

## Individual Contributions Toolkit - SEU

As described in the project plan on the toolkit and discussed in our meeting the 27<sup>th</sup> 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 12<sup>th</sup> of February to [s.l.schuddebeurs@hhs.nl](mailto: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; academic subjects.	The flowchart will highlight actions developed to involved 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 the 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 activities, prospective and potential in different level: 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 that our University developed, the opportunity and difficulties existing; At the same time we could share experiences with other Universities in Italy, becoming aware of the existence of an Italian universities network for Public Engagement (APEnet) and

participating to their events. That represent a great opportunity to face up common difficulties for the spread of third mission activities in the Italian context. On the other hand, the participation to an 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 reality 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 to contain the students' empirical research experiences in future years, being an online workshop for students. Therefore, this methodology can also be replicated after the SEU project, within the Food Quality Master's degree course or other degree courses that focus on environment, nutrition, rural development etc.. linked to sustainability.

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 problems concerning sustainability. 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 students competition framework, could think about possible innovations useful to the farmers to overcome the problems they showed. This model of interaction between the production sector 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 its expertise and resources (human and financial) to partners involved. On the one hand, through the development of a scientific research, quantitative and qualitative data have been collected. They constitute an input to describe the economic and social reality of mountain areas. The Borri Foundation, a partner that has been developed 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 used was able to detect the real needs of producers in order to be able to give an answer in terms of improving 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 forth 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 which research, dissemination and student involvement were based. This issue, which is of great relevance and interest to both 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