SHORT EXERCISES

Exercise for identifying showcases

In a nutshell

Exercise to support the identification of showcases, understood as initiatives that have contributed, or are contributing, to food systems R&I development.

What for?

- To explore and understand the food system.
- To work with communities (to run a Lab)
- To improve R&I policy coherence and alignment

How long?

1 hour.

For whom?

Policy makers, Researchers, Businesses, Funders, Non-Governmental Organisations / Civil Society Organisations, Professionals

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Something to share?

Leave us a comment about this tool on the platform.
You can also contact fit4food2030.beta@vu.nl
This tool was developed as part of FIT4FOOD2030 project, see this tool and others on the FIT4FOOD2030 Knowledge Hub.

Date of creation: May, 2018

How to cite?

EXERCISE FOR IDENTIFYING SHOWCASES

Introduction

Showcases are initiatives (key findings, good practices, networks, case studies, (EU) projects and demonstrations, social movements) that have contributed, or are contributing, to food systems R&I developments. Some cases that had great potential, but ultimately failed, can also be considered to see which criteria are important for a successful showcase.

The identification and analysis of best practices, named also showcases, enables learning from past experiences and gain insights in how the effectiveness of measures, programmes, initiatives, etcetera, can be improved. Based on these insights, the effectiveness and impact of future measures, programmes, and initiatives can be increased.

Apart from showcases, trends and R&I breakthroughs also play an important role in food system transformation. In Figure 1 you can visualise the relationship between these three elements. This visualization is based on the multi-level perspective framework that is used for analysing socio-technical transitions (Geels, 2002[1]). It distinguishes three analytical levels: regime, landscape and niche. The regime represents the incumbent/existing system with its norms and rules. Change does occur at the regime level but it is normally slow and incremental. The niche, however, is characterized by radical innovations. Some innovations will change the existing regime while others fail. The last level is the landscape, representing a broad range of factors, such as social trends, economical factors, wars, that put pressure on the regime. At the landscape level, change occurs at an even slower rate than at the regime level.
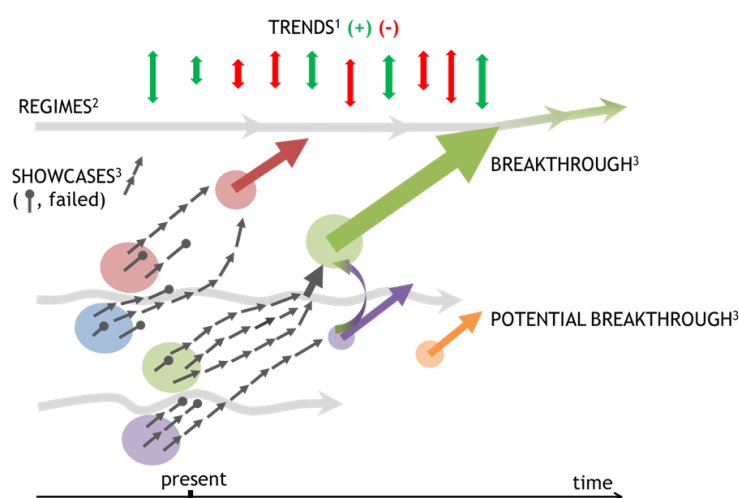

Figure 1.The multi-level perspective applied to the FIT4FOOD 2030 project

[1]Geels, F-W. (2002). Technological transitions as evolutionary reconfiguration processes: a multi-level perspective and a case study. Research policy, 31 (8-9), 1257-1274.

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Thematic area

Showcases, Food system transformation, Food system approach, Research and Innovation, Responsible Research and Innovation

Target audience

Policy makers, Researchers, Businesses, Funders, Non-Governmental Organisations / Civil Society Organisations, Professionals

Age of participants

From 12 onwards

Number of participants

6 per facilitator

Number of facilitators

1 per 6 participants

Prior knowledge required for participation

No prior knowledge required but it is desirable to have interest of food systems and R&I food system transformation. For this exercise, participants need to bring to the workshop some examples of showcases.

GETTING PREPARED

Set the scene

When applying the exercise during an event, you may need to:

- Select and put this selection of exercises in a meaningful sequence, and
- Slightly adapt the exercises for context-specific circumstances (e.g. participant knowledge and skills levels)

The identification of showcases can be done with different methods, such as with a survey, consultations with an expert group and also interactive exercises. This document will provide an interactive exercise for identifying relevant showcases and reflecting on the selection criteria for showcases. If you prefer to use another method, for example you can use the survey provided in the Appendix.

> 🔍 TIPS & TRICKS
> When applying multiple exercises in a row during events, we highly recommend event coordinators to take a facilitating role, or ask an external facilitator to guide the activities where necessary. We encourage building-in moments for the plenary exchange or collection of questions, concerns and ideas, as well as a moment for (individual) reflection.
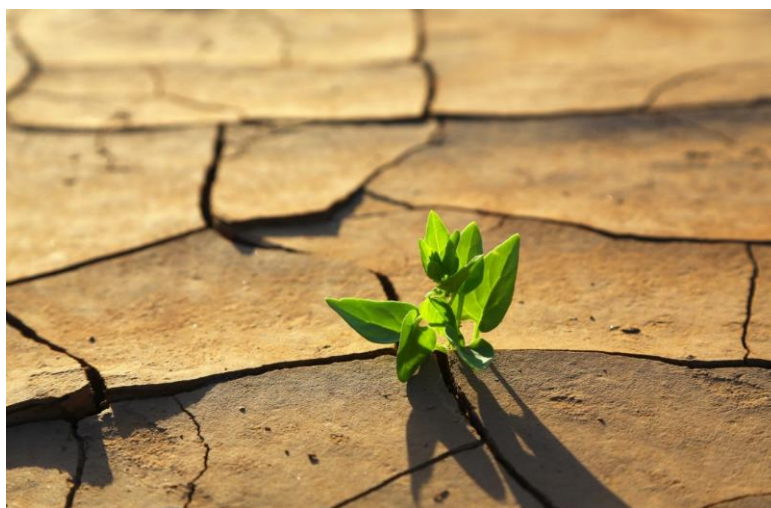
Materials for the interactive exercise

- Homework participants: showcases relevant to the Lab/network vision
- A4 papers
- Markers
- Post-its
- Prioritizing stickers (5 stickers per person)

FACILITATOR TIPS

This tool needs to be carried out together with the participants. During multi-stakeholder dialogues you as a facilitator (or moderator) have an important role to play to ensure the active participation of all the participants in the given time frame while also reaching the session goals.

As a facilitator you need several skills and competences, such as verbal and non-verbal skills, negotiating skills, flexibility, and leadership. You will need to create an environment in which all participants feel secure, are able to speak up and give their perspective on issues being discussed. This means that you may have to stimulate some participants to speak more often, while you may have to prevent other participants to speak too often or too long. It also means that you will need to avoid discussions on issues that are not directly relevant.

A brief guide with facilitation tips are provided in this address: **https://knowledgehub.fit4food2030.eu/facilitatorstips**

EXERCISE: IDENTIFYING SHOWCASES
DURATION: 60 minutes

To prevent that current initiatives and Labs or networks have to reinvent the wheel and make the same mistakes as previous initiatives did, it is encouraged to learn from past experiences. To be able to learn vicariously and apply the relevant and meaningful lessons in the own context, it is important to identify best practices or (show)cases that are relevant to your Lab and your vision. To this end, it is essential to formulate selection criteria for showcases: what makes a case a good showcase in your specific context?

The **objective** of this exercise is twofold:
- To reflect on/identify showcases that are relevant to the Labs/network vision
- To discuss and reflect on the selection criteria for showcases

For this exercise it is important that participants bring examples of showcases to the workshop. In the specific workshop setting described below, the participants were asked to bring ten showcase examples to the workshop:

- Five showcases related to the food system in general and/or related to your specific context;
- Five showcases related to the building of competences that are important to contribute to food system transformation: you can think of competence building for researchers, students, entrepreneurs, policy makers, public, etc.

The showcases to bring to the workshop could be a piece of text, a picture, print screen of a website, flyer/brochure, etc.
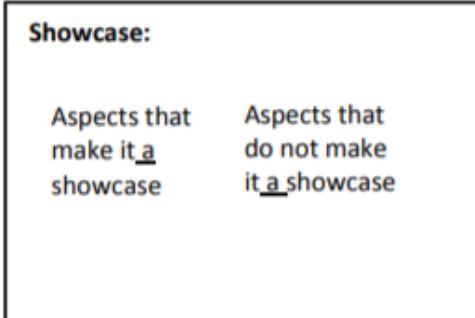
1. Introduction (2 min)

The facilitator introduces the exercise:

"This exercise will focus on showcases. Showcases are initiatives, key findings, social movements, good practices, networks, projects, case studies, demonstrations that fit your aspired food system and associated competence building from which you can learn or you get inspired by. We asked you to bring ten showcases to the event: Five showcases that are related to the food system in general and/or related to your specific context and five showcases that are related to the building of competences that are important to contribute to food system transformation. Hopefully you were all able to find inspiring cases that you can learn from! Within this specific exercise you will share your showcases in duos and reflect on why/why not you consider them showcases. This will result in a list with reasons why cases are considered showcases. These reasons will then be prioritized/ranked, resulting in a prioritized set of selection criteria for showcases."

2. Reflecting on the showcases (20 min)

The group is divided and receive an A4 which can be divided in two parts; left: 'what aspects of this example make it a showcase?', and on the right: 'what aspects of this example do not make it a showcase?' (each showcase example will have aspects in it that do and that don't make it an example of a showcase). The name of the specific showcase is put at the top of the page (see Figure 2).

Within the duos, the participants share their showcases (what is the showcase) and jointly decide on the four showcases (two food system related and two competences) they will focus on. For these four showcases, the duos jointly reflect on what reasons they can think of that make (or do not make) this a showcase: what aspects of this example make it a showcase? What aspects of this example do not make it a showcase? These aspects/reasons can be written on the prepared A4.

Figure 2. A4 for the reflection on the showcases

If participants find it difficult to reflect on the showcases, the facilitator could help by asking questions such as: *What have you brought with you? Can you briefly explain the showcase? Why is it a showcase? How is the showcase linked to the vision of the Lab/network? What could this showcase bring you (in terms of learning/inspiration)?*

3. Thinking of selection criteria for showcases (22 min)

Now two duos are merged so that two groups of 4-5 participants are formed. Within these groups, the participants combine the (2*4) eight A4s of aspects/reasons why a case is considered a showcases into one list of aspects/reasons (on a flipchart). Question that can be asked to come to this merge is: *What are the differences and similarities? Which reasons are the same or almost the same?* Based on the merged list, the groups are encouraged to think further on criteria for showcase: *What makes a case a showcase or best practice? What selection criteria could be used to identify a showcase/to distinguish between a case and a showcase?* The selection criteria can be added to the list.

After 15 minutes of brainstorming, the two lists with aspects/criteria are combined into a more general list with reasons/criteria. This is done plenary and in the same way as above: looking for similar criteria. One of the flipcharts (1) forms the base and criteria that are not on this flipchart but are on the other one (2) will be added to flipchart 1. This exercise will thus result in one flipchart that contains the selection criteria that were mentioned by the two groups.

4. Ranking the selection criteria (10 min)

In this last step, the selection criteria on the list developed by the participants are ranked by the workshop participants to gain insights in what criteria are most important to them. To this end, the participants all receive 5 stickers (with identification code) which they can stick next to the criteria which they think are most important. They can divide the stickers over the criteria in every way they want: if they think a criteria is super important they can stick 3 stickers, but it is also fine if they stick one sticker to a criteria.

5. Plenary reflection (6 min)

After everyone stuck their stickers to the criteria, it is good to briefly reflect on the ranking: *what criteria are ranked highest, and what criteria are considered least important? Can the participants find themselves in the ranking? Is it a surprising outcome for them?*

APPENDIX

Survey to identify trends, showcases and breakthroughs

Welcome to the survey on trends, cases and potential breakthroughs in research and innovation (R&I)

Your knowledge and examples of trends, cases, and potential breakthroughs in R&I will provide valuable insights and ensure that your voice is heard. We would welcome your participation in this survey to provide us with relevant examples of trends, cases and potential breakthroughs in the R&I sphere for consideration within this project. If you wish to be kept informed about other opportunities to engage with the project members, please leave your email at the end of the survey. The survey contains a maximum of 21 focused questions which should take you about 15 minutes to answer. Feel free to provide us with website links to relevant information, if this saves you time!

Before we start, though, a quick round of explanations of concepts we use:

Trends: trends are developments over time or changes over a long run which are likely to affect society or parts thereof after a few years. Trends cannot easily be influenced in a mechanic way by specific/individual organizations, players, or nations. They are often a result of specific drivers or can be promoted by strong influencers. They become visible only in retrospective.

Cases: initiatives, key findings, social movements, good practices, networks, projects, case studies, demonstrations that have positively affected the food system. Some cases that had great potential, but ultimately failed, will also be considered to see which criteria are important for a successful showcase.

Potential breakthroughs: movements, project findings, new systems, etc. that have the potential to impact the food system significantly in the future.

Cases and potential breakthroughs of interest can be found in all research fields (such as food production/consumption, bio-economy, health, environment, ICT, social sciences and humanities), but also in different areas other than research and innovation (e.g. policy, societal engagement, education, business models, public/private interaction).

1. **Please mark which of the following sectors you see yourself representing:***
   Choose as many as you like
   A. NGO/CSO (non-governmental organisation or civil society organisation)
   B. Business/enterprises
   C. Policy making or governmental organisations
   D. Education and/or research
   E. Funding agencies
   F. Other

2. **Please mark which of the following areas you see yourself representing:***
   Choose as many as you like
   A. Primary production (agriculture)
   B. Primary production (marine, aquaculture)
   C. Food industry (production, packaging, distribution)
   D. Health
   E. Environment
   F. Other

3. **What trends in R&I are you aware of that in your opinion will influence the food system in the EU (up to three)? Please, provide information on your first example of a trend.**

   Trends: trends are developments over time or changes over a long run which are likely to affect society or parts thereof after a few years. Trends cannot easily be influenced in a mechanic way by specific/individual organisations, players, or nations. They are often a result of specific drivers or can be promoted by strong influencers. They become visible only in retrospective.

4. **Do you have other trend examples?**

   Y. Yes
   N. No

5. **What cases in R&I are you aware of that, in your opinion, will influence the food system in the EU to make it future-proof (up to three)?**

   Cases can be initiatives, key findings, social movements, good practices, networks, projects, case studies, demonstrations, etc. that have positively affected the food system. Some cases that had great potential, but ultimately failed cases will also be considered to see which criteria are important for a successful showcase.

   a. **Give a brief description of your first case.**

   b. **What category does the case belong to?**
      Choose as many as you like
      A. EU Project
      B. Other projects
      C. Social/citizen movement/initiative
      D. Case study
      E. Network/organization
      F. Education (knowledge exchange/transfer)
      G. Policy (movement/initiative: campaign/article/regulation)
      H. Innovation/enterprise/business movement or initiative
      I. Other

   c. **Why do you think this case has been successful?**
      Choose as many as you like
      A. The potential number of actor groups involved and impacted
      B. The potential type of actor groups involved and impacted
      C. The life span of the project/initiative
      D. Motivational incentives for participants (monetary considerations: community building or other engagement oriented actions that enable participants to own and participate in the activity)
      E. Positive economic impact (profit, including direct and indirect impacts on jobs and GDP plus generation of fiscal contributions and long-term improvements in productivity)
      F. Environmental impact (planet)
      G. Societal impact (people)
      H. Other

d. **Does this case contribute to meeting any of the four challenges?**
   Choose as many as you like

   A. Sustainable, healthy diets; **B.** Climate friendly food systems; **C.** Circular food systems; **D.** Innovation and communities

6. **Do you have other case examples?**
   Y. Yes
   N. No

7. **What cases in R&I are you aware of that had great potential, but that have not lived up to expectations?**

   a. **Give a brief description.**

   b. **What category did the cases belong to?**
      Choose as many as you like
      A. EU Project
      B. Other projects
      C. Social/citizen movement/initiative
      D. Case study
      E. Network/organisation F. Education (knowledge exchange/transfer)
      G. Policy (movement/initiative: campaign/article/regulation)
      H. Innovation/enterprise/business movement or initiative
      I. Other

   c. **Why did these fail in your opinion?**

   d. **In your opinion, what features/characteristics does a case have to have to be considered as a successful showcase? Please provide details**

8. **What potential breakthroughs in R&I are you aware of that, in your opinion, will shape a futureproof European food system (up to three)?**
   Potential breakthroughs: movements, project findings, new systems, etc. that have the potential to impact the food system significantly in the future.

a. Give a brief description of your first potential breakthrough

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b. In which area of activity (research, policy, social movement, education, etc.) do you see them happening? Choose as many as you like
A. Research
B. Policy
C. Social movement
D. Education
E. Innovation/enterprise
F. Other

b. Does this potential breakthrough contribute to meeting any of the four challenges?

A. Sustainable, healthy diets; B. Climate friendly food systems; C. Circular food systems; D. Innovation and communities

9. **Do you have another example of a potential breakthrough in R&I?**
   Y. Yes
   N. No

10. **In your opinion, what are the barriers and the incentives that will determine the successful implementation and application of these breakthroughs?**

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11. **Do you want to stay in touch with us?**
    Choose as many as you like
    A. Please send me regular newsletters with news related to XXX
    B. I would like to be invited to meetings and other events organised by XXX

12. **Please, leave your name here if you are interested in staying in touch with XXX:**

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13. **Please, leave your email here if you are interested in staying in touch with XXX:**

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