



VISIONING

Originally developed by: Athena Institute, VU University

OBJECTIVE

Develop written and visualized statements of long-term goals and strategic objectives

TARGET AUDIENCE

Policy makers, farmers, students, businesses, researchers, funders, and NGOs and educators with certain (self-assigned) interest or curiosity in food system transformation

TIME NEEDED

1 – 4 hours depending on number of exercises

LIST OF MATERIALS

Badges, Attendees list with, Flipcharts Pens & Markers, A6 format papers, Photos / pictures, Post-its (5 per person), Timer / stopwatch (on your phone), Optional: matrix showed on a screen (Appendix), Optional: Action Cards (Appendix)

CONTACT PERSON

Athena institute, VU Amsterdam
secretariaat.athena.beta@vu.nl



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QUICK OVERVIEW

The Visioning Tool helps stakeholders co-create written and visual expressions of a desirable future food system. By exploring long-term goals and shared values, participants build alignment and direction for food system transformation. The method is flexible, creative, and suitable for diverse groups, laying the groundwork for strategy development, collaboration, and innovation.

LEARNING OUTCOMES

- Create a shared vision for a desirable future food system
- Identify key values and system characteristics for transformation
- Explore different perspectives and goals among stakeholders
- Understand the role of research and innovation in future change
- Strengthen collaboration and strategic alignment through visioning

Visioning

Visioning about a desired future can be an important stimulus for change. It can be the first step in creating a powerful strategy to achieve a desirable future or a particular purpose. There are several different visioning methodologies and exercises. This document is meant to support intermediaries in designing and organising food system visioning workshops. Since every intermediary operates in a different context, it is not possible to work with a one-size-fits-all methodology and facilitation script. Therefore, this document is especially meant to inspire you by providing various tools.

Regarding outputs, food system visioning is a method for generating a compelling vision of a preferred food system future. Ideally, the outcome of a food system visioning process includes visualisations that communicate, in a very powerful way, the preferred food system future and its benefits. A food system visioning process can also help to show the interdependencies between different factors that shape the future food system(s).

Ultimately, food system visioning can lead to recommendations and even transformations of, for instance, food system (R&I) policies, priorities, strategies, investments, socio-economic and research and innovation systems, behaviours and attitudes, education, products, and services.

“Participants were positively surprised by the possibilities to have such interactive discussions with visioning, even in online sessions. Our facilitators used programs such as Zoom and PowerPoint to create interactive online sessions.”

Visioning is typically used after a problem and situation analysis has been completed and before the detailed planning and decision-making process with the involved stakeholders has started. Whereas the results of the problem and situation analysis serve as the definition of **State A** (*Where are we now?*), the outcomes of a visioning workshop describe a future **State B** (*Where do we want to be?*).

Visioning is a process, and visioning activities can be organised at any stage of a transition process. In any case, the visioning process should be implemented before decisions on, for example, actions or activities are made. It can last one or several days, or be spread out over several months, depending on the complexity of the issues faced.

What will you gain from this?

The aim of a visioning process is to develop written and visualised statements of long-term goals and strategic objectives in a chosen field of interest. This document is especially meant to inspire you to shape a participatory session.

- To encourage you to think about your desired future-proof food system
- To explore to what extent elements of your visions are shared, and where you can find common ground for further activities
- To dive deeper into the role of Research & Innovation (R&I) in shaping a future-proof food system

Tips & Tricks

Optional: Compare the shared characteristics to FOOD2030 (10 minutes)

Depending on the mission of the visioning process organiser, the stage of transformation being supported, and the available time, organisers can combine or choose between two different visioning levels:

1. A **future-proof food system**, and
2. **Research and Innovation (R&I)** that contributes to achieving that future.

The relevance of each level depends on the stakeholder group involved (i.e. their interests, expertise, and roles in the desired transformation). Since visioning can be approached as an ongoing process (as described in the introduction), organisers can plan multiple workshops focused on these respective visioning levels.

Exercises for both levels can also be:

- Used in interviews
- Conducted first with homogeneous groups
- Combined with follow-up sessions that explore impact and change

A recommended next step after visioning is to host a meeting where the vision is linked to implementation, impact, and transformation pathways.

Recommendation:

We encourage organisers to begin with a **visioning session on future-proof food systems**, as it creates a foundation for later discussions on the role of R&I and how visions can be connected to impact.

Setting the Scene

To prepare for your visioning workshop, it is recommended to **practice in advance**—you may even choose to run a **pilot workshop**.

If organising an **online session**, be sure to test relevant platforms (e.g. PowerPoint, Zoom, or Skype), especially to check the timing of exercises.

Just before the workshop, ensure all materials are ready. For in-person sessions, choose a **table setup** that encourages open discussion and collaboration.

“We noticed that good preparation and practice of the visioning exercises are essential. Keep the number of exercises limited so you have time for each one—it always takes longer than expected.”

Participant Information:

- **Thematic area:** Food system transformation, R&I transformation
- **Target audience:** Policy-makers, farmers, students, businesses, researchers, funders, NGOs, and educators with an interest or curiosity in food system transformation
- **Age of participants:** 12 years and older
- **Number of participants:** 6 per facilitator
- **Number of facilitators:** 1 per 6 participants
- **Prior knowledge required:** Basic knowledge of food and where it comes from

Materials

- Badges with participant names and identification numbers
- Attendance list including participant ID, gender, age, and sector
- Flipcharts
- Pens & markers
- A6-format paper
- Printed photos or pictures
- Post-its (5 per person)
- Timer or stopwatch (e.g. on your phone) to track timing for each exercise
- **Optional:** Matrix displayed on screen (see Appendix)
- **Optional:** Action Cards (see Appendix)

Flow

Below is a suggested timetable for the visioning exercises. You are encouraged to mix and match exercises to create a visioning programme that suits your specific objectives.

Timetable Overview:

Activity	Duration
Introduction	5–15 min
Exercise 1 on future-proof food systems (<i>A or B</i>)	60–90 min
Exercise 2: Visioning the role of Research and Innovation (R&I)	30–40 min
Break	15–30 min
Exercise: Game to get familiar with R&I and RRI	30–40 min
Exercise: On the role of R&I for future-proof systems	60–90 min
Closure	5–15 min

We recommend taking sufficient time for each exercise, but we've noticed that four hours is the maximum to keep participants focused.

Facilitator Tips

This tool must be carried out with the participants. In multi-stakeholder dialogues, you as the facilitator (or moderator) play a key role in ensuring active participation, while keeping within the time frame and meeting session goals. To do this effectively, facilitators should have several core skills:

- Verbal and non-verbal communication
- Negotiation and conflict management
- Flexibility and time management
- Leadership and inclusivity

You are responsible for creating a safe and inclusive space where all participants feel heard and comfortable expressing their views. This may involve encouraging quieter voices and moderating dominant ones, as well as keeping discussions focused and relevant.



Exercises: Future-Proof Food Systems

A. Example Exercise #1: Imagining Future Food Systems

Duration: 60–90 minutes

1. Introduction with a (meditative) story (5 minutes)

To spark participants' imagination and reflection, start with a meditative story that includes the FOOD2030 vision and its six guiding concepts: **Sustainable, Resilient, Responsible, Diverse, Competitive, and Inclusive**. These broad concepts are likely to resonate with most stakeholders, though their interpretations may differ. The goal is to explore the *how* of the vision.

Use a calm tone and invite participants to close their eyes:

“Please close your eyes. Imagine it is the year 2030. It’s a beautiful day. You sit down with some friends and want to eat something healthy and sustainable. What kind of food is it? What does it look like? Where does it come from? How was your meal produced? Where did you buy it? Who was connected to the production and distribution of your food? What role did you play in making this food system possible?”

2. Individual reflection and drawing (5 minutes)

Distribute small sheets of paper (e.g. A6 format). Ask participants to **draw** what they imagined and add **keywords** where needed. Emphasise low-barrier drawing: stick figures or sketches are perfect. Make sure participants write their **identification number** on their papers.

3. Form subgroups (2 minutes)

Ask participants to divide into subgroups of 3–5 people.

4. Small group discussion (10 minutes)

Invite subgroups to share and discuss their drawings. Prompt them with the idea that different visions exist—for example:

- Technology-driven food systems
- High-production/efficiency visions
- Localised, alternative food networks

Optionally, display a visioning matrix (e.g. high-tech vs. low-tech, large-scale vs. small-scale) to stimulate discussion.

Alternatively, use the matrix directly in the exercise: have each group place their drawings on it to spark deeper dialogue.

5. Identifying key characteristics (5 minutes)

Ask participants to write at least **five characteristics** of their vision:

- Based on their own drawing
- Influenced by the subgroup discussion

Each characteristic should go on a separate **post-it**. Ensure participant IDs are written on them.

6. Cluster characteristics within subgroups (10 minutes)

Within each subgroup, one person starts by presenting a characteristic.

- Discuss similarities and cluster post-its together on a flipchart.
- Circle each cluster and assign it a **name** as a group.
- Repeat until all post-its are clustered and named.
- Write each cluster name on a new post-it for use in the plenary.

7. Plenary reflection: share and map clusters (15 minutes)

Gather everyone. One subgroup starts by presenting a cluster and its name. Place it on a shared flipchart or whiteboard.

- Briefly explain the characteristics in the cluster
- Ask other subgroups if they have similar clusters
- Group similar clusters together
- Continue until all clusters are shared
- Check if there are any important characteristics that don't fit any cluster

8. Plenary analysis and colour coding (15 minutes)

Use this step to reflect on the level of alignment:

- Are some clusters part of a shared vision?
- Where are the main differences?

You can choose between two approaches:

- Explore shared vision and consensus
- Explore diversity of perspectives as a valuable input

Be transparent with participants about which path you're taking.

Use three markers to code clusters:

-  Red = Shared characteristic
-  Green = Less important
-  Blue = Disagreement or tension

Go through each cluster:

- Ask if it represents a shared element
- If not, ask whether it's a lesser priority or a point of divergence
- Mark accordingly based on group input

Tips & Tricks

Optional: Compare the most commonly shared characteristics to FOOD2030 (10 minutes)

Invite participants to **compare the shared characteristics** from their visioning exercise with reference frameworks such as:

- The **FOOD2030 cyclic food system figure**
- The **four FOOD2030 priority areas** (see Appendix)

This reflection helps participants evaluate **how holistic** their collective vision is. Encourage them to identify **specific links** between the vision clusters and elements in the figure or priority areas. This can also support integration with broader food policy goals and research agendas.

B. Example Exercise #2: Exploring Future-Proof Food Systems through Visual Clustering

Duration: 60–90 minutes

Preparation (in advance)

Prepare a range of photographs or pictures depicting food system elements, challenges, and opportunities. Alternatively, ask participants to bring their own images related to the food system. (*Preferred picture size: approx. 4 pictures per A4 sheet.*)

1. Facilitator introduces the exercise (5 minutes)

Explain that this exercise is designed to support intuitive exploration of the food system, its challenges and opportunities, and needed transformations. It encourages creative thinking and discussion around what a future-proof food system could look like, and how participants themselves might contribute to achieving it.

2. Participants cluster the photos/pictures (10 minutes)

Ask participants to collaboratively group or arrange the images in clusters that make sense to them.

There is no right or wrong—encourage open interpretation based on intuition and observation.

3. Facilitate reflective discussion (10 minutes)

Guide the group through the following questions:

- What are the relationships between the different elements?
- Is anything missing or underrepresented?
- Where do you see signs of the current food system ‘dying’?

Use the pictures depicting challenges to illustrate this.

- Where do you see ‘new seeds’ being planted—emerging practices, ideas, or shifts that might lead to a rebirth of the food system?

Tips & Tricks

Note: The visioning exercise is not primarily about *positioning pictures on a table and clustering them*, but rather about the conversations and exchanges of ideas that emerge during the activity.

Encourage participants to frequently ask each other “why” a particular picture is placed in a certain spot, and what that image means to each person involved.

✦ Appoint a rapporteur to take notes during the exercise, capturing the main insights and reflections shared by the group. This documentation can be used to report outcomes or inform further workshops.

4. Once done, continue with steps 5–9 from the exercise described above

You can prepare scenarios for the exercises based on existing knowledge so that participants can immediately dive deeper into the topics. Preparing focused scenarios in advance can help guide the discussion and ensure relevant issues are addressed.

Exercise: Visioning the Role of Research and Innovation (R&I) in a Future-Proof Food System

Duration: 30–40 minutes

If participants are not familiar with Research and Innovation (R&I) or Responsible Research and Innovation (RRI), it's recommended to start with one or more of the following activities to initiate discussion:

- Give a presentation: Introduce participants to the principles of RRI and Open Science (OS). Emphasize that RRI encourages transdisciplinary and participatory research, citizen science, knowledge sharing, and co-creation. This involves collaboration among researchers, farmers, fishers, industry, policymakers, and civil society—aiming for more societally relevant and acceptable R&I outcomes. A future-proof food system requires R&I to align with its evolving needs and to “open up” from the traditional ‘ivory tower’ to include non-R&I actors in agenda-setting, technology assessment, and co-creation processes.
- Show a video: For example, the “*RRI and Food*” video produced by the HEIRRI project.
- Invite an expert: Facilitate a discussion by inviting an RRI or Open Science expert to explain the approach and answer participants’ questions.
- Play a game: Help participants become familiar with RRI through interactive tools. One option is the RRI Self-Reflection Tool, which poses questions around five RRI policy agendas: Ethics, Gender Equality, Governance, Open Access, Public Engagement, and Science Education.

[RRI Self-Reflection Tool – How it Works](#)

Another option is the RRI **card game**, described below.

Exercise: Game to Get Familiar with R&I and RRI

Duration: 30–40 minutes

1. Facilitator introduces the game (5 minutes)

Explain that this is a card-based game to explore R&I and RRI concepts in a playful way. Each card includes a statement related to one of the RRI dimensions. The cards are grouped as follows:

- **Cards 1–13:** Diversity and inclusion
- **Cards 14–27:** Openness and transparency
- **Cards 28–36:** Anticipation and reflection
- **Cards 37–40:** Responsiveness and adaptive change

Divide participants into subgroups of approximately 6 people (adjust based on group size). Give each group a full set of 40 cards. Ask each person to pick one card they agree with and one they do not, to discuss in the group.

2. Divide into subgroups (2 minutes)

3. Group discussion (10 minutes)

Within each subgroup:

- One person begins by presenting the **card they agree with** and explains why.
- The rest of the group reacts.
- Repeat this process until all cards participants agree with have been discussed.
- Then repeat the same process for the **cards they disagree with**.

4. Plenary reflection (10 minutes)

Ask each group to share what insights or discussions stood out. This helps consolidate learning and surfaces differences in interpretation or experience.

Exercise: The Role of R&I in Future-Proof Food Systems

Duration: 60–90 minutes

1. Facilitator introduces the exercise (5 minutes)

If participants have not previously taken part in the future-proof food system visioning exercise, briefly present the outcomes of that session. Highlight the key characteristics identified and distinguish which ones were shared or not shared among stakeholders. Make this list visible on a flipchart and, if possible, display it on a screen.

Suggested introduction:

“This visioning exercise is designed to explore the role of R&I in shaping a future-proof food system. We will use the vision developed in the earlier session as our starting point.”

2. Individual reflection on R&I (10 minutes)

Ask participants to write at least five post-its responding to the following two prompts:

1. What knowledge gaps need to be addressed to realise the shared vision?
2. How can R&I help us get there?

Reassure participants that all ideas are welcome—this is a brainstorm, not a test.

3. Small group mind-mapping (15 minutes)

Have participants form groups of four. Within their groups, they should:

- Compare their post-its
- Place them on a flipchart to create a mind map
- Draw connections, identify themes, and cluster related ideas

Optional: If groups are struggling to get started, you may distribute ‘Action Cards’ (see Appendix) for inspiration.

4. Plenary reflection (15 minutes)

This session should ideally be audio-recorded or thoroughly documented by a rapporteur to preserve participant quotes and key insights.

Each group presents their mind map, focusing on:

- The knowledge gaps identified
- The roles R&I can play in addressing those gaps

During or after each presentation:

- Write key points on a shared flipchart
- Ask whether the wider group agrees or disagrees, and why
- Note any significant stakeholder alignment or disagreement:

Who supports this R&I role or action? Who does not?

At the end:

- Confirm that the most important gaps and R&I roles have been captured
- Ask participants for feedback on the activity:

Was it engaging? Were there any surprising insights?

Tips & Tricks

Optional: Ask participants to vote on the knowledge gaps and R&I roles they believe are most important.

This can be done using:

- Dot stickers (each person receives a few dots to place next to their top choices)
- Hand raising, or
- A quick digital poll (e.g., Mentimeter or Slido)

This step helps prioritise key issues and provides facilitators with valuable input for follow-up workshops or planning sessions.

 **Tip:** Use different colours for R&I roles and knowledge gaps to keep feedback organised.

Appendix A. FOOD 2030 PILLARS

Characteristic	Explanation
Sustainable	With respect to natural resource scarcity and in respect of planetary boundaries.
Resilient	With respect to adapting to climate and global change, including extreme events and migration.
Responsible	With respect to being ethical, transparent and accountable.
Diverse	With respect to being open to a wide range of technologies, practices, approaches, cultures and business models.
Competitive	With respect to providing jobs and growth.
Inclusive	With respect to engaging all food system actors, including civil society, fighting food poverty, and providing healthy food for all.

Appendix B. FOOD 2030 Four Priority Areas

1. Nutrition for sustainable and healthy diets

“Ensuring that nutritious food and water is available, accessible and affordable for all. It involves reducing hunger and malnutrition, ensuring high levels of food safety and traceability, reducing the incidence of non-communicable diet related diseases, and helping all citizens and consumers adopt sustainable and healthy diets for good health and wellbeing.”

Challenges

- Malnutrition and hunger
- Obesity and the rise of non-communicable diseases
- Food safety issues and crises
- Rising protein demand
- Unhealthy and unsustainable diets

R&I Priorities

- Sustainable and healthy diets
- Personalised nutrition
- Alternative protein sources
- Sustainable aquaculture for greater seafood uptake
- Nutrient enriched foods
- Public health systems, societal awareness, consumer behaviour
- Food safety and traceability

2. Climate smart and environmentally sustainable food systems

“Building climate smart food systems adaptive to climate change, conserving natural resources and contributing to climate change mitigation. It seeks to support healthy, productive and biodiverse ecosystems. Ensuring diversity in food systems (including production, processing, distribution and logistics) in terms of cultural and environmental diversity. Natural resources (water, soil, land and sea) are used sustainably within the planetary boundaries and remain available to future generations.”

Challenges

- Food systems not resilient to changing climate
- Ensure food quantity and quality in a changing climate
- Ensure food systems also contribute to mitigating GHG emissions
- Food scarcity and poverty induced migration
- Protect biodiversity

R&I Priorities

- Climate smart food systems that mitigate and adapt to climate change, while ensuring environmental sustainability
- GHG mitigation via good soil management and demand side approaches
- Drought and flood resistant crops
- Pest management in a changing climate
- Biodiversity conservation
- Bio fertilisers
- Agro ecological intensification
- Soil, water and land remediation
- Healthy plants and animals

3. Circularity and resource efficiency of food systems

“Implementing resource efficient circular economy principles across the whole food system while reducing its environmental footprint. Circularity is applied for sustainable and resource efficient food systems and food losses and waste are minimised throughout.”

Challenges

- Resource efficiency in food systems
- Environmentally sustainable food systems
- Healthy ecosystems to provide sustainable ecosystem services for food production
- Polluted ecosystems suffering from intensive production practices
- Limit or reuse food waste for multiple uses

R&I Priorities

- Increase resource efficiency and circularity (land, water, energy, soil, fertilisers, etc.) across the food system
- Reduction and multiple uses of food losses and waste
- Reuse of fish discards
- Reuse of fodder for enhancing soil organic matter and reducing soil erosion
- Smart precision farming to reduce agricultural inputs

4. Innovation and empowerment of communities

“Boosting innovation and investment, while empowering communities. A broad innovation ecosystem leading to new business models and value added products, goods and services, meeting the needs, values and expectations of society in a responsible and ethical way. More and better jobs across the EU, fostering thriving urban, rural and coastal economies and communities. Through closer partnerships with industry and food producers, markets that function in a responsible manner thereby fostering fair trade, inclusiveness and sustainability. Scientific evidence and knowledge from a wide diversity of actors underpin the development and implementation of FNS relevant policies at all geographical scales (local to global). FOOD 2030 builds on this intention and is a timely EU research and innovation policy response to recent international policy developments including the SDGs and COP21 commitments.”

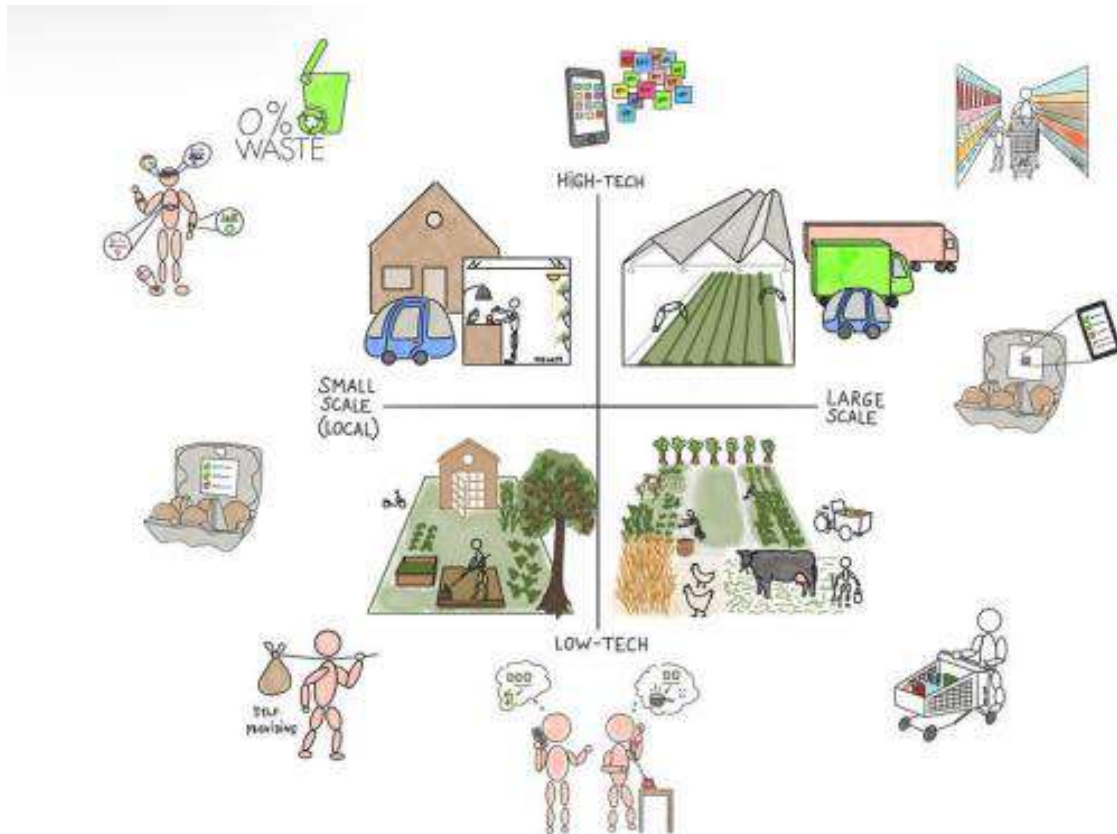
Challenges

- Make food systems sustainable, resilient, responsible, diverse, competitive and inclusive
- Empower and engage communities, civil society and consumers in food systems
- Strengthen rural, urban and coastal communities around food and nutrition security
- Increase the level of food and nutrition literacy of consumers
- Unsustainable and unhealthy consumer behaviour

R&I Priorities

- Boosting innovation
- Empowering communities and consumers in FNS
- Food in cities: water, energy, health nexus, short circuits
- Boosting investment in public and private sector R&I for FNS
- Encouraging Responsible Research and Innovation in food systems
- Open Science and access to data and information in FNS
- Quadruple helix innovation, multi actor and public engagement in food systems
- Education, skills development and capacity building in FNS and food science
- New sources of income for farmers and fishers
- New business models and inclusive, open, eco, sustainable innovation
- FNS start up financing

Appendix 3. Matrix: Possible Directions for a Future-Proof Food System



Appendix 4. Statement cards

The cards below are extracted from the document “Facilitating reflection on Responsible Research and Innovation”, developed by the HEIRRI project.

CARD 1

Public should be involved in decision making processes of the development of emerging technologies

CARD 2

Public is not educated enough to be involved in decision-making processes of the development of emerging technologies

CARD 3

If we consider the values and needs of society in the research and innovation process, the research results are of a higher quality

CARD 4

Considering the needs and values of society in the research and innovation process can limit or divert the development of scientific knowledge

CARD 5

Public cannot participate in scientific research because it does not understand scientific language

CARD 6

Society's opinion on research can be consulted, but not considered when deciding what should be investigated and how

CARD 7

Before starting a research process, it is necessary to consult with the actors that are affected, to find out their opinions and needs

CARD 8

Researchers should help educate citizens, for example by creating educational materials in their projects

CARD 9

Citizen science projects should be encouraged, in which anyone can participate, collecting or analyzing data

CARD 10

Citizen participation in science should ensure representation of all social groups (e.g. gender, class, religion)

CARD 11

Research methods should reflect diversity, including gender in animal models and cultural representation in human studies

CARD 12

Stakeholders should be involved throughout the research process, from defining questions to assessing results and applications

CARD 13

Research teams should be gender balanced because they work better

CARD 14

Any person should be able to consult and understand which research projects are under development

CARD 15

The information on research projects should only be available to the scientific community

CARD 16

The information on research projects should only be published once these have finished

CARD 17

Both positive and negative results of research projects should be published

CARD 18

The digital laboratory notebooks that scientists use in their research should be able to be consulted on a public platform

CARD 19

Only positive results from research projects should be published, as negative results are not of interest to society

CARD 20

Peer-review process should guarantee that the only people assessing if research is of quality or not are other researchers from the same field

CARD 21

Research and innovation results should be assessed by experts from different areas of expertise, to make the knowledge more valid

CARD 22

The uncertainties of a research project should not be shared with the persons implicated because these could generate mistrust towards science

CARD 23

It is important to Share uncertainties of a research project with the interested parties

CARD 24

If the results of a research project imply negative consequences, the researcher should be held responsible

CARD 25

Research projects should include various disciplines to be more relevant

CARD 26

For an R&I Project to be considered of excellence, the team must be made up of the most prestigious scientists

CARD 27

Teams with both scientific and non-scientific members often produce more socially relevant results than scientist-only teams

CARD 28

Before starting a research project a study should be conducted on the possible mid-term and long-term risks and impacts

CARD 29

It is not necessary to study the long-term risks of a research project or technological Innovation because they are impossible to predict

CARD 30

All research or innovation implies certain risks and researchers should assume responsibility of those

CARD 31

Researchers who commit serious ethical violations, like plagiarism or falsifying data, should be banned from research

CARD 32

If a research project has important environmental impacts, it shouldn't be carried out even if it has obvious benefits

CARD 33

Researchers should predict the possible misuses of their research results and assume responsibility for them

CARD 34

Researchers are not responsible for how their research results are used in the future

CARD 35

If a funder asks to alter my conclusions to be more convincing, I should agree to keep doing research

CARD 36

Scientific excellence should be measured according to the number of publications in prestigious scientific journals

CARD 37

**If stakeholders
respond poorly
during a project,
its course should
be changed**

CARD 38

**If many people
oppose a
technology, like
GMOs, the
research should
stop**

CARD 39

**Research plans
should be
followed strictly,
even if
circumstances
change**

CARD 40

**The reasons to do
research should
be purely of
scientific
interest and not
for the prestige of
the researcher as
an individual**

Appendix 5. Example action cards

The Action Cards below are based on the document of the EC on [Open Innovation and Open Science](#).

Researchers (R)	CSOs / Citizens / Consumers (C)	Public Sector / Policy Makers (P)	Business / Industry (B)
Produce knowledge	Create demand for innovation	Shapes regulatory environment for innovation	Funding of technical innovation
Co-create, generate skilled human capital	Act as source of innovative ideas	Puts in place rules and tools	Funding of social innovation
Promote absorption of knowledge within business and industry	Have a say in what research is meaningful to them	Fostering faster market access and development	Funding of research in social sciences
Work with citizens and consumers (e.g. participatory action research)		Coordinates actors, encourages actor cooperation	Funding of fundamental sciences
Seek collaboration between social and life sciences		Creates demand for innovation	
Inspire inter- and transdisciplinary research		Procures innovative solutions	
		Fostering and creating incentives for Open Science	
		Developing research infrastructures for Open Science	
		Removing barriers to Open Science	
		Mainstreaming and further promoting open access policies	