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#### EXECUTIVE SUMMARY

Stakeholder engagement activities are key for successful implementation and market introduction of novel technologies. Workshops are a proven way to engage with stakeholder; hence, several workshops are planned in the different case study regions. This first version briefly explains the use of workshops in general and then presents the format and content as well as a preliminary agenda of the first set of workshops.



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### Abbreviations

Dx.x	Deliverable
WP	Work Package
Tx.x	Task



# 1 Introduction

"Intermediate bioenergy carriers (IBCs) are biomass that is processed to energetically denser materials, analogous to oil, coal and gaseous fossil energy carriers. This means they are easier to transport, store and use. The MUSIC project will support market uptake of three types of IBCs by developing feedstock mobilisation strategies, improved cost-effective logistics and trade centres. IBCs covered in MUSIC include pyrolysis oil, torrefied biomass and microbial oil. [...] They can be used directly for heat or power generation or further refined to final bioenergy or bio-based products. IBCs contribute to energy security, reduce greenhouse gas emissions and provide a sustainable alternative to fossil fuels in Europe." (MUSIC Website, WIP Munich, 2020) Within the MUSIC project, WP3 (Stakeholder engagement and mobilisations) focuses on engaging different groups of stakeholders, and assessing their views on IBC, with the aim of developing specific and strategic recommendations on supply chain development.

Data collection and dissemination in the respective case study regions is crucial for stakeholder engagement and mobilisation. In order to engage with stakeholders in the most efficient way, workshops are planned as part of the MUSIC project. The workshops will take place in the different case study regions and will be different in nature. In the early stages of the project (year 1 and 2), these workshops will be considered "input workshops" to gain a better understanding of the needs of the different case studies and to support and guide data collection later on. Towards the end of the project (year 3), the workshops will be used as a way to disseminate the project results in the respective regions.

This first version gives an overview of the input workshops which are planned to take place in year 1. In general, the workshop format and content are similar across the case study regions. Especially for this set of input workshops, there is no need to distinguish between the case study regions. The here described approach works for all regional settings; however the outcomes can then guide how future workshops might be designed.

# 2 Input Workshop Format and Content

Workshops can be a useful tool to either collect or disseminate data on a specific topic. They are flexible in their design and can be tailored to a specific purpose. Often used as part of participatory research (Merriam and Tisdell, 2015), workshops help to engage stakeholders, find solutions to specific problems/questions or create a mutual understanding of a topic (dscout, 2020).

### 2.1 Content and Aims

For a workshop to be successful, a clear aim needs to be defined (dscout, 2020). The overall aim of this set of workshops is to gain a better understanding of the case studies. As it is important to generate added value not only for WP3 (stakeholder engagement and mobilisation) but also for the participants, the following sets of sub-aims are defined.

Aims from a WP3 perspective:



- Where are similarities/differences between the case studies (regarding regions as well as strategic/advanced case study) which need to be considered for D3.5 (methodological framework) and further means of data collection?
- Definition of macro environmental factors in the case study setting which will guide the discussion on hindrances and enablers for IBCs (T3.4 and T3.5).
- Clear understanding of the IBC supply chains and their stakeholders.

Aims from a WP5/case study perspective:

- Better understanding of how WP3 can support the work in the case study regions.
- Definition of macro environmental factors in the case study setting which can guide the further development of the case studies.

The data collected in the input workshops will directly influence the design of the methodological framework and consequently Task 3.4 (supply chain designs and framework conditions) and T3.5 (supply chain hindrances and enablers). The outcomes of these workshops will further influence the design of the next set of workshops. The outcome of all workshops will be presented in D3.7 (reports on regional engagement workshops) and be further used for D3.8 (short report on national strategies and recommendations).

The baseline for these input workshops will be the collective preparation of a PESTEL analysis. PESTEL is a method of understanding the macro environment for a certain technology or organisation in a certain regional setting (Grant and Jordan, 2015; Johnson et al. 2017). PESTEL is an acronym for Political, Economic, Social, Technological, Environmental and Legal Factors. Determining these macro environmental factors is crucial to understand and further analyse certain hindrances and enablers along the supply chain. Based on this kind of analysis, strategic decision can be made which factors to investigate further (T3.4 and T3.5). In this context, the factors can be manipulated in the interest of the case study, e.g. how can hindrances be overcome or how can enablers or a positive environment be replicated in a different regional setting (Grant and Jordan, 2015; Yüksel, 2012). Hence, a PESTEL analysis is the first step towards the development of strategies and recommendations (D3.7 and D3.8). The detailed explanation of PESTEL and the process will be presented in the workshop itself.

### 2.2 Format and Participants

Initially it was planned that the respective case study partners will act as moderator for the workshops. However, as at this stage the case study consortia are crucial participants of this specific set of input workshops, DBFZ (as WP3 lead) will moderate them. When further stakeholders (apart from the case study consortia) will partake in the workshops, the moderation should be done by the respective case study lead. Furthermore, BTG – as WP5 lead – can participate in the workshops. The workshops will take place in the case study countries, in a location that suits all participants, preferably at the institutions of one of the MUSIC partners.

The input workshops work for groups of different sizes; however, 15 to 20 participants from each case study region are recommended to generate a holistic view. The final participant lists for each workshop will be agreed with the respective case study lead. It is recommended that



participants are of different level of seniority within their organisation to benefit from experience but also give room to creative or novel ideas and perspectives.

The workshop will last approximately seven hours including a one-hour lunch break and coffee breaks. It is anticipated that the workshop starts at 9:00 and finishes at 16:00; however, these times are flexible depending on venue availability. The workshops will be interactive and engaging and will utilise different methods (see agenda in Chapter 3).

## 3 Preliminary Workshop Agenda

Based on the previous chapter, Table 1 shows the proposed agenda for the input workshops. In the upcoming weeks, the agenda will be reviewed with WP5 lead and the respective case study leads and can be adapted to the specific case study's needs, if necessary.

Time	What?	Who?	Expected Outcome
15 min	Welcome	DBFZ	Presentation of aim of the workshop
30 min	Getting to know each other	DBFZ, all	Understanding of each other's backgrounds and ex- pectations of the day
20 min	Presentation of strategic case study*	Case study lead	Mutual understanding of the status quo
20 min	Presentation of advanced case study*	Case study lead	Mutual understanding of the status quo
20 min	Coffee Break		
15 min	Brainstorming Session 1 on framework conditions	Small groups, approx. 5 per- sons per group	Word cloud with different framework conditions or in- fluencing factors
25 min	Brainstorming Session 2 on framework conditions	Small groups, approx. 5 per- sons per group	Based on BS 1, groups get the chance to add what the previ- ous group has brainstormed
30 min	PESTEL – a method of ana- lysing the environment	DBFZ	Interactive explanation of the PESTEL framework
60 min	Lunch Break		
120 min	World Café** – framework conditions from a PESTEL perspective	Small groups	Which factors are the most important; which factors in- fluence each other (and how)
15 min	Coffee Break		



30 min	Summary of World Café re- sults	DBFZ	Overview of the factors col- lected through the World Café method and information on next steps
20 min	Feedback and Farewell	DBFZ, all	Feedback from the partici- pants whether their expecta- tions were met

\* During these presentations, the focus should lie on the current status quo and issues or problems moving forward. The supply chain design should be considered and attention paid to which stakeholders are currently known. Through this exercise, gaps and issues in the supply chain and its associated stakeholders can be identified.

\*\* World Café is a method first described by Brown (2005) and Pagliarini (2006). "Through conversations that matter" (Brown, 2005, title page), topics and questions can be collectively discussed. The process is results driven and encourages group thinking as well as gives the individual space to voice his/her views. The participants of the World Café get the chance to discuss different questions at different tables (here, the different PESTEL categories). Each table will be covered in flipchart paper, so that the participants can write their thoughts directly on the table. Each table will be associated with one PESTEL categories and after 20 minutes, the participants get the chance to move to another table. That way, each participant has the opportunity to provide input on each PESTEL element. Ideally, three to four participants will discuss one PES-TEL element in each time interval. Apart from the first group at a table – who has to start from a blank table – the following groups can build on the previous groups' work and add to or challenge the respective factors. At the end of the World Café, a holistic view on the macro environment should be given through the different sets of flipchart sheets.



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