

Individual Contributions Toolkit - SEU

As described in the project plan on the toolkit and discussed in our meeting the 27th of January, please insert here your plans for individual contributions to the toolkit.

We decided to deliver between 2 to 3 individual contributions each, in an engaging way. This form ensures we get an overview of all contributions and if we have a balance in content, format and audience targeted.

Please return by 12th of February to s.l.schuddebeurs@hhs.nl

Thanks in advance! Stefanie

OVERVIEW

Short content description	Format (video, podcast, 2pager etc)	Audience targeted	Other comments	Team
Describing actions and tools useful to develop experiences of University Public Engagement.	Flowchart	Stakeholders interested in community engagement; academics.	The flowchart will highlight actions developed to involve different category of actors (Institutions, farmers, students) and the corresponding tools designed.	Parma
Showing an experience of University Public Engagement: the whole process from the beginning, the difficulties and how they were overcome.	Video	Citizenship, university audience, partners involved.		Parma

Lessons learned:

- 1. Third Mission and networking.** The SEU project allowed the Parma University group to go deeper Third Mission (TM) activities at different levels: local academic level (University of Parma), national and international levels. On the one hand, the project gave us the opportunity to investigate on TM projects developed by the University, together with the opportunities and difficulties. Moreover, we shared experiences with other Universities in Italy, making us aware of the existence of an Italian

universities network for Public Engagement (APEnet) and participating in their events. It was a great opportunity to face up common difficulties for spreading TM activities in the Italian environment. On the other hand, the participation to a European network represented an opportunity to share knowledge, social innovation and strategy to develop social engagement activities in our territory.

2. **Methodology.** The pilot project introduced a teaching method based on empirical analysis with the aim of involving students and bringing them closer to the local community concerning sustainability issues. In this way, the students were able to combine theoretical and applied knowledge. Thanks to the project, an online platform has also been set up where the students' empirical research experiences will be showed in future years, being an online workshop for students. Therefore, this methodology can also be replicated after the SEU project end, within the Food Quality Master's degree course or other degree courses that focus on environment, nutrition, rural development etc...

At the same time, participation in the UNIPR International Summer School on Sustainability allowed 40 students from different countries (European and extra European) to learn about the Parma rural context and sustainability issues. This activity favoured farmers' and students' engagement. The former presented their history, production and marketing activities and the main problems to face up; the latter, within the student competition framework, proposed potential innovations useful to overcome farmers' weaknesses. This model of interaction between the production and education sector turned out to be a successful element that can be repeated in future editions of the summer school.

3. **Scientific reinforcement:** through the pilot project, the university was able to provide the involved partners with its expertise and (human and financial) resources. On the one hand, quantitative and qualitative data have been collected through the development of a scientific research. They provided an input to describe the economic and social environment of mountain areas. The Borri Foundation, a partner that has been developing projects in the rural area for several years, considered useful to have a scientific document to share with the local institutions in order to make project proposals for the future. On the other hand, the qualitative methodological approach was able to detect the real needs of producers, thus giving an answer in terms of communication and marketing.
4. **Quintuple Helix Model** (Carayannis and Campbell, 2010, p. 62): the *Quintuple Helix* is a model of innovation that include a fifth element in addition to the four elements of the previous helix model (institutions, universities, enterprises and society): the environment. 'The Quintuple Helix can be proposed as a framework for transdisciplinary and interdisciplinary analysis of sustainable development and social ecology' (Carayannis and Campbell, 2010, p. 61).

The pilot project introduced the environmental dimension as a central element on research, dissemination and student involvement. This issue, which is of great relevance and interest to public actors, associations and citizens, favoured the exchange of knowledge, information and innovation building.

Carayannis EG, Campbell DFJ: **Triple Helix, Quadruple Helix and Quintuple Helix and how do knowledge, innovation and the environment relate to each other? A proposed framework**

for a trans-disciplinary analysis of sustainable development and social ecology.
International Journal of Social Ecology and Sustainable Development 2010,1(1):41–69