Deliverable 1.3

Tools and training guideline for identifying showcases and designing roadmaps for R&I breakthroughs

Work package	WP1
Lead- beneficiary	VU
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Relevant Task	Task 1.4 Adapting methodologies for identifying showcases and pathways to R&I breakthroughs
Participants	HiOA, AIT, Irsi, ZON, Ecsite
Dissemination Level	Confidential[1], public in D1.6
Due Date (month)	M7

This deliverable presents the training guide, including the tools used, at the City Lab training in May 2018.

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[1] This deliverable's dissemination level is indicated as Public at the Grant Agreement. Nevertheless, we would like to keep this version confidential within the consortium and make it publicly available as a part of D1.6 at the end of the project on our website. D1.6 (Updated and final version of all instruments and tools) will include all training materials and tools in their revised and final versions at M26.

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Introduction

FIT4FOOD2030

Global challenges can only be solved by true collaboration between stakeholders and individuals in a networked environment. FIT4FOOD2030 supports the urgently needed transformation of research and innovation (R&I) on Food and Nutrition Security (FNS) in Europe. To achieve that, FIT4FOOD2030 will create a sustainable, multi-stakeholder platform, mobilizing a wide variety of stakeholders at the level of cities, regions, countries, and Europe wide. Known as the FOOD2030 Platform, this network will make R&I policies on FNS more coherent, build competences of current and future researchers, entrepreneurs, policy-makers and society at large, and raise awareness around FOOD 2030.

The three inter-linked structures of the FOOD2030 Platform are:

o **EU think tank**: the link between the EC and Member States & Associated Countries, with a global outreach;

o **Policy Labs** to increase and align public/private R&I policies/programs on FNS, building on and expanding existing national/regional networks; and

o **City Labs** to develop/pilot action-oriented trainings for students, consumers, researchers and professionals linking Science Centers/Science Shops to networks of the Milan Urban Food Policy Pact cities.

Trends, showcases and breakthroughs

One of the objectives of FIT4FOOD2030 is to acquire insights into food system trends and related R&I policy frameworks, best practices (showcases) and future R&I breakthroughs. Mapping these trends onto the vision for the aspired food system and its associated R&I system will reveal dominance of R&I in specific areas and research traditions; and areas with a lack of R&I activity. This knowledge could inform future R&I activities on FNS. The identification and analysis of best practices, within FIT4FOOD2030 referred to as showcases, enables learning from past experiences and will 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. This impact can be increased even further with the identification of possible roadmaps to R&I breakthroughs. With the identification and analysis of past breakthroughs, knowledge is gained on the key barriers and key enablers that have had the most impact on the implementation of these breakthroughs. Based on these insights, possible pathways to R&I breakthroughs can be formulated to increase the impact of the current initiatives in the field of FNS.

Within FIT4FOOD2030 framework, the following working definitions of trends, showcases and breakthroughs are used:

o **TRENDS**: a general tendency or direction of a development or change over time.
   Experienced by everyone and often in more or less the same contexts insofar.
   They create broad parameters for shifts in attitudes, policies and business focus over periods of several years that usually have global reach. Most players, organizations or even nations cannot do much to change them – they are larger than the power of individual organizations and often nation states as well;

o **(SHOW)CASES**: 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, will also be considered to see which criteria are important for a successful showcase.

o **BREAKTHROUGHS**: potential, significant achievements that may lead to an increased impact of the current initiatives in the field of FNS and a step/radical change of the food system, making it more sustainable and resilient.

The linkages between trends, showcases and R&I breakthroughs are visualised in Figure 1. The visualisation is based on the multi-level perspective (Geels, 2002[2]). The multi-level perspective is a framework for analysing socio-technical transitions and 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.
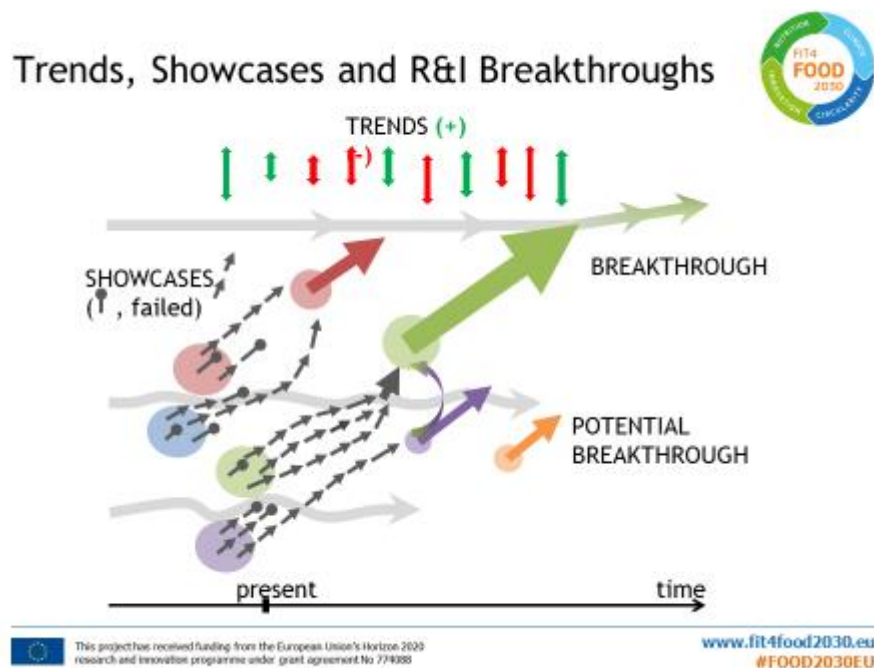

Figure 1. The FIT4FOOD framework on trends, showcases and R&I breakthroughs.

How to use this guide?

This 'Tools and training guideline for identifying showcases and designing roadmaps for R&I breakthroughs 'deliverable is designed to support FIT4FOOD2030 Policy and City Lab coordinators in the first place with the identification of showcases and roadmaps for R&I breakthroughs. As trends are important factors in the emergence of showcases and breakthroughs, this deliverable will also cover this concept.

This deliverable provides a series of tools and training modules that can be used for identifying trends, showcases and (roadmaps for) R&I breakthroughs. Please note that it is a living document and that new tools and training modules will be added in the course of the FIT4FOOD project. An updated and final version of the tools is provided in deliverable 1.6.

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2 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.

When Lab coordinators intend to apply the exercises in their own Lab sessions, they may need to (1) select and put this selection of exercises in a meaningful sequence and (2) slightly adapt the exercises for context-specific circumstances (e.g. participant knowledge and skills levels). When applying multiple exercises in a row during Lab 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.

Module 1. Identifying trends

Introduction

There are different ways to identify trends, showcases and breakthroughs. Where some of the methods are highly interactive and relatively small scale, you could also choose for a more individual and large-scale approach such as sending out a questionnaire. Within the FIT4FOOD2030 context, both approaches have been used.

The identification of trends is done based on different methods: desk research; interviews with experts; consultation through the online questionnaire; and interactive sessions. This already has resulted in the identification of more than 50 trends. These trends have been described in so-called trend cards: a short description of the trend accompanied with some examples from practice. In this module, focus is on the questionnaire and the interactive exercises in groups.

Online questionnaire

Within the FIT4FOOD2030 project, the survey is widely distributed via the FIT4FOOD2030 network. All consortium members have been asked to forward the survey to relevant networks and/or colleagues. The outcomes of this questionnaire will feed stakeholder meetings with people that are part of the European food system. These stakeholder meetings will be used as a basis to inform policy decisions by the European Commission on how to invest in research and innovation for a future-proof European food system.

The entire FIT4FOOD2030 survey as it is send out can be found in the Annex.

Interactive Exercises

Even when a list with trends already has been formulated, it can be very helpful to have a session on trends within the Labs; not with the main aim of identifying new trends, but with the objective to reflect on how the identified trends influence the Lab's vision. These insights on which trends are conducive to the vision and which trends may hamper the Lab's vision, may help the Lab to increase its adaptive capacity and think of strategies to deal with these positive and negative influences in order to develop the vision to its full potential.

EXERCISE 1A

Aims of this exercise

The objective of this exercise is twofold

- o Linking the visions of the Labs to the identified trends, and identifying systemic barriers on landscape level (which trends are conducive to the vision and which trends can be considered hampering factors)
- o Identifying/formulating additional trends

Materials

- o Trend cards, divided into megatrends, and the four categories
- o Lab vision on food system/competences
- o Flipchart papers
- o Markers
- o Post-its
- o Empty templates for trend cards

The exercise (30 minutes)

Background of the exercise (3 min)

"*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. Moreover, as is depicted in the multi-level perspective, trends (in the form of the landscape) can influence food systems, R&I and methods for competence building.*

For the realization of the Lab visions it is important that you think of system factors that can support or hamper the development of the vision. In this way you can develop interventions to facilitate of counteract these factors. Although this exercise specifically focuses on trends as supporting/hampering system factors on landscape factors, it also dives a little bit into barriers on regime (and niche?) level. This exercise helps you to identify system barriers (on landscape level) based on already formulated trends, but there is also room to think of additional trend yourselves."

Linking trends to the visions (15 min)

The group is subdivided into four duos. Each duo will focus on a different set of trends. Duo 1 will focus on the Megatrends, duo 2 on the Agricultural Production trends, duo 3 will examine the trends on Food Production and Market, Retail, Economics, and Logistics and the fourth duo will dive into Consumer Trends. The duos will focus on the Lab vision that has been developed during the visioning workshops.

Give each duo a pile of trend cards that represent the trends that they are looking for.

Distribute flipchart papers and ask the duos to make draw a line in the middle of the paper. On the left they can write down supporting factors, while on the right a list with hampering factors can be made. See figure below.

Supporting factors	Hampering factors

Figure 1. Flipchart for the identification of conducive and hampering trends

Ask the duos to go through the stack of trends and discuss which trends they think are conducive to the vision on the food system/competences, and which trends can be considered as hampering factors. The duos can put the trend cards on the side which they think is most relevant. They can also write down the name of the trend in one of the 'boxes'. Encourage the duos to discuss and reflect on the trends

Identifying new trends (7 min)

If the duos have discussed all trends and have formulated them as either supporting or hampering factors, the facilitator asks the duos to think of new trends within their specific category (Megatrends, Agricultural Production, Food Production and Market, Retail, Economics, and Logistics and Consumer Trends) which trends are missing? For additional trends an empty template card can be filled in.

Plenary discussion (5 min)

Briefly discuss the outcomes of the exercises per duo. What stands out?

Module 2 Identifying Showcases

Introduction

To prevent that current initiatives and Labs 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 the FIT4FOOD2030 project, but also the level of the Labs and their visions. To this end, it is essential to formulate selection criteria for showcases: what makes a case a good showcase in our specific context?

As the identification of trends, the identification of showcases is also based on different methods, such as the online questionnaire, consultations with an expert group, and interactive exercises. As the online questionnaire is already described in the previous module, this module will focus on the interactive exercises that Lab coordinators could use to identify relevant showcases and reflect on the selection criteria for showcases.

Interactive exercises

EXERCISE 2A

Aims of this exercise

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

Materials
- o   Homework participants: showcases relevant to the Labs vision
- o   A4 papers
- o   Markers
- o   Post-its
- o   Prioritising stickers (5 stickers per person)

The exercise (60 min)

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:
- o   Five showcases related to the food system in general and/or related to your specific context;
- o   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 were brought to the workshop hard copy. This could be a piece of text, a picture, print screen of a website, flyer/brochure, etc.

Introduction of exercise (2 min)

The facilitator introduces the exercise: "*This exercise will focus on showcases. As explained earlier, 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 training: 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."

<u>Reflecting on the showcases (20 min)</u>
The group is divided into four duos 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 below).

Showcase:

Aspects that make it a showcase	Aspects that do not make it a showcase

Figure 2. A4 for the reflection on the showcases

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.

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? What could this showcase bring you (in terms of learning/inspiration)?*

<u>Thinking of selection criteria for showcases (22 min)</u>
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.

<u>Ranking the selection criteria (10 min)</u>
In this last exercise, 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.

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?*

Module 3 Identifying potential R&I Breakthroughs

Introduction

Learning from past experiences is also key in the identification of potential R&I breakthroughs. With the identification and analysis of past breakthroughs relevant to the Lab's vision, knowledge can be gained on the key barriers and key enablers that have had the most impact on the implementation of these breakthroughs. Based on these insights, the project/ Lab can formulate possible pathways to R&I breakthroughs to increase the impact of the Lab activities. Within FIT4FOOD2030, R&I breakthroughs are identified based on the online questionnaire and interactive exercises in relevant groups. The following exercises provide the project/Lab coordinators with tools to identify potential (pathways to) R&I breakthroughs and formulate

Interactive exercises

EXERCISE 3A

Aims of this exercise

The objective of this exercise is to identify the breakthroughs necessary to change the food system/R&I system in the direction of the formulated Lab vision (on the food system and competence building). To this end, system awareness is created by linking up the breakthroughs with showcases and trends.

Material
- o   Templates (see figures below)
- o   Markers
- o   Post-its
- o   A4s

The exercise (75 min)

For this exercise, information on the Lab's vision is crucial. Information on trends and showcases is highly recommended, but not essential to think of potential R&I breakthroughs. Labs will need to adjust the exercise and templates to the information that is available.

Introduction of exercise (3 min)

The facilitator introduces the exercise: *"This exercise will focus on the identification of breakthroughs that are related to the Lab's vision. To this end, system awareness is created by integrating insights in the Lab's vision, the trends that influence the realisation of the vision, and the showcases that can be learned from. These insights are already summarized in a template. Based on this information, you will think of the breakthroughs that are necessary to realise the aspired vision: what (radical) changes are necessary to come to the Lab's vision? These insights are further translated into R&I needs, required changes on R&I system level, and educational needs (competences). Based on these insights you will do an outcome mapping exercise. Outcome mapping helps a project team or in this case a Lab, to be specific about the actors it intends to target, the changes it hopes to see and the strategies appropriate to achieve these. Based on outcome mapping, possible roadmaps to R&I breakthroughs can be constructed.*

The facilitator split the group into groups of four. Based on the aspired Lab vision, the groups will think of R&I breakthroughs. To ensure that all groups start from the same perspective, all groups receive a template that summarizes the Labs vision, influencing trends, and relevant showcases (see for template figure 3). The groups also receive several empty A4s that can be used to answer the questions and make notes.

Step 1: Creating System awareness (3 min)
The facilitator asks the participants to have a close look to the template. What is the Lab's vision? What trends do have a positive or negative influence on this vision? From what showcases can we learn? If necessary, participants can ask clarifying questions to each other, but also to the Lab coordinator. It is important that all participants are (more or less) on the same page, especially regarding the Lab's vision.
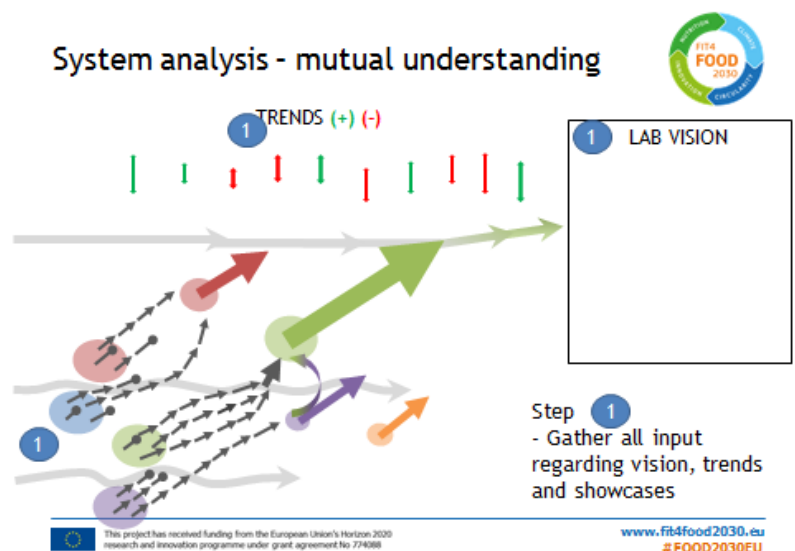

Figure 3. Template to summarize the Lab's vision, the trends that influence the realization of this vision, and relevant showcases to learn from.

Step 2: Formulating breakthroughs to realise the aspired vision (30 min)
In this step, the facilitator asks the groups to think of breakthroughs that are necessary to realise the aspired vision. Breakthroughs can be anything; technologies, norm and values, systems, cultures, financial structures, etc. These breakthroughs can be written down on an A4.

Questions that could help to identify breakthroughs are: What really needs to change in the R&I system/R&I policy framework to be able to realise the vision? What is different in the aspired vision compared to the current situation, and how could R&I (policy) help to overcome these differences? What knowledge gaps are present? What research needs to be done to come to the aspired vision?

From these necessary breakthroughs, the groups are encouraged to think of/discuss what these would mean for R&I and the R&I system. How should the R&I system look like? What changes of the R&I system are required? But also: What topics need to be studied? And 'What are leverage points in our Lab context? The answers to these questions can also be written down on the A4 with breakthroughs.

Step 3 For City Labs: Identifying educational needs (20 min)

In this step, participants translate the required changes on R&I system level into educational needs. Questions that the facilitator could ask to help the participants to think of educational needs: what competences are necessary/need to be developed to achieve the required changes? What competences do future professionals in the field of FNS need? What needs to change in education to meet the required changes? Educational needs can be written down on a post-it. Each educational need is written on a new post-it.

Step 3 For Policy Labs: Identifying policy needs (20 min)

In this step, participants translate the required changes on R&I system level into policy needs. Questions that the facilitator could ask to help the participants to think of policy needs: What policy measures are necessary/possible to achieve the required changes? What needs to change in the current policy landscape? Policy needs can be written down on a post-it. Each policy need on a new post-it.

Step 4: Plenary discussion on breakthroughs and educational needs (15 min)

The groups shortly present the outcomes of their brainstorm session regarding breakthroughs. After each presentation, the other groups are invited to reflect on the outcomes and/or ask clarifying questions.

The post-its with the educational needs are collected. The facilitator asks 1 group to name the educational needs. The facilitator asks why questions, especially with regard to the link with the Lab's vision. After each post-it, the facilitator asks the other groups whether they have similar needs on their post-its. The facilitator repeats this till all post-its are collected. The post-its are clustered into themes, and the facilitator asks the participants to name the different clusters.

Step 5: Outcome mapping (45 min)

This step can be done in the same workshop as step 1-4, but can also be the subject of a separate meeting. The starting point of the exercise is the educational needs as clustered in step 4.

The facilitator explains what outcome mapping is (based on slides) and how it can be useful to the Labs. [text on outcome mapping to be added].

The participants are divided into groups of four. All groups receive the outcome mapping table as reflected in Figure 4. The facilitator asks the groups to fill in the table based on the educational needs clustered in step 4. From the impact on competences, participants can think of concrete outcomes, output and activities. Questions that the facilitator could help the participants to fill in the table: What should be the output of the Lab? What concrete activities need to be done to cover the educational needs?

The tables show what Lab activities need to be undertaken to have impact on the educational needs. In other words, from the tables, possible pathways to the realisation of the educational needs emerge.

After sharing and reflecting upon the tables, the pathways can be prioritized with e.g. stickers, so that a decision can be made regarding the Lab activities.

Outcome mapping

Lab activities	Output (deliverables)	Outcomes (direct consequences of city lab)	Impact (longer term effects)

Figure 4. Table for outcome mapping

Annex 1 Survey to identify trends, showcases and breakthroughs

Welcome to the FIT4FOOD2030 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 the project with 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.

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This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No774088

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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).

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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/organisation
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 actors actor groups involved and impacted
B. The potential type of actors 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.

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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?

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

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8. What potential breakthroughs in R&I are you aware of that, in your opinion, will shape a future-proof 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

c. 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?

11. Do you want to stay in touch with FIT4FOOD2030?
Choose as many as you like
A. Please send me regular newsletters with news related to FIT4FOOD2030
B. I would like to be invited to meetings and other events organised by FIT4FOOD2030

12. Please, leave your name here if you are interested in staying in touch with FIT4FOOD2030:

13. Please, leave your email here if you are interested in staying in touch with FIT4FOOD2030:

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