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## Methodology for Societal Outreach

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Title of Document:	Methodology for Societal Outreach
Work package name:	WP4 ENGAGED in Society
Task name:	WP4.2 Identify differences and commonalities (good practices)
Abstract	This document is composed of four main sections: Introduction, Survey Analysis, Proposed methodology, Conclusion. The survey analysis is divided in two sub-sections: quantitative and qualitative sub-sections in which the commonalities and differences among partners are analysed. Finally, two annexes are proposed.

## Summary

This document is the outcome of the task 4.2 within the work-package 4 of the ENGAGE.EU alliance. The outcome is a proposed methodology to support partners to self-assess their own societal outreach and to improve its own level. The outcome uses the results of the task 4.1 and proposes a result for the task 4.3. The main idea is to contribute to make Europe a referent in how to tackle societal challenges.

This document is composed of four main sections: Introduction, Survey Analysis, Proposed methodology, Conclusion. The survey analysis is divided in two sub-sections: quantitative and qualitative sub-sections in which the commonalities and differences among partners are analysed. Finally, two annexes are proposed.

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## Introduction

### WP4 Objective

In the ENGAGE.EU project, the Work-package 4 (WP 4) ENGAGED IN SOCIETY, deals with the activities geared towards societal outreach within all partners included in the program. WP 4 contributes to the ENGAGE.EU project to enable its learners and other stakeholders to act as socially engaged European citizens and to have impact on society. Building on the alliance in the social sciences, an approach is under development, following three interconnected paths: Engaged Learning, Engaged Research and Innovation and Engaged in Society.

### Task 4.2 Objective

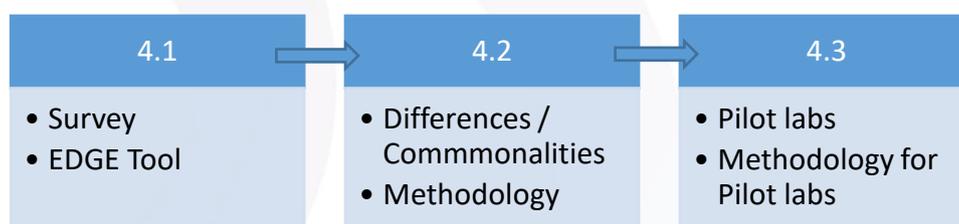
The main objective of the task 4.2 is based on the findings and recommendations of task 4.1. Thanks to these recommendations, we analysed differences and commonalities among the seven partners. The commonalities and differences are then summarised to formulate an ENGAGE.EU methodology for societal outreach. This methodology can be used to support members in further shaping their outreach models and activities. It contains a theoretical framework and practical tools.

The approach is adaptable to the specificities of member universities as well as to the local context in which universities are located. Given these characteristics, the approach may also be replicable by universities outside the alliance.

### WP4 Integration

The produced results in this document were elaborated in collaboration with tasks 4.1, 4.2, 4.3 colleagues. It is a common work by the task team 4.2 in collaboration with the work package leaders 4.1 and 4.3. The circle of students and board of learners were integrated in all organised workshops.

Task-leaders 4.1-4.2-4.3 meeting	June 18th, 2021
Workshop 1 task-teams 4.1 and 4.2	July 22 <sup>nd</sup> , 2021
Workshop 2 task-team 4.2	September 8 <sup>th</sup> , 2021
Task-leaders 4.1-4.2-4.3 meeting	September 13 <sup>th</sup> , 2021



### Task 4.1 outcomes

The University of Mannheim conducted a survey "Mapping structures, cultures and processes on society engagement" for the seven universities participating in the ENGAGE.EU project. The goal was to get a first impression of the understanding and implementation of societal outreach in the

respective institutions. The survey was designed jointly by the seven partners. The survey is composed by two parts: 1. Qualitative questions; 2. Quantitative questions.

## Survey analysis

### Qualitative questions

#### *Societal Outreach definition*

The survey designed in the task 4.1 started asking how each institution defines societal outreach. The results of each definition can be found in the deliverable task 4.1 "Survey Result".

*No common definition can be found as 3 stakeholders use an official definition and 4 don't have any official definition. By official definition, we mean definition given by a government.*

*Nevertheless, we can find common keywords for each partner:*

- Knowledge transfer
- Sharing
- Co-creation
- Dissemination

#### *Approaches, measures, activities addressing societal outreach*

The survey asked to the partners what the approaches, measures, or activities are particularly successful for addressing the topic of societal outreach.

*The approaches are very different for each partner. Nevertheless, based on the key-words previously defined (see above), we can find the following initiatives:*

- Knowledge transfer: University of the Third Age (UT1C), WUTalks (WU), Service Learning (UMA), Sustainability Challenge – Learning Track (WU)
- Sharing: ALUMNI Work (NHH), BEESE Project (UNWE), Chair of Sustainable Business (UMA), LabGov (LUISS),
- Co-creation: WE WARE Program (TU), Disrupt Campus (UT1C), Pepite (UT1C), INNOTAL Project (UNWE), Legalita e Merito (LUISS)
- Dissemination: Media Report (NHH)

*As a conclusion we can assume that the stakeholders develop different approaches, or activities that are collaboration projects among research and learning departments, or governments and researchers.*

#### *Measure relevance, impact on society regarding societal outreach activities*

It was then asked to the partners if their institution uses any strategies or tools to measure the relevance, impact, and / or influence on society regarding your societal outreach activities?

*We found here a high similarity among the partners as they answer at 85% that they use strategies for measuring the impact.*

*However, the used tools are different:*

- Reports: Annual overview (NHH), (WU), Feedbacks meeting (UMA), Integrated Report (LUISS)
- Indicators: set of Indicators (TU, UT1C, LUISS), as examples of indicators: number of dissemination events, number of publications about sustainability, number of collaborations with companies for projects, number of persons enrolled in continuing education, number of persons in workshops, satisfaction surveys etc...

*As a conclusion, all partners use two kinds of tools for measuring the impact on society that are reports and indicators*

### *Motivation for societal outreach activities*

It was then asked to the partners how their institution explains its motivation for societal outreach activities?

*Based on their own background, the motivations of each partner are various:*

- *NHH: Innovation and sustainable development / Knowledge sharing*
- *UT1C: Regulatory mission / Partnerships with local authorities*
- *UMA: Continuing education / Knowledge transfer / Social commitment*
- *UNWE: Creation and dissemination of new knowledge*
- *TU: Science and Society / Citizen Science*
- *WU: Public accessibility / Community services / Provision of Scientific founded knowledge*
- *LUISS: Strong relationships between University and Business World / Dissemination of real-world applications*

*As conclusion, we can assume that the motivations are diverse, but they generally aim to reinforce partnerships between academic and real-world.*

### *Types of implementations of societal outreach*

The seven partners were asked which types of implementations of societal outreach they conduct.

*Based on the answers, we can find the following categories:*

- *Volunteering: Volunteering@WU (WU), Civil associations (UT1C), Pro-bono, Green Life (UNWE), MENTE (LUISS)*
- *Learning programs: (UNWE), Reconnect Luiss (LUISS), I-Labs, Social Hub (TU), Dilami (UT1C), WU's Children University, Learn Public, Wu Executive Academy (WU), Secondary school (NHH)*
- *Collaboration research and innovation programs: Academic Workspaces, Labs (TU), IAST Research Labex (UT1C), Research Institutes (WU – UNWE – LUISS), Community based research (NHH)*
- *Social Entrepreneurship programs: (UMA), Fonds de solidarité et de développement des initiatives étudiantes (SDIE), PEPITE, Disrupt Campus (UT1C), Iqonic (TU), ALUMNI (NHH)*

*As a conclusion, we can assume that the types of implementations of societal outreach can be categorised in four parts: 1. Learning programs; 2. Volunteering; 3. Collaboration research and innovation programs; 4. Social Entrepreneurship programs.*

#### *Remarks:*

Because of the disparity, in length and about details, of partners' answers, the following question was not analysed in the differences and commonalities: "Narratives of the respective institutions concerning societal outreach".

Finally, because of the lack of answers by some partners the following question was neither analysed: "Are there any terms concerning societal outreach that are deliberately NOT used in your institution's communication?".

For the second part of the survey, i.e., the quantitative questions, it was proposed to the partners to use the EDGE that is presented in the next section.

## Quantitative questions

### EDGE Tool

EDGE is a self-assessment matrix. This tool allows you to assess your institution's support for public engagement. This tool was created by National Co-ordinating Centre for Public Engagement (NCCPE, founded in 2008) (see [www.publicengagement.ac.uk/edge-tool](http://www.publicengagement.ac.uk/edge-tool)). This tool can be used for non-commercial educational purposes, where credit is given to the NCCPE. A manifesto about this tool is signed by 81 Universities, mainly from United Kingdom.

EDGE is an acronym that means Embryonic / Developing / Gripping / Embedding, which represent the four layers to an activity being accepted as meeting the goals. The table below identifies the critical focal points it explores.

## The EDGE tool



Focus	EMBRYONIC	DEVELOPING	GRIPPING	EMBEDDING	
Purpose	<b>Mission</b>	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	Public engagement is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution.
	<b>Leadership</b>	Few (if any) of the most influential leaders in the institution serve as champions for public engagement.	Some of the institution's senior team act as informal champions for public engagement.	Some of the institution's senior team act as formal champions for public engagement.	The Vice Chancellor acts as a champion for public engagement and a senior leader takes formal responsibility. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda.
	<b>Communication</b>	The institution's commitment to public engagement is rarely, if ever, featured in internal or external communications.	Public engagement occasionally features in internal and external communications.	Public engagement frequently features in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance.	Public engagement appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
Process	<b>Support</b>	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution.	There are some informal attempts being made to co-ordinate public engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	Overnight and co-ordination of public engagement has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.	The institution has a strategic plan to focus its co-ordination, a body / ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of public engagement. There are a number of recognised and supported networks.
	<b>Learning</b>	There is little or no opportunity for staff or students to access professional development to develop their skills and knowledge of public engagement.	There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in public engagement.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.
	<b>Recognition</b>	Staff are not formally rewarded or recognised for their public engagement activities.	Some departments recognise and reward public engagement activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.	The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded and recognised in formal and informal ways.
People	<b>Staff</b>	Few if any opportunities exist for staff to get involved in public engagement, either informally, or as part of their formal duties.	There are opportunities for staff in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in public engagement; but not in all faculties or departments. There is a drive to expand opportunities to all.	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so.
	<b>Students</b>	Few opportunities exist for students to get involved in public engagement, either informally, through volunteering programmes, or as part of the formal curriculum.	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution.	Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all.	All students have the opportunity to get involved in public engagement, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement.
	<b>Public</b>	Little or no attempt has been made to assess community need, or to support 'non-traditional' groups in engaging with the institution.	Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	The institution has assessed need and committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.

Figure 1: EDGE Tool matrix

The list of questions is described in Annex1. All ENGAGE.EU partners filled in the survey. All partners agreed to share their own result.

Each partner receives individual feedback. We have hereafter a visualisation of all results.

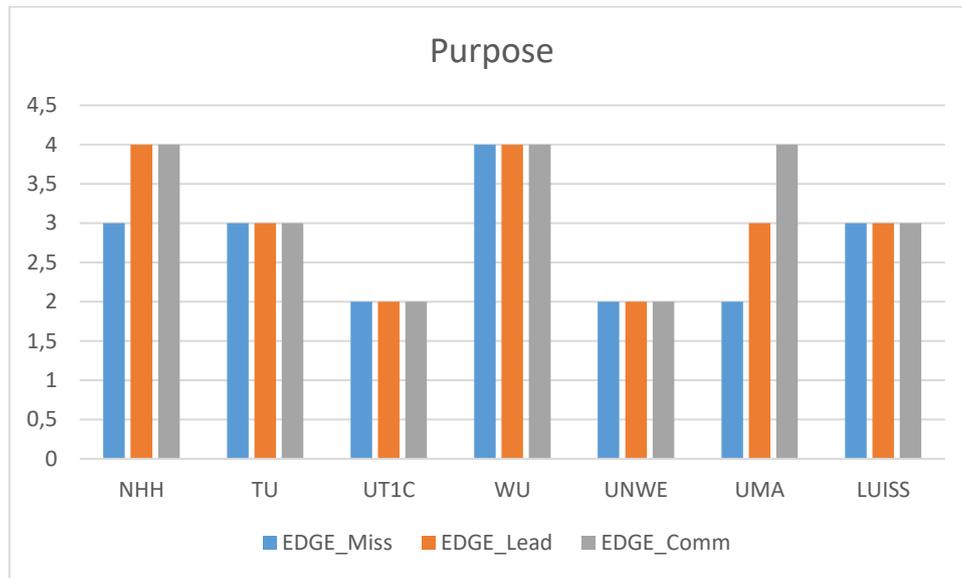


Figure 2: Purpose Results (Mission=Miss / Leadership=Lead / Communication=Comm)

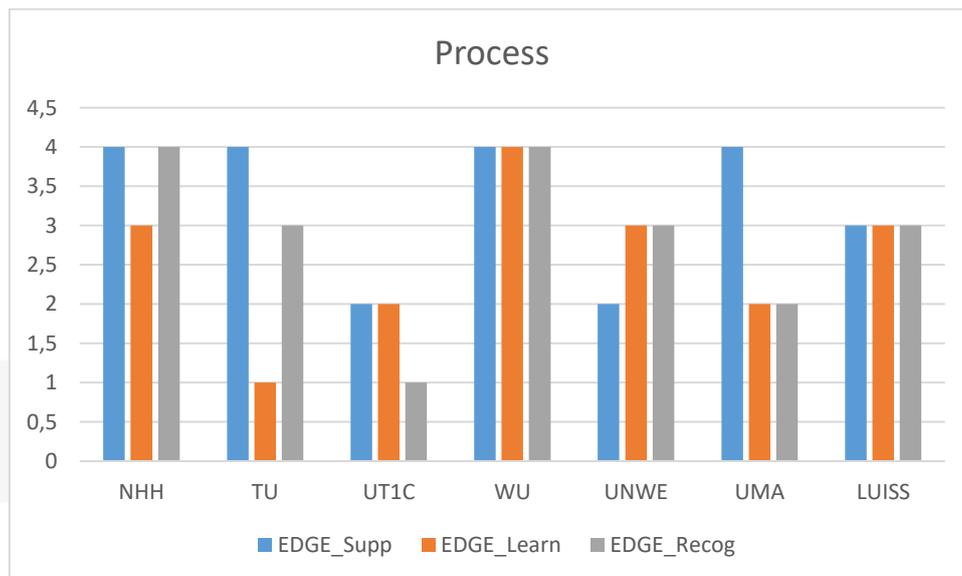


Figure 3: Process Results (Support=Supp / Learning=Learn / Recognition=Recog)

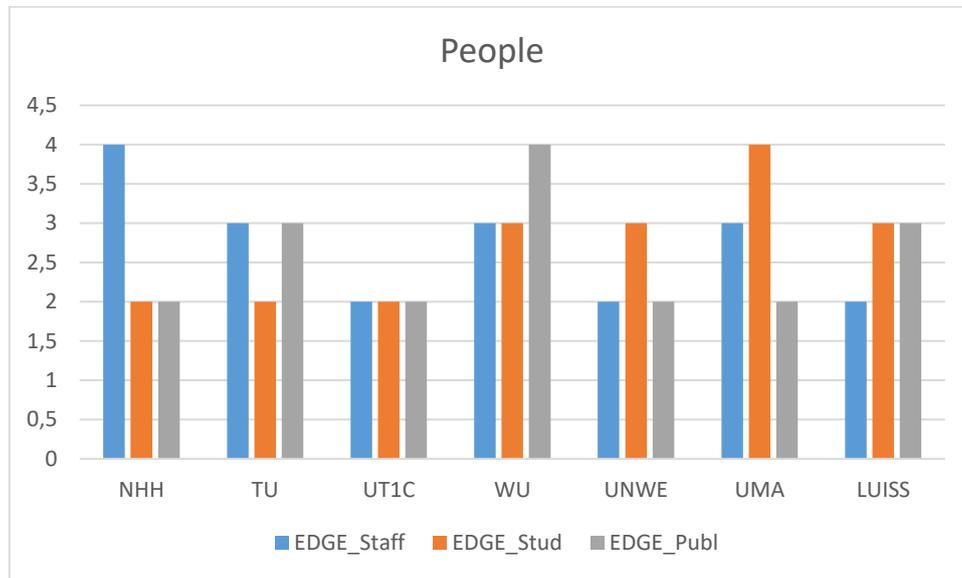
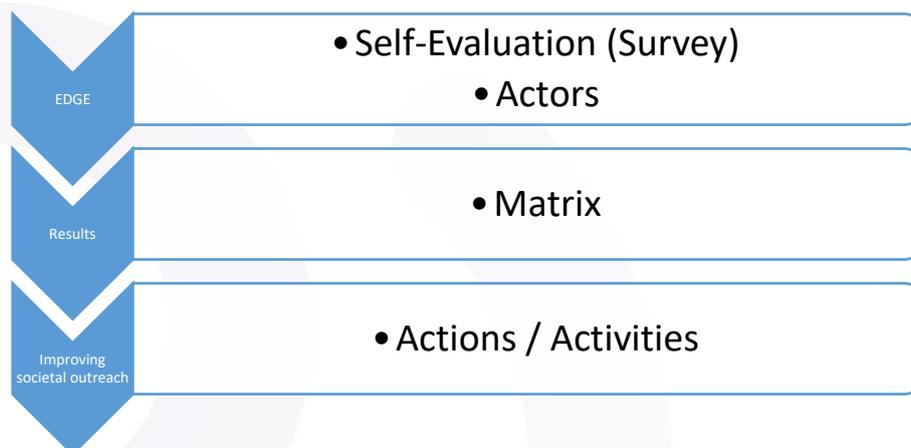


Figure 4: People Results (Staff=Staff / Student=Stud / Public=Publ)

As this evaluation is a self-evaluation, it is the reflect on how the institution feels with societal outreach. Another element is that the way how the survey was filled in by each partner was totally free. The result is then very dependent on who participated to this survey. The actors involved in the survey is then a key point of the proposed methodology which is described in the next section.

### Proposed methodology

Based on the results presented in the previous section, we proposed a methodology in three steps. The methodology was co-designed by all partners participating to the two organised workshops.



For the first step, we propose that each entity fills in the survey (see Annex 1). The complete survey is one of the result of the task 4.1.

The question is then which stakeholders within the Universities participated to this survey. A proposal of actors to be included in the process is detailed here after.

During the workshop organised by September 8<sup>th</sup>, 2021, we were 11 participants from the seven Universities (see Annex 2 – screenshot of the workshop). It was asked to the participants which actors were involved in the survey and / or who should be involved. We worked in three sub-groups. This list of actors can be categorised in three items:

- Mandatory actors: cited by the three sub-groups
- Optional actors: cited by two sub-groups
- Possible actors: cited by one sub-group.

Mandatory actors	Optional actors	Possible actors
<ul style="list-style-type: none"> <li>• Dean office – Top management – Vice rector</li> <li>• ENGAGE WP4 colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• PhD Students – Post graduate students – Circle of Students</li> <li>• Entrepreneurship center – Department of external relations</li> </ul>	<ul style="list-style-type: none"> <li>• Civic associations related to Universities</li> <li>• Knowledge transfer office</li> <li>• Communication staff</li> <li>• Internship Department</li> <li>• Department for Strategy and Management</li> <li>• Dual Learning Department               <ul style="list-style-type: none"> <li>• Teachers</li> </ul> </li> </ul>

Based on the survey, each University can obtain its own result based on the matrix presented in Figure 1.

Based on this result, the next step of the methodology is to improve its own societal outreach. For this objective, in direct link with the workshop organised July 22<sup>nd</sup>, 2021 by the task 4.1 leader, a list of actions or activities is proposed to the group. This list actions or activities is extracted from the survey. During the July 22<sup>nd</sup>, 2021 workshop, it was asked to the participants to categorise the actions or activities in 5 pillars that were selected from the EDGE tool.

For the 1<sup>st</sup> axis: PURPOSE, the three following categories of actions or activities were proposed:

#### MISSION :

- M.1: Aim at giving knowledge back to society, connecting research and teaching with societal input, sharing university knowledge, and generating value for society and improving teaching and research in exchange with society
- M.2: Raise awareness within the universities for societal responsibility
- M.3: Make research accessible to the public
- M.4: Provide students and learners with the knowledge and skills to understand societal contexts
- M.5: Acknowledge that our responsibilities go beyond research and teaching and create awareness about the importance of engaging with society
- M.6: Take responsibility to have a positive impact on society as a whole and its individuals
- M.7: Take part in or initiate societal debates based on excellent research

#### LEADERSHIP:

- L.1: Designate someone to be responsible for the topic of societal outreach in each department of the university, preferably at the management level

- L.2: Actively initiate the mobilization of knowledge on relevant issues between university and society

#### COMMUNICATION:

- C.1: Take dissemination of research findings to the broader public seriously
- C.2: Actively communicate about university's societal outreach activities as it is essential for visibility towards stakeholders in- and outside the university
- C.3: Anchor societal outreach as an element in communication concepts and through science communication as a part of the work of the university press offices

For the 2<sup>nd</sup> axis: PROCESS, the three elements: Support, Learning and Recognition were grouped in two items:

#### STRATEGY:

- S.1: Choose a knowledge-based approach to societal outreach activities,
- S.2: Enable and motivate students and university members to participate in societal engagement activities
- S.3: Foster systematic collaborations between researchers and partners to co-create real applications and to work on real-life challenges for teaching, learning, and innovation
- S.4: Build a constant bi-directional communication with society
- S.5: Promote a clear profile on societal outreach to highlight the possibilities and opportunities emerging through collaboration among learners, researchers, and societal partners
- S.6: Promote strong, mission-driven collaborations through partnerships between universities and multi-stakeholder partners in an iterative way

#### VISION:

- V.1: Shape the future of society in a positive way through education
- V.2: Be aware of the fact that: 1/ no single institution will be capable of achieving optimal solutions to complex societal challenges, 2/ joint resources and efforts are crucial 3 we can only achieve impact or have societal outreach if we collaborate with partners who are able to transfer the impact in society
- V.3: Be aware that universities are privileged drivers of change and therefore need to play an active role in developing sustainable solutions preferably with the involvement of society
- V.4: Contribute significantly to the purposeful education of responsible, proactive, and engaged citizens of the future
- V.5: Base actions or activities on an innovative mindset, collective commitment and co-creation by all stakeholders coming from university and society
- V.6: Be a driving force for engaged research and innovation and sustainable development
- V.7: Use the expertise in our disciplines as powerful tools to provide meaningful solutions to today's challenges - with a focus on Sustainable Development Goals

As a list of actors to be involved in the survey were defined previously, we do not find any actions or activities to be done for the 3<sup>rd</sup> axis PEOPLE.

Finally, during the workshop of 8<sup>th</sup> of September, it was asked to the participants, divided in three sub-groups, to tag the list of actions or activities using the four levels proposed by the EDGE tool: Embryonic, Developing, Gripping, Embedding. The objective is to support Universities to improve their level for the process for example, passing from the level Developing to the level Gripping.

### MISSION – Tagged:

- M.1: Aim at giving knowledge back to society, connecting research and teaching with societal input, sharing university knowledge, and generating value for society and improving teaching and research in exchange with society → EMBRYONIC
- M.2: Raise awareness within the universities for societal responsibility → EMBRYONIC
- M.3: Make research accessible to the public → GRIPPING
- M.4: Provide students and learners with the knowledge and skills to understand societal contexts → GRIPPING
- M.5: Acknowledge that our responsibilities go beyond research and teaching and create awareness about the importance of engaging with society → EMBEDDING
- M.6: Take responsibility to have a positive impact on society as a whole and its individuals → EMBEDDING
- M.7: Take part in or initiate societal debates based on excellent research → EMBEDDING

### LEADERSHIP – Tagged:

- L.1: Designate someone to be responsible for the topic of societal outreach in each department of the university, preferably at the management level → EMBEDDING
- L.2: Actively initiate the mobilization of knowledge on relevant issues between university and society → EMBEDDING

### COMMUNICATION - Tagged:

- C.1: Take dissemination of research findings to the broader public seriously → EMBRYONIC
- C.2: Actively communicate about university's societal outreach activities as it is essential for visibility towards stakeholders in- and outside the university → DEVELOPING
- C.3: Anchor societal outreach as an element in communication concepts and through science communication as a part of the work of the university press offices → GRIPPING / EMBEDDING

### STRATEGY - Tagged:

- S.1: Choose a knowledge-based approach to societal outreach activities → EMBRYONIC
- S.2: Enable and motivate students and university members to participate in societal engagement activities → DEVELOPING / GRIPPING
- S.3: Foster systematic collaborations between researchers and partners to co-create real applications and to work on real-life challenges for teaching, learning, and innovation → DEVELOPING
- S.4: Build a constant bi-directional communication with society → GRIPPING
- S.5: Promote a clear profile on societal outreach to highlight the possibilities and opportunities emerging through collaboration among learners, researchers, and societal partners → GRIPPING / EMBEDDING
- S.6: Promote strong, mission-driven collaborations through partnerships between universities and multi-stakeholder partners in an iterative way → GRIPPING / EMBEDDING

### VISION - Tagged:

- V.1: Shape the future of society in a positive way through education → EMBRYONIC
- V.2: Be aware of the fact that: 1/ no single institution will be capable of achieving optimal solutions to complex societal challenges, 2/ joint resources and efforts are crucial 3 we can only achieve impact or have societal outreach if we collaborate with partners who are able to transfer the impact in society → DEVELOPING / GRIPPING
- V.3: Be aware that universities are privileged drivers of change and therefore need to play an active role in developing sustainable solutions preferably with the involvement of society → DEVELOPING

- V.4: Contribute significantly to the purposeful education of responsible, proactive, and engaged citizens of the future → GRIPPING
- V.5: Base actions on an innovative mindset, collective commitment and co-creation by all stakeholders coming from university and society → GRIPPING
- V.6: Be a driving force for engaged research and innovation and sustainable development → DEVELOPING
- V.7: Use the expertise in our disciplines as powerful tools to provide meaningful solutions to today's challenges - with a focus on Sustainable Development Goals → GRIPPING / EMBEDDING

To harmonize the vocabulary inside the WP4, the tasks leaders 4.1, 4.2, 4.3 had a meeting to introduce bridges among these tasks.

One of the ENGAGE.EU main objective is to creating space for connection, collaboration, co-creation and innovation for learners, researchers, societal and business partners. In Work package 4, this goal is embedded in task 4.3, 4.5 and 4.6. Therefore, the development and pilot of the ENGAGE.EU labs are one of the key outcomes. Central issue is to determine what are the goals and ambitions of ENGAGE.EU labs, what actions and activities take place in the labs, and what outputs can be expected. A flexible system of building blocks has been developed. This model functions as a maturity-scan to reflect the development of the labs during the program. The more mature a lab is, the more advanced the program and the outcomes become. To achieve this objective three models are defined:

- Basic Model: the ENGAGE.EU Labs are process which support the co-creation and co-design of innovative and sustainable ideas
- Plus Model: in addition to the Basic model, the Labs might evolve integrating new features and different characteristics
- Optimized Model: the Labs might also evolve and aims to become a more stable and innovative layer that might contribute to the development of new solutions in the long run

The proposed methodology of the task 4.2 defines four levels of maturity: Embryonic, Developing, Gripping and Embedding. As mentioned in the list of actions or activities, previously cited, it is difficult to make the difference between the levels Gripping and Embedding. To facilitate the bridges between tasks 4.2 and 4.3, the proposal is to simplify the tasks 4.2 methodology using only three levels:

Task 4.2	Task 4.3
Embryonic	Basic
Developing	Plus
Gripping / Embedding	Optimized

The list of actions or activities can then be summarised as follows:

Axis	Embryonic / Basic	Developing / Plus	Gripping – Embedding / Optimized
PURPOSE: MISSION	M.1 – M.2		M.3 – M.4 – M.5 – M.6 – M.7
PURPOSE: LEADERSHIP			L.1 – L.2
PURPOSE: COMMUNICATION	C.1	C.2	C.3
PROCESS: STRATEGY	S.1	S.2 – S.3	S.2 – S.4 – S.5 – S.6
PROCESS: VISION	V.1	V.2 – V.3 – V.6	V.2 – V.4 – V.5 – V.7

## Conclusion

As conclusion and perspectives of this work, we can mention the following program for this methodology:

Action 1: Presentation of the methodology to the complete consortium

Action 2: Presentation of the methodology to 2 or 3 Universities outside of the consortium

Action 3: Feedback of the partners and external Universities

Action 4: Feedback of the methodology proposed in task 4.3 and links to the task 4.2 outcome, i.e., the proposed methodology

Action 5: Improvement of the proposed methodology.

The work conducted in the task 4.2 can be seen as an iterative work aiming to a continuous improvement.

## References

EDGE Tool: National Co-ordinating Centre for Public Engagement (NCCPE, founded in 2008)

[www.publicengagement.ac.uk/edge-tool](http://www.publicengagement.ac.uk/edge-tool)

## Annex 1: EDGE Tool at a glance

List of questions for quantitative part of the EDGE tool.

<b>PURPOSE</b>	<b>MISSION</b> Have you created a shared understanding of the purpose, value and meaning of engagement and embedded this in your strategy and mission?
	<b>LEADERSHIP</b> Do you support champions across the organisation who embraces engagement?
	<b>COMMUNICATION</b> Do you communicate consistent, clear messages to validate, support and celebrate it, and ensure open and two-way communication with internal and external stakeholders?
<b>PROCESS</b>	<b>SUPPORT</b> How do you co-ordinate your support to maximise efficiency, target support, improve quality, foster innovation, join up thinking and monitor effectiveness?
	<b>LEARNING</b> What opportunities do you provide for learning and reflection and what support do you provide for CPD?
	<b>RECOGNITION</b> How do you recognise and reward staff involvement within recruitment, promotion, workload plans and performance reviews, and how do you celebrate success?
<b>PEOPLE</b>	<b>STAFF</b> Do you ensure that all staff – in academic and support roles – has opportunities to get involved in informal and formal ways?
	<b>PUBLIC</b> Do you proactively involve stakeholders / users / publics in shaping the mission and in the delivery of the strategy, and maximise opportunities for their involvement?
	<b>STUDENTS</b> How are students involved and what opportunities do they have to contribute their expertise and energy?

## Annex 2: Workshop September 8th, 2021 – Methodology Co-Design

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