



# FoodSafety4EU

MULTI-STAKEHOLDER PLATFORM  
FOR FOOD SAFETY IN EUROPE

## FSOLab manual including compilation of tools

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# INDEX OF CONTENTS

1	EXECUTIVE SUMMARY.....	6
2	Introduction.....	6
2.1	Scope of this manual .....	6
2.2	Social Labs – A concept FSOLabs build on .....	7
2.3	Experiential learning cycle in the FSOLab process .....	8
3	Setting up the FSOLab .....	10
3.1	FSOLab field diagnosis .....	10
3.2	Stakeholder mapping.....	11
3.2.1	What is a stakeholder?.....	11
3.2.2	What is the stakeholder mapping and how is it useful? .....	11
3.2.3	How is the FSOLab stakeholder mapping process set up? .....	11
3.3	Recruitment.....	14
3.3.1	Aspects of recruitment for the FSOLab core team .....	15
3.3.2	Ideal characteristics of FSOLab core team members .....	15
4	FSOLab implementation .....	15
4.1	FSOLab members – staff competencies, skills and duties.....	16
4.1.1	FSOLab managers .....	16
4.1.2	FSOLab facilitators .....	16
4.1.3	FSOLab participants.....	17
4.2	Kicking off the FSOLab process – workshop 1 .....	20
4.2.1	Pre questionnaire .....	20
4.2.2	Goals and timing.....	20
4.2.3	Session guideline .....	21
4.2.4	Moderation Sheet and presentation.....	30
4.3	Pilot actions .....	30
4.4	Outlook further FSOLab process – Cycle 2 and 3 .....	30
5	Communication and Dissemination activities .....	31
5.1	Before each FSOLab cycle workshop.....	31
5.2	During each FSOLab workshop.....	32
5.3	After the workshop – between the workshops.....	32
6	Evaluation .....	33
7	Reporting .....	33
8	References .....	34

Annex A. Diagnosis Templates FSOLab 1 to 4..... 36

Annex B. FSOLab participants’ pre-questionnaire..... 44

Annex C. Informed Consent..... 46

Annex D. Evaluation questionnaire ..... 52

Annex E. Reporting template ..... 54

## **INDEX OF FIGURES**

Figure 1: Experiential learning cycle at social lab activities..... 8

Figure 2: Timeline for 1st and 2nd FSOLab workshops ..... 9

Figure 3: FSOLab process..... 10

Figure 4 Stakeholder Mapping example..... 12

Figure 5 Stakeholder Mapping example..... 12

Figure 6 Stakeholder Mapping example..... 13

Figure 7: stakeholder list ..... 14

Figure 8: List how stakeholders are affected ..... 14

Figure 9: Team-building after Tuckman ..... 18

Figure 10: Rank dynamic (Raoul Schindler) ..... 19

Figure 11: Workshop 1 process ..... 20

# 1 EXECUTIVE SUMMARY

This deliverable at hand is a manual for the four FSOLab managers. It is specifically tailored to the FSOLabs implemented in the FoodSafety4EU project. It provides a summary on the concept of social labs, which the FSOLab approach builds on and outlines the concept for experiential learning and the FSOLab process (chapter 2).

The document is structured in the following chapters to support the implementation process of the FSOLab step by step. Chapter 3 gives a clear guideline for setting up the FSOLabs. This also includes the diagnosis process, stakeholder mapping and recruitment.

In chapter 4 staff competences, skills and duties of FSOLab managers, facilitators and participants are made clear, and a detailed guideline for kicking off the Lab process is provided. For the implementation of the first workshop (out of a series of three) chapter 4 also includes a detailed session guide with a moderation sheet and guiding PowerPoint presentation ready to use. (At this stage only an outlook for the further two workshops can be sketched).

Chapter 5 gives guidelines for disseminating the FSOLab processes and chapters 6 and 7 are dedicated to the evaluation of the FSOLab processes and the reporting. Additional tools and templates needed for a successful Lab preparation and implementation are collected in annex A to annex F.

## 2 Introduction

### 2.1 Scope of this manual

This manual is conceptualized to support the FSOLab teams in organising and kicking off their lab processes. Although they differ in thematic field and scope, still they follow a similar approach, comprising a lab process with a series of lab workshops and real life experiments (pilot actions).

Thus, this document provides conceptual background, describes the FSOLab process, summarizes and explains the goals and processes for the FSOLabs and compiles tools and templates needed for implementation. Some tasks addressed in this manual are already under work, such as the diagnosis or stakeholder mapping. FSOLab managers were provided with templates for these processes.

This document includes

- the conceptual framework for the FSOLabs
- a guide line how to prepare and run a FSOLab
- an outline on roles and duties
- a detailed design for the first FSOLab workshop
- a guideline for dissemination
- practical tools and guidelines to support the FSOLab managers and facilitators in implementing their processes.

Tools<sup>1</sup>

- Diagnosis template for each FSOLab (Annex A)
- Stakeholder mapping guideline (Chapter 3.2)
- FSOLab participants' pre-questionnaire (Annex B)
- Information package (informed consent from D8.2) (Annex C)
- Session outline and moderation sheet for workshop 1 (Chapter 4.2)
- Evaluation questionnaire for lab participants (Annex D)
- Reporting template (Annex E)

You can find all tools in ready to go formats on humhub: <https://fs4eu.humhub.com/s/working-group-fsolabs-managers-and-hub-le/cfiles/browse/index?fid=251>

## 2.2 Social Labs – A concept FSOLabs build on

FSOLabs build on the concept of Social Labs. The term was first introduced by Zaid Hassan (2014) who defined social labs as “platforms for addressing complex social challenges” (Hassan 2014, 3.). He describes three characteristics, namely social, experimental and systemic. Besides the laboratory we know from natural sciences, the important aspect about social labs is that they also include social components. “Taking it a step further, social labs truly move away from technology and natural sciences focus by making social change their main raison d'être. Moving beyond the traditional labs, in social labs both the subject and object of the lab are social in nature, i.e. involving social actors and addressing social challenges by doing social innovation” Timmermans et al (2020) argue.

Addressing the food safety and further the food system a social (innovation) lab approach perfectly suitable to find solutions in such processes. The social lab approach helps to imagine high potential interventions and also to gain “system sight, re-defining problems, and identifying opportunities that can be exploited to tip a system in positive directions” (Westly et al. 2011). The social innovation lab approach outlined by Westly et al 2011, emphasize 4 main steps:

- Step 1. Initiation: Addressing complex challenges, this process needs investment to support the co-creation and implementation of interventions which are capable of achieving system-wide impact. Therefore, step 1 is dedicated to matching needs to processes
- Step 2. Research and Preparation: In this step Westly et al (2011) target the recruitment process and research activities in the field. The Social innovation labs are designed to bring together particular people and strengthen relationships to push forward innovative ideas. “Participants should have the capacity to act on their experiences in the Lab and work towards the implementation of the ideas it generates.” (ibid). The challenge for the Lab must be clearly outlined. All participants have a clear understanding what the purpose is and what their own expertise.
- Step 3. Workshops: In this step the workshops take place. The workshops vary based on their topics and the research they build on. However, the first workshop aims at seeing the system, by engaging participants and building up a team. It is the goal to make the participants' roles within the system clear and to open up new possibilities for interpretation (ibid). New perspectives on problems are

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<sup>1</sup> All tools can be found on humhub: <https://fs4eu.humhub.com/s/working-group-fsolabs-managers-and-hub-le/cfiles/browse/index?fid=251>

key. In a next workshop the phase of designing will be entered and in a third workshop the prototyping will start. Participants are given room to make models, try out ideas in a simulated system. At the end, one or more ideas should be taken out to the world and be piloted, tested or further discussed.

- Step 4. After the workshops – field testing.

Considering the social labs, the term social stands for addressing social problems or challenges (Westly et al. 2011; Hassan 2014). Through such an approach challenges addressing sustainability or poverty alleviation are addressed. Tackling social challenges in different fields is a complex process and requires active engagement of all of actors affected (Timmermans et al. 2020). Most important aspects of social labs are i) the space for experimentation (Hassan 2014), which provides room for prototypes, pilots and solution testing. ii) They are not closed from the outside, but rather are part of the real world (Hassan 2014), which enables a solution testing in real life environments and contribute to a more sustainable embedding and uptake of pilot ideas and prototypes. As the experiments take place in the real life social setting, they are social experiments (Kieboom, 2014). iii) They are trans- and interdisciplinary and engage different stakeholders and people affected or interested (Hassan 2014, Westly et al. 2011). iv) Social labs aim at systemic change, instead of only addressing symptoms and v) social labs have an iterative and agile approach (Hassan 2014), which allows for many iterations and adaptations along the process. Learning processes and empowerment of participants are key in social labs. The learning cycles allow the creation of prototypes and solutions throughout the social lab process (Hassan 2014). The concept of experiential learning cycle by Kolb is a common educational theory which brings together experience and learning by saying that “learning is a continuous process grounded in experience” (Kolb, D.A. 1984).

### 2.3 Experiential learning cycle in the FSOLab process

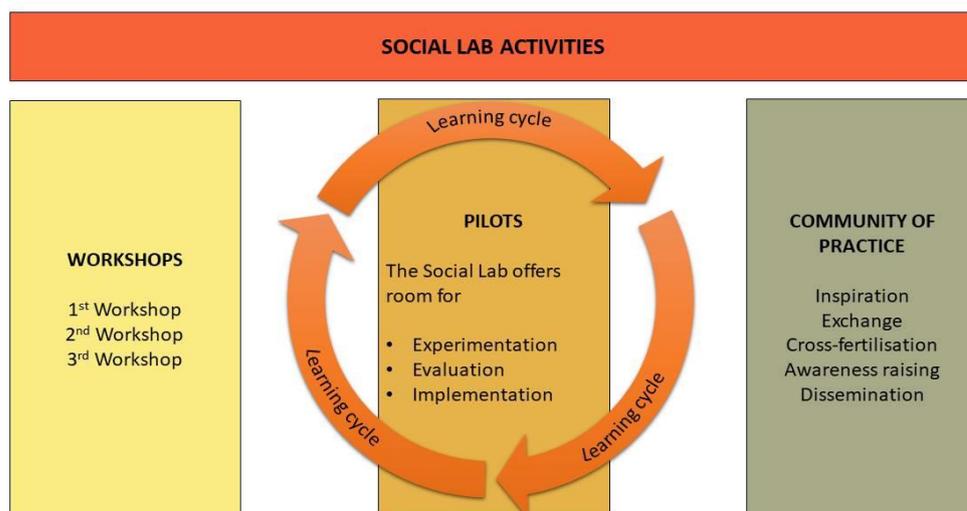


Figure 1: Experiential learning cycle at social lab activities

As previously mentioned Social labs have an iterative approach. Therefore, the FSOLabs are set up in a manner which allows for much iteration, for evaluating the process and the experiences and adapting it along the

way according to learning cycles. These learning cycles allow the evolution of pilot actions and its further development over the time frame of the lab process.

The structure of the FSOLabs is threefold and consists of a series of workshops (WS 1- 3), the development and implementation of pilot actions, and the networking, sharing and building up of communities of practices (see figure 1).

According to the learning cycle a **series of three workshops take place, which** follows the same structure to be applied in all four FSOLabs whereas the detailed program will be adapted according to the topic and the needs of the labs, taking emerging information and unexpected events into account. These three personal meetings are specifically arranged and carefully planned workshops. This regards the programme of the workshops, but also spatial features, as well as pleasant and stimulating surroundings which provide a calm and nice atmosphere and space for interaction.

**Workshop 1:** Within the first of three F2F (or virtual) workshops, the most relevant and critical aspects within the specific topics of each FSOLab that need to be addressed will be revealed and discussed. Based on a diagnosis of the field and topic, which is the starting point for the FSOLabs and is further explained in section 3.1, pilot ideas and actions will be gathered in this first workshop. In an interactive and creative approach lab teams will identify topics and are supported in thinking out of the box to find innovative solutions. They finally commonly select one (or more) ideas they would like to implement in a real life setting. During workshop 1 pilot ideas are drafted and described as detailed as possible. They will then be reviewed with the help of lab external parties.

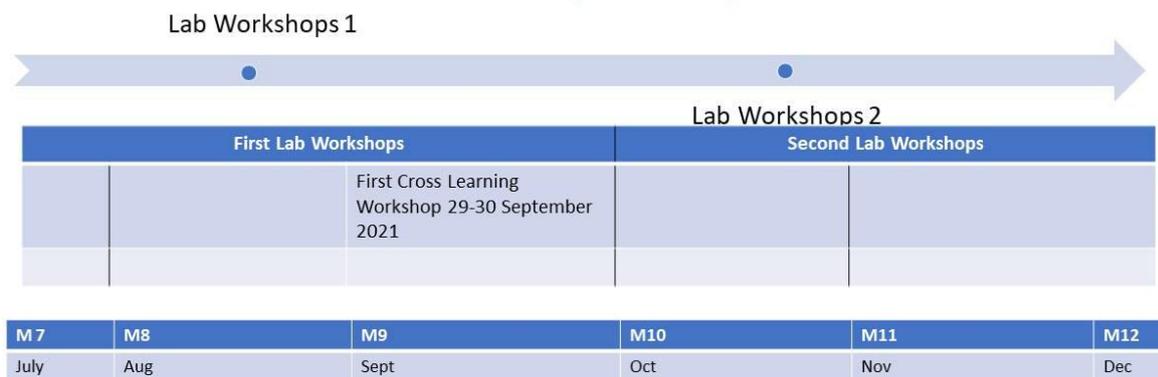


Figure 2: Timeline for 1st and 2nd FSOLab workshops

**First Cross Learning Workshop (September 29-30, 2021)**

After all the labs have conducted their first workshops, the first cross learning between all the labs will take place. Lab managers, facilitators and hub leaders exchange in a two days’ workshop on their experiences of the first few months of their lab processes. The first cross learning focuses on recruitment processes, group compositions and dynamics, workshop methods and the process of pilot activity development. Participants of the four different FSOLabs will commonly discuss and exchange open issues and how to address them. After this exchange workshop, participants will have received fruitful feedback for their labs and the pilots and feel confident about how to conduct workshop 2 and how to further proceed in the lab process.

**Workshop 2:** After external feedback and further collected information after workshop 1, in workshop 2 the pilot activities are being discussed and scrutinised against overall principles, such as RRI, Sustainable Development Goals (SDG), GFL, and important policies in Food Safety as well as specificities of this particular activity, its requirements and expected outcomes. Also, which actors should be involved, exact timing and

detailed budget planning will be the main focus of the 2<sup>nd</sup> FSOLab workshop. Within this cycle, pilot ideas, actions and principles will be shared among other project partners and stakeholders to reach a broader consensus and to tailor the activities accordingly. This workshop will kick off the pilot phase.

**Pilot phase:** After workshop 2 the pilot actions will be started, as adopted and improved within workshop 2, and by involving selected FSS actors; Pilot hosts and teams will kick-off the activity.

**Workshop 3:** The pilot activities are finalised, they are being evaluated and critically discussed in terms of impact and effects, and findings are brought together. Further options for development, exploitation and recommendations for the specific topic are formulated.

Figure 3 shows the FSOLab process starting with the training held for all FSOLab managers and facilitators and ending with the 2<sup>nd</sup> cross learning which will feed into the platform activities.

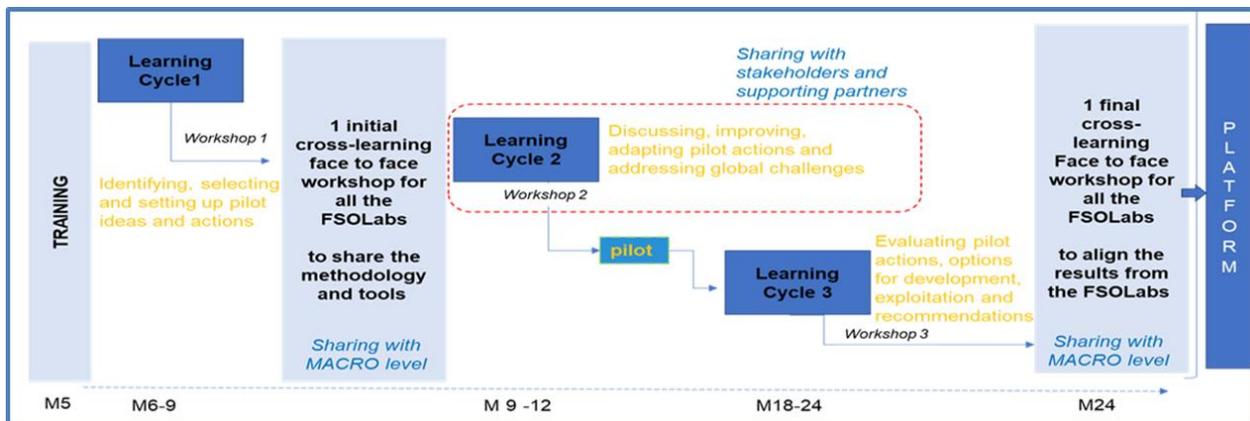


Figure 3: FSOLab process

### 3 Setting up the FSOLab

Chapter 3 provides guidance for setting up the FSOLabs. It gives a short overview about the diagnosis and its aim and provides a stakeholder guideline, which is applied by the FSOLab managers and FoodSaftey4EU hub leaders who support. Furthermore, counter stones for the recruitment process are provided to support FSOLab managers in getting the commitment of the identified stakeholders.

#### 3.1 FSOLab field diagnosis

Each FSOLab will start its work based on a *diagnosis* of the specific topic. This diagnosis will provide information about the field or topic the FSOLab is anchored in. It provides information about each FSOLab, which topics could be identified, how did the stakeholder mapping and recruitment take place, what’s the state of the art from a research perspective, what does already exist, which needs can be identified, and finally what challenges and potential starting points for pilots are there. Thus, the diagnosis allows us to get a profound insight into the specific topic of the lab, needs and gaps to be addressed, by taking specific needs of the different geographical areas into account as well. This diagnosis will be carried out by FSOLab managers, supported by the FS4EU hub leaders, to collect representative inputs from the four areas, before the first lab workshop is taking place.

Based on a common exchange workshop (ZSI together with the Lab managers and hub leaders) diagnosis templates for each FSOLab have been developed (see annex A) encompassing the most relevant aspects to be covered by each lab. Results of these diagnoses provide the information to be shared with the lab activities and the starting point from which the lab activities could be kicked off. They are meant to be the first steps towards the final diagnosis report and maps and gaps analysis to be delivered by each FSOLab manager.

## 3.2 Stakeholder mapping

### 3.2.1 What is a stakeholder?

A stakeholder is a person that has interest in a topic/organisation/project and the outcomes of actions. Moreover, this person is impacted by these outcomes and has some kind of influence in the field.

### 3.2.2 What is the stakeholder mapping and how is it useful?

The stakeholder mapping is a visual process to list all stakeholders of a product/ project/ organisation/ field on a map. This visualisation helps to see all people who can influence the project and it also shows how they are interlinked. In the stakeholder mapping the single stakeholders are grouped. The goal is to have all important stakeholder groups represented in the FSOLabs; if possible in the core team. This process raises the quality of the FSOLab and makes sure that all groups of interest and influence have a word in the Lab process. Additionally, people are identified who might have high interest, but low influence. These people will play an important role as multipliers and need to be informed about FSOLab processes and results.

### 3.2.3 How is the FSOLab stakeholder mapping process set up?

The stakeholder mapping process will be set up in 3 steps which lead to a final list of stakeholders, who will be contacted and invited to participate in the further process.

In **the 1<sup>st</sup> step** stakeholders will be identified. To do so, groups and/people who might have influence or be impacted by the FSOLab are gathered. Do an analysis on your results and check if all stakeholder groups relevant for your FSOLab are on your first map. Additionally, list all stakeholders which could potentially be interested in your FSOLab, the pilots and/or the results. Describe your stakeholders as detailed as possible: e.g. state entities, sectors, meta-stakeholder groups (NGO, civil society organisation; business; policy; etc.). Also make up your mind to list stakeholders who might typically not have a voice in the field of your FSOLab.

Figure 4 to 6 show tools which are useful for this process. These templates are made in Miro and help visualising your thoughts and ideas and support in organising the identified stakeholders according to their interest (stake) and influence, and at which level they should be engaged in the FSOLab.

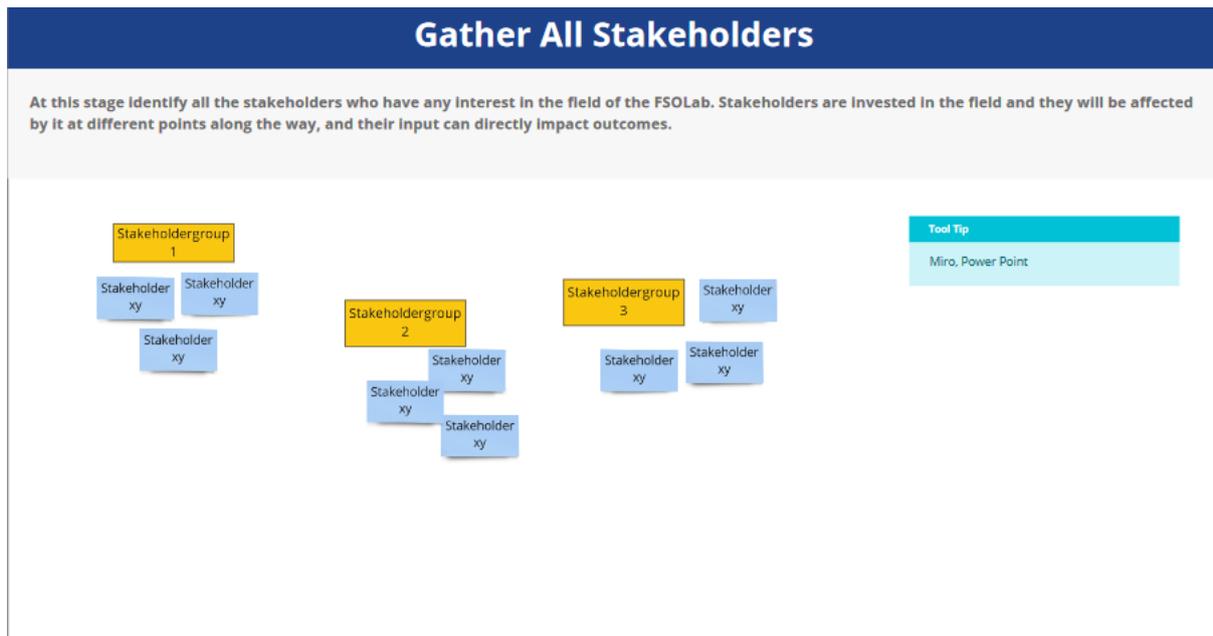


Figure 4 Stakeholder Mapping example

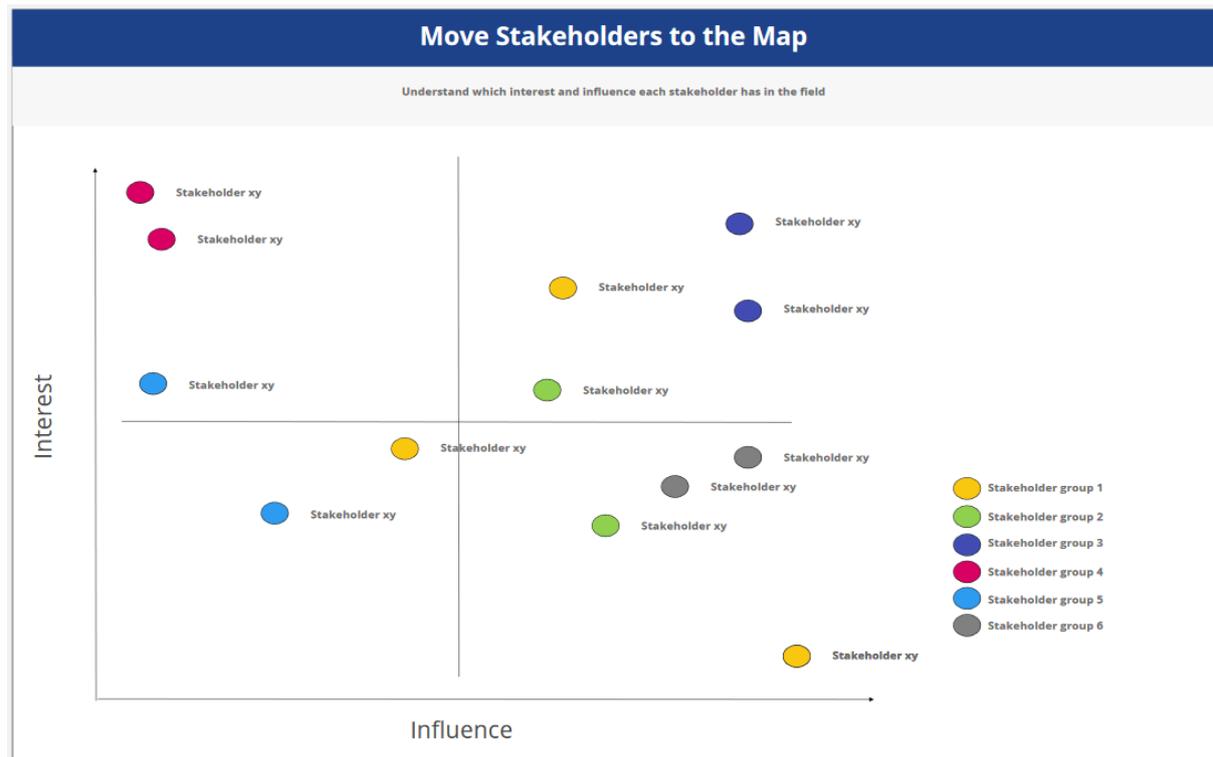


Figure 5 Stakeholder Mapping example

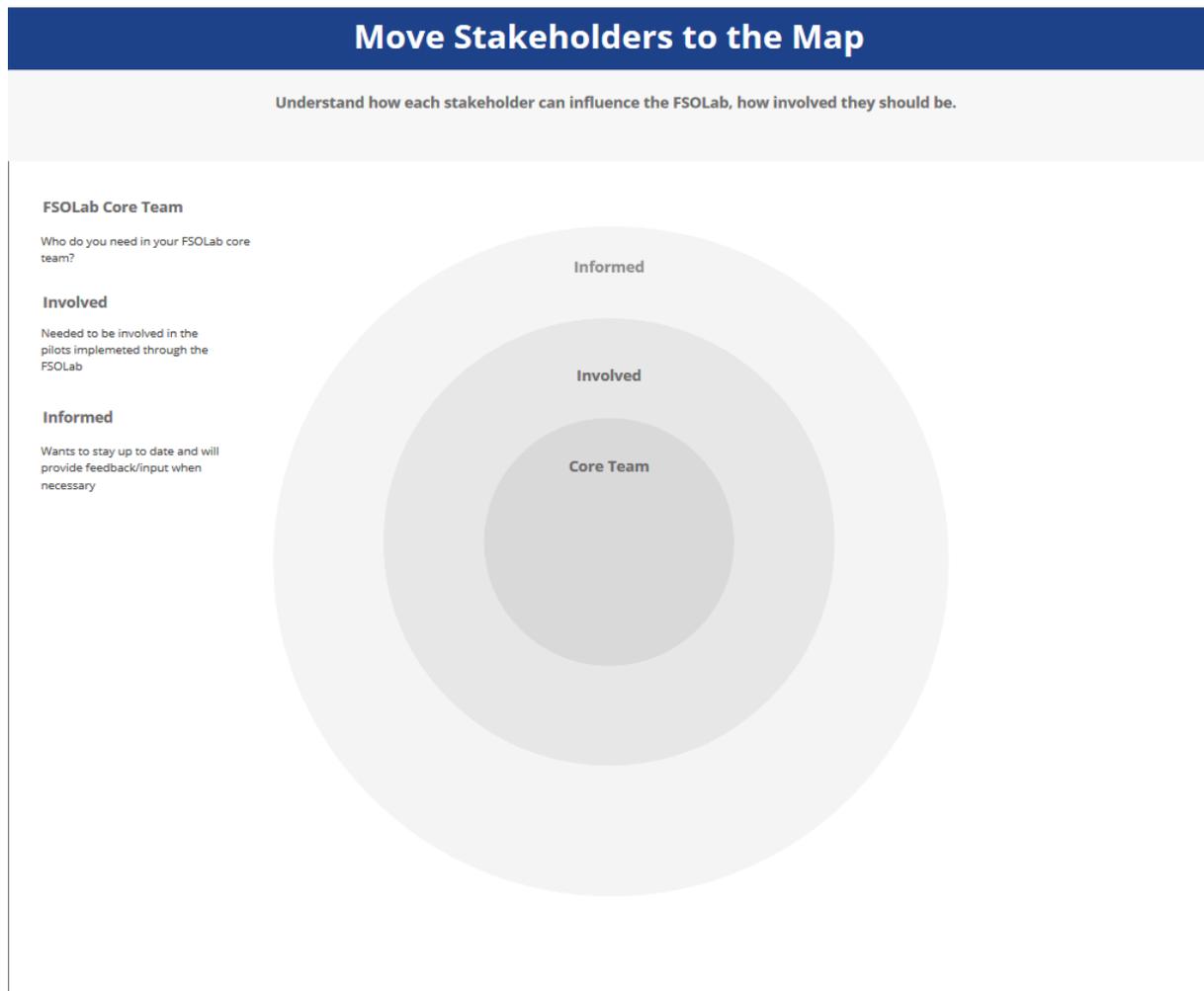


Figure 6 Stakeholder Mapping example

In a **2<sup>nd</sup> step** information on each stakeholder group is gathered. Interviews, electronic communication (email), focus groups. Interviews are very useful to identify further stakeholder groups, by asking the interviewees.

In a **3<sup>rd</sup> step** briefly answer the following question for each stakeholder:

1. What is the stakeholders’ primary interest in the FSOLab field
2. To what degree is the stakeholder relevant in the FSOLab field
3. To what degree is the stakeholder involved in the processes within the FSOLab field
4. Does this stakeholder oppose or support process within your FSOLab field
5. Will the FSOLab actions benefit or harm the stakeholder
6. What alliances exist with other stakeholders
7. What conflicts exist with other stakeholders

Gather stakeholders in a list e.g. the following:

Stakeholders	Potential role in the field	Opposer /Supporter	Key	Influence (high, medium, low)	Interest (high, med., low) / Stake	Core Team/ Involved/ Informed

Figure 7: stakeholder list

FSOLab Actions	Positively Affected	Negatively Affected
Directly Affected		
Indirectly Affected		

Figure 8: List how stakeholders are affected

### 3.3 Recruitment

For recruitment it is recommended to clearly outline the value of participation for the lab participants. For some of them, it is sufficient to raise the awareness that their own reflections and ideas might cause an effect in the specific lab topic and that their input is inspiring for other stakeholders. For some it might be interesting to become part of wider networks or to spark further ideas in the field. To inform participants about the big picture and interlink them with other labs and activities helps them to see beyond their own nose and reflect on the wider impact is therefore very important. Find below a table of some optional arguments to be used in order to convince optional participants to become part of the lab process.

<p><b>Get to know the community</b></p>	<p>The labs consist of core teams and communities of practice in a certain field. To take part in the lab activities means getting to know relevant actors in your field and their tasks and areas of responsibility. You get to know connections and better understand how the community ticks.</p>
<p><b>Becoming integral part of the community</b></p>	<p>You will become part of the community yourself and thus you and your institution will network with other potential partners, will be updated on what is going on in the field and you can take part in planned activities.</p>
<p><b>Get a voice and be listened</b></p>	<p>Among other lab outcomes your views and contributions to the lab will be reported and analysed and thus made visible and get noticed. Your ideas will be discussed and possibly implemented in the form of pilot actions.</p>
<p><b>Contribute to change</b></p>	<p>As a member of a social lab team you develop and evaluate appropriate ideas for improvement in the specific lab field.</p>

<p><b>Sparkle future collaborations</b></p>	<p>The workshops are only the first steps in a fruitful collaboration with the FOOD safety community in general and some of the project partners in particular. It is thus an opportunity to expand your institution connections at the national and European level.</p>
<p><b>Become co-author</b></p>	<p>Participants can also contribute to collaborative publications which are based on their lab experiences and outcomes</p>

**3.3.1 Aspects of recruitment for the FSOLab core team**

- A minimum of 2 persons per stakeholder group (identified in the stakeholder mapping)
- Persons from each hub
- Representing in a balanced way the meso and micro FSS level (research, consumers, industry, farmer associations, further stakeholder groups identified in the mapping)
- Experts from macro level
- Gender balance
- 20 persons per lab
- Time and commitment to participate in all workshops
- Pilot hosts if possible

**3.3.2 Ideal characteristics of FSOLab core team members**

<p><b>Influential</b></p>	<p>Representatives in terms of their official position</p> <p>Advocates of the group they represent</p> <p>Experts in their specific field in terms of practice</p>
<p><b>Informed</b></p>	<p>Aware of the grand societal challenges, the SDGs and FSOLab focus</p>
<p><b>Accessible &amp; agents of change</b></p>	<p>Not so low in the social/administrative ladder so they cannot perform changes, but not so high they cannot commit to fully attend the FSOLab process</p>

## 4 FSOLab implementation

Chapter 4 provides guidance in the lab implementation by giving information about the roles of the different people within the FSOLabs, their staff competencies, skills and duties, and by outlining the structure, goals and materials needed in workshop one. A step by step description will guide the FSOLab managers through this first workshop.

## 4.1 FSOLab members – staff competencies, skills and duties

### 4.1.1 FSOLab managers

Each FSO lab is managed by a manager (or managing team). In collaboration with the FoodSafety4EU hub leaders, the manager is responsible for putting together the core lab team and also the extended group with stakeholders as outlined in section 4.1.3.2. In addition, the managers connect the individual FSOLab with other labs and the project as a whole.

The manager organises the workshops (online and F2F), sets up the dates, informs and invites participants. In close collaboration with the facilitator the manager prepares the (virtual) rooms and all materials or additional tools as required. They provide any necessary materials (post-Its, flip charts, pin walls, coloured cards, pens, etc.) and the rooms, and in case, also the virtual rooms. Managers compare aims and objectives of the workshops and lab activities with actual results, and also reflect on the lab process in terms of methods, outcomes, group dynamics etc. They are responsible for documenting the workshops and lab activities, they have to make sure that reporting templates are filled in and send them in on time. Furthermore, they are in charge of disseminating the lab activities, they take care about the announcement of upcoming events and provide and publish reviews afterwards (see section before and after workshop).

### 4.1.2 FSOLab facilitators

Each workshop will be hosted by one facilitator and preferably by one (technical) assistant. The lab facilitators are responsible for facilitating three workshops (online and f2f depending on the pandemic situation). The facilitator will lead through the workshop according to the structure outlined in section 4. 2.

During the workshops

- they communicate the rules for the workshop and foster team building,
- they stay neutral and do not contribute to content in the workshops,
- they guide the discussions and sessions in the workshops,
- they make sure that all voices are heard and help the group to reach their goals.

In regard to group dynamics and steered discussions good facilitation is required, but also to help to shape the pilot ideas and support and motivate pilot hosts and teams to elaborate and develop their pilot ideas throughout the lab process.

For preparation they have to attend a two days online training provided by ZSI team (28. & 29.04.2021).

For F2F workshops they have to travel to the workshop venue and prepare the settings at the location. They prepare the workshop (by applying FSOLab guidelines/instructions in close collaboration with lab managers. They also take care of any necessary moderation materials needed. Furthermore, they contribute to documentation and reporting of workshop results, according to the FSOLab guidelines.

The following facilitator skills are required:

- Experience with group moderation/training (ideally online and f2f)
- Skilled use with online tools (e.g. Miro, Mentimeter, ZOOM, etc.)
- Enthusiasm about multi-stakeholder dialogues and co-creation
- Ability to understand the topic and discussions
- Ability to keep neutrality and not to bias the discussions
- Following the red thread and distinguish important aspects from unimportant
- Stress resistant, flexible and reliable

- Positive mind-set

These main attitudes and actions need to be applied during the workshops:

- Active Listening: The facilitator is **listening** rather than talking, focussing on **what** is being said). To check if the message got through the facilitator **summarizes** what has been said and tries to **clarify** all details necessary for a profound understanding.
- Positive **accepting** (an inner „yes!“) is an attitude which allows to welcome all ideas as valuable inputs.
- Process **interventions** are required to manage group process and dynamics on three levels: Concerning the **content** (not to lose track of the topic), the **procedure** (to steer the process as planned and make sure the schedule is kept) and in terms of **interaction**, making sure everybody gets heard and participants can actively take part.
- Dealing with **resistance**: Facilitators need to be sensitive on of participants' needs, as these are mostly the reason why participants are not able or willing to fully take part. Therefore, questions which contribute to better clarity, transparency, and hence, trust, are helpful. Find below a few suggestions of interventions supporting to deal with resistance:
  - Go-rounds: round about the table to let everyone speak.
  - Write-down exercises: first have participants write down, then make a go-round asking them out. This is a very nice way to let every individual be heard
  - Respectful parking: use an empty flipchart (miro board) as a virtual parking lot.
  - Referring to workshop program and procedures: explaining that there is a time and a place for everything
  - Direct addressing: dominant behaviour directly and concretely, without judgment. Usually the other participants will be thankful for the intervention

#### 4.1.3 FSOLab participants

Each lab consists of a core group of 20 lab members. They are recruited by hub leaders from each area, representing in a balanced way the meso and micro FSS levels actors (research, laboratories, FS services, consumers, industry and farmer associations, communicators) and experts invited from macro level to narrow target groups; (further details see section 3.3). Further stakeholders are approached to become part of a lab activity in the course of the lab.

The participants in a social lab are supposed to be part of a team. Therefore, not only the composition of the lab teams is an important aspect of the lab process but also team building activities for supporting this process. Figure 6 shows the team-building concept according to Tuckman, which is the basis the team building approach in the FSOLabs and the background concept for each workshop design.

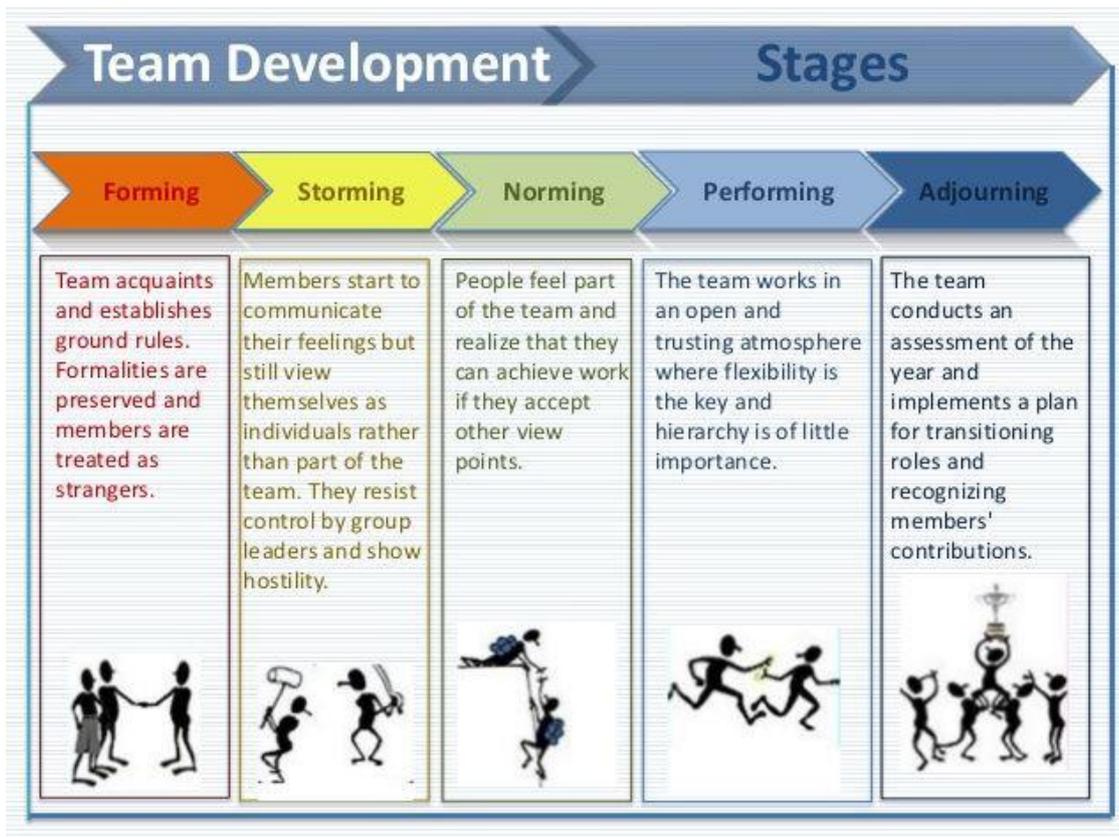


Figure 9: Team-building after Tuckman<sup>2</sup>

<sup>2</sup> The graphic you find here: <https://www.thrill.com.au/norming-forming-storming-performing-reviewing-how-teams-communicate/>

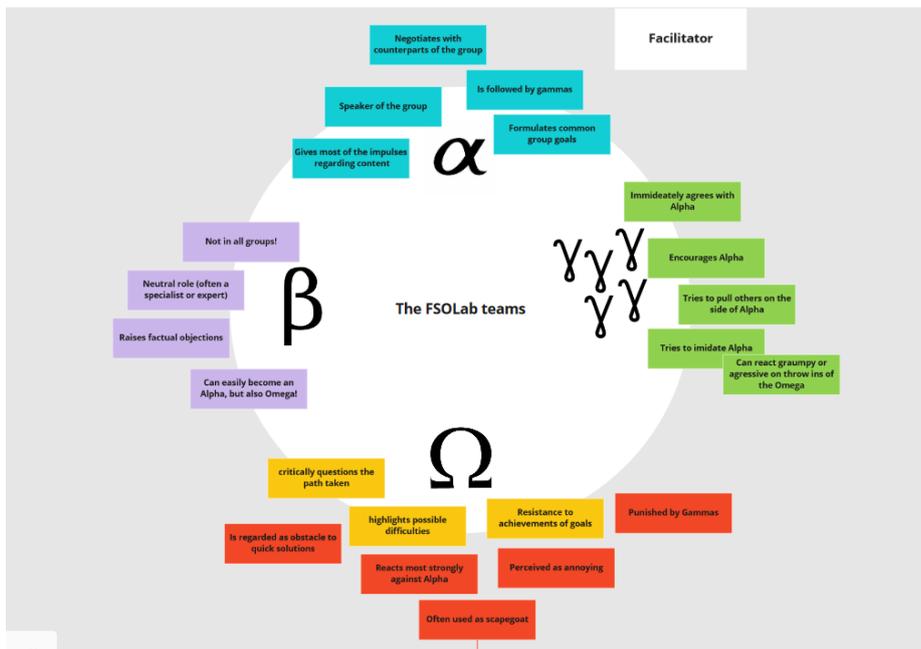


Figure 10: Rank dynamic (Raoul Schindler)<sup>3</sup>

The lab management teams should support the lab team-building process in order to allow for better collaboration, enabling familiarity and trust among participants and the group.

Group forming activities could support this process, for instance preparing and providing short CVs with photos of all participants before workshop 1, or sociometric constellations<sup>4</sup> (showing country of origin, institutional or professional background etc. for getting an overview of the group composition is helpful. Informal activities during the workshops (e.g social dinner), or other informal (also virtual) spaces should be offered to allow informal encounters in order to help participants to get to know each other and to meet as equals on eye-level.

The social lab processes are time and resource-intensive, with only travel costs and accommodation being reimbursed by the project, which is a fact that has to be communicated transparently from the very beginning on and has to be brought to the awareness of the lab participants. This will limit the drop-out rate of the participants because of prevented excessive demands. Secondly, clear communication and transparency on goals, requests and limitations of the labs will foster the building of trust towards the process as well as its social lab team.

#### 4.1.3.1 Pilot hosts

Pilot hosts are FSOLab participants who volunteer for leading and implementing a pilot action. Although voluntarily, it has to be considered that they will be challenged to invest much of their time throughout the process. They will coordinate and implement defined pilot actions. However, they are not meant to organise and undertake the activity on their own. They will be supported by the lab teams and the FSOLab managers. Pilot hosts act as contact persons within the FoodSafety4EU project and are the linkage between the activity and related institutions. Thus, Pilot hosts can be considered as agents of change who should rely on as much

<sup>3</sup> A detailed summary of Tuckman's and Schindler's concepts you can find here: [https://www.businessmind.at/wp-content/uploads/2017/06/businessmind\\_rankdynamics.pdf](https://www.businessmind.at/wp-content/uploads/2017/06/businessmind_rankdynamics.pdf)

<sup>4</sup> See here some information and examples: <https://www.businessmind.at/en/2014/09/12/business-facilitation-method-constellation/?lang=en>

support from the lab teams and their ecosystem as possible. Taking over the role of a pilot host and taking over related tasks responsibly can be regarded as prerequisite for a successful pilot action implementation.

4.1.3.2 *Extended group of stakeholders*

If not already represented in the lab core team, the lab and pilot teams can be further enlarged by additional persons from other stakeholder groups to help implement the activity. Also, persons representing the target groups of the pilot could be involved or any other further persons necessary for carrying out, implementing, or evaluating the activity.

4.2 Kicking off the FSOLab process – workshop 1

In this chapter the focus lays on the first workshop. It will outline the goals, the timing and give a detailed session guideline for this first workshop. For the second and third cycle and workshop only an outlook is provided. These workshop session guidelines cannot be given at this stage, as it is not clear if the workshops can be held f2f or have to be organised in a virtual room again, and the FSOLab processes might go in different directions.

For virtual workshops the facilitators need technical support. Teams of three are suggested and all should be familiar with the used tools (e.g. miro and ZOOM).

4.2.1 Pre questionnaire

A pre-questionnaire can help to grasp the attitudes, expectations, wishes and fears of your workshop group. Pre-questionnaires are common for trainings but are also useful for setting up the FSOLab teams. It will help the FSOLab management team to address potential fears or insecurities already in the first workshop and thus minimise the risk of drop outs. A suggested pre-questionnaire can be found in Annex B.

4.2.2 Goals and timing

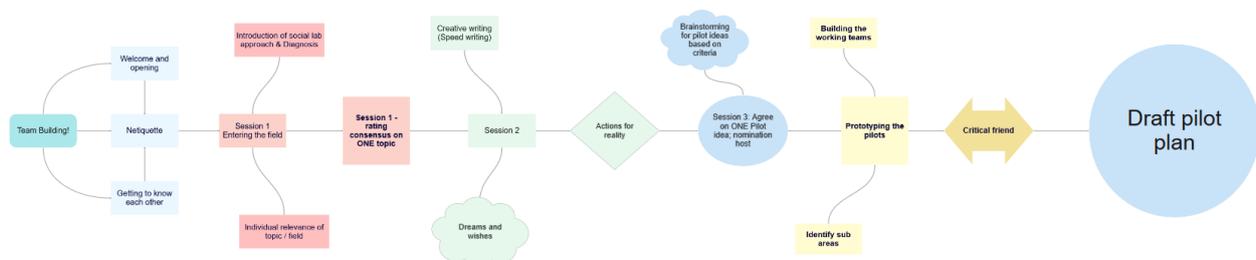


Figure 11: Workshop 1 process

Workshop one aims to reach the following overall goal:

- **One or more pilot ideas have been co-created and prototyped**

And these sub-goals:

- **Lab participants become acquainted with each other.**
- **Collaboratively agreed topic or field of action the FSOLab team will address**
- **List of potential pilot ideas**

Non-goals:

- Finalized pilots
- Enforce certain individual ideas or interests

Timing:

- The first workshops will take place between June 2021 and September 2021
- The workshops will last 2 days

### 4.2.3 Session guideline

The setting suggestion for the first workshop is organised in welcome, 6 Sessions and closing throughout 1,5 days. This section provides detailed guidance per session including, goals, details on the process, method used and materials needed.

Offer a playground on Miro (either before the workshop, or introduce it at the beginning). People who are not familiar with the tool can play and try it out there.

## Day 1:

### Welcome and opening:

**Goal of session:** All participants have a clear understanding of the workshop goals, know the agenda and are aware of the Netiquette.

**Method:** Presentation

**Material needed:** PowerPoint presentation

**Duration:** 10 min

### Warm up:

**Goal of session:** Group forming; People get to know each other and the team gets ready to enter the norming phase.

**Method(s):** There are different options for this warm up. Here we offer three options, where we suggest to choose two.

**Duration:** 30 min

**Option 1: Sociometry** with photos (online setting) on Europe map

- Participants are asked where they currently are
- Participants pin their photos or post-its with their name on a Europe map
- Facilitator goes through them and invites everybody to briefly say where he/she currently sits and to introduce her/himself.
- Sociometry can be done with different questions. You can also ask about professional background, knowledge background, familiarity with a topic etc.

#### **Material:**

- Miro board: prepare a Miro board where participants can do the sociometry
- ZOOM chat: send link to Miro board in chat
- Prepared Miro boards:
  - Europe map, fields for professional background, barometer for experience or knowledge specific sociometry, etc.
  - Post-its with names
  - Photos of participants

**Option 2: Interview in pairs**

- 5 min: Send participants in break-out rooms (two persons per room)
- Participants should note three things which their interviewee likes on post-its and pin them to the picture of their interviewee.
- 10 min: Back in plenary the interviewer introduces the interviewee. One after the next.

#### **Material:**

- Photos of participants
- Miro board where photos and information are collected

- Post-its
- ZOOM break out rooms

**Option 3: Joint poster**

- 15 min: Send groups of 4 in break out rooms
- Each group creates a joint poster, where they visualize, what the group or some people of the group have together (this can be interests, professional backgrounds, amount of kids, knowledge of languages, etc.)
- 5 min: Each group presents in an elevator pitch (no longer than 1 minute) their results

**Material:**

- Prepared Miro board with Flip chart for each group
- ZOOM break out rooms
- ZOOM chat to send Link to Miro board

**SESSION 01 (A – C): Entering the field**

**Goal of session:** Entering the field and choosing topics

**Duration:** 80 min (divided in three sub sessions (A, B, C))

**Session 01\_A Entering the field 01****Goal:**

- Introduction of Social Lab as a method
- Information about the Food Safety Field of specific FSOLab
- Goals of the Lab process
- Introduction of roles of participants
- Presentation of diagnosis results

**Method:** presentation

**Material:** PowerPoint

**Duration:** 15 min

**Session 01\_B Entering the field 02**

**Goal:** The participants find personal important aspects of the field and identify more strong with the FSOLab goals

**Method:** Topic lists; Break out rooms

**Material:**

- 3 ZOOM break out rooms (random mix)
- One Miro Flip Chart per group (Each group has post-its in own colour)

**Duration:** 45 min

**Task:**

- Split participants in 3 groups (random mix)  
Each group identifies one rapporteur who will present group discussion results
- 20 min: Discussion in break out groups: **Why is this FSOLab important to me / to my work?**
- 15 min: Still in break out groups: **Gather topics/fields which need to be tackled on coloured cards** and list them on the group Flip Chart in Miro
- 10 min: each group **presents results**

***Session 01\_C Rating of most relevant topics***

**Goal:** Identification of ONE most relevant topic/field

**Method:** Rating; Consensus finding

**Material:**

- Miro boards with listed topics
- **Virtual sticky dots**

**Duration:** 20 min

**Task:**

- The group has to agree on one topic/field they want to continue working on
- Each participant gets three sticky dots, which they can put on one or more topics (They can prioritize topics by putting all three sticky dots to one topic).
- Discuss the highest rated topic(s) and lead the group **to agree on ONE topic**

**SESSION 02 (A – C) Dreams and reality**

**Goal:** Start creative thinking process. Find first ideas for activities.

**Duration:** 105 min (divided in three sub sessions A, B, C)

***Session 02\_A Stimulate creative thinking***

**Goal:** Stimulate creative thinking

**Method:** Speed writing

**Material:** All participants need paper and pen

**Duration:** 10 min

**Task:**

- 1 min: all participants write all aspects and words which come to their mind on a paper
- Facilitator collects a few examples in plenary afterwards by asking some persons one after the next

### ***Session 02\_B Dreams and wishes***

**Goal:** Collection of dreams and wishes formulated in future sentences

**Method:** Dreams – Future sentences

**Material:**

- Three ZOOM break out groups (random)
- Prepared Miro board per group
  - Long coloured cards (one colour per group) (Sentences should have space and be good readable)
  - Create a nice space at Miro e.g. each group imagines to be in a different area such as at the beach, in the forest, etc. Use pics of palm tree, needle tree, etc. and position it in the middle of the group Flip Chart.

**Duration:** 40 min

**Task:**

- Divide participants in 3 break out groups (random)
- Each group works on the SAME before prioritized topic / field
- All groups formulate future sentences and write them on coloured cards  
Sentence guide: **“In an ideal world, how is your topic / field like, how is it organised minimising the burdens, maximising the benefits?” What has been addressed, solved, what has been established / implemented?**
- Each group collects their sentences on their dedicated Flip Chart marked with different trees and specific coloured cards.
  
- In plenum the group gets instructions for Session 02\_C by FSOLab facilitator!

### ***Session 02\_C Bringing the dreams to reality***

**Goal:** Finding realistic activities to support the formulated future sentences

**Method:** “Headstand technique” (Problem reversal technique)

**Material:**

- Same ZOOM break out groups as before
- Prepared Miro board for problem reversal technique
  - One field for red cards (negative formulations) & one field for green cards (positive formulation) → for each group!

**Duration:** 50 min

**Task:**

- Bring participants in **same break out groups as before!**

- 5 min: choose most promising future sentence “Pic a fruit from the tree”
- 20 min: participants make up their mind **how to hinder or totally avoid scenario of the future sentence**. What does it need that this dream does definitely **not become reality**?
  - Collect all ideas
  - **ONE idea / aspect per ONE red coloured card**
- 20 min: Reverse! Now the groups formulate their ideas and aspects on the red cards in a positive way. They reverse them and **write the positive formulations on the green cards**.
- 5 min: The groups decide for most important aspects and keep them on Miro (remove redundant, irrelevant, non-significant ones)
- Presentation of chosen Future sentence and green cards in plenum

### SESSION 03 – Pilot ideas

**Goal:** Agreement of one pilot idea which will be co-created on the next day

**Method:** Brainstorming; rating

**Material:** Miro board for listing pilot ideas, coloured cards, sticky dots

**Duration:** 70 min

**Task:**

- 10 min: Each participant **brainstorms** by him/herself ideas for pilots addressing the green cards from session before. The pilot ideas should:
  - Have clear objectives and goals
  - address one or more relevant aspects of the diagnosis
  - be doable within the upcoming 9 month
  - should be hosted by one or more lab team members
  - **Mark with arrows which green cards are addressed**
- 15 min: all ideas are **presented and open questions clarified** (each idea has to be clear to all participants)
  - Check against the criteria before
- 5 min: Facilitator **orders and structures ideas** (some might be redundant or complementary)
- 15 min: in 3 break out groups: each group agrees on three pilots and orders them according to priority.
- 10 min: **Rating** with sticky dots (or other selection method). Agree **on one pilot idea**
- 15 min: Clear phrasing of pilot idea. Nomination of **pilot host(s)** (contact persons)

## Day 2

### Opening and check in

**Goal:** Getting ready for day two; clarification of open questions / issues

**Method:** Talking circle

**Material:**

- ZOOM
- Pen

**Duration:** 30 min

**Task:**

- Facilitator introduces day two
- Check in round: Facilitator asks for feeling, thoughts, possible open issues and passes on a symbolic pen. Each person passes the symbolic pen to the person on the right hand side of him / her.

### SESSION 04 (A – B) Prototyping of pilot ideas

**Goal:** Visualized detailed pilot idea

**Duration:** 90 min

#### *Session 04\_A Group forming*

**Goal:** Definition of groups who collaboratively prototype the pilot idea

**Method:** Group building

**Material:** ZOOM

**Duration:** 15 min

**Task:**

- Split pilot idea into 3 sub areas
- Sub-areas are formulated and groups are formed accordingly
- Participants decide the groups they want to work with

#### *Session 04\_B Prototyping the pilots*

**Goal:** Visualized models of prototypes of pilots

**Method:** co-creation, prototyping

**Material:**

- 3 Break-out groups
- Miro (all kind of features Miro offers!)

- Miro space for being creative for each group

**Duration:** 75 min

**Task:**

- Create 3 break-out groups according to sub areas
- Each group works on sub area using all available feature by Miro (pictures, drawings, canvas, post-its, symbols, etc.)
- Models / sketches are made and visualized
- Facilitator visits the groups and asks for support, in case they need help with Miro tools!

### **SESSION 05 Feedback for pilot ideas**

**Goal:** Models of each sub area are improved based on a critical and structured feedback by critical friends

**Method:** Critical friend

**Material:** ZOOM presentation mode

**Duration:** 50 min

**Task:**

- 5 min: Intro
  - Same break out rooms for each sub area as in session 04\_B
  - Participants are sent as visitors to the two other sub areas they did not work on before; in two rounds
  - One person **per sub area stays** in the dedicated break out room and is responsible for presenting and taking up the feedback from the visitors
- 30 min: Each Subarea is visited by a mixed group of critical friends (15 min per round)
- This group gives feedback considering the following:
  - What are the goals?
  - Who are target groups?
  - Who needs to be involved?
  - Which aspects of the visions and of the current reality are addressed?
  - What is missing, necessary, to be considered?
- 15 min: same groups as in session 04\_B (Prototyping teams) meet again in their break out room and integrate the feedback in their pilot visualisation
  - ➔ **Help to align sub areas!!**

### **SESSION 06 Detailed planning of pilot draft**

**Goal:** Final pilot plan outlining time structure, target groups, information and research required, responsibilities and roles, milestones and next steps.

**Method:** Co-creation

**Material:**

- ZOOM break-out groups
- Miro management planning template (prepared per group)

**Duration:** 60 min

**Task:**

- Split in same groups as before
- 45 min: Each group works on a detailed pilot plan including
  - Time structure
  - Target groups definition
  - Information and research required
  - Responsibilities and roles
  - Milestones and
  - Next steps
- 15 min: Each group present results in plenum
  - ➔ *If needed merge groups! We have to stay flexible here.*

**SESSION 07 – Dialogue circle**

**Goal:** Bring the team together and commit to the pilot and the lab

**Method:** Dialogue circle

**Material:** ZOOM

**Duration:** 40 min

**Task:**

- Each participant, one after the other, tells
  - **What do you like about the pilot?**
  - **What are your hopes related to the pilot?**
  - **What and how will you contribute for its success?**
- Use a symbolic talking stick (pen) to pass the word
- Everybody has the room to speak and is not interrupted
- When the person finished he/she passes on the talking stick to the person to his/her right

**CLOSING**

**Duration:** 15 min

FSOLab manager

- Present outlook and next steps.
- Organises communication between the workshops (e.g. virtual meetings)

FSOLab Facilitator

- Gathers feedback (evaluation questionnaire Annex D)

#### 4.2.4 Moderation Sheet and presentation

The moderation sheet, which is the guiding document for workshop 1, and the power point presentation are available on humhub under this link: <https://fs4eu.humhub.com/s/working-group-fsolabs-managers-and-hub-le/cfiles/browse/index?fid=251>

### 4.3 Pilot actions

Each FSOLab will carry out one (or more) so called pilot activities. These real life activities should help to reach the specific lab goals as defined within workshop 1 of the FSOLab. The lab teams co-create, implement and evaluate these activities in the run of the lab process. That means that at first, much time needs to be devoted to generate innovate ideas. Brainstorming and creative exercises in Workshop 1 are especially dedicated to idea-creation and selection of appropriate pilot ideas. Criteria for selection of pilot ideas are mainly the following:

- clear objectives and goals
- addressing one or more relevant aspects of the diagnosis
- doable within the upcoming 9 months
- 'hosted' by one or more lab team members

Examples for activities could encompass:

- Strategies and road maps
- revised papers
- specific communication actions
- establish platforms, boards or bodies
- co-create and implement offline or online tools

However, lab activities will show which further ideas will be developed in each FSOLab.

Between workshop 1 and workshop 2, external advisors will assess the ideas and come back with feedback and further suggestions, and also lab team members meanwhile will do research on feasibility and gather details of the intended pilot actions and its target group(s). In workshop 2 the pilot ideas will be fine-tuned and set up as small projects with all necessary steps to be followed in order to implement the activity. Therefore, aspects of project management and team collaboration will be focus of workshop 2. Between Workshop 2 and 3 the pilot activities are implemented and tested in real life settings. Finally, workshop 3 will reflect on the finalised activity, consider replicability and upscaling or further steps to be taken towards sustainability of the activity.

Although the activities will be carried out by lab team members, however they need constant support from the FSOLab management teams. Time and efforts for lab participants as well as managers need to be made clear and communicated right from the beginning of the idea creation process and considered in the selection phase of pilot ideas.

### 4.4 Outlook further FSOLab process – Cycle 2 and 3

After the first workshop feedback for all pilot drafts is gathered from the FS4EU advisory board. This feedback will be taken up and be fed back to the group in workshop 2. The second cycle starts. Workshop two aims at developing concrete pilot implementation plans ready to kick of the process right after the workshop. The project management of the pilots, and the fine tuning are key of workshop 2. Between workshop 2 and 3 the teams will implement and test their pilot ideas. The FSOLab managers will already have set up a

communication and exchange strategy to be able to help the teams if necessary and to support them in reporting and evaluating their experiences.

It might happen that some people drop out. In that case FSOLab managers are responsible to re-recruit participants to make sure that all stakeholder groups and perspectives are represented in the groups.

As already outlined in chapter 2.3 cycle 3 focuses on the evaluation of pilot actions, the sustainability and upscaling of the ideas and the exploitation and recommendations.

Designs of workshop 2 and workshop 3 might differ per FSOLab, as these formats have to be adapted to the FSOLab specific ideas, goals and processes. Moreover, some of the workshops might happen in an online setting and others already be possible face to face. Hence, for these two workshops there will be no session guideline in this deliverable.

## 5 Communication and Dissemination activities

This chapter will be dedicated to the communication and dissemination activities required for the organisation of the FSOLabs.

The communication and dissemination activities will be held on two different levels: the first one on promotion of the FSOLabs towards the supporting partners and selected experts in order to encourage them to participate; the second one will concern the general public with the aim to raise awareness towards the project's activities and FSOLabs results and insights.

In light of this, a set of recommendations is described here with the aim to make effective communication activities through three different phases: before, during and after the FSOLab workshops. Those recommendations are also recalled in the FoodSafety4EU Communication and Dissemination Plan (D7.1).

For visual identity all FSOLab managers use templates provided on humhub (e.g. for agenda, pptx, etc.).

### 5.1 Before each FSOLab cycle workshop

In this first phase FSOLab managers inform APRE and ILSI EU, the partners leading the Work Package 7 "Dissemination, Communication, Exploitation", **a few weeks in advance** thus the communication and dissemination activities can be discussed and well defined. FSOLab managers open the request on the HumHub platform by going to W7 space and open a task under the folder "Communication and Dissemination activities for FSOLabs", assigning it to the APRE and ILSI EU staff.

While organizing the first workshop, FSOLab managers provide a brief article for the *FS4EUupdates - Feed your news on #FoodSafety*. There is an online form for this task, which is provided here: <https://forms.office.com/r/E1H9p7rr8f>

APRE provides communication material. If FSOLab managers need extra material, they contact APRE at least 6-4 weeks before the event. Templates for agenda, banners, etc. are available on HumHub, both in the *Templates* and *WP7* working spaces (Files, Task2, Templates).

**Three weeks before the event**, a short meeting will be arranged between APRE and the FSOLabs organisers: FSOLab managers are responsible to organize this meeting with APRE. The dissemination team will guide the FSOLab managers about the messages to be posted before and during the workshops (including specific hashtags definition and tags to include in the posts), communication actions requested to the organisers, and clarify open issues or support needs that could arise during the meeting.

Briefly before each workshop (about 1 week), FSOLab managers will send contents for posts on social media to APRE, who is responsible for posting. This information should contain

- the objectives of the lab,
- how many people will participate, and
- why it is important to discuss this topic.

For workshops after the pandemic crisis, FSOLab managers will be provided by APRE with materials such as roll-ups, leaflets, gadget and more, in time.

## 5.2 During each FSOLab workshop

During the workshops the FSOLab managers are responsible to provide a live social media coverage of the event in three stages: at the beginning (to inform that the FSOLab start), in the medium part (to inform about the discussion) and at the end (about outcomes and achievements). The posts will contain key messages and visual materials (photos and videos), which is important to make the communication and dissemination activities attractive and effective.

Content of the three messages:

1. The first message contains the objective of the day and the reason why it is important to discuss about the specific topic. Moreover, it will inform the large public that the FSOLab started its activity. The content for this first message should be sent to APRE the day before the event (except for the visual material).
2. The second one refers to an important statement or about the ongoing discussion. This message will inform the large public on how the FSOLab is working.
3. The third message outlines the main achievements of the day. It will inform that the event is closed and it could also contain a message about the next steps.

Make sure to reinforce the message to follow the project social media and to learn more about Fodsafety4EU visiting its website. This has a twofold purpose: to build more awareness around the civil society and to make the supporting partner a very attractive community for other stakeholders potentially interested to join.

FSOLab managers ask Lab participants to post on their social media during the entire duration of the workshops tagging the Foodsafety4EU's social media with specific hashtags defined in accordance with APRE.

## 5.3 After the workshop – between the workshops

In this last phase the FSOLab managers prepare a press release to inform the journalists' community about the main outcomes of the workshop and to raise their attention on Foodsafety4EU project. It is recommended to prepare a draft version in advance (even before the FSOLab workshop), adding main achievements and interesting insights after the workshop. The press release should be brief, but effective and should contain

- a description of the workshop with the main objectives,
- number of the participants,
- main outcomes and the next steps of the future.

The final version is sent to APRE and ILSI EU staff who will suggest possible improvements, before the press release will be shared with journalists.

## 6 Evaluation

In order to adapt and improve the FSOLab process, specifically the workshops, a short survey will be filled in by the participants. They will briefly reflect how they liked the workshop activities, what they liked most and what they did not like. This will help us improve the formats in following workshops in the FSOLabs. Additionally, background data of the participants will be gathered.

This evaluation process will comprehend the reporting done by the FSOLab managers, by integrating the perspective of the participants. It will also help to adapt FSOLab strategies to keep participants engaged throughout the whole FSOLab process.

## 7 Reporting

The FSOLab processes are qualitative processes which require a qualitative reporting process to be able to synthesize the results of each lab and to adapt processes to guarantee a smooth and successful implementation. The structure will follow qualitative research reporting standards. The FSOLab process is structured in three phases. Accordingly reporting templates are provided which help to gather and analyse the goals, milestones and achievements in each phase. With the help of the reporting templates FSOLab managers will compile information about workshop results, working and implementation processes between the workshops and provide selected pictures (optional) which can be used for dissemination purposes.

ZSI will start a task in humhub for each reporting period and provide the necessary template to the FSOLab managers. In this document in Annex D a first version of the reporting templates can be found.

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# Annex A. Diagnosis Templates FSOLab 1 to 4

## FS4EU – Diagnosis Template FSOLab 1

### Title:

### Executive Summary

*Please give a short overview on your diagnosis. Describe the content of this document*

#### 1. Introduction to specific FSOLab

*Please outline here what your FSOLab is about, what is the main goal, what is the topic, why is it important, etc....*

*Define the typology of the information needed and the time window (ie. refer to the last 3 years docs, agenda, programmes etc)*

*Cover geographical areas*

##### 1.1. Identified topics

*Please list your topics and give a brief summary about the state of the art, importance and the ambition why you chose this topic.*

#### 2. Methods

*Please describe briefly the methods you used in the diagnosis, e.g. desk research, document analysis, interviews, etc.)*

#### 3. Relevant stakeholder [including stakeholder graphics]

*This section provides the stakeholder analysis. Which stakeholder groups could be identified, which role and influence do these stakeholders have, which knowledge and experience do they have, etc... → Summary of your stakeholder analysis*

*Identify key respondents / collaborators for the diagnosis. Collaborate with hub leaders in this respect.*

##### 3.1. Recruitment process

*How are the stakeholders recruited to participate in the FSOLab. Which strategy do you follow, which aspects are important, when recruiting.*

#### 4. Diagnosis on relevant aspects identified in WP2 workshop

##### 4.1. State of the art

##### 4.1.1. Existing monitoring processes of roadmaps and forecasting

*Important questions are how to monitor future roadmaps, are there guidelines and success stories; how to create indicators; how to monitor the engagement of countries for harmonisation;*

4.1.2. Needs and views of consumers and producers

4.1.3. Emerging food risk issues

*Emerging food risk issues from consumers, producers, scientists, authorities*

*4.2. National differences*

*Are there any national differences which are important or need to be addresses in the FSOLab?*

*4.3. Organisation of data*

*How to deal with facts and figures; harmonisation of data; which data is collected and can further be used.*

## **5. Challenges and potential starting points for pilots**

*This section should define challenges and possible starting points to find solutions, which the pilots in the FSOLabs could take up and address. What is needed in the field based on your diagnosis? What are pressing issues?*

# FS4EU – Diagnosis Template FSOLab 2

## Title:

### Executive Summary

*Please give a short overview on your diagnosis. Describe the content of this document*

#### 1. Introduction to specific FSOLab

*Please outline here what your FSOLab is about, what is the main goal, what is the topic, why is it important, etc....*

*Define the typology of the information needed and the time window (ie. refer to the last 3 years docs, agenda, programmes etc)*

*Cover geographical areas*

*Identify differences in GDP*

##### *1.1. Information about sectors (size, role, emphasis, etc.)*

*Please list all sectors here (food safety, food technology, health and nutrition, feed and animal health). Describe their size, and role they play, which emphasis they are given and national differences in maturity per sector.*

#### 2. Methods

*Please describe briefly the methods you used in the diagnosis, e.g. desk research, document analysis, interviews, etc.)*

#### 3. Relevant stakeholder [including stakeholder graphics]

*This section provides the stakeholder analysis. Which stakeholder groups could be identified, which role and influence do these stakeholders have, which knowledge and experience do they have, etc... → Summary of your stakeholder analysis*

*Identify key respondents / collaborators for the diagnosis. Collaborate with hub leaders in this respect.*

##### *3.1. Recruitment process*

*How are the stakeholders recruited to participate in the FSOLab. Which strategy do you follow, which aspects are important, when recruiting.*

#### 4. Diagnosis on relevant aspects identified in WP2 workshop

##### *4.1. State of the art*

##### *4.2. National differences and communalities of funding procedures in the field*

*Please list here which kind of funding schemes are there, country specific differences, public and private funding, possible sectorial funding (refer to point 1.1.), map all levels, select data on research programmes*

#### 4.2.1. Ways of harmonisation

*Divers funding schemes at national level – difficulties in harmonisation and finding unified funding schemes. What successful existing harmonisation strategies are there? Are there already implementation plans in use or practical examples?*

#### 4.3. Organisation of data

*How to deal with facts and figures; harmonisation of data; which data is collected and can further be used.*

### **5. Challenges and potential starting points for pilots**

*This section should define challenges and possible starting points to find solutions, which the pilots in the FSOLabs could take up and address. What is needed in the field based on your diagnosis? What are pressing issues?*

# FS4EU – Diagnosis Template FSOLab 3

## Title:

### Executive Summary

*Please give a short overview on your diagnosis. Describe the content of this document*

#### 1. Introduction to specific FSOLab

*Please outline here what your FSOLab is about, what is the main goal, what is the topic, why is it important, etc....*

*Define the typology of the information needed and the time window (ie. refer to the last 3 years docs, agenda, programmes etc)*

*Cover geographical areas*

##### *1.1. Relevant thematic themes and topics*

*Identification of larger thematic themes and creation of their content. Prioritise and collect relevant topics.*

#### 2. Methods

*Please describe briefly the methods you used in the diagnosis, e.g. desk research, document analysis, interviews, etc.)*

#### 3. Relevant stakeholder [including stakeholder graphics]

*This section provides the stakeholder analysis. Which stakeholder groups could be identified, which role and influence do these stakeholders have, which knowledge and experience do they have, etc... → Summary of your stakeholder analysis*

*Identify key respondents / collaborators for the diagnosis. Collaborate with hub leaders in this respect.*

##### *3.1. Recruitment process*

*How are the stakeholders recruited to participate in the FSOLab. Which strategy do you follow, which aspects are important, when recruiting.*

#### 4. Diagnosis on relevant aspects identified in WP2 workshop

##### *4.1. State of the art*

##### *4.2. Which strategies are out there for which time horizon?*

*Analysis on food strategies in Europe and their duration. Also name implementation plans if possible.*

##### *4.3. What are the most promising aspects in the existing Food safety strategic research and innovation agenda (SRIA)*

##### *4.4. Collaboration processes*

*What collaboration processes are state of the art, what does it need? What are opportunities and procedures to collaborate extensively.*

*In this section less focus on the stakeholders, but rather more on instruments, boards, procedures, consultation processes, joint efforts, etc.*

#### *4.5. Organisation of data*

*How to deal with facts and figures; harmonisation of data; which data is collected and can further be used.*

### **5. Challenges and potential starting points for pilots**

*This section should define challenges and possible starting points to find solutions, which the pilots in the FSOLabs could take up and address. What is needed in the field based on your diagnosis? What are pressing issues?*

*List of “big challenges” and how to address them in building the SRIA;*

# FS4EU – Diagnosis Template FSOLab 4

## Title:

### 8.1 Executive Summary

*Please give a short overview on your diagnosis. Describe the content of this document*

#### 1. Introduction to specific FSOLab

*Please outline here what your FSOLab is about, what is the main goal, what is the topic, why is it important, etc....*

*Define the typology of the information needed and the time window (ie. refer to the last 3 years docs, agenda, programmes etc)*

*Cover geographical areas*

#### 2. Methods

*Please describe briefly the methods you used in the diagnosis, e.g. desk research, document analysis, interviews, etc.)*

#### 3. Relevant stakeholder [including stakeholder graphics]

*This section provides the stakeholder analysis. Which stakeholder groups could be identified, which role and influence do these stakeholders have, which knowledge and experience do they have, etc... → Summary of your stakeholder analysis*

*Identify key respondents / collaborators for the diagnosis. Collaborate with hub leaders in this respect.*

##### 3.1. Recruitment process

*How are the stakeholders recruited to participate in the FSOLab. Which strategy do you follow, which aspects are important, when recruiting.*

#### 4. Diagnosis on relevant aspects identified in WP2 workshop

##### 4.1. State of the art

##### 4.2. Which citizen communication tools exist

*What communication tools have been designed to enable citizens and/or producers to change behaviours in order to mitigate/prevent risks.*

##### 4.3. What glossaries are out there?

*Compile glossaries on food safety for citizens.*

##### 4.4. Public discourse

*Identify most common spread communicated fake news on the food safety topic to be addressed by the FSOLab activities. Which perspectives are represented or underrepresented? Which sources of communication?*

## 5. Challenges and potential starting points for pilots

*This section should define challenges/barriers and possible starting points to find solutions, which the pilots in the FSOLabs could take up and address. What is needed in the field based on your diagnosis? What are pressing issues?*

*List of “big challenges” and how to address them in building the SRIA;*

## Annex B. FSOLab participants' pre-questionnaire

### FSOLab participants' pre-questionnaire<sup>5</sup>

Please fill in this questionnaire.

It will help us to address your needs and expectations in the FSOLab process.

*This questionnaire is not anonymous as we aim at getting insight which expectations and insecurities each FSOLab participant has. Still, the results will stay with [... **FSOLab management organisation...**] and are only used for preparing the FSOLab process.*

What is your name?

Your organisation?

Which experience with Living Lab and/or Social Lab approaches do you have?

*(e.g. organised, participate or heard about such processes?)*

What makes you curious about it?

Which expectations regarding this approach do you have?

Which concerns regarding the approach do you have?

<sup>5</sup> <https://fs4eu.humhub.com/file/file/download?guid=284ec1ab-04af-4cfc-a05a-bbb58e605a79&download=1>

Which criteria have to be fulfilled to consider the FSOLab as successful?

What can you contribute to the FSOLab to make it successful?

Thank you for filling out this questionnaire!

## Annex C. Informed Consent

**FOODSAFETY4EU - Informed consent about personal data protection according to Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, repealing Directive 95/46/EC**

**Example** (to be translated in the country language of the participants and in terms they can fully understand)

Project Acronym:	FOODSAFETY4EU
Project Name	FoodSafety4EU - Multi-stakeholder Platform for Food Safety in EUrope
Grant Agreement no.	101000613
Start date of the project	01.01.2021
End date of the project	31.12.2023
Financed by	EU Commission
Programme	H2020 - FNR 08- 2020
Website	www.foodsafety4.eu

*This project has received funding from the European Union's Horizon 2020 research and innovation programme under Grant Agreement 101000613*

### 1. INTRODUCTION

You have been invited to take part in a survey, questionnaire, interview or focus groups for a research study<sup>6</sup>. Before making a decision on whether you want to participate or not, please read this document carefully. Please ask all the questions you may have so you can be completely sure to understand all the proceedings of the study, including risks and benefits. This informed consent document may include words that you do not understand. If this is the case, please ask the contact researcher or any other member of the study to fully explain the meaning of the word or piece of information you do not accurately understand. At all times, we assure the compliance with the current legislation.

### 2. PURPOSE OF THE STUDY/PROJECT

The Project aims to develop and release a **multi-stakeholder platform** for the future **EU FSS** by structuring a participatory process, which sustains a responsive and adaptive community of FSS actors. The platform will enable the partners, the FSS actors and external stakeholders to access efficiently resources and data, share and exchange scientific knowledge and contributions for the EU FSS through dedicated tools. It will define the communication schemes, collaboration and networking processes among actors, by focusing on **3 impact**

<sup>6</sup>Please modify in case of different subject

**areas:** Food Safety System integration, Co-creation and alignment of future research programs, at national and EU level, Enhancement of public confidence through transparency and access to the integrated knowledge.

During the project, personal data will be acquired by surveys, questionnaires, interviews and reports from FSOLabs workshops.

### 3. DURATION OF THE PROJECT'S ACTIVITIES

Project activities will last 36 months from 1.01.2021 to 31.12.2023.

### 4. RISKS OR INCONVENIENCES

No risk is foreseen. You are only requested to be available to participate.

### 5. BENEFITS

It is likely that you will not receive any personal benefit for your participation in this study besides possibly learning more about innovative and integrated strategies, policies and initiatives that will support you as stakeholder in the EU Food Safety System of the future and its FOODSAFETY4EU platform.

### 6. PRIVACY AND CONFIDENTIALITY

Responses you give in the questionnaires, interviews, workshop and/or working group will be recorded. Your recorded data will not include any personal identification; hence it will not be possible to identify you afterwards. Information will be processed during the phase of data analysis and will be shown in project reports. It will not be possible to identify the source of the information. The results of this investigation may be published in scientific journals or conferences and may be used in further studies. Nothing of the provided personal data will be handled out to third parties. The authorization for the use and access to this information is valid until the end of the study unless you decide to cancel it before. If you should decide to deny your consent, please contact the leading investigator and let her/him know of your intention of leaving the study. Your decision to whether or not give your authorization for the use and diffusion of the information provided by you is completely voluntary. However, if you do not provide the investigators with this authorization now or if you cancel it in the future, you will not be able to participate in this study.

### 7. CONTACT PERSONS

In case of any issue involving you in your role of participant of this questionnaire, interview, workshop and/or focus group, you are invited to inform the Project Coordinator, Dr. Veronica Lattanzio, via email, [veronica.lattanzio@ispa.cnr.it](mailto:veronica.lattanzio@ispa.cnr.it).

### 8. CONFIRMATION

Your participation in this study is only possible if you freely and independently sign this consent to authorize us to use the data you provide. If you do not wish to do so, please do not participate in this study.

I hereby declare:

- I am 18 years or older and am competent to provide consent;
- I have been fully informed about the aims and purposes of the Project. I understand that there is no compulsion to participate in this questionnaire, interview, workshop of the FOODSAFETY4EU Project and, if I choose to participate, I may at any stage withdraw my participation;
- I have read, or had read to me, a document providing information about this research and this consent form. I have had the opportunity to ask questions and all my questions have been answered to my satisfaction and understand the description of the research that is being provided to me;
- I agree that my data (collected by surveys, questionnaires, interviews or working groups) is used for scientific purposes and I have no objection that my data is published in scientific publications in a way that does not reveal my identity;
- I understand that, subject to the constraints above, no recordings will be replayed in any public forum or made available to any audience other than the current researchers/research team;
- I freely and voluntarily agree to be part of this research study, though without prejudice to my legal and ethical rights;
- I understand that I may refuse to answer any question and that I may withdraw at any time without penalty;
- I understand that my participation is fully anonymous and that no personal details about me will be recorded;
- information may be shared between any of the other researcher(s) and partners participating in this Project in an anonymous form. All information I give will be treated as confidential. The researcher(s) will ensure to preserve my anonymity;
- I have received a copy of this agreement.

*This consent form is made pursuant to the relevant national, European and international data protection laws and regulations and personal data treatment obligations. Specifically this consent document complies with the following laws and regulations:*

Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC

.....  
 Name and surname of participant (if the participant is minor: also name and surname of parent/authorized adult's participant)

.....  
 Place, date and signature of participant or, if minor, of parent/authorized adult's participant

Statement of investigator's responsibility: I have explained the nature and purpose of this research study, the procedures to be undertaken and any risks that may be involved. I have offered to answer any questions

and fully answered such questions. I believe that the participant understands my explanation and has freely given informed consent.

.....

Name and surname of the researcher

.....

Place, date and signature of the researcher

**Informed consent about personal data and images according to Italian Personal data protection code (D.lgs 196/2003 "Privacy Law")**

**Example** (to be translated in the country language of the participants and in terms they can fully understand)

I undersigned, confirm that I have read and understood the information about FOODSAFETY4EU project as per Grant Agreement 101000613 and Consortium Agreement in relation to personal data.

According to the legislative decree no. 101 of the 10<sup>th</sup> August 2018 (Italian Personal data protection code), my personal data provided to CNR ISPA, as Coordinator of FOODSAFETY4EU project (GA 101000613), will be treated in compliance with the individual's fundamental rights and dignity, with particular reference to privacy, personal identity and the right to personal data protection.

**Image consent and release form - photography and video**

Description: \_\_\_\_\_ (name of FSOLab Workshop/Conference/Training Course)

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Organizer \_\_\_\_\_

I, the undersigned, consent to my image being taken and used and reproduced in any format.

I understand that my image may be used for the purposes of display, publicity and in promotional materials by the CNR ISPA as Coordinator of FOODSAFETY4EU project and its photographer(s) / videographer(s).

I understand that any intellectual property, including copyright and image rights, which arises in the visual images(s) belongs to the CNR ISPA.

PARTICIPANT \_\_\_\_\_ ORGANIZATION \_\_\_\_\_

e-mail \_\_\_\_\_

Signature \_\_\_\_\_ (Place), \_\_\_\_\_ (Date)

**Personal data treatment criteria**

1. Personal data collected during registration at FOODSAFETY4EU conferences, seminars, workshops and training courses and will be used during the project implementation for internal and external communication (website, brochure, publications, video, pictures) and for statistic information.
2. Personal data will be exclusively used by CNR ISPA to inform the FOODSAFETY4EU community and website subscribers about news and activities regarding the FOODSAFETY4EU Project and its network. Such information could be sent to the end users by CNR ISPA directly.
3. The data treatment holder is CNR ISPA- Institute of Sciences of Food Production, Via Amendola 122/O- 70126 Bari (Italy), according to the ethical statements of FOODSAFETY4EU project. Provision of data is optional; treatment of data is also optional and will be carried out only to fulfill the previous purpose.
4. Third parties may contact the holder or one of its representatives to assert their rights as in accordance with art. 7 of the above-mentioned code in order to obtain, with no extra charge or delay, information about the origin and treatment of their personal data - the way they have been treated, updated, modified and completed - via the following email address: [veronica.lattanzio@ispa.cnr.it](mailto:veronica.lattanzio@ispa.cnr.it).
5. CNR ISPA will use all the necessary and available measures to avoid both unlawful and inappropriate use of the gathered data as well as their unsolicited modification. Access to the information provided is allowed to authorized personnel only. CNR ISPA adopts adequate control and protection measures to avoid any infringement of the above regulations.

# Annex D. Evaluation questionnaire

## Feedback questionnaire FSOLab workshop 1

City:  
 Country:  
 Date:  
 Profession:

**Please take 5 minutes to evaluate today's workshop**

**1. Are you:**

female  male  other

**2. To what extent was attending this workshop worth your time?**

not at all  slightly  moderate  very  extremely

**3. How would you rate each of the following?**

	poor	fair	good	Very good
Exercises	1	2	3	4
Discussion/Interaction	1	2	3	4
Moderation	1	2	3	4
Time	1	2	3	4
Group composition	1	2	3	4

**4. What did you like most about this workshop?**

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Why?

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---

---

5. What did you like least about this workshop?

---

---

Why?

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---

---

6. How motivated are you for the future FSOLab phases?

- not at all       slightly       moderate       very       extremely

7. My general comments and suggestions:

---

---

---

Thank you for your time!

*Please return this questionnaire to your FSOLab manager!*



## Annex E. Reporting template

### Reporting template

<b>FSOLab No.</b>	
<b>Workshop No.</b>	
<b>Date</b>	
<b>Location</b>	
<b>FSOLab Team:</b>	
<b><i>Manager</i></b>	
<b><i>Facilitator</i></b>	
<b><i>Assistant</i></b>	

### Workshop Agenda

**List of FSOLab participants:**

Participant number	Gender	Age	Country	Hub	Profession	Stakeholder group <sup>7</sup>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

<sup>7</sup> Please choose from the following stakeholder groups:

- **Academia & Research** (including research infrastructures, control laboratories, scientists)
- **Policy maker & Authorities** (including FSAs, official control labs, ministries, individuals)
- **Business operators** (producer associations)
- **Citizens** (consumer associations, citizen associations)
- **Networks and communities** (EU and national projects, communication, media, EU umbrella organisations, research associations/society, NGOs)

**Reflection**

*Describe and reflect the workshop process (methods, timing, setting (online, room, etc.) – what worked, what didn't work*

*Reflect group dynamics (group composition, interaction, discussion, etc.) – what were critical moments – how could you address them*

**Workshop content and results**



*List all topics your FSOLab team wants to address. Mark topics relevant for pilot in bold.*

--

*List all pilot ideas collected*

--

*Describe the drafted final pilot idea(s). Outline all aspects which were raised, discussed and agreed on.*

--

*Add visualisation of pilot or aspects of pilot – e.g. drawings, graphics, graphs, flow diagrams, system dynamic diagrams, etc.*



*Add here Miro pictures, manual sketches, pictures, screenshots collected in the workshop*

*Outline next steps and expected milestones for your pilot(s)*

*Summarize feedback session (impressions and statements collected from your workshop participants)*

Thank you!







# FoodSafety4EU

MULTI-STAKEHOLDER PLATFORM  
FOR FOOD SAFETY IN EUROPE

[www.foodsafety4.eu](http://www.foodsafety4.eu)