



OUTREACH & ENGAGEMENT GUIDEBOOK

In a world of continuous technological advancement, intensified global competition and various other challenges, reaching out to communities and establishing open and informed dialogues between different stakeholders is surprisingly more difficult than before.

Regionally anchored co-creation processes, based on regional contexts and needs are at the heart of five hub activities, since co-creation is about involving different perspectives and collaboratively designing tools, materials, processes, activities or strategies in line with BLOOM's principal objective: to raise citizen awareness. Towards this end, the main objectives of the regional co-creation workshops held at the BLOOM hubs were to

- Initiate multi-stakeholder two-way open dialogues
- Commonly reflect on bioeconomy ideas, strengths and weaknesses (co-creation)
- Identify barriers and opportunities on the uptake of bioeconomy ideas
- Collaboratively creating multi-format exhibits and showpieces and materials for use in outreach and education activities
- Develop open outreach activities and dialogues with selected groups by fostering innovative formats and communication methods

This guidebook gives an overview of the jointly elaborated and designed participatory outreach

and engagement methodologies that the BLOOM bioeconomy hubs followed and refined. These activities have been jointly elaborated and designed in the previous co-creation workshop. For an overview of co-creation methodologies, have a look at the "[BLOOM Co-Creation Guidebook](#)".

WHY ARE OUTREACH AND ENGAGEMENT ACTIVITIES IMPORTANT?

Outreach and engagement activities bring a number of benefits to all sides of the dialogue. They can foster a feeling of trust between the different stakeholders and gift an opportunity to influence processes and end results for stakeholders that would otherwise have been left out. Furthermore, they enable the transfer of local knowledge which is often omitted from the decision making processes or to research authorities and remove barriers of cooperation between stakeholders. Outreach and engagement activities allow us to create the conditions where a shared understanding, a feeling of shared responsibility and a sense of ownership can emerge, which further helps to manage stakeholder expectations which in turn positively influences their satisfaction with outcomes.

bloom

LEVELS OF ENGAGEMENT

Public engagement is possible at many different levels. Herfordshire Council (2015)¹ introduces five levels of Engagement in their handbook for best practice community engagement techniques. This table illustrates how engagement increases with each level, what each level intends to achieve and gives some exemplary activities that are useful at each level of engagement, adapted to the context of BLOOM. Each level has its specific goal and importance and the boundaries between the different levels are smooth, e.g. every involving is preceded by an informing or a public event can have multiple goals, e.g. involvement and empowering.

The Five Levels of Engagement				
Increasing level of engagement > >				
1) Informing	2) Consulting	3) Involving	4) Collaborating	5) Empowering
Providing information to the relevant stakeholders to enable them to understand problems, alternatives, opportunities and solutions.	Obtaining stakeholder feedback to inform decision making. Obtaining feedback on formal proposals.	Working directly with the stakeholders to ensure that issues, concerns and aspirations are understood and considered.	Working in partnership with stakeholders on all aspects of decision making including development of options and identifying preferred solutions.	Placing final decision making in the hands of the stakeholders.
The intention is to...				
Keep the stakeholders informed.	Keep the stakeholders informed, to their views and provide feedback on how their input influenced decision making.	Engage with the stakeholders to ensure that concerns and aspirations are reflected in decisions and service delivery. Provide feedback on how their input influenced decision making.	Look to the other stakeholders for advice and innovation to find solutions.	Facilitate stakeholders to take responsibility for designing and delivering services themselves.
Techniques...				
Brochures, websites, news releases and newsletters to raise awareness. For example: leaflets, Facebook or Twitter.	Public meetings, network meetings, focus groups, interviews, using social media, e-mail, website, Twitter or Facebook.	Public meetings	Round tables, Fora, Workshops	(Co-Creation) Workshops

¹ Herfordshire Council (2015): [Best practice community engagement techniques Neighbourhood Planning Guidance Note 12](#).

An illustration showing several hands of different skin tones and sleeve patterns (green stripes, green polka dots, white) reaching towards a central light blue rectangular box. Various tools like pens, pencils, and a ruler are scattered around the hands. The background is white with green borders at the top and bottom.

EXAMPLES OF OUTREACH ACTIVITIES AND TECHNIQUES

For our own guidebook, we have prepared a selection of outreach activities and techniques that we found useful in the workshops at our hubs. Detailed information and step-by-step instructions for most of the mentioned methods and tools are given in the Engage2020 toolkit and the [SPARKS toolkit](#). To choose a convenient tool the [Action Catalogue](#) - an online decision support tool developed by the Engage 2020 project - can help you find the method best suited for the specific needs.

INFORMING

Public exhibitions

Rely on the saying of ‘a picture is worth a thousand words’. They can be combined with other events which reduces the need to attract people. They can also be useful to gather immediate reactions (Hertfordshire Council, 2015).

Examples: Our Nordic Hub has hosted three different public exhibitions over the course of the project. Two blogs about the exhibition on bioeconomy products can be found [here](#) and [here](#), and the blog about an exhibition stand showing how our everyday products are connected to the forest can be read [here](#).



Local TV Discussion

This activity is similar to a podium discussion, with two main differences: first, the TV discussion is often broadcast (live) to an audience that is not visible, and that consists of people from one region or country. Therefore, it is crucial to elaborate on the local conditions in relation to the chosen topic. Moreover, the following aspects are crucial in organizing and hosting a local TV discussion:

1. Choose the panelists in relation to the topic and regional circumstances.
2. Adapt the advertising possibilities to the local circumstances.
3. Utilize other supportive engagement activities (via Twitter, Mentimeter, or any other software of convenience).
4. Prepare a broad set of questions that can be asked.
5. Make sure that the host does not promote your idea or story and that a level of criticality is maintained.
6. Ensure a follow-up possibilities to further engage and discuss (e.g. Link to homepage, discussion forums, etc.)

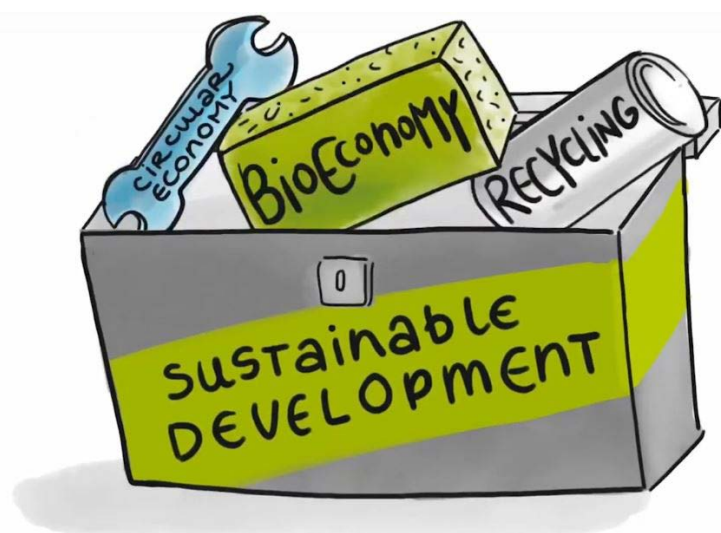
Example: You can have a look at the TV-discussion organized by the Austrian hub [here](#).



Short Animation Video

This is a format that does not involve participants in action or exchange. A short information film presents the main definitions and issues of the phenomenon in the most schematic and simple way, so that the message reaches all audiences. As far as possible, information should be conveyed by image rather than written text. Therefore, the aesthetics of performance is important. The film is intended for presentation in public space, for example in public transport, on external screens at bus shelters, outdoor advertising media, or social media. Recipients come into contact with it casually and accidentally. What they see must attract their attention for several seconds. The idea is not to provide deep knowledge, but to familiarize yourself with the term and a very generalized context.

Example: Our Polish hub has produced a short animation video which can be watched [here](#).



Newsletters

Newsletters are a great way to communicate findings, news and other happenings. There are a number of online tools to design a visually appealing newsletter and make sending them out an easy task. They help to stay in touch with your stakeholders on a regular basis and offer good opportunities to announce events. They offer the possibility to stay in touch with a large number of stakeholders at the same time. They are, however, only engaging one way and do not create a dialogue.

Example: Bloom has used this methodology over the project lifespan and has published multiple newsletters. You can find them [here](#).

A co-created monograph

The purpose of this format is to use the knowledge of multiple stakeholders participating in the co-creation process. During such workshops, many ideas are generated and many areas indicated that should be communicated more broadly and presented. Together, you discover the contexts of the topic under development. This knowledge and contexts can be used as input for the co-creation processes, or transformed into a permanent record of indicated areas. During our workshops, teams were naturally formed around specific issues. The next step was to invite involved people to a deeper, more detailed description of the issues that were raised during the co-creation workshop. The production process is relatively long. It has a positive effect on the group that got to know each other for the first time during the co-creation workshops. Hence it favors building a permanent network around a specific topic.

Example: A monograph has been published in our Polish hub. You can read it by following [this link](#). You can also get access to the Dutch publication about biomass [here](#).

Lecture series

A lectures series is a series of events with inputs from experts on a chosen subject. The lectures themselves can be arranged as classic university lectures but can also be hosted as any other format. Normally lectures are hosted in a university set-

ting or by any other teaching entity, but can also be planned independently. Examples of different formats for the individual lectures can be Science Espressos, podium discussions, webinars, interviews and lots more. This method is a good way to educate on a broad topic that requires insights from various points of view.

Example: Our German hub has used this methodology by organising the series under the title “Is Bioeconomy our future? – Approaches, Point of Views and Perspectives of the Bioeconomy”. You can read more on their [blog](#).

Interviews

Interviews are a good way to get individual information and feedback. They help to uncover issues and ideas that potentially feed large scale consultations and outreach activities (Herfordshire Council, 2015).

Example: In the BLOOM project this activity format has been implemented in the form of “BLOOM testimonials”. You can read them [here](#).

CONSULTING

Bioeconomy Suitcase



In the BLOOM project one of the major findings of the hubs was that the easiest way to communicate bioeconomy is offering tangible examples to the participants of outreach activities. This also applies to any other non-tangible topic. For this matter the hubs have come up with a suitcase of bioeconomy products which are presented and ex-

plained in an accompanying brochure as well. The selected products show the range of possibilities of bioeconomy while at the same time giving participants “real life examples” and something to experience with their senses. The idea is to carry this suitcase to any event that is hosted - conferences, fairs, gallery walks, workshops, etc.

Example: This methodology has been implemented jointly by the hubs creating the BLOOM suitcase. You can have a look at what's inside by watching this [short video](#) or [downloading the brochure](#).

Podium discussion



A podium discussion is an event where a number of invited experts start by giving short talks about their field of expertise and then proceed to discuss and answer questions from the audience or questions that have been prepared in advance on stage. Usually the experts come from different stakeholder groups or different disciplines. This method works well for scientific discussions or offering different views from different fields of expertise on a decided topic. The discussion after the presentations should be led by an appointed moderator. At the end of the event the moderator asks for a final statement from the experts and closes with a summary of argumentation. There is no limitation as to the number of participants or audience in this format, but it is recommended that no more than five experts are invited to discuss on stage. This format works well in a conference setting but also as a stand-alone activity.

Example: The German hub held a panel discussion on the potentials of the labor market in bioeconomy. You can read more about the event [here](#).

Gallery Walk

A gallery walk can be compared to a mobile exhibition. It usually includes multiple stands of posters, roll-ups, product exhibits and stations for interaction. Visitors can either walk through it alone or take a guided tour. When having a gallery walk on a fair or in a public space like a museum or library it works well to have an expert standing next to each exhibit, who is in charge of presenting and answering questions of visitors. It is also recommended to make the gallery walk visually appealing and as interactive as possible to attract an audience. It can furthermore be combined with other outreach and engagement formats like the Science Espresso.

Example: An example of an [interactive gallery walk](#) can be found on the blog of our Austrian hub.

Participation in Conferences

Participation in conferences is a good way to increase your visibility. It helps to connect with other stakeholders and form contacts for work collaboration. They are a good way to communicate project results and depending on the conference style can be combined with creative workshop styles, gallery walks, panel discussions, exhibition stands, etc.

Examples: In 2019 and 2020 our Dutch Hub made use of this methodology by taking part in the Dutch Design Week. Find out more in the article on their [blog](#). BLOOM has also taken part in the European Week of the regions and cities organised by the European commission. Read more about it [here](#).



INVOLVING

Social Media Campaign

A social media campaign is a coordinated marketing effort to reinforce information (about a brand, product, or service) using at least one social media platform. These campaigns are strategically focused, have measurable outcomes, and influence social media followers to feel or act in a certain way.

Campaigns differ from everyday social media efforts because of their increased focus, targeting and measurability. They usually require a detailed communications plan in advance. Popular social media platforms that can be included in the campaign are Instagram, Twitter or Facebook, but can also be YouTube, LinkedIn, Pinterest or TikTok. The platform(s) should be chosen according to the target group of the campaign. Actions steps for implementation include:

1. Understand the goal of the campaign.
2. Decide how to promote the campaign on each channel.
3. Create a content calendar for the week/month.
4. Create supporting visual content.
5. Schedule posts.
6. Monitor and respond.
7. Follow up after the event or promotion, if necessary.
8. Analyze and adjust.

Social media campaigns should be seen as part of an already existing campaign and are effective in extending the potential reach of target groups.

Example: The Nordic hub has run a media campaign in December 2019. You can read a blog post about it [here](#).

Science Espessos

A short talk (of about 10 minutes) followed by informal discussions directed at the general public; One expert briefly presents a current research or innovation topic and invites the audience to discuss; An informal event designed for small groups to keep a high degree of interaction. It is meant to be inclusive and open for the general public. The total length should not exceed 30-45 minutes (SPARKS, 2016).

Example: In the BLOOM project various Science Espressos have been implemented. You can read about the Polish Science Espresso series [here](#).



Online Conference

This format combines the advantages of a conference, discussion, Q+A session, webinar, and low-engagement formats - such as an informational film. Conference speeches are recorded in advance and posted on a dedicated YouTube channel. Up to this point, everything is like a classic conference - invitations, applications, abstracts, etc. The prepared channel is made available to the speakers, they make it available in their networks, in addition, you can promote it in social media and send it to institutions whose presence / attention we care about. The channel is made available a few days before the panel with the possibility of asking questions by the audience (e.g. via the platform, possibly under the speeches in the YouTube). Those interested, can watch any of the presentations at any time and ask questions that the speakers will answer during an open conference panel. During this panel, there is also the possibility of discussions between the speakers and involve the audience. It is also possible to ask questions and comment on the chat all the time. This format leaves a rich material that can remain in an online repository.

Example: Our Polish hub has organized an online conference in September 2020. You can watch the recordings on their [YouTube channel](#).

Webinars

A webinar in simple terms is an online event, usually not lasting longer than one or two hours. It can

have different formats, like presentations, Q&As, panel discussion, interviews and lots more. Usually experts are invited to share their knowledge with the participants. It also offers the possibility to run a series of events.

Any webinar should include the following elements: an introduction, an order of main points to be addressed, a motivating closure, and, in many cases, a relevant call to action. This helps the session stay on track and avoid straying from the topic. In addition using multiple tools like polls, videos, the chat, etc. helps the audience to stay focused and to engage. These guiding questions can help to prepare a successful webinar: Who is the target group of the webinar? Who will make a presentation? How many people are expected to attend? How will the content be presented? What will the interaction between the audience and the presenters look like? When hosting the webinar make sure to deal with any noises or disturbances, so make sure your background is clean, your background noises silent and test your technical equipment in advance.

Webinars can also be used to inform or consult as well.

Examples: In the BLOOM project a number of different webinars have been implemented. You can read all about them in our blog. Here is an example from the [EUN school network](#), from the [Finnish hub](#), and an example from our [international webinar series](#). You can find all BLOOM webinars on our website under [regional webinars](#) and [international webinars](#).



All senses exhibition

We often have great memories connected with food, be it our grandma's cooking or delicious tas-

tings while traveling or the lovely smell of freshly baked cinnamon buns that takes us down memory lane. Food is a complete multi-sensory experience which involves all your five senses: vision, touch, sound, smell and taste. At a big conference where the competition of attention is hard, this way of interacting is effective to raise awareness, interest and enhance knowledge of a subject or a product.

This is an example taken from the BLOOM project's Nordic Hubs exhibition entitled „Welcome to the Forest!“:

- Feel and smell (A living tree with touchable products)
- Touch (Clothes and products/materials)
- Hear (Forest bird sound in the exhibition)
- Taste (Mingle food from the forest, both normal, common food and more innovative and extreme tastings)
- Sight (Get into a Forest with 3D glasses)

You can combine this format with other formats like for example the Science Espresso, gallery walks and/or a quiz or contest for engagement as well in the exhibition. To get more attention, run a social media campaign before, during and after the conference. The exhibition can be run on multiple days and intends to raise awareness, interest and enhance knowledge. Make sure to create space for dialogue and exchange of information and knowledge. The Group size should not be more than 20 persons at a time, depending on exhibition size, throughout the whole conference.



Example: In summer 2019 the Swedish hub made use of this methodology and organized an interactive exhibition on the Swedish forest. You can read more about this event on their [blog](#).

Taste of Wood Mingle

For an informal networking event you can use food tasting as a multi-sensory experience involving all your five senses: vision, touch, sound, smell and taste in your communication. We did a „Taste of Wood Mingle“ where visitors could taste spruce tip syrup and spruce tip jam while talking about the forest and bioeconomy with us.

Example: The Swedish hub has implemented this activity in the frame of their all senses exhibition. You can read more about it [here](#).

COLLABORATING

Civic Dialogues



Civic dialogues are public conversations on a particular topic of societal relevance. The aim is to encourage individuals to try to better understand each other's positions on a particular topic and, thus, creating mutual understanding. The overall goal of civic dialogues is to encourage innovation, trust and confidence between the individual citizens and to facilitate the creation of a legitimate roadmap for moving forward in a particular direction (Engage2020, 2014).

Examples: Our Nordic hub implemented this activity in a [school](#), a [library](#) and during an [open campus event](#). You can read more about this on their [blog](#).

Open Space Technology

The Open Space Technology is based on the assumption that the most productive way to achieve

great outcomes, is to work on topics that are of special importance to the participants. This method is effective for events that are aimed at medium scale participation. According to Engage 2020 (2014) an Open Space event can be hosted in one day and is divided into three parts on the agenda:

1. An introduction to the whole plenum, explaining the method and what is expected of the participants in order to have a successful event. It is followed by the agenda setting, where workshop sessions are announced and scheduled and where the participants register for the workshops of their choice
2. The sessions themselves, where multiple sessions are conducted simultaneously.
3. A final round with the whole plenum in which the facilitator summarizes the sessions during the day and gives participants the opportunity to comment on their experiences and lessons learned.

Example: Our German hub has hosted such a workshop in spring 2019. You can read about it [here](#).

Study Trip

A “field trip” or “study trip” has the potential to benefit participants as well as organizers. Study trips can either be international, national or a mixture of both. The aim of a study trip is to bring real life examples (such as demonstration sights, research institutions, companies, etc.) closer to the participants. The groups will be exposed to new experiences within an unusual environment. There exists a broad set of methods that can be applied during a study trip. This ranges from workshops, world-café, discussions, experiments, guided tours to quizzes and informal/tourist activities. The latter is a special feature of this activity. During a study trip, participants have time to exchange about their experiences, which fosters deeper learning and transfer of knowledge. Several aspects are crucial in organizing a study trip:

1. check if all participants have passports and visas,
2. ask about special needs of participants such as diets and medication,
3. If the participants are of young age or minors, make sure to acquire emergency contacts and

their parents’ consent,

4. if the study trip covers several days, ensure a good balance between educational and tourist activities,
5. plan follow up activities in advance, to ensure a qualitative knowledge transfer.

Example: In October 2019 the Austrian Hub organised a study trip to the University of Wageningen in the Dutch hub. You can read about this event in their [blog](#).



Ambassador Study Trip

The aim of Ambassadors trips is to enable people who are deeply involved and interested in a given topic to partake in a workshop that will enable them to have practical contact with a given phenomenon / activity. The formula works better for small groups of up to 15 people, as it allows everyone to get involved in a given activity. With larger groups, the teacher’s attention becomes blurred, the participants divide into subgroups and lose attention.

Participants spend several hours in actual operation - they create a product in a real laboratory, operate machines, conduct processes under the watchful eye of experienced practitioners. They have the opportunity to ask questions at every stage and propose and discuss their solutions.

If the implementation of the full process is not possible during the workshop, the tutor is obliged to show participants the final result. An important part of study trips for ambassadors is the opportunity to discuss the event among participants. After the workshops, they spend time together in an in-

formal atmosphere, accompanied by a moderator who facilitates a follow-up discussion.

Example: The Polish hub has organised an ambassador study trip in November 2019. You can read about the event [here](#).



Outdoor Game for Families

The game takes place in a place related to the topic it relates to. In the case of bioeconomy / food / ecology, it could be an organic food market. Its goal is to involve all generations in learning and having fun. Therefore, it is necessary to adapt tasks to different age groups.

There are stands at the market with people playing the game. Each position is related to a very concrete topic. There is a poster (or a screen and a projector or a multimedia screen) at the stand with a schematic, visually attractive infographic presenting a given topic. The position holder can answer any additional questions from the player. At each stand, there are also sensory puzzles for the youngest - recognizing the product by taste, smell, sound and touch. When entering the market, each player receives a stamp collecting card. He or she receives the stamp by correctly answering the question asked by the person responsible for the position. The youngest have to correctly solve the sensory puzzle, for which they also receive a stamp on the card. Collecting all stamps entitles one to receive the prize.

Example: The Polish hub has implemented this format in late 2019. You can read about it on their [blog](#).

Innovation Route

The Innovation Route is a regional bus tour or expedition based on the idea that in order to better understand certain concepts it is necessary to show tangible examples. In this sense, and focused on the innovative potential of the bioeconomy, the innovation route needs joint work with other agents of the quadruple helix, where the private sector works hand in hand with the public administration and making use of the advances in research the existing and potential good practices in bioeconomy.

This activity can be focused on a specific target group or it can be open to the general public (but limiting the audience to no more than 25 people), with the aim that these good practices and innovative experiences can be seen and explained in an effective way. The first step is to identify the target group if it does not focus on the general public. The second step is to identify innovative experiences that stem from academia and implemented by the private sector and funded by the public administration. In summary to identify projects as the Operational Groups in order to show them to the society. After that it is just a matter of contacting the entity and establishing a collaboration and the format of the Innovation Route (field trip, visit a living lab,...) and schedule the activity.

The implementation of this type of activities fosters the relationships between the different agents of the quadruple helix, since it makes them work together while serving to effectively disseminate new concepts such as bioeconomy.

Example: The Spanish hub has co-created this methodology together with their stakeholders. Read more about their event [here](#).



Escape Room

This activity focuses on the creation and design of a popular and innovative quiz game targeted at educational centers, so that each of them can self-manage and develop it with their own means. The activity may have a varied capacity depending on the needs and resources of each center. The activity will last around 15-25 minutes per session including the initial briefing and the end of the game. It can be adapted according to needs.

The difficulty of the game will be adapted to the type of players who are going to participate, but always stimulating fun and learning. Participants must be divided into several teams to increase competitiveness and immersion in the exercise. The activity will be related to bioeconomy, so that participants learn about this concept in a fun way.

Attending to the basic concepts of the Bioeconomy, the game will evolve around terms like:

1 - Transversal, 2 - Society, 3 - Management, 4 - Resources, 5 - Advances, 6 - Sustainable, 7 - Bioeconomy

To get each of these words, players will have to solve some enigmas that will bring them closer to the world of Bioeconomy. Finally the students will discover a panel containing 7 rows with symbology and icons related to the matter and that coincide in shape and number with the words that they have been finding. The activity will be closed by a final challenge.

Example: This activity has been co-created by the Spanish hub. The [template for the game](#) can be downloaded on the BLOOM website.

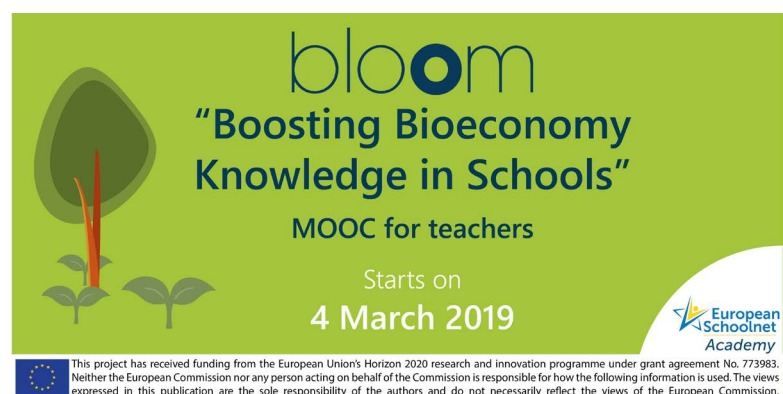
Development of teaching resources: MOOC

A Massive Open Online Course (MOOC) is a free online course that supports learning in a variety of different subjects and is open to anyone with access to a computer and the internet. MOOCs aim to connect learners from across the globe with educators and with other learners.

MOOCs combine traditional forms of knowledge transfer such as videos, reading material and problem statements with forums in which teachers and learners interact and work together in virtual learning groups. A distinction must be made bet-

ween xMOOCs and cMOOCs. While the former are essentially video-recorded lectures with an exam, cMOOCs are based on the idea of connectivism and are more in the form of a seminar or workshop. In general, MOOCs can be characterized by the fact that they do not require any fees or requirements other than Internet access and interest on the part of the user.

Example: Bioeconomy is a trending field of knowledge that creates a lot of possibilities for sustainable development. The [“Boosting Bioeconomy Knowledge in Schools”](#) Massive Open Online Course (MOOC) was developed on the assumption that teachers can contribute to raising awareness about bioeconomy in future generations.



EMPOWERING

Development of teaching resources: School Box

A School Box is a collection of teaching resources which educators can use to introduce concepts of interest in their classrooms as a trigger to raise student interest for example for science subjects and their awareness of important societal challenges. The basis of the School Box are learning scenarios, as well as other additional teaching material. School boxes are usually created by teachers for teachers.

Example: The [BLOOM School Box](#) is a collection of bioeconomy related teaching resources which educators can use to introduce the concept of bioeconomy in their classrooms as a trigger to raise student interest in science subjects and their awareness of important societal challenges.

The basis of the [BLOOM School Box](#) are five inno-

vative learning scenarios, created and tested in classrooms by the 20 BLOOM expert teachers from Austria, Belgium, Croatia, Greece, Italy, Israel, Poland, Portugal, Spain and Sweden. These Future Classroom Scenarios were developed using the [Future Classroom Toolkit methodology](#). Six additional bioeconomy teaching resources were selected to be included in the BLOOM School Box following the BLOOM “Teach bioeconomy!” competition.



Challenge Prizes

Challenge prizes offer a reward to whoever can first or most effectively meet a defined challenge. They act as an incentive for addressing a specific problem, rather than being a reward for past achievements. A challenge prize can incentivise innovation, focus attention on a particular issue and unlock financing and other resources (Engage2020, 2014).

Examples: By the end of 2019 the BLOOM Partner EUN has called for contribution to the “BLOOM Stories of implementation” Competition. See the call for contribution [here](#) and read [here](#) about the winners of the competition.

Deliberative Workshops

Deliberative Workshops refer to dialogue events which focus on having in-depth informed discussions on a complex or controversial issue to gather social intelligence and to inform policy, anticipate regulation, exchange opinion or raise awareness. They can be used to develop research agendas and objectives that closely reflect public needs and drivers (Engage2020, 2014).

Example: Our Austrian and Polish hub together have hosted such an event at the end of 2019. You can read more about this on their [blog](#).

Round Tables

Round tables ensure multi-stakeholder involvement and are effective at generating co-operation and consensus. All stakeholders on the round table are considered equal and engage in an open discussion (Community Places, 2014).

Example: BLOOM’s Nordic hub has hosted several events inviting all kinds of stakeholders to take part in discussions. You can read their blog on the outcomes [here](#). They have also gone into dialogue with schools and students. You can read about this approach [here](#).

Workshops

Workshops allow for the targeting of the main interest group and allow people to discuss their ideas in an open and relaxed atmosphere. They enable people to work actively and collaboratively on an issue or task, while problem solving. They normally start with presentations or background briefings, but are not about providing information and asking questions, but rather about joint working and problem solving. Workshops can have a variety of formats, like for example the BLOOM co-creation workshops and are normally run for at least half a day (Herfordshire Council, 2015 & Community Places, 2014).

Examples: Ambassadors of bioeconomy: ‘Make yourself a bioplastic’: workshop in the laboratory of bioplastic: scientific and social meaning of bioplastic production and participation in the process of bioplastic creation (basing on edible oil fermen-



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tation). An event organised together with Polish Academy of Science.

Many other workshops have been implemented over the course of BLOOM. You can read about two examples [here](#) and [here](#).



World Cafés

World Cafés are founded on the assumption that people have the capacity to work together, no matter who they are. The setting should create an environment, which often take the form of an actual café (including round tables with 4 or 5 chairs). The host should begin with a welcome and an introduction in the process and the “Café Etiquette”. A World Café process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. After the first round each member of the small groups moves to another table. One person will stay at the table and is a table host for the next round and briefly fills them in on what happened in the previous round. Each round of a World Café is prefaced with a question designed for the specific context and desired purpose of the session. After the small groups, the participants are invited to share results from their conversations with the rest of the whole group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room (Engage 2020, 2014).

RESOURCES

BLOOM (2018): [Guidebook on engagement and co-creation methodologies](#), Deliverable D3.3 of the BLOOM project.

BLOOM (2019): [The BLOOM School Box](#)

BLOOM (2020): [A journey to the bioeconomy future! With a suitcase packed with great products.](#)

Community Places (2014): [Community Planning Toolkit](#), last accessed 27.11.2020

Engage 2020 (2014). [Engage2020 - Tools and instruments for a better societal engagement in „Horizon 2020“](#), Deliverable D3.2 of the Engage2020 project, last accessed 27.11.2020

Graz READER (2016). [DESIGN THINKING SUMMIT'16, 06.-08. April 2016](#)

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The main objective of the BLOOM project is to establish open and informed dialogues, co-created by European citizens, civil society, bioeconomy innovation networks, local research centres, business and industry stakeholders and various levels of government. BLOOM is creating spaces for the needed debate on preferences and values concerning the bioeconomy; for interaction and exchange of information, knowledge, meaning and aspirations, with the aim of establishing consensus on how a bioeconomy can be realized. Across Europe, five regional hubs have been established to foster public engagement in the bioeconomy and to create a space of exchange and debate. The hubs are focusing on different areas important to the regions.

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