scenarios
16:00:00	End & closing words

3: Selected research programme scenarios

The FCRI decided to select the following 10 research scenarios for the participants to work with:

- 2-a: Community building development
- 4-b: Access to equal and holistic health services and resources for all citizens
- 5-a: Good quality food for all
- 6-a: Health empowerment through “Everyone's science”
- 6-b: Deconstruction of age
- 6-c: Here, there and everywhere
- 7-c: Design literacy and life skills for all
- 7-d: SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment
- 11-d: From Wall Street to Main Street
- 12-a: Smart energy governance

They were chosen according to the interests of Catalan economy and after a negotiation with the rest of the partners.

The participants were given 5 green-coloured stickers to choose the 5 scenarios they considered most important for their lives. The 5 with the most votes were:

- 4-b: Access to equal and holistic health services and resources for all citizens
- 5-a: Good quality food for all
- 6-a: Health empowerment through “Everyone's science”
- 6-c: Here, there and everywhere
- 7-d: SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment

4: Catalonia, Spain: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

- 4-b: Access to equal and holistic health services and resources for all citizens [30]
- 6-c: Here, there and everywhere [27]
- 5-a: Good quality food for all [25]
- 6-a: Health empowerment through “Everyone’s science” [22]
- 7-d: SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment [20]

Total votes: 175 from 35 participants. A group of 14 pupils did not arrive in time for this part of the event because they came to Barcelona by bus from a distant small town and they were caught by a severe traffic jam. They were offered the possibility of being assigned to one of the already selected 5 research scenarios they liked most.

Bearing in mind that the majority of the confirmed participants showed up (49), that only 5 research scenarios were to be worked in and that the ideal number of people around each table is 5-6, it was decided to set up a total of 9 tables. This allowed us to treat all the research scenarios twice except one (6-C: Here, there and everywhere).

This possibility had been foreseen owing to the high number of registrations. The FCRI thus decided to contract 10 table moderators. Two of them shared table (F).

Research scenario		Table	
4-b	Access to equal and holistic health services and resources for all citizens	A	F
6-c	Here, there and everywhere	H	
5-b	Good quality food for all	B	C
6-a	Health empowerment through “Everyone’s science”	I	E
7-d	SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment	G	J

Translated transcriptions

Research programme scenario 4-b: Access to equal and holistic health services and resources for all citizens

TABLE A

1. What challenge(s) does this research scenario address?

Challenges are presented through these topics:

- Offer free healthcare for everyone independently of their situation.
- Provide minimum knowledge on how to react to daily problems such as a headache or stomach ache, as well as to risky situations like cardiorespiratory arrest and fractures.
- Design and create a basic European health system adapted to each country (considering geographic location, environment, etc.)
- Prioritize humanity over money.

2. Is it important from your point of view to address this challenge? Why?

The group considers that addressing this topic is of vital importance. We want to avoid developing an exclusive system in which economic power determines access to healthcare. It is important to offer people basic knowledge in order to avoid saturating healthcare services and prioritize urgent cases—the only “real” condition to attend. Solutions that are adapted to each country's needs have to be proposed. Lastly, disease treatment must not become a business. People are more important than money.

3. How could it be approached?

- Include a mandatory course in secondary education where the basics on health education are covered (prevention, first aid, sexual education...).
- Create a European health network that oversees system operation through common principles and adaptation to local needs.

- Define a minimum quantity of economic investment for healthcare, research and dissemination.

4. Who should be involved in solving the problem?

We consider that the following actors should be involved (in no particular order):

- Politicians/public administration: those who define and enforce the country's laws. They have decision-making power.
- Healthcare professionals: those who follow established laws.
- Pharmaceutical industry: they provide prescription drugs and medical instruments and devices at prices that they set themselves.
- Citizens claiming their own rights.

5. What should be the main goals/impacts of the research activity?

Everyone should have access to free quality healthcare: the wealthy, refugees, foreigners, the elderly, people with disabilities, women, men and babies.

In the future, people suffering from a mild sickness that is curable through over-the-counter medication at home should know that it is not necessary to go to their primary care centre. Meanwhile, someone with dislocated joint will know to attend the emergency services. This will be due to dissemination.

We should all defend healthcare services through our vote or through activism. Healthcare needs to be understood as a service, not a business. We are patients, not clients.

Doctors who participate in research provide society with medical advances, not only to us, but also to our great-grandchildren.

Finally, efficient prescription drugs should be prioritized. For example, azithromycin, an antibiotic that cures an infection in three days, should have a priority status in

the market compared to other treatments that need to be taken in larger doses over a longer period of time.

TABLE F

1. What challenge(s) does this research scenario address?

As a consequence of the lack of prevention with regard to having a healthy lifestyle and of the poor financial management of healthcare services, we propose trying to boost citizens' awareness on this issue through education. We hope to contribute to increasing funds for healthcare, research and medicines for all social classes

2. Is it important from your point of view to address this challenge? Why?

Yes, because healthcare is health, which affects us all equally. Everyone should be in good health. This is why there is a need to use all means available and invest in preventing predictable future problems. An example is to teach and show that a good diet and physical activity can prevent obesity, which is one of the most common preventable diseases.

3. How could it be approached?

- Within the social sphere, education activities that produce healthy people who are aware of the importance of health.
- From economic and political standpoints, there is a need to invest in order to reduce the price on prescription drugs to make them affordable to all. This will promote interregional equality, which means building hospitals in less populated areas and directing more resources to healthcare.
- From an environmental standpoint, reduce contamination through recycling and the use of public transport in order to prevent respiratory and other diseases.
- From research and innovation standpoints, develop new projects that focus on curing rare diseases and improving existing medicines.

4. Who should be involved in solving the problem?

Everyone should be involved:

- Citizens should recycle, use public transport and live a healthy lifestyle in order to prevent disease. Researchers should seek resources and provide them to citizens, such as electric cars in order to decrease pollution.
- Healthcare professionals should take full advantage of government-subsidized programs.
- Politicians should invest more funding in healthcare and lower the price of the most expensive medicines. This way, citizens will gain access and build hospitals in areas of need.

5. What should be the main goals/impacts of the research activity?

- Improvement of the geographic distribution of healthcare infrastructures.
- Improvement in education and training of healthy individuals. Thus, decrease in diseases caused by bad habits.
- Decrease of pollution and respiratory diseases.
- Access to prescription drugs and medical treatment for all.
- Increase of the use of public transportation and recycling.
- Openness towards addressing research gaps and focus on rare diseases.
- Improvement of known medicines and price reduction.

Research programme scenario 6-c: Here, there and everywhere

TABLE H

1. What challenge(s) does this research scenario address?

In order to build cultural and social connections, three large challenges must be overcome. What are they?

First, the cultural challenge needs to be faced. This implies accepting each region's ideologies, without questioning their integrity or attempting to change them. Additionally, language learning has to be promoted in order to improve communication.

Secondly, the existing political and economic difficulties include the isolationism of some countries. This makes it difficult to break down barriers and build connections, as not all countries have the same economic possibilities.

Related to this last point, we see a sustainability challenge, which implies the need to develop new technological infrastructures and provide wide internet access for everyone while ensuring the minimal pollution possible.

2. Is it important from your point of view to address this challenge? Why?

We consider these challenges important in order to overcome all differences that bring conflict, inequality and hate, whether these are rooted in economic, political and/or cultural differences between individuals and communities.

3. How could it be approached?

First, cultural challenges could be addressed through global education that instils respect for other customs and cultures. To achieve this, physical interaction should be fostered in order to experience daily life elsewhere; virtual support should also be much more present in society to support this. This exchange would contribute to the knowledge and dissemination of diverse languages.

Secondly, the creation of a supra-national organism is important. This organism would have the competency to self-regulate (without impediments) and this way accomplish things like universal free movement. This organism would need to have the collaboration of government agencies and businesses in order to reach consensus.

To conclude, in the area of sustainability, we need technological infrastructures and equal internet access. There will be a need for public works dedicated to communication and mobility. All these points should be regulated in order to make the least environmental impact possible.

4. Who should be involved in solving the problem?

The actors involved in this scene include the entire world's population. The pioneers in this challenge are politicians and the government, together with the big corporations in collaboration with experts in different fields like sociology, technology, economics, etc.

Other members with less direct participation are NGOs promoting the idea with developing countries. Education should be another method of dissemination. This movement will make an impact on society at large.

5. What should be the main goals/impacts of the research activity?

In the future we imagine:

- More acceptance and respect, and less discrimination (religion, sex, race, sexual orientation, age...)
- Virtual communication everywhere in the world (education, linguistic practice, jobs...)
- Language practice with native speakers
- Blurring of borders (easier to come in and out). Thus, more student exchanges, opportunities to work abroad and collaborative work online (enhanced through traveling)
- International friendships
- Access to Internet and knowledge for everyone
- Opportunities for language learning
- Decrease in the differences between first and third worlds

Research programme scenario 5-a: Good quality food for all

TABLE B

1. What challenge(s) does this research scenario address?

Developing a healthy and balanced diet with natural and local products available to everyone.

2. Is it important from your point of view to address this challenge? Why?

It is important because good nutrition is part of a healthy lifestyle and increases emotional well-being.

Additionally, consuming local products supports economic growth.

Therefore, healthy eating contributes to maintaining global balance.

3. How could it be approached?

Raise awareness and educate citizens through seminars and visual publicity. Develop hands-on activities in schools that engage youngsters on the topic.

Also, funds should be allocated to low-income countries and regions in order to boost local production and sales.

4. Who should be involved in solving the problem?

1. The government and its administration
2. NGOs
3. Industries and multinational corporations
4. Advertising agencies
5. Schools
6. Citizens
7. Food markets and farmers
8. Underdeveloped countries and regions with low socioeconomic development

5. What should be the main goals/impacts of the research activity?

- Improvement of physical and mental health and quality of life
- Global economic growth - Rise in local production
- Increased profits for local businesses instead of multinational corporations
- Large variety of food for everyone - Fewer international conflicts
- Decrease in pollution due to increase in sustainable production.

TABLE C

1. What challenge(s) does this research scenario address?

- Fostering better quality nutrition to prevent long-term health problems, diseases and infections, food disorders (obesity and malnutrition) and antibiotic resistance
- Educating people from childhood in order to instil basic knowledge on the benefits of healthy nutrition and its long-term consequences.
- Creating a social commitment between developed and developing countries in order to eliminate social discrimination caused by this inequality.

2. Is it important from your point of view to address this challenge? Why?

This is a key factor because it causes direct risks to people's health and consequently to their performance (academic, professional...).

3. How could it be approached?

This challenge could be addressed through the creation of a comprehensive, multisectoral network spanning the areas of biosecurity, environment, research innovation, international cooperation, animal health, and wellness.

The best way to address the problem is to educate youngsters. In schools this could be done through positive reinforcement for those who actively participate in proposed activities. Changing the food inside vending machines would also be a solution.

Tougher policies that ban the use of chemicals should be implemented in order to remove additives that are harmful to our health. Companies that don't comply with the law should be penalized.

Likewise, food manufacturers that follow the law could be rewarded, and they could advertise the benefits of healthy behaviours, highlighting that the production and sales of their product is as healthy as possible.

4. Who should be involved in solving the problem?

- Politicians (in order to create legislative reforms)
- Businesses (from small businesses to multinational corporations)
- Professionals in the education and advertising fields
- Students
- Families

5. What should be the main goals/impacts of the research activity?

An improvement in health will be the greatest change, as it will bring an increase of the quality of life and life expectancy.

There would be changes in both subsidized scientific research for industry as well as the specific objectives of these, as many of the additives used previously would be banned.

Research programme scenario 6-a: Health empowerment through “Everyone’s science”

TABLE I

1. What challenge(s) does this research scenario address?

- Ensuring a free, quality public healthcare system.
- Prioritizing research on issues that affect people's health.
- Allowing open access to information (example: research, reports...)
- Fostering education for healthy behaviour.
- Incorporating health education in the school system.
- Ensuring equal treatment with regards to healthcare issues.

2. Is it important from your point of view to address this challenge? Why?

- Allow a healthy life, breaking with set beliefs, and improve living with others in society.
- Raise awareness within all of society to introduce concepts and information that are now invisible.
- Claim health as a basic right.
- Disseminate knowledge publicly.
- Improve quality of life.
- Prevent disease development.
- Fight for a developed and healthy society.

3. How could it be approached?

- 1- Prioritize healthcare in state funding.
- 2- Select research themes based on healthcare services results.
- 3- Develop a law that mandates informing society on all scientific research findings.
- 4- Create commercials on healthy behaviours that reach a wide public.
- 5- Include healthcare education in school curriculum as a cross-cutting subject.
- 6- Develop a law that guarantees access to healthcare for all citizens.

4. Who should be involved in solving the problem?

From the highest to the lowest involvement:

- a. Citizens (health service users)
- b. Central and regional government
- c. R&D&I Universities and Research centres
- d. Healthcare system
- e. Industry, laboratories, companies, foundations
- f. Education
- g. External funders
- h. Media

5. What should be the main goals/impacts of the research activity?

- Healthcare will be the same for everyone
- There will be monetary investment in research
- Medicines will be promoted at low-cost
- There has been a decrease in death rates through R&D&I
- Universal free healthcare
- Discovery of non-pharmaceutical alternative medicines
- Promotion of activities that foster healthy behaviours
- A society that is well informed and aware
- Improvement of the economy and the quality of life
- Improvement in educational information
- Decrease in the obesity rate and higher participation in sports

TABLE E

1. What challenge(s) does this research scenario address?

- The search for reliable information, ensuring that research results come directly from scientists to the people.
- Prioritizing health above special interests.
- Putting the price of prescription drugs in the hands of the public, not businesses.

2. Is it important from your point of view to address this challenge? Why?

- Health is the most important thing, and normally it is not valued as such.

- There are many health problems that could be avoided if there were no other interests getting in the way.
- There are people with financial troubles that cannot take care of their health.
- If people don't care about being healthy, this can bring limitations to their daily lives, for example in the case of obesity.

3. How could it be approached?

- There should be a public fund in charge of distributing basic resources (water, food, medicines, etc.) for people with financial difficulties all over the globe, giving priority to state responsibilities.
- Research should focus on developing answers to people's needs, regardless of the potential to make a profit.
- Raise awareness that today's bad habits have negative repercussions in the future.
- Research the most widespread diseases worldwide, even if they are less common in the countries conducting the research.
- Those responsible for the research should also be in charge of disseminating their results in order to bypass intermediaries that could potentially manipulate these findings.

4. Who should be involved in solving the problem?

Citizens:

- Demand reliable information
- Be aware of our health

Politicians:

- Should not manipulate information
- Include the support of this research field in their campaign program in order to raise awareness of the topic

Education community:

- Ensure awareness on the importance of health from an early age
- Intermediaries
- Should be transparent and not modify any type of information

Scientists:

- Be realistic and objective with research results
- Share and present exact information on research so it cannot be distorted later

Private businesses:

- Stop seeking maximum profits
- Set ethical prices with regards to medical technology, food and water

Media:

- Don't hide or sensationalize information. Don't look for audiences, and focus on presenting information.

5. What should be the main goals/impacts of the research activity?

1. Larger population due to longer life expectancy
2. Addiction problems, since these would be less expensive
3. Happiness increases with the globalization of medicines
4. Longer life expectancy
5. Those with little or no financial resources would gain access to prescription drugs, thanks to the support from developed countries
6. Intermediaries and media would transmit accurate information
7. People have more health knowledge
8. People with no resources have access to prescription drugs
9. Healthier people, better work performance and more profits

Research programme scenario 7-d: SWOT (Strengths, Weaknesses, Opportunities, Threats) Technological empowerment

TABLE G

1. What challenge(s) does this research scenario address?

- Detecting social and environmental needs
- Self-regulating poor use of technology
- Not limiting the use of technology to one purpose, and diversifying resources to increase resilience
- Fostering ethical education
- Sustainably using resources and energy

- Making effective learning available to everyone
- Providing support to those who need to learn how to use technology

2. Is it important from your point of view to address this challenge? Why?

- It is necessary to adapt technology to social needs.
- We have found that there is always someone who wants evil and to avoid technological problems.
- It is important to diversify resources in order to become less vulnerable in the case of a technological crisis.
- Ethical education should be encouraged, as in the past it was not contemplated.
- We should not damage our environment.
- Learning should be optimized.
- Everyone has the right to access new technologies.

3. How could it be approached?

- Promote a platform to gather citizen complaints and to include them in the later reform. Communication between organizations and citizens should also be used to identify needs.
- An inadequate use of technology could be avoided through ethical education.
- Research different energy sources and create alternative models for a single system.
- Encourage educational seminars that share examples of past catastrophes related to poor use of technology, making the people affected the protagonists of the story.
- Advocate for industries to end planned obsolescence and maximize reuse of materials.
- The state should provide funds to learning centres to offer technological training.

4. Who should be involved in solving the problem?

- Government: should propose a platform for complaints.
- Those affected: should file complaints on this platform.
- Private businesses and specific collectives: should help to detect the problem and devise possible solutions.
- Government and businesses: have to propose alternatives.
- Researchers: have to find new ways to take advantage of existing resources.
- Educational institutions: must provide ethical education.
- Government: should advocate and urge businesses to become more sustainable.
- Businesses: develop more sustainable products.

- Educational institutions: impart classes using technology.
- Government: promote this type of learning.

5. What should be the main goals/impacts of the research activity?

- The use of technology will bring social cohesion
- Methods to handle and respond to citizen complaints
- Eco-sustainable cities
- Societal awareness of the threats of technology misuse
- Social impact, not lucrative impact on businesses
- More effective learning through technology
- Steps have to be taken in order to provide wide access and use of technology

TABLE J

1. What challenge(s) does this research scenario address?

Considering the technological advances in recent years, and with the goal of improving educational methodology through technology, we believe that the following are the challenges:

- Making state-of-the-art technology more accessible and oriented to all ages and sociocultural environments, etc.
- Ensuring stronger security for digital content.
- Motivating different groups to use these methods and making the right arguments that will convince people to choose this technology.
- Foster open access to information and prevent privatization and creation of monopolies

2. Is it important from your point of view to address this challenge? Why?

- Yes, is important to take advantage of this tool in order to progress and achieve a better future.
- It is important in order to create a more intellectual society where freedom of thought is encouraged.
- It is important to overcome these challenges to ensure the prosperity of technology and to create a more technological society.
- Because everyone has the right to general and safe access to technology.

- In order to improve people's comfort [with technology].

3. How could it be approached?

In order to improve accessibility to new technologies, we believe that a comfortable and easy access for all should be developed.

In order to improve security for digital content, advances in encrypting data techniques need to take place. Also, laws that prevent use of personal data by businesses should be created, which will encourage freedom of information.

Additionally, we believe that a dissemination campaign organized by the government should be carried out, and basic training should be imparted in schools and to adults.

4. Who should be involved in solving the problem?

- 1- Researchers
- 2- Technology companies
- 3- Government
- 4- Students
- 5- Teachers
- 6- Educational policy-makers
- 7- Media
- 8- Users
- 9- Society

5. What should be the main goals/impacts of the research activity?

In the future:

- Textbooks will be digital. This will protect forests from logging by the paper industry.
- Vehicles are intelligent and self-driving in a sustainable city.
- Shopping is done online and delivered home through a responsible use of technology.
- Education methods have improved and are more attractive, therefore more motivating.
- Internet searching is free. There is no threat of being controlled.
- Medical visits are done online and are equally effective.
- Businesses use information in a more social manner without it being monopolized by big corporations.

5: Escenaris de programes de recerca seleccionats

L'FCRI va decidir seleccionar els següents escenaris de recerca per a la consulta:

- 2-a: Desenvolupar la construcció de comunitats
- 4-b: Accés a serveis sanitaris igualitaris i holístics i recursos per a tota la ciutadania
- 5-a: Alimentació de bona qualitat per a tothom
- 6-a: Potenciar la salut a través de "Tothom és ciència"
- 6-b: Deconstruint l'edat
- 6-c: Aquí, allí i a tot arreu
- 7-c: Competències en disseny i habilitats socials per a tothom
- 7-d: Fortaleses, Febleses, Oportunitats i Amenaces (DAFO) del poder tecnològic
- 11-d: De *Wall Street* al carrer Major
- 12-a: Governança energètica intel·ligent

Van ser seleccionats d'acord amb els interessos de l'economia catalana i després d'arribar a un consens amb la resta de *partners* del projecte en els temes més demandats.

Al començament de la jornada del dia 7, els participants van rebre 5 gomets verds per marcar els 5 escenaris que consideressin més importants per a les seves vides. Els 5 més votats van ser:

- 4-b: Accés a serveis sanitaris igualitaris i holístics i recursos per a tota la ciutadania
- 5-a: Alimentació de bona qualitat per a tothom
- 6-a: Potenciar la salut a través de "Tothom és ciència"
- 6-c: Aquí, allí i a tot arreu
- 7-d: Fortaleses, Febleses, Oportunitats i Amenaces (DAFO) del poder tecnològic

6: Els escenaris de programes de recerca enriquits

Visió general dels escenaris de programes de recerca prioritzats

- 4-b: Accés a serveis sanitaris igualitaris i holístics i recursos per a tota la ciutadania [30]
- 6-c: Aquí, allí i a tot arreu [27]
- 5-a: Alimentació de bona qualitat per a tothom [25]
- 6-a: Potenciar la salut a través de "Tothom és ciència" [22]
- 7-d: Fortaleses, Febleses, Oportunitats i Amenaces (DAFO) del poder tecnològic [20]

Vots totals: 175 de 35 participants. Un grup de 14 persones no van poder arribar a temps per a atendre aquesta fase ja que venien en autobús d'un poble allunyat i van agafar un embús a l'entrada de Barcelona. Se'ls va oferir la possibilitat de ser assignats a qualsevol dels 5 escenaris escollits que més els agradessin.

Tenint en compte que la majoria dels confirmats van assistir-hi (49), que només es tractaven 5 escenaris de recerca i que el nombre ideal de persones per taula és entre 5 i 6, es va decidir posar 9 taules, la qual cosa va permetre tractar per duplicat tots els escenaris excepte un, el 6-c: Aquí, allí i a tot arreu.

Aquesta possibilitat s'havia previst atès l'alt nombre d'inscrits. L'FCRi havia contractat 10 moderadors i dos d'ells van compartir taula (F).

Escenari de recerca		Taula	
4-b	Accés a serveis sanitaris igualitaris i holístics i recursos per a tota la ciutadania	A	F
6-c	Aquí, allí i a tot arreu	H	
5-b	Alimentació de bona qualitat per a tothom	B	C

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations

6-a	Potenciar la salut a través de "Tothom és ciència"	I	E
7-d	Fortaleses, Febleses, Oportunitats i Amenaces (DAFO) del poder tecnològic	G	J

Escenari de recerca 4-b: Accés a serveis sanitaris igualitaris i holístics i recursos per a tota la ciutadania

TAULA A

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

Els reptes queden definits en els següents punts:

- Oferir un servei sanitari a tothom independentment de la seva situació i gratuït.
- Proporcionar uns coneixements mínims sobre com actuar en situacions quotidianes, com per exemple un mal de panxa o de cap, i de risc, com parades cardiorespiratòries o fractures.
- Crear un sistema bàsic sanitari europeu, amb adaptacions segons els diferents països (situació geogràfica, ambiental, etc.) i portar-lo a l'execució pràctica.
- Prioritzar la humanitat per davant dels diners.

2. Penses que és important tractar aquest repte? Per què?

El grup considera que és de vital importància. Evitem aconseguir un sistema exclusiu en el qual el poder econòmic marqui l'accés a la sanitat. Facilitar uns coneixements bàsics és important per evitar saturacions en els serveis d'atenció sanitària i així es poden prioritzar els casos més urgents, sent aquesta l'única condició a tractar. S'han d'oferir solucions adaptades a les necessitats de cada país, així es poden evitar despeses econòmiques innecessàries. Per últim cal evitar que el tractament de les malalties esdevingui un negoci. Les persones són més importants que els diners.

3. Com es podria abordar aquest repte?

- Incloure una assignatura a l'Educació Secundària Obligatòria on es tractin temes d'educació per la salut bàsic (prevenció, primers auxilis, educació sexual...).
- Crear una xarxa sanitària europea a través de la qual es vetlli pel bon funcionament, que ha de partir d'uns principis comuns i adaptar-se a les necessitats de cada zona.
- Fixar uns mínims d'inversió econòmica en sanitat, investigació i divulgació.

4. Qui hauria de participar per assolir aquest repte?

Sense ordre de jerarquia considerem:

- Polítics i Administració pública: són els que executen i determinen les lleis sobre un país. Poder de decisió.
- Treballadors dels sistema sanitari: duen a terme les lleis establertes.
- Empreses farmacèutiques: proveeixen determinats medicaments, eines i materials a preus imposats per elles mateixes.
- Ciutadans: reivindicació dels seus drets.

5. Com canviaria això el futur?

Primer de tot, una persona rica, una persona refugiada, una persona estrangera, una persona gran, una persona amb una discapacitat, una dona, un home, un nadó, és a dir, tothom tindria accés a una sanitat de qualitat i gratuïta.

La persona que pateix un mal lleuger i curable a casa gràcies a l'acció d'un medicament ha d'estar conscienciada que no necessita assistir al CAP, mentre que una persona amb una luxació sí que hi ha d'assistir. Això ha estat gràcies a la divulgació.

Tots haurien de defensar el servei sanitari a través del vot o de la reivindicació. La sanitat s'ha d'entendre com un servei, no com un negoci. Som pacients, no clients.

Els metges que intervinguessin en la recerca permetrien donar a la societat uns avenços mèdics tant a nosaltres com als nostres besnét.

Finalment es prioritzarien els medicaments eficients abans dels que no ho són tant. Per exemple, l'azitromicina, que és un antibiòtic que prenent-ne un diàriament durant tres dies acaba amb la infecció, tindrien preferència en el mercat abans d'altres antibiòtics que reclamessin una major dosi i una durada més llarga.

TAULA F

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

Com a conseqüència de la manca de prevenció davant de portar un estil de vida saludable i en la falta d'una bona administració dels diners en l'àmbit sanitari, ens proposem intentar que millori des d'un principi, la conscienciació ciutadana en quant a l'educació. Volem aconseguir, també, que es destini més dinars en l'àmbit sanitari i investigació i medicaments a l'abast de qualsevol classe social.

2. Penses que és important tractar aquest repte? Per què?

Sí, és important perquè la sanitat és salut i ens afecta a tots per igual. Per això cal utilitzar tots els mitjans possibles per prevenir evidents futurs problemes i invertir perquè tothom tingui una bona salut. Per exemple: educant i ensenyant una bona dieta i activitat física es pot evitar l'obesitat, que és una de les malalties evitables més freqüents que hi ha.

3. Com es podria abordar aquest repte?

- Des de l'àmbit social educar i formar persones saludables i fer-los hi saber la importància de la salut.
- Des de l'àmbit econòmic i polític invertir per reduir els preus dels medicaments perquè pugin estar a l'abast de tothom, crear un equilibri territorial, és a dir, construir hospitals a zones menys poblades. Destinar més recursos a la sanitat.
- Des de l'àmbit ambiental, reduir la contaminació a través del reciclatge i l'ús dels transport públic per tal d'evitar malalties respiratòries o generals.
- Des de l'àmbit de la recerca i la innovació obrir noves investigacions per cursar malalties desconegudes o millorar els medicaments de les que ja coneixem.

4. Qui hauria de participar per assolir aquest repte?

Tothom, des dels ciutadans: reciclar, agafar el transport públic i mantenir una vida saludable per evitar malalties; investigadors: buscar recursos i apropar-los a la

ciutadania, com per exemple un cotxe elèctric per no contaminar tant; els professionals sanitaris aprofitar al màxim les subvencions del govern; i els polítics invertir més diners en la sanitat, reduir el preu dels medicaments més cars perquè els ciutadans hi puguin accedir i construir hospitals a territoris on ho necessiten.

5. Com canviaria això el futur?

- Millora en el repartiment territorial de les infraestructures sanitàries.
- Millora en l'educació i formació de persones saludables i, per tant, reducció de malalties per mals hàbits.
- Reducció de la contaminació i reducció de les malalties respiratòries.
- Medicaments i tractaments a l'abast de tothom.
- Augment de l'ús del transport públic i el reciclatge.
- Augment de fronts oberts davant la investigació i recerca de malalties desconegudes.
- Millora dels medicaments coneguts i reducció dels preus.

Escenari de recerca 6-c: Aquí, allí i a tot arreu

TAULA H

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

En primer lloc, cal fer front al repte cultural. Això inclou l'acceptació de les ideologies pròpies de cada regió, sense intervenir en la seva integritat. A més a més, cal potenciar l'aprenentatge de llengües per millorar la comunicació.

D'altra banda, les dificultats polítiques i d'àmbit econòmic que hi ha presents són l'hermetisme d'alguns estats i això provoca que sigui difícil eliminar les fronteres i crear connexions, ja que no tots els països parteixen amb les mateixes possibilitats econòmiques.

En relació amb l'anterior àmbit, trobem el repte de la sostenibilitat, que implica crear noves infraestructures tecnològiques i un accés a Internet per a tothom, tot això amb el mínim de contaminació possible.

2. Penses que és important tractar aquest repte? Per què?

Considerem importants aquests reptes per tal de superar totes les diferències que desemboquen en conflictes, desigualtats i odi, ja siguin econòmiques, polítiques i/o culturals entre individus i/o comunitats.

3. Com es podria abordar aquest repte?

Primerament, s'haurien d'abordar els reptes culturals mitjançant l'educació global que fomenti el respecte als diferents costums i cultures. Per facilitar-ho caldria potenciar l'intercanvi físic per experimentar el dia a dia en altres llocs juntament amb un reforç virtual molt més present a les societats. Així doncs, aquest intercanvi afavoriria el coneixement i la difusió de diverses llengües.

En segon lloc, seria molt important la creació d'un organisme supranacional amb competències per a controlar-ho (sense impediments) i així donar facilitats, com per exemple la universalització de la lliure circulació. Aquest organisme hauria de comptar amb la col·laboració entre els governs i empreses per poder arribar a un consens.

I, per concloure, en l'àmbit de sostenibilitat, convindria crear infraestructures tecnològiques i una accessibilitat a Internet de manera igualitària. A la vegada hi hauria la necessitat de construir obres públiques de comunicació i mobilitat. Tots aquests ítems regulats amb la finalitat de contaminar el mínim possible.

4. Qui hauria de participar per assolir aquest repte?

Els actors implicats en aquest escenari serien tota la població mundial.

Els pioners serien els polítics, els governs, juntament amb les grans empreses amb col·laboració d'experts en diferents àmbits com ara: sociòlegs, tecnòlegs, economistes, etc.

Altres implicats menys directes serien les ONG que impulsarien la idea a països menys desenvolupats. Un altre mètode de divulgació hauria de ser l'educació.

Finalment, tot aquest moviment repercutiria en tota la societat.

5. Com canviaria això el futur?

En un futur ens imaginem:

- Més acceptació i respecte i menys discriminació (religió, gènere, raça, sexualitat, edat...).
- Comunicació virtual arreu del món (educació, pràctica lingüística, feina...).
- Practicar llengües amb nadius.
- Difuminació de les fronteres (més facilitat per entrar-sortir), per tant, més intercanvis d'estudiants, poder treballar a l'estranger i col·laboració-treball en xarxa (facilitat per viatjar).
- Amistats internacionals.
- Accés a Internet i coneixement per a tothom.
- Facilitat per aprendre idiomes.
- Reducció de les diferències entre el primer i tercer món.

Escenari de recerca 5-a: Alimentació de bona qualitat per a tothom

TAULA B

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

Aconseguir una dieta sana i equilibrada a partir de productes naturals i locals a l'abast de tothom.

2. Penses que és important tractar aquest repte? Per què?

Té una gran importància perquè una bona alimentació ens proporciona una vida saludable i contribueix a un augment del benestar emocional.

A més, el consum de productes locals ajuda el creixement econòmic.

Per tant, l'alimentació influeix en l'equilibri global.

3. Com es podria abordar aquest repte?

Conscienciar i educar la ciutadania mitjançant xerrades i publicitat visual, i en l'àmbit escolar fer activitats pràctiques que involucrin els joves en el tema.

A més, destinar diners als països i zones amb una economia subdesenvolupada per a impulsar la producció i venda dels productes locals.

4. Qui hauria de participar per assolir aquest repte?

- a. El govern i la seva organització
- b. ONG
- c. Indústries i multinacionals
- d. Sector publicitari
- e. Escoles
- f. Ciutadans
- g. Els mercats i agricultors
- h. Països subdesenvolupats i zones econòmicament deprimides

5. Com canviaria això el futur?

- Millora en la salut física, mental i la qualitat de vida.
- Creixement econòmic global.
- Augment de la producció local.
- Benefici en els comerços locals en comptes de les multinacionals.
- Gran varietat d'aliments a l'abast de tothom.
- Menys conflictes internacionals.
- Disminució en la contaminació a causa de l'increment de productes ecològics.

TAULA C

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

Fomentar una millor qualitat alimentària per tal d'evitar problemes de salut a llarg termini, malalties i infeccions, trastorns alimentaris (obesitat i desnutrició) i resistències a antibiòtics.

Educar la població des de la infància per inculcar uns coneixements bàsics sobre els beneficis d'una nutrició saludable i les conseqüències a llarg termini.

Crear un compromís social entre els països desenvolupats i subdesenvolupats per tal d'eliminar la discriminació social fonamentada per aquesta desigualtat.

2. Penses que és important tractar aquest repte? Per què?

És un factor clau perquè es posa en risc directament la salut de la població i, en conseqüència, el seu rendiment (acadèmic, laboral...).

3. Com es podria abordar aquest repte?

S'hauria d'enfocar de manera multisectorial integral, to abastant sectors com ara la bioseguretat, medi ambient, investigació i innovació, cooperació internacional, salut animal i benestar per crear una xarxa col·laborativa.

La millor manera per afrontar el problema és mitjançant l'educació dels més petits, a través de les escoles mitjançant reforç positiu als nens que participin activament en les activitats preparades. Així com també la substitució dels aliments de les màquines expenedores.

Endurir la política química per tal de suprimir aquells additius que poden resultar nocius per la salut i multar les entitats que no la compleixin.

També es podria reforçar positivament les empreses de producció i publicitàries que fomentin uns hàbits saludables i que la producció i comerç dels seus productes sigui el més beneficiós per a la salut possible.

4. Qui hauria de participar per assolir aquest repte?

- Polítics (per les reformes legislatives pertinents)
- Empreses (des de petits comerços fins a multinacionals)
- Professionals del sector educatiu i publicitari
- Escolars
- Famílies

5. Com canviaria això el futur?

El canvi més significatiu seria una millora de la salut, que implicaria un augment de la qualitat i esperança de vida.

Hi hauria canvis tant en els diners subvencionats per les empreses a la recerca científica com l'objectiu d'aquesta, ja que molts dels additius prèviament utilitzats estarien prohibits.

Escenari de recerca 6-a: Potenciar la salut a través de "Tothom és ciència"

TAULA E

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

- Buscar la fiabilitat de la informació sobre la salut fent que els resultats de la recerca els exposin els científics directament a la població.
- La salut ha d'estar per sobre dels interessos econòmics i polítics
- El preu dels medicaments no ha d'estar en mans d'empreses sinó del sector públic.

2. Penses que és important tractar aquest repte? Per què?

- La salut és el més valuós, i normalment no es valora com a tal.
- Hi ha molts problemes de salut evitables si no hi ha interessos pel mig.
- Hi ha persones que tenen problemes econòmics i no poden cuidar la salut.
- A la gent no li importa no ser saludable i això pot portar limitacions a la nostra vida quotidiana. Un exemple d'això podria ser l'obesitat.

3. Com es podria abordar aquest repte?

Caldria destinar fons públics a la distribució de recursos bàsics (aigua, aliments, medicines) per a persones amb dificultats econòmiques d'arreu del món tot prioritant l'àmbit estatal.

La recerca hauria de centrar-se a donar resposta a les necessitats de la gent sense donar tanta importància al benefici que se'n pugui obtenir.

Conscienciar la població que els mals hàbits del present poden repercutir negativament en un futur.

Fer recerca de les malalties més esteses al món tot i que siguin minoritàries als països desenvolupats.

Els responsables de la recerca haurien de ser els qui fessin la divulgació dels seus resultats per evitar intermediaris que puguin manipular-los.

4. Qui hauria de participar per assolir aquest repte?

- Ciutadans:
 - Exigint una informació fiable
 - Hem de ser conscients de cuidar la nostra salut
- Polítics:

- No manipular la informació
- Incloure aquest escenari de recerca dins del seu programa electoral perquè aquest tema es tingui en compte

- Comunitat educativa:
 - Conscienciar sobre la importància de la salut des d'edats molt primerenques

- Intermediaris:
 - Ser transparents i no modificar cap informació

- Científics:
 - Ser realistes i objectius amb els resultats de la recerca
 - Exposar o presentar la informació extreta de les recerques perquè no sigui modificada

- Empreses privades
 - No buscar sempre el màxim benefici
 - Buscar el preu més ètic per al material mèdic, els aliments i l'aigua

- Mitjans de comunicació
 - Que no amaguin cap informació, que no la dramatitzin ni la suavitzin. Que no busquin espectadors i es centrin a presentar la informació.

5. Com canviaria això el futur?

- a. Augment de la població a causa d'una esperança de vida més llarga.
- b. Problemes d'addicció a causa de que aquests són més barats.
- c. Amb la globalització dels medicaments el grau de felicitat augmenta.

- d. Gent sense recursos econòmics podria accedir als medicaments, gràcies a l'ajuda dels països desenvolupats.
- e. Transferència total per part dels intermediaris i els mitjans de comunicació.
- f. La gent té més coneixements sobre el tema de la salut.
- g. La gent té més salut i, per tant, pot treballar més, per tant hi hauria més beneficis.

TAULA I

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

- a. Garantir una salut pública, gratuïta i de qualitat.
- b. Prioritzar la recerca en temes que repercuteixen en la salut de les persones.
- c. Llibertat a la informació (exemple: recerca, informes...).
- d. Fomentar l'educació en conductes saludables.
- e. Incorporar l'ensenyament de la salut en el sistema educatiu.
- f. Tracte igualitari cap a temes sanitaris.

2. Penses que és important tractar aquest repte? Per què?

Sí, perquè pot:

- Permetre una vida saludable, trencar les creences errònies, millorar la convivència.
- Conscienciar la societat i donar a conèixer conceptes i informació invisible.
- Reivindicar drets bàsics, com ara la sanitat.
- Difusió pública del coneixement.
- Millora de la qualitat de vida.
- Evitar el desenvolupament de malalties.
- Lluitar per una societat desenvolupada i saludable.

3. Com es podria abordar aquest repte?

- a. Prioritzar la sanitat dins del pressupost estatal.
- b. Escollir el tema de recerca basant-nos en les dades dels serveis sanitaris.
- c. Crear una llei per tal que s'hagi d'informar a la societat de totes les recerques científiques.

- d. Fer anuncis sobre conductes saludables que arribin a tots els públics.
- e. Afegir la formació de la salut al currículum del sistema educatiu.
- f. Llei que garanteixi l'accés a la sanitat a tots els ciutadans.

4. Qui hauria de participar per assolir aquest repte?

De més a menys:

- Ciutadania, com a usuari sanitari
- R+D+i (universitats, centres de recerca...)
- Govern (estatal i autonòmic)
- Sistema sanitari (caps, hospitals...)
- Empreses, laboratoris, companyies, fundacions...
- Educació
- Agents de finançament extern
- Mitjans de comunicació

5. Com canviaria això el futur?

- La sanitat és igual per a tothom
- Inversió monetària en la investigació
- Promoció de medicaments a preu baix
- Disminució de la mortalitat per avenços en R+D+i
- Sanitat gratuïta universal
- Descobriments d'alternatives medicinals no farmacèutiques
- Promoció d'activitats de difusió de pràctiques i hàbits saludables
- Societat conscienciada i informada
- Millora de l'economia i la qualitat de vida
- Millora de la informació educativa
- Descens de la taxa d'obesitat i major pràctica esportiva

Escenari de recerca 7-d: Fortaleses, Febleses, Oportunitats i Amenaces (DAFO) del poder tecnològic

TAULA G

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

- Detectar necessitats socials i ambientals.
- L'autoregulació del mal ús de la tecnologia.
- No dependre d'un sol ús de tecnologia i diversificar els recursos per ser més resilients.
- Fomentar l'educació ètica.
- Fer ús sostenible dels recursos i l'energia.
- Tothom tingui accés a l'aprenentatge més eficaç.
- Proporcionar ajuda a les persones que volen aprendre a utilitzar la tecnologia.

2. Penses que és important tractar aquest repte? Per què?

Sí, per:

- Adaptar la tecnologia a les necessitats socials.
- Hem detectat que sempre hi ha algú que vol el mal i per evitar un problema tecnològic.
- Perquè és important diversificar els recursos per ser menys vulnerables en una crisi tecnològica.
- S'hauria de fomentar l'educació ètica perquè en un passat no s'han contemplat.
- No hem de perjudicar el medi ambient.
- Perquè cal optimitzar l'aprenentatge.
- Perquè tothom té dret a les noves tecnologies.

3. Com es podria abordar aquest repte?

- a. Fomentar una plataforma que reculli les queixes dels ciutadans i que inclogui un retorn a la societat i utilitzar la comunicació que tenen les entitats amb els ciutadans per identificar aquestes necessitats.
- b. El mal ús de la tecnologia s'ha d'evitar a través de la formació ètica.
- c. Investigar diferents fonts d'energia i crear models alternatius d'un mateix sistema.
- d. Fomentar xerrades educatives amb exemples catastròfics del passat relacionats amb el mal ús de la tecnologia protagonitzats per afectats.
- e. Fomentar que la indústria elimini l'obsolescència programada i maximitzar la reutilització de materials.
- f. L'Estat dona subvencions a centres formatius i entitats per poder fer cursos de tecnologia.

4. Qui hauria de participar per assolir aquest repte?

- Govern: perquè proporciona la plataforma de queixes, les diferents alternatives, forcen les empreses a ser sostenibles i fomenten un tipus d'ensenyament amb ús de la tecnologia.
- Afectats: participen a la plataforma queixant-se.
- Empreses privades i col·lectius específics: ajuda a detectar els problemes i possibles solucions, creen productes sostenibles.
- Investigadors: trobar les noves maneres d'aprofitar l'energia.
- Centres educatius: proporcionar la formació ètica i imparteixen classes amb ús de la tecnologia.

5. Com canviaria això el futur?

- Ús de la tecnologia per enfortir la cohesió ciutadana.
- Mètodes per gestionar la queixa ciutadana i respondre aquestes.
- Ciutats ecosostenibles.
- Població està conscienciada dels perills del mal ús de la tecnologia.
- Efecte social i no lucratiu per part de les empreses.
- Un aprenentatge més eficaç gràcies a la tecnologia.
- Cal anar per passos perquè tothom tingui accés a la tecnologia, però abans tothom ha de saber utilitzar-la.

TAULA J

1. Quins reptes creus que es tracten en aquesta línia/orientació de recerca?

Considerant els avenços tecnològics dels darrers anys i tenint com a objectiu millorar la metodologia educativa a través de la tecnologia, creiem que els reptes són els següents:

- Fer la tecnologia actual més accessible, orientada a totes les edats, ambients socioculturals, etc.
- Fer els continguts digitals tan segurs o més que els continguts amb suport físic.
- Incentivar tots els col·lectius a utilitzar aquests mètodes. Donar arguments perquè la gent esculli aquesta tecnologia.
- Fomentar la informació lliure i evitar-ne la privatització, així com la formació de monopòlis.

2. Penses que és important tractar aquest repte? Per què?

Sí, ja que és important aprofitar aquesta eina per tal de progressar i aconseguir un futur millor.

- És important per crear una societat més intel·lectual per fomentar la llibertat de pensament.
- És important complir aquests reptes per tal d'assegurar la prosperitat de la tecnologia i poder crear una societat més tecnològica.
- Perquè tothom té dret a accedir a la tecnologia d'una forma segura i general.
- Per millorar la comoditat de les persones.

3. Com es podria abordar aquest repte?

Per tal de millorar l'accessibilitat a les noves tecnologies, pensem que cal proporcionar un accés senzill i còmode per a tothom.

Per tal de millorar la seguretat dels continguts digitals cal millorar les tècniques d'criptació de dades i crear lleis per evitar la utilització de les dades personals per part de les empreses, tot fomentant així la informació lliure.

També creiem que s'hauria de dur a terme una difusió a través de campanyes organitzades per l'Estat, així com formació bàsica a les escoles i amb adults.

4. Qui hauria de participar per assolir aquest repte?

- a. Investigadors
- b. Empreses tecnològiques
- c. Estat
- d. Alumnes
- e. Personal docent
- f. Polítics vinculats amb l'educació
- g. Mitjans de comunicació
- h. Usuaris
- i. Societat en general

5. Com canviaria això el futur?

S'han substituït els llibres per llibres digitals i això ha provocat que no s'explotin els boscos per obtenir paper.

Els vehicles són intel·ligents i autònoms dins d'una ciutat ecosostenible.

La compra es fa *online* i a domicili ja que s'ha aconseguit que la gent faci un ús responsable de la tecnologia.

Es milloren els mètodes educatius i es tornen més atractius i, per tant, més motivadors.

La navegació per Internet és lliure i no hi ha perill de ser controlat.

Les consultes mèdiques es fan *online* i són igualment efectives.

Les empreses fan un ús més social de la informació i no hi ha grans corporacions que la monopolitzin.



Report on the research and policy consultation in Sweden



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1: Concept for the consultation in Sweden

We organised one consultation in Sweden, which took place in Stockholm at Nordregio (Nordic Centre for Spatial Planning) on Friday 23 September 2016 from 08.30-17.00. In total 38 students, experts, stakeholders and citizens participated, as well as 5 table moderators and 3 project organisers (including head moderator.)

The target group was mixed. The basis was formed by students in the international Spatial Planning Masters course at Stockholm University who were currently studying the topics associated with urban-rural symbiosis, green habitats, land use, stakeholder participation and territorial governance processes. This base of students (25 and consisting of half Swedish students and half European students) represented our future researchers, experts and stakeholders. More importantly they are also relatively new citizens, albeit citizens who have some understanding about how to transform research needs to topics. 25 out of the 26 registered students showed up at the consultation.

As we felt that enriching the visions and research scenarios was quite a qualified task we sought to include only 5 citizens from the NCV; citizens who we felt were able to manage the task (and manage it in English as the consultation was held in English). We sent invitations to 10 citizens who participated in the NCV and five of them accepted and participated, including the citizen who participated in the Co-creation workshop in Milano.

We also sought to have at least 5 stakeholders/experts involved. 20 invitations were sent to stakeholders and experts, both those that we had cooperated with in some form previously and those that we had not. We sought to include experts that had a rather broad expertise of most of the Research Programme Scenarios, since we did not want to invite an expert that specialised in a specific field, only to have that Research Programme Scenario not chosen for enrichment during the day. Ten stakeholders/experts accepted and 8 participated in the day. The two which did not participate had informed us earlier.

We had already anticipated some difficulties in recruiting a mix group of participants. Experts/stakeholders have difficulties participating on a weekend. Citizens have difficulties participating on a weekday. Students participate preferably on a weekday. We addressed this potential difficulty in several ways; by integrating the Consultation into the course plan of the students; by contacting the citizens quite far in advance so that they had the opportunity to apply for leave from work and by contacting the stakeholders/experts already in June before the Swedish holidays in July.

In the end we were very happy with the mix and number of participants. In retrospect, however, we could have had more citizens. But we will discuss this more in the methods section below.

The method we chose was a slightly modified version of Method 3 in the tool kit. We basically used the same format, but shortened the day by around 30 minutes and modified the World Café rounds somewhat.

In order to prepare the students for the Consultation workshop, one day before the workshop they were given a two-hour lecture as part of their course work in "Spatial Planning Theory" on stakeholder mobilization and participatory methods in planning and research and an introduction to CIMULACT. Thus the students were already prepped on the importance of including citizen visions and social needs in the Horizon 2020 programme. A written introduction to the CIMULACT process and the 8 Research Programme Scenarios were sent out to all participants (including students) 10 days prior to the consultation.

Table Moderators were recruited a few months prior to the Consultation and were given explicit written instructions on the process about a week before the consultation. Three of

the Table Moderators were colleagues from SGI. The other two were academics specialising in participatory processes.

We more or less followed the agenda for Method 3 from the tool kit, except that we started half an hour earlier. After registration the Head Moderator welcomed all, gave a presentation of the CIMULACT project and process so far, and introduced the objectives for the day as well as the expected outcome. Then we had an ice-breaker in which all participants were asked to stand and to step forward or into another corner of the room as a response to various questions (e.g. "have you participated in such a workshop before?", "have you participated in CIMULACT previously?"). Since the group was quite international we also had questions like, "Are you a European, non-European country...?" This way all participants, experts, stakeholders, citizens and Moderators were given a chance to introduce themselves briefly.

After the ice-breaker the Head Moderator presented the 8 Research Programme Scenarios (RPS). Participants (including the Table Moderators) were then asked to vote for the 5 that they wanted to enrich. We allowed the Table Moderators to also vote, since they were also "experts" in the fields. However after this, they only played a facilitating role. Voting was done by placing coloured dots (different colours for students, citizens, stakeholders/experts and moderators respectively) on printouts of the RPS.

During the coffee break the Head Moderator and Table Moderators counted the votes and assigned topics/table to the Table Moderators. It should be noted that voting was very close on all RPS (see below).

Participants were allowed to choose the tables that they wished. We strove to have at least 1 citizen and 1 stakeholder/expert at each of the five tables. For the first round this worked well, but for the subsequent rounds one or two tables lacked either a citizen or a stakeholder. We tried to rectify this as best we could, but in the end we felt that we could not force people, especially the citizens.

We also slightly modified Method 3 by having participants work on the first two questions "What challenges does this research programme scenario address?" and "Is it important from your point of view to address this challenge? Why?" during World Café round 1 and the final three questions during Round 2. Round 3 was then a bit shorter and devoted to summarizing all five questions (and augmenting) the first two rounds. Each table

nominated a “host” to stay at the table for the next round, and as a reward/incentive to be a host they were given a small package of ecological sweets.

We felt that this method sufficiently produced a good final result. But we did encounter some problems in Rounds 2 and especially Round 3. All participants were “warned” that Round 3 would be the table where they would enrich the RPS in as H2020 “Topics” and thus to choose tables strategically. This did not really work so well. Some tables had more interested participants than others and it was sometimes difficult to move people. Most participants felt an extreme time pressure, especially in Round 3 where there was the need to summarize rounds that they had not participated in. We eventually allocated an extra 30 minutes to round 3. Even though there was a “host” remaining at the table to summarize the previous rounds, it was felt that too much time was spent having to understand what the other two rounds had said and intended. This led to some frustration. The Table Moderators had to play a bigger role in helping to make the previous two rounds understandable.

Because of this experience we would suggest the following changes in the World Café method if we were to do something similar again.

- Round 1: Everyone chooses the topic that they would most like to work with and engage in individual and collective brainstorming.
- Round 2: This round would mix up the tables and give some new ideas and impetus into the first round
- Round 3: Everyone returns to their original table in Round 1 to summarize.

Because of the difficulty of the task we feel in retrospect that it would have been easier for participants to have more stability and time to deal with the questions they were most interested in.

Finalizing the templates was also quite difficult and many complained about time pressure. However there is always time pressure in activities like this and without such pressure it would be difficult to achieve any results.

The mixture of citizens, students, stakeholders/experts worked very well. Most felt that they were able to give their opinions freely. One citizen however felt that the type of work with enriching the RPS difficult for a citizen and that they had little to offer. The citizen, however, was told that their opinion, and experience in producing the visions was important to the process in order not to lose sight of the original visions. Even some experts/stakeholders were concerned about the difficulty of the task. The group that seemed most satisfied were the students and they performed extremely well. The mixture of Swedish, European and non-European participants gave many interesting insights into the RPS and the topics.

2: Programme for the consultation

Agenda for today



08.30-09.00	Coffee and registration of participants:
09.00-09.30	Welcome, Presentation of CIMULACT, objectives for the day and expected outcomes:
09.30-09.50	Getting to know each other:
09.50-10.30	Overview of the 8 Research Programme Scenarios and selection of 5 for further discussion.
10.30-10.45	Coffee break.
10.45-12.20	World Café tour, rounds 1 & 2
12.20-13.15	Lunch
13.15-13.45	World Café tour, round 3
13.45-14.15	Summary/ presentation of results
14.15-15.30	Finalization of templates (including coffee at tables)
15.30-16.00	Exhibition of the 5 research topics and prioritization.
16.00-17.00	End of workshop, reception.



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3: Selected research programme scenarios

Below we have listed the 8 research programme scenarios which were selected for the Swedish consultation. The number of the research programme scenario, as well as title of the research programme is included. Those selected for further enrichment during the consultation are marked in **bold**.

2c: Evidence-based community building

3b: Snakes and ladders. Connecting scales of issues and actors

6a: Health empowerment through "Everyone's science"

6c : Here, there and everywhere

8b : Urban-rural symbiosis

8c: Ecologic future education

10a: Freedom to choose where we live

10b : Freedom to live where we choose

These RPS were chosen as they best reflected the work that SGI engages in; topics with regard to sustainable planning and building, effective infrastructures and communication, sustainability and environmental issues, participatory methods and (multi-level) governance questions. They also nicely reflected the outcome of the NCV workshop in Sweden which emphasized the importance of sustainability, planning for quality of live and environmental education. These are also topics that are high on the political agenda in Sweden. Because of the nature of these topics we chose to engage students in Spatial Planning as these RPS were all very relevant to their programme work.

Prioritization of the 5 RPS (in bold) was done by voting on templates set up on the wall. Each person (including Table Moderators) was allowed 5 votes each. The number of votes is seen in parentheses in section 4 below.

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations



All participants had received instructions (both a detailed extract from the Social Needs-based Research programme scenarios document and a brief PowerPoint presentation of the 8 RPS about the voting and information on the 8 RPS around 10 days prior to the workshop,

4: Sweden: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

The Swedish prioritised Research Programme Scenarios were as follows below and include the total number of votes that each scenario received. Those marked in **bold** were selected for further prioritisation.

3b : Snakes and ladders. Connecting scales of issues and actors (29)

8b: Urban-rural symbiosis (29)

8c: Ecologic future education (29)

10a: Freedom to choose where we live (28)

10b. Freedom to live where we choose (27)

2c: Evidence-based community building (26)

6c : Here, there and everywhere (24)

6a: Health Empowerment through "Everyone's science" (18)

Research programme scenario 1

3b: Snakes and Ladders

- 1) *What challenge(s) does this research scenario address?*
 - a. Lack of common languages/communication
 - b. Lack of common goals and the challenge of compromising between different perspectives
 - c. Different interests, values and priorities due to different levels of information and knowledge
 - d. Unwillingness to listen to different actors/scenarios/views/standpoints
 - e. Different thinking perspectives
 - f. Lack of cross-sector/actor cooperation due to the silo mentality and "pockets of smartness" where decision makers have the same background
- 2) *Is it important from your point of view to address this challenge? Why?*
 - a. To build trust on different levels and scales. People need to feel valuable and part of the global society

- b. To overcome social issues through interaction, it is important that citizen's voices be heard and understood in order to build well-grounded solutions
- 3) *How could it be approached?*
- a. Broad dialogue supported by collaborative groups
 - b. To develop a model for information spreading and participatory approaches, such as "living labs"
 - c. Use of technology and media in spreading knowledge
 - d. What type of knowledge and how much of it can be given to different levels?
- 4) *Who should be involved in solving the problem?*
- a. Everyone (Citizens and all stakeholders/representatives from all organisations e.g. NGOs, social innovators, SIS-approach)
 - b. Researchers in collaboration with civil society
 - c. Implementers and actors to coordinate pragmatic approaches
- 5) *What should be the main goals/impacts of the research activity?*
- a. Building bridges between sectors to better attain sustainable approaches
 - b. Decision-making power to lower governance levels
 - c. Greater involvement of citizens
 - d. Research which results in reflection of how to solve the governance issues
 - e. To create a better decision-making system with not only vertical hierarchies but also more horizontal linkages

Research programme scenario 2

8b: Urban-Rural Symbiosis

- 1) *What challenge(s) does this research scenario address?*
- a. To define what is meant with Urban and rural areas
 - b. How to shift the current urban-rural paradigm?
 - c. To understand the driving forces/motives behind urbanisation
 - d. Integrated urban development in terms of circular economy; food-energy-water nexus; mobility-transport-accessibility; and urban governance and participation
 - e. Questions that only marginally address social/societal aspects
 - f. Demographic challenges: Overpopulation/growth in urban areas
- 2) *Is it important from your point of view to address this challenge? Why?*
- a. To create balance between rural and urban and produce a sustainable living environment
 - b. The overall linkages between urban and rural areas; ensure that rural citizens are not "left behind"
 - c. Integration, minimize the effects of segregation
 - d. Reduce the footprints of urbanisation, locally and globally
- 3) *How could it be approached?*

- a. Create games so that you can experience the differences and the flows between urban and rural life
 - b. Interdisciplinary approaches (workshops, studies, dialogues)
 - c. Qualitative studies
 - d. Rethinking the linkage of the functionality of rural areas
 - e. Identify differences between rural and urban areas such as connectivity, social and physical dimensions
 - f. Include the rural perspective in spatial and regional planning
 - g. Cross-sectoral collaboration
 - h. Technology as a link
 - i. Better integrated public services in rural areas
 - j. Better physical and social connectivity
 - k. Re-thinking the economic system
 - l. Look at distribution between rural and urban areas
- 4) *Who should be involved in solving the problem?*
- a. *Both urban and rural people*
 - b. *Technicians/engineers*
 - c. *Stakeholders like farmers, planners, authorities, politicians*
 - d. *Everybody?*
- 5) *What should be the main goals/impacts of the research activity?*
- a. *Creation of tools for dialogue and communication*
 - b. *Better urban-rural linkages*
 - c. *Equality and complementarity, e.g. between rural/urban development and Agenda 2030, fair and sustainable redistribution of resources*
 - d. *Mapping of the capacity and potentials of each area*
 - e. *Social sustainability.*

Research programme scenario 3

8c: Ecologic Future Education

- 1) *What challenge(s) does this research scenario address?*
 - a. Knowledge as a means to raise awareness to trigger change
 - b. The current system needs to be changed / improved by individuals and by getting everyone on board.
 - c. The challenge of "learning" rather than teaching
 - d. Need to communicate that in the long run there is no loss in prioritizing ecology over economic growth, need to better motivate the added value of the ecological perspective for the individual
 - e. Need to make ecology relevant and useful for people with different backgrounds and interests. Humans are also part of "nature" and environmental issues are bound up in complex ecologies.
- 2) *Is it important from your point of view to address this challenge? Why?*

- a. Need to change mind-sets, and a need to reflect on our values. Otherwise it is hard for people to be motivated and even make personal sacrifices for the environment.
 - b. Everybody needs to be at the same "level" in order to be able to have good discussions and practice.
 - c. Learning! Not teaching
 - d. There is a difference between knowledge and values when it comes to our relationship to the environment
 - e. Stopping climate change /the anthropogenic contributions to climate change
 - f. Education is a cost-efficient measure compared to "fixing" the environment later on.
- 3) *How could it be approached?*
- a. Don't settle for just "telling" information/knowledge. The important part is to reflect and relate to that knowledge to make it accessible for all
 - b. Explore different ways/methods of communicating environmental science, e.g. field trips
 - c. Put ecological awareness on the political agenda. The media should be involved in raising awareness
 - d. Include everybody and discuss how everyday activities impact the environment.
 - e. Promote local activities for people to engage in nature-friendly activities so that people identify with their surroundings and can build on their own experiences to understand global environmental issues
 - f. Integrate ecological education in all subjects
 - g. Put the students in the centre.
- 4) *Who should be involved in solving the problem?*
- a. Everybody. We need to involve people from different backgrounds.
 - b. Everybody: This is a responsibility in every aspect of everyday life and at different levels in society
 - c. Researchers should have a more active role and meet with people and communicate the problem in different ways. Not just one-way dissemination
 - d. Pre-schools and primary schools
 - e. Universities and higher education
 - f. Young people and parents
 - g. City planners need to contribute and make sure that different socio-economic groups have access to nature
- 5) *What should be the main goals/impacts of the research activity?*
- a. Better educated teachers and making the teaching profession more attractive to get the best teachers
 - b. Shifting of the paradigm to broaden the concept of ecology to include culture, technology and social aspects.

- c. Different and new ways to raise public awareness and be more creative in involving individuals and communities in ecological learning/connecting with nature.
- d. Making an "informal" type of education "normal"

Research programme scenario 4

10a: Freedom to choose where we live

- 1) *What challenge(s) does this research scenario address?*
 - a. This challenges the role of the market economy in a future sustainable connectivity.
 - b. Efficient transportation and addressing problems of segregation
 - c. Accessibility to public services in a wider perspective, i.e. urban and sub-urban, town and rural areas
 - d. Target population for services
 - e. The life-work challenges (between private life and working life)

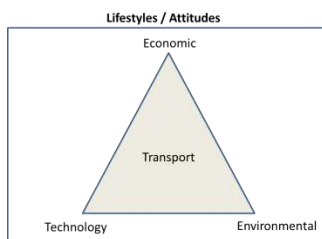


Figure 1.

- 2) *Is it important from your point of view to address this challenge? Why?*
 - a. To counteract social and spatial segregation
 - b. To address enlargement of local labour market areas
 - c. To make collective transportation more efficient (both cost-effective and cleaner)
- 3) *How could it be approached?*
 - a. Economically: By discussing who will pay taxes and how will make investments
 - b. Technologically: by understanding the limits of virtual mobility vs physical mobility and development of technology in physical mobility
 - c. Environmentally: by reducing the ecological footprint
 - d. Lifestyle/attitudes: through education and culture (see figure 1)
- 4) *Who should be involved in solving the problem?*
 - a. Everyone! Residents, citizens...
 - b. Social scientists to consider the knowledge of changing living environments

- c. Leaders and politicians who will make decisions when democracy comes into play
 - d. Engineers to find the human factor in communication to replace face-to-face meetings.
 - e. The transport sector
- 5) *What should be the main goals/impacts of the research activity?*
- a. Consider the different kinds of knowledge that everyone needs to be involved in decisions
 - b. Overcome the limitations of technology today
 - c. Understanding of the limits of our freedom of choice and our responsibility

Research programme scenario 5

10b: Freedom to live where we choose

- 1) *What challenge(s) does this research scenario address?*
- a. The problems of integrating the large scope of “sustainable communities”
 - b. The challenge to motivate people to live a “limited” local life, e.g. with limited provisions such as education
 - c. The challenge of accommodating all needs for rural area populations by moving or changing facilities needed for a sustainable lifestyle.
 - d. The challenge to reduce the carbon dioxide gases caused by transport, but still accommodates the rural areas’ needs for transport.
 - e. The diversity of Europe with different cultures, priorities and perspectives
 - f. Developing alternative mind sets. How can social and psychological research contribute to sustainable lifestyles, apart from technology fixes?
- 2) *Is it important from your point of view to address this challenge? Why?*
- a. We need to acknowledge the potential of invention in rural areas and the diversification possibilities of rural business.
 - b. It is important to improve the quality of life of people, with lower stress, better health and a healthier environment
 - c. Showing the economic benefits of sustainable and resilient lifestyles
- 3) *How could it be approached?*
- a. Developing new/innovative business models and virtual tools for provision of public services

- b. Changing the mind set by showing the benefits and value of resilient communities
- c. Policy measures should acknowledge the diversity and needs and potentials of communities
- d. Social justice and an equal society are important aspects of a democratic society.
- d. Creating flexible jobs/workplaces and virtual mobility
- e. Developing equal access to social services based on the strengths and weaknesses of places
- f. Creating functioning infrastructures

4) *Who should be involved in solving the problem?*

- a. Everyone needs to contribute according to their power and ability
- b. Individuals and politicians
- c. Local citizens
- d. Researchers, authorities and politicians
- e. Farmers and local producers
- f. SMEs

5) *What should be the main goals/impacts of the research activity?*

- a. People should not be given the freedom to live where they choose. It might constitute to more environmental problems
 - b. Having an overview and fulfilling the needs of the local citizens
 - c. Equal opportunities and sustainability
 - d. Changing the mind set of policy makers
 - e. Providing policy solutions to support local communities
- f. Tools and models that can show the socio-economic benefits of distribution of sustainable communities.

5: Selected research programme scenarios (national language)

3b: « Ormar och stegar ». Koppla ihop olika skalor av frågor och aktörer (29)

8b: Stad-landsbygd symbios (29)

8c: Utbildning om ekologins framtid (29)

10a: Frihet att välja var vi bor (28)

10b. Frihet att leva där vi väljer (27)

2c: Evidensbaserad samhällsbyggande (26)

6c: Här, där och överallt (24)

6a: Stärka hälsan genom "Allas vetenskap" (18)

Forskningsprogram scenario 1

3b: « Ormar och stegar »

- 1) Vilka utmaningar berör detta forskningsscenario?
 - a. Brist på gemensamma språk/kommunikation
 - b. Brist på gemensamma mål och utmaningen att kompromissa mellan olika perspektiv
 - c. Olika intressen, värderingar och prioriteringar på grund av olika nivåer av information och kunskap
 - d. Ovilja att lyssna på olika aktörer/scenarier/synsätt/ställningstaganden
 - e. Olika tankeperspektiv
 - f. Brist på sektors- och aktörsövergripande samarbete på grund av stuprörs mentalitet och "pockets of smartness" där beslutsfattare har samma bakgrund

- 2) Är det viktigt från din synvinkel att ta itu med denna utmaning? Varför?
 - a. Att bygga förtroende på olika nivåer och skalor. Människor behöver känna sig värdefulla och en del av det globala samhället
 - b. För att övervinna sociala frågor genom interaktion, är det viktigt att medborgarnas röster höras och förstås för att bygga välgrundade lösningar

- 3) Hur ska man göra?
 - a. Bred dialog med stöd av arbetsgrupper
 - b. Att utveckla en modell för informationsspridning och strategier för delaktighet, såsom "levande laboratorier"
 - c. Användning av teknik och media för att sprida kunskap
 - d. Vilken typ av kunskap och hur mycket av det kan ges till olika nivåer?

- 4) Vem bör delta i att lösa problemet?
 - a. Alla (medborgare och alla intressenter/representanter från alla organisationer t.ex. icke-statliga organisationer, sociala innovatörer, SIS-strategi)
 - b. Forskare i samarbete med det civila samhället
 - c. Utförare och aktörer för att samordna pragmatiska metoder

- 5) Vad bör vara de viktigaste målen/konsekvenserna av forskningen?
 - a. Bygga broar mellan sektorer för att bättre uppnå hållbara strategier
 - b. Beslutanderätt till lägre förvaltningsnivåer
 - c. Ökat deltagande av medborgarna
 - d. Forskning som leder till reflektion av hur man kan lösa förvaltningsfrågorna
 - e. För att skapa ett bättre beslutssystem med inte bara vertikala hierarkier utan också mer övergripande kopplingar

Forskningsprogram scenario 2

8b: Stad-landsbygd symbios

- 1) Vilka utmaningar berör detta forskningsscenario?
 - a. För att definiera vad som menas med stads- och landsbygdsområden
 - b. Hur ändra nuvarande stad och landsbygd paradig?
 - c. För att förstå drivkrafterna/motiven bakom urbaniseringen
 - d. Integrerad stadsutveckling i form av cirkulär ekonomi; mat-energi-vatten nexus; rörlighet-transport-tillgänglighet; och stadsförvaltning och delaktighet
 - e. Frågor som endast marginellt tar itu med sociala/samhälleliga aspekter
 - f. Demografiska utmaningar: Överbefolkning/tillväxt i stadsområden

- 2) Är det viktigt från din synvinkel att ta itu med denna utmaning? Varför?
 - a. För att skapa balans mellan landsbygden och städerna och producera en hållbar livsmiljö
 - b. De övergripande kopplingarna mellan stads- och landsbygdsområden; se till att landsbygdsmedborgare inte hamnar "på efterkälken"
 - c. Integration, minimera effekterna av segregation
 - d. Minska spåren av urbanisering, lokalt och globalt

- 3) Hur ska man göra?
 - a. Skapa spel så att du kan uppleva skillnaderna och flödena mellan livet i städer och landsbygd
 - b. Tvärvetenskapliga ansatser (workshops, studier, dialoger)
 - c. Kvalitativa studier
 - d. Tänka om gällande kopplingen av funktionalitet på landsbygden
 - e. Identifiera skillnader mellan stads- och landsbygdsområden, såsom anslutningar, sociala och fysiska dimensioner

- f. Inkludera landsbygdsperspektivet i fysisk och regional planering
 - g. Sektorsövergripande samarbete
 - h. Teknik som en länk
 - i. Bättre integrerade offentliga tjänster på landsbygden
 - j. Bättre fysisk och social anslutning
 - k. Tänka om gällande det ekonomiska systemet
 - l. Titta på fördelningen mellan landsbygden och städerna
- 4) Vem bör delta i att lösa problemet?
- a. Människor i både städerna och på landsbygden
 - b. Tekniker/ingenjörer
 - c. Intressenter så som jordbrukare, planerare, myndigheter, politiker
 - d. Alla?
- 5) Vad bör vara de viktigaste målen/konsekvenserna av forskningen?
- a. Skapande av verktyg för dialog och kommunikation
 - b. Bättre koppling mellan stad och landsbygd
 - c. Jämlikhet och komplementaritet, t.ex. mellan landsbygd/stadsutveckling och Agenda 2030, rättvis och hållbar omfördelning av resurser
 - d. Kartläggning av kapacitet och potential i varje område
 - e. Social hållbarhet

Forskningsprogram scenario 3

8c: Utbildning om ekologins framtid

- 1) Vilka utmaningar berör detta forskningsscenario?
- a. Kunskap som ett sätt att öka medvetenheten för att utlösa förändring
 - b. Det nuvarande systemet måste ändras / förbättras genom individer och genom att få alla ombord
 - c. Utmaningen att "lära" snarare än att undervisa
 - d. Behöver kommunicera att det på lång sikt inte finns några förluster med att prioritera ekologi över den ekonomiska tillväxten, behöver bättre motivera mervärdet av det ekologiska perspektivet för den enskilde
 - e. Behöver göra ekologi relevant och användbar för människor med olika bakgrund och intressen. Människor är också en del av "naturen" och miljöfrågor är uppbundna i komplexa ekologier.
- 2) Är det viktigt från din synvinkel att ta itu med denna utmaning? Varför?
- a. Behöver ändra tänkesätt, och ett behov av att reflektera över våra värderingar. Annars är det svårt för människor att vara motiverade och göra personliga uppoffringar för miljön.
 - b. Alla måste vara på samma "nivå" för att kunna ha bra diskussioner och praktik.
 - c. Inläring! Inte undervisning

- d. Det finns en skillnad mellan kunskap och värderingar när det gäller vår relation till miljön
 - e. Stoppa klimatförändringen/de mänskliga bidragen till klimatförändringen
 - f. Utbildning är en kostnadseffektiv åtgärd jämfört med att "fixa" miljön senare.
- 3) Hur ska man göra?
- a. Inte nöja sig med att bara "berätta" information/kunskap. Det viktiga är att reflektera och relatera till den kunskapen för att göra den tillgänglig för alla
 - b. Utforska olika sätt/metoder att kommunicera miljövetenskap, t.ex. studiebesök
 - c. Sätt ekologisk medvetenhet på den politiska dagordningen. Medierna bör delta i att öka medvetenheten
 - d. Inkludera alla och diskutera hur vardagliga aktiviteter påverkar miljön.
 - e. Främja lokala aktiviteter för människor för att engagera sig i naturvänliga aktiviteter så att människor identifierar sig med sin omgivning och kan bygga vidare på sina egna erfarenheter för att förstå globala miljöfrågor
 - f. Integrera miljöutbildning i alla ämnen
 - g. Sätt eleverna i centrum.
- 4) Vem bör delta i att lösa problemet?
- a. Alla. Vi måste involvera människor från olika bakgrunder.
 - b. Alla. Det är ett ansvar i varje aspekt av det dagliga livet och på olika nivåer i samhället
 - c. Forskare bör ha en mer aktiv roll och träffa människor och kommunicera problemet på olika sätt. Inte bara enkelriktad spridning
 - d. Förskolor och grundskolor
 - e. Universitet och högre utbildning
 - f. Unga människor
 - g. Föräldrar
 - h. Stadsplanerare måste bidra och se till att olika socioekonomiska grupper har tillgång till naturen
- 5) Vad bör vara de viktigaste målen/konsekvenserna av forskningen?
- a. Bättre utbildade lärare och göra läraryrket mer attraktivt för att få de bästa lärarna
 - b. Förskjutning av paradigmet för att bredda begreppet ekologi till att omfatta kultur, teknik och sociala aspekter.
 - c. Olika och nya sätt för att öka allmänhetens medvetenhet och vara mer kreativa i att engagera individer och samhällen i ekologiskt lärande/kontakt med naturen.
 - d. Att göra en "informell" typ av utbildning "normal"

Forskningsprogram scenario 4

10a: Frihet att välja var vi bor

- 1) Vilka utmaningar berör detta forskningsscenario?
 - a. Detta utmanar rollen av marknadsekonomin i en framtida hållbar utveckling

- b. Effektiva transporter och att hantera problem med segregation
 - c. Tillgängligheten till offentliga tjänster i ett vidare perspektiv, dvs stads- och förorts stad och landsbygd
 - d. Definiera målgrupp för tjänster
 - e. Utmaningar med livet och arbetet (mellan privatliv och arbetsliv)
- 2) Är det viktigt från din synvinkel att ta itu med denna utmaning? Varför?
- a. För att motverka social och spatial segregation
 - b. För att ta itu med utvidgningen av de lokala arbetsmarknadsområden
 - c. För att göra kollektiva transporter mer effektivt (kostnadseffektivt / renare)
- 3) Hur ska man göra?
- a. Ekonomiskt: genom att diskutera vem som ska betala skatt och vem som ska göra investeringar
 - b. Tekniskt: genom att förstå gränserna med virtuell rörlighet jämfört med fysisk rörlighet och utveckling av teknik i fysisk rörlighet
 - c. Miljö: genom att minska det ekologiska fotavtrycket
 - d. Livsstil/attityder: genom utbildning och kultur (se figur 1)
- 4) Vem bör delta i att lösa problemet?
- a. Alla! Invånarna, medborgare ...
 - b. Samhällsvetare, för att hantera kunskap om ändrade livsmiljöer
 - c. Ledare och politiker som fattar beslut när demokrati kommer in i bilden
 - d. Ingenjörer för att hitta den mänskliga faktorn i kommunikation för att ersätta fysiska möten.
 - e. Transportsektorn
- 5) Vad bör vara de viktigaste målen/konsekvenserna av forskningen?
- a. Beakta de olika typerna av kunskap som alla måste vara delaktiga i beslut
 - b. Övervinn begränsningarna med teknik idag
 - c. Förståelse av begränsningarna med vår valfrihet och vårt ansvar

Forskningsprogram scenario 5

10b: Frihet att leva där vi väljer

- 1) Vilka utmaningar berör detta forskningsscenario?
- a. Problemen med att integrera den stora omfattningen av "hållbara samhällen"
 - b. Utmaningen att motivera människor att leva ett "begränsat" lokalt liv, t.ex. med begränsade tjänster såsom utbildning
 - c. Utmaningen med att tillmötesgå alla behov för landsbygdsbefolkningen genom att flytta eller ändra faciliteter som behövs för en hållbar livsstil.

- d. Utmaningen med att minska utsläpp av koldioxidgaser som kommer från transporter, men ändå tillmötesgå landsbygdens behov av transport.
 - e. Mångfalden i Europa med olika kulturer, prioriteringar och perspektiv
 - f. Utveckla alternativa tankesätt. Hur kan social- och psykologisk forskning bidra till en hållbar livsstil, bortsett från tekniska lösningar.
- 2) Är det viktigt från din synvinkel att ta itu med denna utmaning? Varför?
- a. Vi måste lyfta fram potentialen med uppfinnande på landsbygden och diversifieringsmöjligheter i landsbygdsnäringsen.
 - b. Det är viktigt att förbättra livskvaliteten för människor med lägre stress, bättre hälsa och en hälsosammare miljö
 - c. Visa de ekonomiska fördelarna med en hållbar- och resilient livsstil
- 3) Hur ska man göra?
- a. Utveckling av nya/innovativa affärsmodeller och virtuella verktyg för tillhandahållandet av offentliga tjänster
 - b. Ändra tankesättet genom att visa fördelarna och värdet av resilienta samhällen
 - c. Politiska åtgärder bör erkänna mångfald och behov och möjligheter i samhällen
 - d. Social rättvisa och ett jämställt samhälle är viktiga aspekter i ett demokratiskt samhälle.
 - e. Skapa flexibla jobb/arbetsplatser och virtuell rörlighet
 - f. Utveckla lika tillgång till sociala tjänster baserade på platsers styrkor och svagheter
 - g. Skapa fungerande infrastrukturer
- 4) Vem bör delta i att lösa problemet?
- a. Alla måste bidra i enlighet med sin kraft och förmåga
 - b. Individer och politiker
 - c. Lokala medborgare
 - d. Forskare, myndigheter och politiker
 - e. Bönder och lokala producenter
 - f. Små och mellanstora företag
- 5) Vad bör vara de viktigaste målen/konsekvenserna av forskningen?
- a. Människor ska inte ges frihet att leva där de vill. Det kan innebära fler miljöproblem
 - b. Att ha en överblick och uppfylla behoven hos lokalbefolkningen
 - c. Lika möjligheter och hållbarhet
 - d. Ändra tankesättet hos beslutsfattare
 - e. Tillhandahålla politiska lösningar för att stödja lokalsamhällen
 - f. Verktyg och modeller som kan visa de socioekonomiska fördelarna med distribution av hållbara samhällen.

6: Sweden: The enriched research programme scenarios

Overview of the prioritized research programme scenarios as formulated in topic form are seen below:

Research programme scenario 1 (#1 priority)

TOPIC:

8c: Ecologic Future Education (20 votes)

Humankind is facing of a global ecological collapse due to unsustainable practices, both on an individual and structural levels. If we don't succeed in involving people at a large scale, our future will be defined by environmental crises and growing inequalities. Education for ecology and a sustainable future is a key to initiate change. The challenge is to design education so that different individuals actually reflect upon their relation to the environment, both personally and as part of a community. We want to educate for change which requires that people are motivated to contribute. We need to embrace this challenge together in order to actually overcome it. By doing it together we can share a common vision of that which is possible.

SCOPE:

To use ideas from other countries and share knowledge is important to solve this challenge. Explore different ways of communicating and learning science, for example field trips for children can help. The political agenda should include ecological awareness and media could help this come true. It is also important to promote local activities so that people engage in nature-friendly activities and through that, identify with their surroundings. The academic knowledge should be more accessible to all and integrated in all subjects. The education should strive for awareness and interest for the environment in every individual.

It is easy to say that everybody should be involved in solving the problem (because everybody is sometimes a teachers), but we would like to mention a few central actors. Researchers should involve pupils in monitoring programmes, parents should encourage their children, and vice-versa, and sustainability should be integrated into the whole educational system. Of course planners and officials need to contribute to ecological thinking.

EXPECTED IMPACT:

In the *immediate future*, this action will lead to:

- Greater knowledge of what motivates people to act upon their ecological experience
- Increased scientific knowledge and critical thinking
- Better-educated teachers in sustainable issues and a broader understanding of human-nature relations of the general public

In the *long-term* it will contribute to a change in the educational system and make an informal type of education more normal. It will also lead to a shift in the concept of nature from the natural environment to also include e.g. urban environments. People in general will also have a greater understanding of the ecosystem's contribution to the quality of life and the survival of humankind.

Research programme scenario 2 (#2 priority)

TOPIC:

8b: Urban-rural symbiosis (17 votes)

Linking rural and urban culture and land-use planning to improved living environments

SPECIFIC CHALLENGE:

- Shifting paradigm between urban –rural
- Integrated development by addressing social inclusion, equal economic opportunities, technological, environmental sustainability
- Improve the overall linkages between urban and rural areas
- Reduce the carbon and environmental footprints of the urbanization

SCOPE:

- Conceptualize the topic
- Re-thinking the linkage of the functionality between urban and rural by addressing differences and synergies
- Including rural perspectives in spatial and regional planning
- Include both urban and rural inhabitants, politicians on every level, planners and stakeholders

EXPECTED IMPACT

For urban areas to become as self-sufficient as possible. Exchange between urban and rural should be founded on fair exchange, leading to a decrease in the cultural gap between urban and rural environments and encourage social and ecological sustainability.

Research programme scenario 3 (#3 priority)

TOPIC:

10a: Freedom to choose where we live (15 votes)

SPECIFIC CHALLENGE:

This action aims to look for an understanding of the effective and sustainable connectivity between urban and rural areas. Research should examine the role of lifestyle and attitude in the perception of connectivity and transport. The challenge is to investigate this from an economic, environmental and technological aspect (see figure 2).

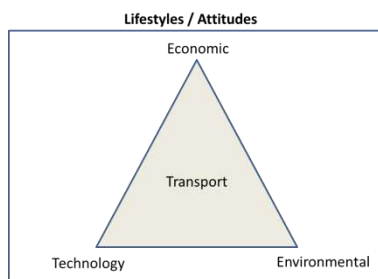


Figure 2

SCOPE:

The challenges should be approached by both investigating the possibility of developing our system of transportation, as well as the change in lifestyles and/or attitudes in order to reduce for expanding physical transportation. This should be done through research from an *economic perspective*, i.e. who will pay the taxes? Who will invest?; a *technological perspective*, i.e. where is the limit of virtual mobility?; an *environmental perspective*, i.e. how can we do this without increasing carbon emissions? The dimension of lifestyle and attitudes, which seems to be including the aspects mentioned above, could be addressed by focussing on education, culture and behavioural change. To approach these dimensions we should address actors, stakeholders and individuals. To be specific, the knowledge of the laymen is accessed by social scientists. In the next step, this knowledge is shared with politicians and engineers. In this phase, possible technical solutions can be found.

EXPEXED IMPACT:

In the immediate future, this action-research should contribute to a better understanding of the influence of changing transportation patterns and lifestyles on sustainable development. In the medium term, it should provide methodological inputs supporting the process leading to the implementation of transport related improvements in regional planning.

Research programme scenario 4 (#4 priority)

TOPIC

Snakes and Ladders (13 votes)

Connecting issues and actors on all levels or scales

SPECIFIC CHALLENGE:

This action aims to influence decision-making processes with participative approaches to build trust and to overcome interaction issues on all levels or scales. The identified challenges are:

- Lack of communication
- Lack of shared understandings
- Lack of ability/willingness to acknowledge different actors, actions and sectors.

SCOPE:

As the action aims to enhance participative democracy we suggest a qualitative and quantitative data gathering and methods, for example through:

- Interviews
- Focus groups
- Collaborative workshops
- Participatory observations
- Statistical data
- Questionnaires
- Co-creation approaches and methods (policymakers, citizens, researchers, business, experts from different sectors.

EXPECTED IMPACT:

Enable a decision-making system that is inclusive, interactive, democratic and coherent.

Research programme scenario 5 (#5 priority)

TOPIC:

10b: Freedom to live where we choose (10 votes)

SPECIFIC CHALLENGE:

The aim of this action is to enhance the development of distributed, sustainable and resilient societies. Current economic models and political instruments are not designed to support distributed societies.

SCOPE:

This action should address the following aspects:

- The regional diversity of Europe
- Benefits in terms of societal, cultural and environmental issues
- Innovative business models and provision of public services
- Societal justice
- Analysis of European policies and measure/instruments to promote local production and consumption
- The potential of virtual tools to support of the aim
- Identify barriers and obstacles

The following should be involved: Local and national politicians, local community leaders, local business representatives, civil society and youth organizations.

EXPECTED IMPACT:

Long term impacts include:

- Societal and economic development in rural areas
- Reduction of carbon footprints
- Evidence of socioeconomic benefits
- Innovative business models that allow citizens to shape their future

Deliverable 3.2 Programmes and concepts for all citizen and multi-actor consultations







Report on the research and policy consultation in Switzerland



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1: Concept for the consultation in Switzerland

The face-to-face consultation in Switzerland took place on October 7, 2016 in Bern. Only one consultation was organized. The target groups for this workshop were experts and citizen. The goal was to have people involved in the different subjects of the scenarios (the experts) and to keep the citizen “spirit” of the CIMULACT project. The experts were there to help enriching the different scenarios by putting them into a more “scientific” language, whereas the citizen were there to maintain the wishes and the spirit of the original citizen visions concerning the research agenda of the EU.

The experts were recruited by using the network of TA-SWISS and also after some research on the internet about studies with similar subjects currently under way in Switzerland. The citizens were contacted through the mailing list of people subscribing to the TA-SWISS newsletter or having participated at previous consultations. At the end of the recruitment phase, 24 people announced their willingness to participate at the workshop (12 citizens and 12 experts). On D-day, 17 actually showed up at the consultation. Due to the

particularity of Switzerland and its place in Europa, it was difficult to recruit experts feeling concerned by the European Research Agenda. The workshop took place on a Friday, which is an advantage to ensure the participation of experts, but a disadvantage for the participation of citizens who had to take one day off from work to be there. Some citizens were scared by the formulation “enrichment of the scenarios” and felt they would not be “expert” enough to perform this task.

The method used during the workshop was method number 2 of the toolkit. This method was very well adapted to experts as well as citizens. It was simple enough for the citizens to participate without restraint and not too “playful” for the experts.

2: Programme for the consultation

09:30 Welcome and registration

09:50 Presentation of the CIMULACT project and of Horizon 2020.
Presentation of the research scenarios that will be discussed during the day.
Explanation of the organisation of the day.

10:30 Break. The participants can go around to have a look at the posters explaining the different research scenarios. They still have the possibility to change table if the attributed subject do not fulfil their original wishes.

10:50 Introduction round (moderator and all participants).

11:10 Discussion of the two first mandatory questions.

12:15 Lunch

13:15 Discussion concerning the mandatory questions 3 & 4.

14:15 Discussion of the last mandatory question.

15:00 Presentation of the results of the day by each group.

15:30 Prioritization of the presented research scenarios.

16:00 Thanks and goodbye.

3: Selected research programme scenarios

The 8 research scenarios selected for Switzerland were:

- 4c. Finding a balance in a fast-paced life
- 5b. Good quality food for all
- 5c. Responsible use of land
- 5d. Evolving food culture in growing cities
- 6a. Health empowerment through "Everyone's science"
- 7b. Rethinking (the new) "job market needs"
- 9a. Technology as a means of well-being
- 9b. Personal and organisational choice management

There are at present two big topics for social debates in Switzerland: food and agriculture as well as the job market and its evolution. Scenarios related to these two topics were therefore chosen in order to arouse the interest of politicians, experts and stakeholders in Switzerland concerning the CIMULACT project.

TA-SWISS is also specialized in the topic "Technology and Society" and has a well-developed network of experts working in this field.

The scenarios that were discussed during the workshop carried-out in Switzerland were:

- 5b. Good quality food for all
- 5d. Evolving food culture in growing cities
- 6a. Health empowerment through "Everyone's science"
- 7b. Rethinking (the new) "job market needs"
- 9a. Technology as a means of well-being

Some weeks before the event each participant received, the description of the scenarios (translated into German and French) and was asked to indicate one or two of the subjects they wanted to discuss during the workshop. The scenarios most frequently selected by the participants were then chosen to be discussed during the workshop. The participants were placed at the tables according to the preferences they had expressed.

4: Switzerland: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

1. 9a: Technology as a means of well-being [13/34]
2. 7b: Rethinking (the new) "job market needs" [9/34]
3. 5b: Good quality food for all [4/34]
4. 5d: Evolving food culture in growing cities [4/34]
5. 6a: Health empowerment through "Everyone's science" [4/34]

Research programme scenario 1

9a: Technology as a means of well-being

1) What challenge(s) does this research scenario address?

- Individual perspective: free to choose / self-determination, what does a „good life“ on the individual point of view mean and in which way will technology be used ("well-being" in the sense of long term well-being (i.e. including sustainability))
- Public (state) perspective:
 - o Guarantee the access to technology with equivalent opportunities, in order to ensure to each person a self-determined „good life“.
 - o Creation of frame conditions in order to avoid abuses

- raise awareness for the possible risks and educate people to be able to cope with technologies
 - To protect against intolerable risks
- Keep in mind: Technology is a means, not a goal. The objective is to reach a good life (self-determined). This presupposes first of all a sustainable livelihood for all.
- Area of conflict between individual freedom to determine of our own life and „the power of the factual world“ and the necessity use technology.

2) Is it important from your point of view to address this challenge? Why?

Yes, because the power of the Virtual World is increasing very quickly and is

- restricting every individual's self determination
 - o Because they are prepared well enough to cope with technologies they use voluntarily in order to have a “good life” (there is a lack of awareness and of appropriate education)
 - o Because with technologies the use of which is mandatory there is not enough protection with regard to health risks, environmental risks, unequal chances, etc. (“sustainability”). Also there is no protection against the risk that not using technology leads to being excluded from society.
- Technology „a priori“ is not a means for a better life, but can contribute to it. The pace of technological developments endangers stability. Adapting to as well as understanding and integrating new technologies becomes more and more difficult.

3) How could it be approached?

- By not only developing scenarios for positive impact, but also and particularly – and with as much imagination – scenarios for the possible negative effects of each technology and each of its applications.
 - Generate knowledge about the probability that these scenarios will occur.
 - Support research about risk and risk governance
 - Ensure appropriate communication to reach different target groups (if necessary by developing new methods).
 - Approach knowledge transfer as an iterative process (the communication should not go only in one direction, but include and ensure the possibility of feedback-loops)
 - Develop educational content which is appropriate for different education levels, promote and enable normative thinking, to ensure that individuals and society as a whole will be able to make the appropriate risks assessments.
- Investigate and/or refine the existing participative methods in order to ensure the best possible knowledge transfer and the establishment the knowledge base necessary to take decisions.

4) Who should be involved in solving the problem?

- A. The entire educational system (all educational levels) → promote critical thinking, develop skills
- B. Everyone who is implicated in technology development and application (Universities, private research organizations, enterprises, public organizations) → generate technical knowledge (scenarios and probabilities)
- C. Everyone concerned with knowledge transfer with regard to fundamental research and or technology application → development of efficient methods for knowledge transfer
- D. Everyone taking normative decisions → everyone involved in regulation and law-making.

5) What should be the main goals/impacts of the research activity?

- Promote critical thinking as a basic requirement for all that follows
- Promoting risk assessment research (generate data + evaluate data)
- Promoting iterative knowledge transfer mechanisms (no “one-way” communication, but also being able to give answers)
- How can we avoid being overwhelmed by the constant pressure to make far reaching decisions with regard to fast paced technological developments which are outside the reach of but concern every single person? (How can we promote trust in trustworthy decisions-making instances?)

Research programme scenario 2

7b: Rethinking (the new) “job market needs”

1) What challenge(s) does this research scenario address?

- Role of the job market in the future?
- Should I orientate my education exclusively in the direction of the job market?
- „Half-life” of knowledge is decreasing → what does this mean for the length necessary for education?
- Distribution of the level and depth of education throughout the population
- Pseudo academic education
- Balance between private and publicly financed education → disparity in quality
- Globalization of the job market and education system

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- Definition of concurrence, cooperation and common welfare
- Interferences between job market needs and job quality
- The cohesion of society is decreasing

2) Is it important from your point of view to address this challenge? Why?

- The human right to have access to a (good) education and a job
- Consequences for general well being
- Crucial question concerning the use of resources (individual and societal investment in work force and education)
- Fighting and minimizing unemployment
- Covering job market needs
- Trust of the employers concerning the quality of education: titles and diplomas versus competence (skills)

3) How could it be approached?

1. Analysis of the state of the offer and demand in the job market
 - a. actors involved & needs
 - b. Monitoring the interface between the job market and education system, in order to spot and rapidly rectify dysfunctions.
 - c. Good practices (international)
2. Agile education governance
 - a. Flexibility and adaptability to different professional profiles
 - b. Individual responsibility and empowerment of employees.
 - c. Secure and increase the quality of the educational system
3. Develop possible alternatives to paid work

4) Who should be involved in solving the problem?

- Educational research (sociology, psychology, pedagogy)
- Economists (in the field of job markets and education)
- Trade unions and employers
- Experts in different work areas
- Educational institutions
- Politicians
- Career guidance, employment offices
- (Think Tanks, Future Studies)

5) What should be the main goals/impacts of the research activity?

- Optimal exploitation of the economic growth potential
- Increase of job satisfaction (→ life quality, health, etc.)

- Integration of job market through a better coordination of the education system and the job market
- Reach a better level of correlation between the education system and the needs of the job market and socio-political needs.

Research programme scenario 3

5b: Good quality food for all

1) What challenge(s) does this research scenario address?

One of the addressed challenges is the quality of the food: a shared definition of what "quality food" is should be defined by citizens and the industry/government. On the citizens' side, "bio" seems to address this question → a common ground should be found with the other actors involved.

The other challenge is "quantity" and food security: not at the production level but on peoples' tables. Concrete data are missing because it is sometimes difficult to discuss this subject.

On an international level, solutions that can be applied despite the multinational companies should be found.

2) Is it important from your point of view to address this challenge? Why?

- Because alimentation is fundamental for human life
- Because citizens want to re-appropriate their food consumption
- Because climate changes will destabilize food production and increase inequalities.

3) How could it be approached?

Research should be approached at three different levels:

a) Transnational level: look at supply regulation and issues connected to distribution and prices.

b) National level; looking at the socio-economic inequalities existing inside the country with regard to food and nutrition.

c) Local level: analysing all questions surrounding sustainable nutrition: quality, health (use of pesticides), access to healthy food.

4) Who should be involved in solving the problem?

Formulation of the research question: citizens, actors of civil society (transnational level)

Implementation:

- Question all the different actors of the food chain (production, transformation, distribution)
- Survey of all regulation organizations (health sector, environmental sector)

5) What should be the main goals/impacts of the research activity?

Locally: identification of good practices and proposition of concrete action for communities (quality, price)

National level: (food insecurity, quantity): identification of good practices by international comparison, identify the dynamics which contribute to food insecurity.

Transnational level:

- Identify actors / institutions responsible for inequalities in food distribution worldwide.
- Identify strategies to neutralize actors /institutions contributing to food injustice / inequalities around the world.
- Identify strategies to fix the flaws/instances of injustice of the transnational food commerce.

Research programme scenario 4

5d: Evolving food culture in growing cities

- 1) What challenge(s) does this research scenario address?
 - Loss of local diversity with simultaneous increase of global diversity
 - Behaviour of consumers: reality versus wishes
 - Inconsistency of consumer behaviour
 - Urban planification – challenging questions of ownership/ basis for local production
 - Promote the coexistence of different cultures
 - Conflicts of interest (better to have sun panels on the roof or a vegetable garden?)

- 2) Is it important from your point of view to address this challenge? Why?
 - In order to preserve the environment and the well-being of the population
 - To help consumer live according to their needs
 - Integration of different cultures, defuse social tensions
 - Change happens anyway – at least we can try to influence its direction
 - The possibility to learn

- 3) How could it be approached?
 1. Social Marketing / behavioural changes with regard to food consumption
 - who are the consumers, what are their motives and motivations?
 - understand obstacles, needs → plan and implement interventions accordingly
 2. Environmental performance evaluation (as specific to cities) completed with an assessment of social and economic sustainability and ethical reflections
 3. Estimation of the potential for change: what will be possible in an urban environment in 2020? What can be produced? What would such a city look like? Who will be in competition, what conflicts of interest? Develop strategies for an integrated local food production for different cities in different climate zones (dynamic modelling).
 4. Historical research of nutrition flows during periods of migration: what functioned when and in what way?

- 4) Who should be involved in solving the problem?

For 1) research in Social Marketing (economy, psychology, consumer behaviour)

For 2) environmental sciences, ethics, philosophy, social science

For 3) agronomy, urbanistic, architecture, sociology, future studies, economy, physics, biology

For 4) history, anthropology

5) What should be the main goals/impacts of the research activity?

1. Find functioning interventions for the implementation of change and the promotion of new and sustainable ways to consume food. For example by changing framework conditions and by exploiting cultural mechanisms to develop best practices for the stabilization of positive nutrition strategies. Find out how different stakeholders can be reached best and in a long lasting way.
2. Assemble a sound knowledge basis (in an objective way and with a broad approach i.e. not by considering economic aspects only). An example could be the analysis of all aspects of meat production, not least its ethical implications and its effects on climate, health and agricultural politics (subsidies) → translate all this knowledge into solid and clearly phrased decision bases which are easy to understand for consumers (clear messages and communication of results)
3. Build a solid basis for planification, avoid overlapping of initiatives → create a complete practical guide for implementation
4. Study the history of food consumption including the influence of the food industry → learn lessons from positive and negative experiences, get a larger view of what happens today and put cultural realities into context.

Research programme scenario 5

6a: Health empowerment through “Everyone’s science”

1) What challenge(s) does this research scenario address?

In the past, the family doctor was the only trustworthy source for health information. Today “Dr. Google” delivers an excess of information, without any interpretation, and no transparency with regard to sources.

But: We cannot know everything! Unrealistic demands! The expert status of the doctors is more and more questioned – not least because there often seem to be financial interests involved.

Society has become highly diversified. Not everybody disposes of the same information and can be reached by the same information channels.

2) Is it important from your point of view to address this challenge? Why?

Yes! Trust is the base for recovery (placebo effect).

The increase of health costs seems to know no limits.

And: People have to realize that we cannot know everything – and that we cannot do everything. But: no population group should be discriminated.

We have to reconcile ourselves with the idea that we are all mortal – without abandoning hope in possible advances of medicine and the health system.

Common sense should serve as a guideline.

3) How could it be approached?

Recipient: Find out how to address different social groups. Identify communication processes → develop target-oriented communication methods.

Sender: Revisit the medical curricula and decrease the weight of “classical topics” like physics and organics chemistry in favour of courses teaching future health practitioners how to efficiently communicate with their patients.

Compare worldwide curricula in medicine: what proves to be useful?

Promote the culture of communication in science (including knowledge of social media).

In general: learn to handle uncertainty and probability.

4) Who should be involved in solving the problem?

Different actors should be addressed – for example health schools in mosques.

Mandatory school – implementation of voluntary projects (project weeks).

Science should be involved in the development of new apps (in order to ensure that data will not only be collected, but also correctly interpreted).

Politics – elimination of false incentives. Funding should not be dependent of the number of interventions performed.

Consumer organizations and organizations defending the interest of patients: Data security has to be guaranteed in order to maintain the public's trust.

5) What should be the main goals/impacts of the research activity?

- Empowerment citizens by promoting their competences with regard to health issues and being able to find, understand and evaluate information in order to draw the right conclusions from it.
- Developing methods and processes ensuring the production of high quality information and of its transparent and targeted dissemination in order to create a mutual basis of trust.
- The curricula in all areas of health science (including medicine) must include the reinforcement and training of communication skills.

5: Selected research programme scenarios (national language)

Les 8 scénarios de recherche sélectionnés pour la Suisse étaient les suivants:

- 4c. Trouver un équilibre dans nos vies mouvementées / Gegengewichte zu einer immer unruhigeren Lebensweise schaffen
- 5b. Une alimentation de bonne qualité pour tous / Qualitätsernährung für alle
- 5c. Une utilisation responsable des terres / Verantwortungsvolle Landnutzung
- 5d. Améliorer la culture alimentaire des villes grandissantes / Eine bessere Ernährungskultur für die wachsenden Städte
- 6a. Emancipation de la santé à travers le "science de chacun" / Selbstbestimmte Gesundheit durch « Wissenschaft für alle »
- 7b. Repenser les (nouveaux) "besoins du marché du travail" / Die (neuen) Anforderungen des Arbeitsmarktes überdenken
- 9a. La technologie comme moyen de bien-être / Technologie als Instrument für ein gutes Leben
- 9b. Management des choix personnels et organisation / Organisation und Management von Lebensentwürfen

Actuellement, en Suisse, deux sujets alimentent beaucoup les débats sociétaux: la nourriture et l'agriculture, ainsi que le monde du travail et son évolution. Les scénarios de recherche qui se réfèrent à ces deux sujets ont donc été choisis afin d'alimenter l'intérêt des décideurs politiques, experts et parties-prenantes suisses concernant le projet CUMULACT.

TA-SWISS est aussi spécialisé dans les sujets de « Technologie et société » et détient un bon réseau d'experts concernant ce genre de sujet.

Les scénarios qui ont été discutés lors de l'atelier Suisse sont les suivants:

- 5b. Une alimentation de bonne qualité pour tous / Qualitätsernährung für alle
- 5d. Améliorer la culture alimentaire des villes grandissantes / Eine bessere Ernährungskultur für die wachsenden Städte
- 6a. Emancipation de la santé à travers le "science de chacun" / Selbstbestimmte Gesundheit durch « Wissenschaft für alle »
- 7b. Repenser les (nouveaux) "besoins du marché du travail" / Die (neuen) Anforderungen des Arbeitsmarktes überdenken
- 9a. La technologie comme moyen de bien-être / Technologie als Instrument für ein gutes Leben

Quelques jours avant la consultation, les participants ont reçu la description (traduite en allemand et français) des différents scénarios qui allaient être discutés lors de l'atelier. Ils ont du ensuite, avant ce dernier, faire part d'un ou de sujets qui leur tenait particulièrement à cœur et dont ils voulaient débattre lors de cette journée de rencontre. Ainsi, les 5 scénarios avec le plus de voix ont été choisis pour être débattus à Bern le 7 octobre 2016. Les participants ont ensuite été placés aux tables en tenant compte de leur souhait de thème pour la discussion.

6: Switzerland: The enriched research programme scenarios (national language)

Vue d'ensemble de la priorisation des scénarios de recherche

1. 9a. La technologie comme moyen de bien-être / Technologie als Instrument für ein gutes Leben [13/34]
2. 7b. Repenser les (nouveaux) "besoins du marché du travail" / Die (neuen) Anforderungen des Arbeitsmarktes überdenken [9/34]
3. 5b. Une alimentation de bonne qualité pour tous / Qualitätsernährung für alle [4/34]

4. 5d. Améliorer la culture alimentaire des villes grandissantes / Eine bessere Ernährungskultur für die wachsenden Städte [4/34]
5. 6a. Emancipation de la santé à travers le "science de chacun" / Selbstbestimmte Gesundheit durch « Wissenschaft für alle » [4/34]

Scénario de programme de recherche 1

9a. La technologie comme moyen de bien-être / Technologie als Instrument für ein gutes Leben

1) Um welche gesellschaftlichen Herausforderungen geht es bei diesem Szenarium?

- Individuelle Perspektive: freie Wahl / Selbstbestimmung, was für das Individuum ein „gutes Leben“ ist und in welcher Art Technologien genutzt werden. („gutes Leben“ im Sinne eines langfristig guten Lebens, d.h. einschliesslich der Nachhaltigkeit)
 - Staatliche Perspektive:
 - o Gewährleistung des chancengleichen Zugangs (Grundversorgung) zu Technologie, um dem Individuum ein selbstbestimmtes „gutes Leben“ zu ermöglichen.
 - o Rahmenbedingungen schaffen, um vor Missbrauch zu schützen,
 - um für Risiken zu sensibilisieren und für Schulung im Umgang mit Technologien
 - um vor untragbaren Risiken geschützt zu werden
- Keep in mind: Technologie ist ein Mittel, kein Ziel. Ziel ist ein gutes Leben (selbstbestimmt). Dieses setzt zu allererst die Existenzsicherung für alle voraus.
- Spannungsfeld zwischen individueller Freiheit, über sein eigenes Leben zu bestimmen und Schutz vor „der Macht des Faktischen“, davor, Technologien nutzen zu müssen.

2) Ist es Ihrer Meinung nach wichtig, diese Herausforderung anzugehen? Warum?

Weil die Macht des Faktischen immer mehr und schneller bestimmt und

- die Selbstbestimmung des Individuums wird eingeschränkt:
 - o Weil es, soweit es um freiwillig und mit Blick auf ein „gutes Leben“ benutzte Technologie geht, nicht genügend vorbereitet ist (fehlende Ausbildung, fehlende Sensibilisierung)
 - o weil es, wo es um die aufgezwungene Nutzung von Technologie geht, nicht (genügend) geschützt wird vor gewissen Risiken (z. B. für Gesundheit, Umwelt, fehlende Chancengleichheit etc.) („Nachhaltigkeit“). Es gibt keinen Schutz vor dem Ausschluss aus der Gesellschaft bei Nichtnutzung von Technologie.
- Technologie ist nicht „a priori“ ein Mittel zu einem besseren Leben, sondern an Voraussetzungen gebunden.

- Schnelligkeit der Entwicklungen gefährdet Stabilität. Anpassungen werden immer schwieriger, verstehen und integrieren wird immer schwieriger.

3) Wie könnte dieses Forschungsszenario angegangen werden?

- Es müssen nicht nur Szenarien für positive Auswirkungen entwickelt werden, sondern insbesondere – und ebenso phantasievoll! – die Szenarien für negative Effekte – für jede Technologie und jede ihrer Anwendungen
 - Wissen generieren über die Wahrscheinlichkeit, dass diese Szenarien eintreten.
 - Risikoforschung fördern
 - Adäquate zielgruppenspezifische Kommunikation sicherstellen / ev. neue Methoden entwickeln. Ermöglichung der Wissensvermittlung im iterativen Prozess (Kommunikation nicht nur in eine Richtung, sondern auch Möglichkeit für Rückfragen)
 - Bildungsinhalte stufengerecht entwickeln, die normatives Denken fördern und ermöglichen, dass Individuen für sich selber und staatliche Stellen für die Gesellschaft eine adäquate Risikobeurteilungen durchführen können.
- Prüfen und/oder Weiterentwickeln von bestehenden partizipativen Methoden im Hinblick auf ihre Wirksamkeit für Wissenstransfer und Grundlagenschaffung für Entscheide.

4) Wer müsste in diese Projekt einbezogen werden?

- E. Schul- und gesamtes Ausbildungssystem (alle Bildungsstufen) → kritisches Denken fördern, Fähigkeiten entwickeln
- F. Alle, die an Technologieentwicklung und -anwendung beteiligt sind (Universität und private Forschung, Unternehmen, staatl. Stellen) → technisches Wissen generieren (Szenarien + Wahrscheinlichkeiten)
- G. Alle, die am Wissenstransfer von Forschung /Anwendung zu von der Technologie Betroffenen beteiligt sind → Methoden des Wissenstransfers (weiter)entwickeln
- H. Alle, die die die normativen Entscheide fällen → alle, die an der Regulierung und am Vollzug von Gesetzen beteiligt sind.

5) Was sollte das Ziel/die wichtigste Auswirkung dieses Forschungsprogramms sein?

- Förderung des kritischen Denkens (entspr. Bildungsinhalte) als Voraussetzung für alles Weitere
- Förderung der Risikoforschung (Daten generieren + Daten beurteilen)
- Förderung von iterativem Wissenstransfer (keine Einwegkommunikation, sondern auch Antworten auf Fragen liefern)

- Wie kann man Überforderung vermeiden angesichts der beschleunigten technologischen Entwicklung und der dauernden Anforderung an jeden Einzelnen, weitreichende Entscheidungen treffen zu müssen? (Förderung von Vertrauen in vertrauenswürdige Entscheidungsinstanzen?)

Scénario de programme de recherche 2

7b. Repenser les (nouveaux) “besoins du marché du travail” / Die (neuen) Anforderungen des Arbeitsmarktes überdenken

1) Um welche gesellschaftlichen Herausforderungen geht es bei diesem Szenarium?

- Rolle des Arbeitsmarktes in der Zukunft?
- Soll sich die Bildung ausschliesslich am Arbeitsmarkt orientieren?
- „Halbwertszeit“ des Wissens nimmt ab → Bedeutung für Ausbildungszeit?
- Verteilung der Ausbildungstiefe und -höhe in der Bevölkerung
- Pseudoakademisierung
- Balance zwischen privat und öffentlich finanzierter Bildung -> Qualitätsunterschiede
- Globalisierung von Arbeitsmarkt und Bildung
- Bedeutung von Wettbewerb, Kooperation und Gemeinwohl
- Kollision von Arbeitsmarktbedürfnissen und Arbeitswohl (job quality)
- Gesellschaftliche Kohäsion nimmt ab

2) Ist es Ihrer Meinung nach wichtig, diese Herausforderung anzugehen? Warum?

- Menschenrecht auf (gute) Bildung und Arbeit
- Konsequenz auf Allgemeinwohl
- Kernfrage der Ressourcennutzung (individuelle und gesellschaftliche Investition in Arbeit und Bildung)
- Arbeitslosigkeit bekämpfen und verhindern
- Bedürfnisse des Arbeitsmarktes decken
- Vertrauen der Arbeitgeber in Qualität von Bildung: Abschluss versus Kompetenzen

3) Wie könnte dieses Forschungsszenario eingegangen werden?

1. Bestandsanalyse zu Angebot und Nachfrage im Arbeitsmarkt
 - a. Involvierte Akteure und Bedürfnisse
 - b. Monitoring (der Schnittstelle) von Arbeitsmarkt und Bildung, um Fehlentwicklungen rasch zu erkennen und beheben.
 - c. Good practices (international)
2. Agile Bildungssteuerung

- a. Flexible Anpassungsfähigkeit an verschiedene Berufsprofile
 - b. Eigenverantwortung und Empowerment der ArbeitnehmerInnen
 - c. Qualitätssicherung und -steigerung von Bildung
3. Mögliche Alternativen für bezahlte Arbeit

4) Wer müsste in dieses Projekt einbezogen werden?

- Bildungsforschung (Soziologie, Psychologie, Pädagogie)
- (Arbeitsmarkt-, Bildungs-) ÖkonomInnen
- Arbeitgeber- und Arbeitnehmerverbände
- Branchenexperten
- Bildungsinstitutionen
- Politik
- RAV, Berufs- und Laufbahnberatung
- (Think Tanks, Zukunftsforschung)

5) Was sollte das Ziel/die wichtigste Auswirkung dieses Forschungsprogramms sein?

- Optimales Ausschöpfen des Wirtschaftswachstumspotenzials (economic growth potential)
- Erhöhung der Arbeitszufriedenheit (→ Lebensqualität, Gesundheit, etc.)
- Arbeitsmarktintegration durch bessere Verzahnung von Bildung und Arbeitsmarkt
- Bessere Steuerung des Bildungssystems bezüglich Arbeitsmarkt und gesellschaftspolitischen Dimensionen

Scénario de programme de recherche 3

5b. Une alimentation de bonne qualité pour tous / Qualitätsernährung für alle

1) Quel(s) défi(s) ce scénario de recherche adresse-t-il?

Un défi adressé est celui de la qualité de la nourriture : il faut une définition commune d'une « alimentation de qualité » comme entre les citoyens et l'industrie/le gouvernement. Du côté des citoyens, le « bio » semble répondre à la question → il faut trouver un terrain d'entente avec les autres parties.

L'autre défi est celui de la « quantité » et de la sécurité alimentaire : pas au niveau de la production mais sur la tables des gens. Les données manquent car il est difficile d'en parler.

A l'échelle internationale, dessiner des solutions qui peuvent s'appliquer malgré les multinationales.

2) A votre avis, est-il important de s'attaquer à ce/ces défi(s) ? Pourquoi ?

- parce que l'alimentation est fondamentale pour la vie humaine
- parce que les citoyens veulent se réapproprier leur consommation alimentaire
- parce que les changements climatiques vont précariser les producteurs et accroître les inégalités

3) Comment ce scénario de recherche pourrait-il être abordé ?

La recherche devrait être abordée à 3 niveaux :

a) Transnational : on s'intéresse à la régulation de l'offre, aux enjeux liés à la distribution et au prix

b) National : on s'intéresse à la question des inégalités socio-économiques par rapport à l'alimentation au sein d'un pays

c) Local : on s'intéresse à toutes les questions liées à l'alimentation durable : qualité, santé (utilisation de pesticides), accès à des aliments sains.

4) Qui devrait être impliqué pour résoudre le projet?

Formulation de la question de recherche : citoyens, acteurs de la société civile (échelle transnationale)

Mise en œuvre :

- Enquête auprès des différents acteurs de la chaîne alimentaire (production, transformation, distribution)
- Enquête auprès des organismes régulateurs (santé, environnement)

5) Quels devraient-être les buts/impacts principaux de la recherche concernant ce scénario ?

Local : identification des bonnes pratiques et proposition d'action concrète pour les communautés (qualité + prix)

National (insécurité alimentaire, quantité) : identifier les bonnes pratiques par comparaison internationale, dégager les dynamiques qui contribuent à l'insécurité alimentaire

Transnational :

- o identifier les acteurs / institutions responsables des inégalités dans la distribution alimentaire mondiale
- o identifier des stratégies pour éviter les acteurs / institutions qui participent au maintien des injustices / inégalités alimentaires mondiales
- o identifier des stratégies pour corriger les failles du commerce alimentaire transnational

Scénario de programme de recherche 4

5d. Améliorer la culture alimentaire des villes grandissantes / Eine bessere Ernährungskultur für die wachsenden Städte

1) Um welche gesellschaftlichen Herausforderungen geht es bei diesem Szenarium?

- Verlust von lokaler Diversität und Steigerung der globalen Diversität
- Konsumentenverhalten: Realität versus Wunsch
- Unbeständigkeit des Konsumverhaltens
- Städteplanung – Besitzverhältnisse, Grundlage für lokale Produktion als Herausforderung
- Das Zusammenleben verschiedener Kulturen fördern
- Interessenskonflikte (Photovoltaik oder Garten auf dem Dach?)

2) Ist es Ihrer Meinung nach wichtig, diese Herausforderung anzugehen? Warum?

- Um die Umwelt zu schonen, well-being damit die Konsumenten ihren Bedürfnissen gerecht werden können
- Integration von unterschiedlichen Kulturen, soziale Spannungen vermeiden
- Wandel findet sowieso statt – wir können zumindest die Richtung beeinflussen und mitgestalten
- Die Möglichkeit, zu lernen

3) Wie könnte dieses Forschungsszenario eingegangen werden?

5. Social Marketing / Behavioral Change bezüglich nachhaltigem Lebensmittelkonsum
→ Wer sind die Konsumer, welche Motive haben sie?
→ Hindernisse, Bedürfnisse → Interventionen planen und durchführen
6. Ökobilanz von Ernährungsstilen (städtespezifisch), ergänzt mit sozialer/ökonomischer Nachhaltigkeit / ethische Überlegungen
7. Potenzialabschätzung: Was ist in einer Stadt 2020 möglich? Was kann produziert werden? Wie müsste sie aussehen? Wer ist in Konkurrenz/Interessenskonflikte?
Strategie für integrierte Nahrungsmittelproduktion in verschiedenen Städten / Klimazonen (dynamische Modellierung)
8. Historische Untersuchung von Ernährungsflüssen durch Migration: Was hat wann/wie funktioniert?

4) Wer müsste in dieses Projekt einbezogen werden?

Für 1) Forschung in Social Marketing (Wirtschaft, Psychologie, Konsumentenverhalten)

Für 2) Umweltwissenschaftler, Ethiker, Philosophen, soziale Wissenschaft

Für 3) Agrarwissenschaftler, Städteplaner, Architekten, Soziologen, Zukunfts- und Trendforscher, Wirtschaftswissenschaftler, Physiker, Biologe

Für 4) Historiker, Anthropologen

5) Was sollte das Ziel/die wichtigste Auswirkung dieses Forschungsprogramms sein?

- Funktionierende Interventionen eruieren, um die richtigen Hebel zu nutzen → damit nachhaltige Ernährung langfristig verankert wird. Zum Beispiel durch Anpassung der Rahmenbedingungen und den Versuch, kulturelle Mechanismen zu nutzen, um Best Practices zu entwickeln für die Stabilisierung einer guten Ernährungsstrategie. Wie können welche Stakeholder nachhaltig erreicht werden.
- Fundierte Wissensgrundlage schaffen (sachlich und mit holistischem Zugang ≠ wirtschaftliche Nachhaltigkeit) zum Beispiel die Fleischproduktion in allen Aspekten beleuchten, insbesondere die Auswirkungen auf Ethik, Klima, Gesundheit, Subventionierung der Landwirtschaft → umsetzen in einfache Entscheidungsgrundlage für Konsumenten (Resultate klar kommunizieren)
- Grundlage von Planung, Vermeidung von Überlappung → Wegweiser/Leitplanken für die tatsächliche Umsetzung
- Geschichte, Einfluss der Lebensmittelindustrie → Lehren aus positiven / negativen Erfahrungen, neuer Blick auf die eigene Kultur.

Scénario de programme de recherche 5

6a. Emancipation de la santé à travers le "science de chacun" / Selbstbestimmte Gesundheit durch « Wissenschaft für alle »

1) Um welche gesellschaftlichen Herausforderungen geht es bei diesem Szenarium?

Früher gab es den Hausarzt als die einzige vertrauenswürdige Quelle von Gesundheitsinformationen. Heute liefert uns „Dr. Google“ ein Übermass an Infos, die ungewichtet, ohne Interpretation und bezüglich Quelle intransparent sind. Aber: Man kann gar nicht alles wissen! Zu hohe Ansprüche. Der Expertenstatus der Mediziner ist nicht mehr unangefochten – auch, weil oft der Verdacht auf finanzielle Interessenskonflikte aufkommt. Die Gesellschaft ist sehr vielfältig geworden. Nicht alle verfügen über die gleichen Infos oder werden über die gleichen Kanäle erreicht.

2) Ist es Ihrer Meinung nach wichtig, diese Herausforderung anzugehen? Warum?

Ja! Vertrauen ist die Basis für Genesung („Placebo-Effekt“). Die Gesundheitskosten steigen ins Unermessliche.

Und: Die Menschen müssen realisieren, dass man nicht alles wissen kann – und dass man nicht alles tun kann. Aber: es darf keine Bevölkerungsgruppe diskriminiert werden. Wir müssen uns mit der Idee versöhnen, dass wir alle sterblich sind – ohne dass wir die Hoffnung auf Fortschritt im Gesundheitswesen aufgeben. Der gesunde Menschenverstand soll als Leitlinie dienen.

3) Wie könnte dieses Forschungsszenario angegangen werden?

Empfänger: Herausfinden, wie sich verschiedene gesellschaftliche Gruppen informieren, Kommunikationsabläufe kennen/aufdecken → zielorientierte Kommunikation.

Sender: Überdenken der medizinischen Curricula, alte Zöpfe wie Physik und organische Chemie abschneiden, zugunsten von Kursen über den Umgang mit Patienten. Vergleich weltweiter medizinischer Curricula: Was bewährt sich? Kommunikationskultur in der Wissenschaft fördern, inkl. soziale Medien.

Generell: Umgang mit Unsicherheit und Wahrscheinlichkeiten.

4) Wer müsste in dieses Projekt einbezogen werden?

An unterschiedliche Multiplikatoren denken – zum Beispiel Gesundheitsschulen von Moscheen.

Obligatorische Schule – Durchführung freiwilliger Projektwochen.

Wissenschaft an der Entwicklung neuer Apps beteiligen (um sicherzustellen, dass nicht nur Daten erhoben werden, sondern auch ihre Interpretation gewährleistet ist).

Politik – zur Beseitigung von Fehlanreizen. Keine Finanzierung an die Anzahl von medizinischen Eingriffen binden ...!

Patienten- und Konsumentenschutzorganisationen: Datenschutz – zur Stärkung des Vertrauens.

5) Was sollte das Ziel/die wichtigste Auswirkung dieses Forschungsprogramms sein?

- Gesundheitskompetente BürgerInnen befähigen, die relevanten Informationen zu finden, zu verstehen, einzuschätzen und die richtigen Schlüsse daraus zu ziehen.
- Methoden und Abläufe entwickeln, um quantitativ hochstehende Informationen zu schaffen, transparent und zielgruppengerecht zu vermitteln und damit eine Vertrauensbasis zu schaffen.
- Curricula der Gesundheitswissenschaften (inkl. Medizin), die auch kommunikative Fähigkeiten stärken.



Report on the research and policy consultation in the United Kingdom

12/10/2016

The UK Association for Science and Discovery Centres



Funded by the Horizon 2020
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1: Concept for the consultation in the United Kingdom

When and where did your consultation take place?

The UK's consultation took place on Friday 7th of October 2016, between 9:30am and 2:30pm. The consultation took place at Gordano School, which is large state secondary school in Bristol, South West England. Gordano School has just under 2,000 pupils aged 11 to 18, and is considered to be an 'outstanding' school by the UK's Office for Standards in Education, Children's Services and Skills.¹³

How many consultations did you organise?

The UK Association for Science and Discovery Centres (ASDC) organised one consultation, with 52 school students participating in all activities in one day.

Who was/were your target group?

Our target group was students in the final two years of secondary school, aged between 17 and 18 years old. We targeted students who were studying the sciences, economics, sociology, geography and politics, but also included those from other subjects who were interested in taking part.



¹³ Source: <http://www.education.gov.uk/edubase/establishment/summary.xhtml?urn=136856>)

Why did you choose this/these target group(s)?

The UK Association for Science and Discovery Centres has a lot of experience in working with schools, school groups and their teachers. The ASDC team have a lot of expertise in engaging school students, and we have a nationwide network of colleagues with a wealth of knowledge in this area.

We believe that school students have just as much as adults to contribute to conversations around the future and societal needs. Often their voice is not heard, and we wanted to redress this balance. In June of this year, the UK voted to leave the European Union during a referendum in which those under 18 years of age were not allowed to vote. Looking at the voting demographics after the poll, it was evident that there was a huge difference of opinion between generations¹⁴. With this in mind, we were very keen for a group of younger people to contribute to CIMULACT.

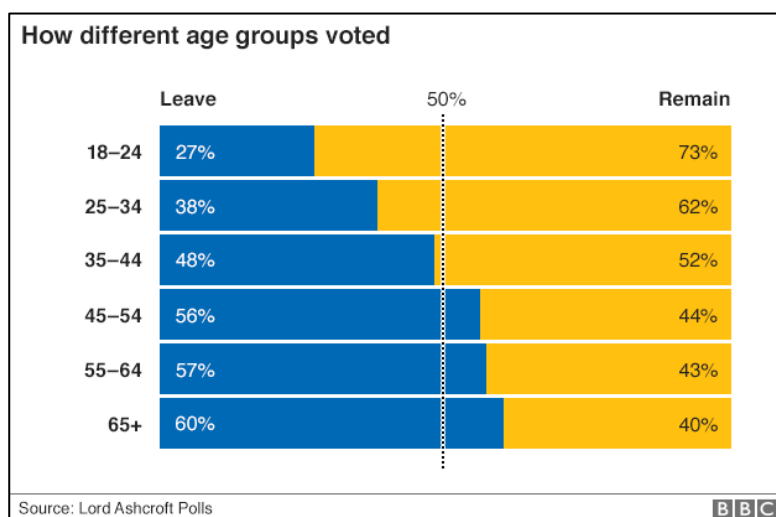


Figure 1: Visual representation of the differences in opinion between generations²

How did you recruit the participants?

We invited schools around Bristol to apply to be involved with the second consultation. We highlighted the many benefits of their pupils taking part in an activity like this, and how important their contribution would be towards this European project. We emphasised all of the skills that the students would be putting into practice during the consultation, such as discussion, debating, team working and presenting. We also offered the school a £500 contribution towards learning resources. We chose Gordano School because it had very good facilities for the consultation, and a large cohort of 16 – 18 year old students.

¹⁴ Source: <http://www.bbc.co.uk/news/magazine-36619342>

How many participants did you recruit, and how many actually showed up at the consultation?

We recruited 53 participants – all were students who chose to be part of the consultation instead of attend their usual lessons, so we were confident of a good attendance. On the day, only 1 student did not attend, giving us a participant number of 52.

If you experienced difficulties with the recruitment process, include a short explanation.

We found it difficult to recruit a school due to the timing of this part of the project. The recruitment period was over the school holidays (July – September) so teachers and school staff were out of contact for that period, despite us sending out invitations before the term ended.

The biggest challenge was working with the teachers and staff at the schools to find the time to run the consultation. The consultation phase of CIMULACT coincided with the start of a new school term after the summer holidays, so teachers were initially reluctant to sacrifice lesson time. The age group we targeted also have a lot of exams, and are preparing for them during this period.

Which method did you use? Why did you choose this particular method?

We decided to develop our own method, to make the consultation more suitable for the target group of 16 – 18 year olds and to ensure it fitted within a typical school day.

We planned to have 6 tables, so recruited and trained 6 table moderators who are very experienced in facilitating this age group.

The Method

9:20 – 9:30	<ul style="list-style-type: none"> • The students came in and were told to sit anywhere • A moderator was already at each table to welcome them and ask them to write their name on a badge.
9:30 – 9:45	<p>Welcome and Introduction to the project</p> <ul style="list-style-type: none"> • The team for the day were introduced. • A general overview of CIMULACT was given: <ul style="list-style-type: none"> ○ What has happened so far ○ What the aims of the project are ○ What the aims of this workshop are ○ How they are helping and what their contribution means
9:45 – 10:00	<p>Warm-Up: ‘Your visions for the future’</p> <ul style="list-style-type: none"> • This was used to give the students a better understanding of how the project was started, and to get them thinking in terms of ‘the

	<p>future'.</p> <ul style="list-style-type: none"> • They were told that over 1000 EU citizens were asked “what is your vision for a sustainable and desirable future?” • They were then asked to quickly think about what their own vision would be • They then had to write 3 ideas on 3 post-it notes, and stick them to the wall • They were then encouraged to have a look over the course of the day and see what people wrote.
10:00 – 10:45	<p>Prioritisation: Pitches, and deciding on topics</p> <ul style="list-style-type: none"> • The table moderators each pitched their research scenario • The pitch included all information from the research scenarios provided in deliverable 2.1 • The students were told to take notes as they listened • After the pitches they had time to discuss what they had heard and ask questions. • They then voted for the research scenario they wanted to work on by moving to the area of the room that represented that topic.
10:45 – 11:00	<p>Coffee Break</p> <ul style="list-style-type: none"> • The students were told to come back and sit at the table with the research scenario they had chosen
11:00 – 12:10	<p>Working on the questions: ‘The who, what and why...’</p> <ul style="list-style-type: none"> • This section of the day was led by the table moderators • Each table had lots of flipchart paper, pens, scissors, glue and the leftover photos from the NCV workshop. • The moderator guided them through each of the five questions, and the students were asked to discuss their ideas. • The focus of this part of the day was to brainstorm initial ideas around the questions, rather than answer them fully. • The students were encouraged to write, draw or illustrate their ideas using the pictures provided.
12:10 – 12:50	Lunch
12:50 – 13:30	<p>Finishing up the questions, preparing presentations: Presentation Prep</p> <ul style="list-style-type: none"> • This section of the day was led by the table moderators • The students were asked to finish summarise all of their ideas from before lunch into some final answers to the questions. • They could also use this time to prepare their presentations. • The students were told that the aim of the presentations was to convince the other groups that their research scenario was the most important and needed votes for funding. • The presentation could be a poster, a pitch, a sketch. Anything they wanted!
13:30 – 14:00	<p>Presentations</p> <ul style="list-style-type: none"> • Each group had 5 minutes each to present their ideas
14:00 – 14:20	<p>Voting</p> <ul style="list-style-type: none"> • Each student was given 2 stickers each and told to vote for the most important challenges that need to be solved
14:20 – 14:30	Thanks and end

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2: Programme for the consultation

This was the programme given to participants.

9:30	Welcome and Introductions
9:45	Visions for the future
10:00	Pitches – you decide!
10:45	Break
11:00	The who, what and why...
12:10	Lunch
12:50	Presentation Prep
13:30	The Presentations
14:00	The Vote
14:30	End of the day



3: Selected research programme scenarios

The UK's 8 Research Scenarios

1c: Empowering diversity in communities

1d: Social Economy

2a: Basic universal income so nobody is left behind

2d: Alternative economic model

5c: Responsible use of land

6a: Health empowerment through "Everyone's science"

12a: Smart energy governance

12d: Beyond energy efficiency: less consumption by structural design and behaviour

These choices reflected the visions that came out of the UK NCV workshop, so we felt that this would maintain some continuity. Bristol (where this consultation took place) was the European Green Capital in 2015, so we knew that topics around sustainability and community development would be very relevant and generate a lot of interest.

The selected 6 Research Scenarios

The students selected the following 6 research scenarios to spend the day working on:

1d: Social Economy

2a: Basic universal income so nobody is left behind

2d: Alternative economic model

5c: Responsible use of land

12a: Smart energy governance

12d: Beyond energy efficiency: less consumption by structural design and behaviour

The prioritisation process

In order to quickly give the students as much information as possible about each research scenario as quickly as possible, we asked the table moderators to each pitch one to them. The moderators stood in different areas of the room, next to a printed out title of their research scenario, and pitched to the students, with the aim of persuading them to choose their topic over everyone else's. The students then had 15 minutes to discuss the pitches at their tables, and had the chance to ask the table moderators further questions. They were then asked to 'vote with their feet' and go and stand by their preferred title. We told them to bear in mind that the least 2 popular ones would go, so to have a second choice in mind.

We found that one research scenario (6a) had nobody standing by it, but that the students were spread fairly evenly between the other seven. We identified the 3 least popular ones (1c, 2a, and 12d) and asked everyone in the room to then revote and choose their favourite of the three. In the end, 1c was the least popular after this process.

4: The enriched research programme scenarios

Overview of the prioritized research programme scenarios

104 Total Votes = 2 votes x 52 participants

5c: Responsible use of land (27)

2d: Alternative economic model (24)

2a: Basic universal income so nobody is left behind (18)

12a: Smart energy governance (18)

12d: Beyond energy efficiency: less consumption by structural design and behaviour (18) 1d: Social Economy (14)



Please note, the actual total number of votes cast was 119. This is because some participants took extra stickers and voted more than twice. They were very engaged and really wanted their research scenarios come out on top!

Research programme scenario 1d: Social Economy

What challenge(s) does this research scenario address?

- Bigger brands are taking away customers from local businesses – cheaper, trusted, easier to visit etc.
- Everyone is guilty of going to shops we know we have ethical issues with.
- We are too focussed on the individual, rather than the community
- Bigger brands are far more convenient
- Lack of transparency from big businesses
- Plutocracy – the rich rule so they do what they want
- Exploitation of workers and consumers
- Tax avoidance and evasion prevents money from returning to the community
- Successful brands attract more customers and therefore continue to expand.
- Large businesses out-compete local businesses
- Large businesses are the only ones able to afford high-street rental prices – the council sets prices too high?

Is it important from your point of view to address this challenge? Why?

- This affects everyone
- Funding unethical businesses
- Potential to be solved
- Need money to solve money
- Didn't care before but now we do
- Effects everyone involved in the production/selling of a product
- Better ties between local businesses
- Feels nice
- Socially sustainable
- Community cohesion
- Removes barriers to equality.

How could it be approached?

- Start with local communities – food banks
- More focus on charities
- Limit number of branches that a company can have
- Researching how large businesses treat workers and how they use money
- Forming partnerships/cooperatives
- Conducting research on how people think
 - Seeing if there are different approaches to small businesses dependent on background, city/town/village, 'social class'
- Awards/grants for companies who promote ethics
 - Marketing scheme
 - i.e. The Fairtrade model
- Rewards for consumers for buying 'ethical' products
- Databases of sharing individual services – helping the community
 - Bartering points instead of money

Who should be involved in solving the problem?

- Local communities
- Local councils
- Government
- Schools – have it taught from a young age
- Big businesses
- Consumers
- International governments
 - EU/UN
- Start from small groups
- Start from it being led by individuals.

What should be the main goals/impacts of the research activity?

- Increase investment into the community
- Equal opportunities for all
- Allow people to progress and develop more

- Talk to those who are younger and introduce it at a young age
- Isolate the similarities and differences of companies – how can they improve
- Measure impacts by:
 - Success in local businesses
 - How happy people are with the changes
 - Measuring lower income levels (to see if they are rising)
 - Measuring unemployment levels
 - Production prices
 - Survey customers in different areas
 - Donations to charities
 - Recycling levels

Research programme scenario 2a: Basic universal income so nobody is left behind

What challenge(s) does this research scenario address?

The current income inequality means that people are generally stuck within their social class. This inhibits their ability to have equal opportunities. There are people in poverty that have no motivation to find employment and are therefore apathetic to society

We believe that this is a crucial problem to society that is holding back so many people with undiscovered potential. If this issue were to be resolved, it is likely that individual satisfaction would increase alongside motivation to better their own lives. As a whole, this would create a better society through universal motivation.



Is it important from your point of view to address this challenge? Why?

Everyone should be entitled to a level of satisfaction and fulfilment which is currently not the focus of the government and the current economic structure. Equality should be a main focus in our lives and levelling the economy is a good way to start.

As young individuals, we believe this to be a very important issue as it directly affects the quality of our future.

Change is necessary for progress. We believe this is the best way to go about it as it aids and supports those in society that require it most.

Basic Universal Income will mean that socially, nobody is left behind. In turn, this would increase productivity internationally as more people would have more ability and desire to be employed, helping reduce poverty, homelessness and increase quality of life.

How could it be approached?

We believe that a trial should be conducted in order to test its viability in the modern world. It has been hypothesised that a sample from a cross-section of society should be taken to provide fair representation. Allowing each individual a basic income may help reduce poverty and the secondary effects can be recorded and analysed in order to create a better system.

Who should be involved in solving the problem?

We believe that, since the issue of economic equality is a universal issue, people from all backgrounds and levels of expertise should be included in solving this issue. We believe that economic equality is the responsibility of all governments.

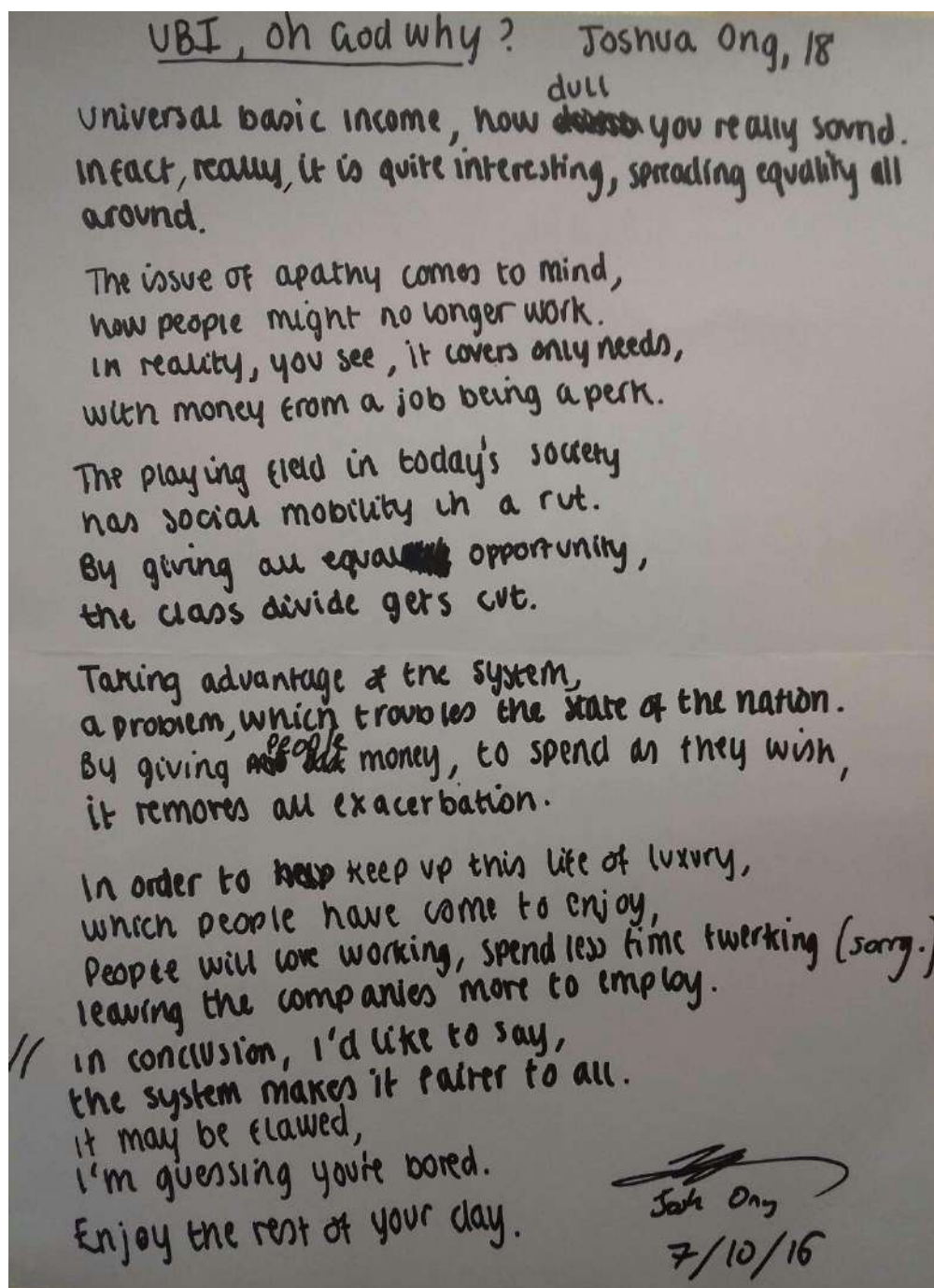
In order to begin this research, we would need to know how being involved in this task would affect the behaviour of the subjects involved. We would also have to consider the impact of sample size and diversity in relation to the ultimate success or otherwise of the research itself.

What should be the main goals/impacts of the research activity?

Focussing on the secondary impacts of reducing/removing poverty is likely to be the most important focus as it helps to shape the future and our plans to better society.

To measure the impacts, a baseline of universal basic income will be implemented and measurements made of increases in productivity and equality. These measurements would be through economic models, analysis and qualitative data from affected citizens.

One of the students wrote a poem about Universal Basic Income:



Research programme scenario 2d: Alternative economic model

What challenge(s) does this research scenario address?

- Money is the measure of wealth. People are judged on the amount they earn. There is a comparison of each other at school and into adulthood.
- The rich get richer and the poor get poorer. People live and die in poverty and debt. With money comes power.
- The system favours selfish/psychopaths who get ahead.
- The problem is – an uneven distribution of wealth . The working classes are divided.

Is it important from your point of view to address this challenge? Why?

We have to live in a humane society. We need to care to live together. Infinite increase in wealth isn't sustainable. Economy rules everything.

All the other arguments, such as eco-friendly energy for the home etc won't be realistic if we don't have a stable economy. How can we even think of planning food conservation if we don't even have a stable and equal economy for everyone? Economy is in charge of everything and we need to get this sorted before we even think about investing in other projects.

How could it be approached?

- Workers on the board of trustees, workers get shares of the profits – motivation to work hard. We need a revolution!
- Unions – organisation of the masses. People can be power.
- More working classes in government – we need representation of the people to make change, from all socioeconomic/ diverse backgrounds.
- Taxation? Tax what.
- Voluntary work compulsory for benefits and childcare for free. Benefits need rethinking. We all need to work, but some can't – disabilities.
- Basic income. Do we need money at all? Do we need to work>?
- State nationalisation.
- Cooperative shareholders in business.
- Reward for helping others/hard work/morals
- Look at other European countries – Scandinavia – copy their models
- Abolish shareholders!

Who should be involved in solving the problem?

- This may have to be global. Trade and import/export means one country alone won't work.
- All industry – representatives involved. People at the top. Representatives from all social backgrounds of each profession to make government.
- The people – citizens!! People lower down in society who are workers. But are people stupid?
- The media!
- The trade unions

What should be the main goals/impacts of the research activity?

- Everyone being able to do whatever they want and what makes them happy.
- To abolish the wealth down system and how people are born into it.
- Cycle of poverty to end and help the poor.
- More support for those living in poverty and finding/providing jobs rather than just blindly giving benefits.
- Concentrate on renewable energy and use this to help poverty balance.
- To create a society which focus on wealth creation for all through education and opportunity.
- To abolish private property through general strikes and seize the means of production to be used for the benefit of all.
- Peace, unity, the advancement of science, 'the truth'.

Research programme scenario 5c: Responsible use of land

What challenge(s) does this research scenario address?

The problem we are trying to address is the increasing population and increasing demand for food, energy, resulting in unsustainable practices and a loss of fertile land. More population = more space needed.

Tradition and economic development means there's a high demand for meat and products that require large amounts of land to produce.

Tackling this challenge involves energy use, food consumption and shelter demands.



If this problem isn't addressed, food shortages will become more of a problem in the future. Current habits will not be able to be sustained as demand continues to increase. Current demand is not sustainable.

Is it important from your point of view to address this challenge? Why?

- Food is necessary for life. There will be less land for housing, habitats/biospheres will be damaged and high consumption will also contribute to global warming.
- It will affect everyone in and beyond Europe.
- If food becomes more scarce process may rise and people's quality of life may decrease. In some societies lack of land will lead to mass shortages of food and may also struggle to develop.
- The world would be a better place if we solved this challenge – preserved biodiversity and natural landscapes and a sustainable supply of food and resources.

How could it be approached?

Education from a young age, for example, when learning about food groups teachers could use less conventional, less land intensive foods. Instead of using beef for protein, bugs could be suggested.

Councils could provide compost bins to people.

Supermarkets could donate food that they may not be able to sell – this would reduce food waste.

Subsidies could be provided to farmers to grow less land intensive produce, such as insects. The subsidy would incentivise more farmers to set up these new processes.

Harvesting renewable energy on the correct land could reduce the overall area needed. For example, solar panels in particularly sunny areas. Farmers paid for the energy they produce rather than crops or meat.

Who should be involved in solving the problem?

- It would be down to everyone to try and normalise these new foods.
- Role models such as celebrities could stir up interest in regular citizens.
- Governments could implement these aspects into early education and everyday life.

- If more large firms got involved in production (incentivised by subsidies) then process would fall.
- We would need to know if these new food sources can be mass-produced and whether there would be sufficient demand for them.

What should be the main goals/impacts of the research activity?

- The research should focus on how to use the same amount of land that we have in a more efficient way – alternatively, use less land for the same results.
- We can tell if we have solved the problem by looking at sales of more sustainable foods and also by ensuring we are putting more/an equal amount back into the environment than we are taking out by using fewer resources and more sustainable methods.
- You can compare the ratio of production to land used and look at the overall health of the population to see if it is improving over time. This can be especially evident in people with the extremes of obesity and malnutrition.

Research programme scenario 12a: Smart energy governance

What challenge(s) does this research scenario address?

Our challenges that would need to be addressed fit into four main categories:

- 1) Who should govern the use and separation of smart energy usage?
- 2) What security issues surround sharing this data from the smart meters?
- 3) What energy is used – renewable or non-renewable?
- 4) What are the official issues that surround measuring data and also the implementation of smart energy?

Is it important from your point of view to address this challenge? Why?

It is important to address these challenges because it'll cut down our use of energy. If our resources run out we don't have any left. Smart energy slows down how quickly these disappear.

- We should worry because our future is being impacted. It might speed up us looking into renewable sources for energy.
- It is important that we realise that there are security issues and ethical issues that need to be thought about before going ahead.
- We're very heavily dependent on fossil fuels at the moment. We need to find new efficient ways.

How could it be approached?

- Early so that we're ahead of the curve and are creating alternatives therefore we would put research into renewables.
- You need to have sociological research into the groups that would be effected and any public opinion on this.
- Teaching younger generations.
- Economics research into how we could fund this and break it up.

Who should be involved in solving the problem?

Overall control from:

- Energy companies that exist
- Government regulation of security

Others involved in research process:

- Scientists looking at renewable or alternative energies and more efficient energy grids
- Social scientists researching social structures and governance

What should be the main goals/impacts of the research activity?

- Make energy renewable for smart energy
- Make sure that everyone has access to the monitors – government funded.
- Finding some way to store energy.
- Put research into how much energy is produces vs. how much is used.
- Whether smart meters works/are effective.

Research programme scenario 12d: Beyond energy efficiency: less consumption by structural design and behaviour

What challenge(s) does this research scenario address?

We are running out of resources. We must have the supply to meet future demand. The problem is complacency.

This issue involves:

- 1) Unsustainable energy and resource consumption
- 2) Consumerism
- 3) Resulting contributions to climate change due to, some may argue, unnecessary pollution incurred from the over-consumption.
- 4) We are focussing on financial efficiency vc neglected energy efficiency.
- 5) Poor spatial awareness – wasting resources
- 6) Unsustainable design of public transport

We think these issues must be researched and dealt with, as soon as best possible, through methods such as:

- Building regulations (energy efficiency)
- Wave and tidal power
- Utilising what energy we already have

Is it important from your point of view to address this challenge? Why?

We care because this is influencing the quality of our lives:

- Older generations
- Current generations
- Future generations
- It will make EU trade much more expensive due to countries' energy inefficiency. Society should care due to sustainability issues and meeting future demand. Inefficiency and greed can destroy societies. This inefficiency and surplus creation of energy is highly expensive.
- The extra pollution incurred from over-consumption and inefficient use of energy leads to health implications.
- By investing and innovating now, for the future, we will be prepared.
- If we solve this unnecessary over-consumption the future will be much more positive and cost-effective.
- This can bring countries together for a common goal.

How could it be approached?

- Government must 'nudge' the people! Illustrating the opportunity for cost saving of reducing over-consumption and encouraging better use of limited time (eg. Car engine not on in traffic). We can start by changing behavioural assumptions.
- Change perceptions of public transport – the government could offer subsidies to support public transport. This could lead to :
 - A reduction in prices
 - Better efficiency – for example a greater supply of buses on a route to meet demand
 - More reliable services
- The above will better suit consumer need, leading to less independent travel and over-consumption.
- We could have small, energy-efficient, model



communities acting as a microcosm of future, larger communities.

- Building regulations, such as ensuring everyone has insulation in depth, double-glazed windows and solar panels, should be made a necessity.
- This will increase demand and drive the price down of energy-efficient measures as they will over-populate the market.
- Media and 'nudging' can act to discourage energy inefficiency and over-consumption, e.g. encouraging people to turn their appliances off and not keep them on stand-by mode.

Who should be involved in solving the problem?

- Which groups?
 - Architects and designers
 - Large production industries
 - Scientists
 - Government
 - Ordinary people doing small things
- Each 'stakeholder' has equal importance in this project. This over-consumption impacts everyone, as already stated. It is destroying the planet and compromising the survival of keystone species such as bees.
- We cannot know if people will, or want to LISTEN!
- The UK and other European countries should have independent control of their energy sources so that geopolitical influences cannot effect their own, future security.
- The 'profit maximisation' goal of each NGO, with this in mind, aids the inefficient use of energy.

What should be the main goals/impacts of the research activity?

- A better, sustainable and secure future can be supported for everyone. Focus on utilising what we have!!! Maximising the use of our own energy sources; wind, tidal, solar!
- We should focus on the education, on a daily basis, to people.
- We should focus our research on alternative energy sources, such as tidal and wave power, in addition to changing consumer habits, and over exploitation of our resources.
- We must address consumerism, and focus our research on renewable resources.
- We need to take control of our own energy, giving us independence and energy security for the future. CHINA owning the national grid does not enable this! We need our own control. Research ownership of energy sources.
- Our quality of life and HAPPINESS will improve as we will not be constantly chasing new products and developments.
- Climate change rates should reduce.
- We could compare, evaluate and analyse year on year.
- We could measure:
 - Climate change
 - Pollution levels

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- Decreases in domestic usage
- Transport reduction through independent travel such as cars
- Education levels as to issues
- Ask the people
 - Polls
 - Surveys

5. Conclusion

ASDC is delighted to conclude that this consultation was a huge success. The students were really interested, engaged and committed throughout the process. They all really enjoyed getting involved, and appreciated having their opinions heard. The school was very grateful that the students could be involved in a European project, and were really pleased with how it went. The Facilitators also had a great day, with one commenting:

"The consultation was hugely interesting. It was great to see the students wanting to contribute to this European project, and it was inspiring to hear how passionate they were about their ideas during the presentations."

