



UNIVERSITY OF TARTU

An innovative valorization
concept. Experience of the
ACCPMPLISSH project

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Centre for Ethics of the University of Tartu

- Established in 2001 as an interdisciplinary unit joining different faculties, involving philosophers, theologians, medical doctors, natural scientists, and social scientists.
- The Centre has 3 aims: organize **teaching** of ethics in different subjects, organize interdisciplinary **research** regarding ethical issues pertaining to science, society and research in different areas, and do **community work**, furthering reflection upon norms, values and questions of justice in the Estonian society.

ACCOMPLISSH: Accelerate CO-creation by setting up a Multi-actor Platform from SSH

- Horizon 2020 project coordinated by Sustainable Society University of Groningen
- Partners are universities from 12 countries: Groningen, Glasgow, Aalborg, Dalarna, Newcastle, Zagreb, Tartu, Sapienza/Rome, Göttingen, Debrecen, Ghent, Barcelona, Tallinn, Coimbra
- The aim of the project is to accelerate valorisation and impact of SSH research through the value chain by identifying barriers and enablers of co-creation in a quadruple helix setting and the strategies required to address or encourage these respectively.

Concept of valorization of knowledge

- **Valorisation of knowledge** means: “The process of value-creation arising out of knowledge, by making this knowledge suitable and available for economic or societal utilisation and to translate this into high-potential products, services, processes or industrial activity.”
- Accomplish project aims to create a platform for dialogues where not only universities are involved but instead academia, industry, governments and societal partners contribute equally to **co-creation**. We call these four (academia, industry, business and civil society) the **quadruple helix**.

Valorization, lead users and end users

- Accomplish project aims to expand the notion of valorisation from economic and industrial outputs (e.g. technology transfer approaches) and to capture and harness the impact from SSH research in multiple areas. It will include public discourse, policy, decision-making processes for business, influence social cohesion and infrastructure, arts and culture movements and practice cases.
- **Lead users:** industry, societal organisations, governments, academia
- **End users:** business, policy makers, civil servants, citizens, NGOs, public SSH researchers, research support staff

What is the problem with SSH impact?

- As Benneworth and Jongbloed have shown in “Who matters to universities? A stakeholder perspective on humanities, arts, and social sciences valorisation” (2009) that universities are responsive to the network of relationships with stakeholders they are situated in. The hypothesis is that SSH disciplines’ disadvantage (lesser policy attention and funding for commercialization) compared to hard sciences arises because SSH stakeholders are not sufficiently salient as stakeholder to universities.

Obstacles and challenges

- Co-creation implies the communication skills, incl skills of listening and and skills of explaining the research results in accessible manner.
- It implies empathy, ability to identify different stakeholders' needs.
- Setting up and maintaining a successful co-creation process with stakeholders is not always an easy thing. Difficulties: people might have different agenda's, expectations, talk different languages, it is time-consuming and there may be lack of incentives or reward for specific collaborations?

Values development: Experience of the Ethics Centre, University of Tartu

- National Programme “Values development of the Estonian Society 2009-2020” funded by the Ministry of Education and Research and led by the Centre for Ethics.
- The Centre for Ethics of the University of Tartu explores the topic of ethics and values both as a part of research and teaching activities and as a part of the wider aim to contribute to the development of the Estonian society as it reflects upon the theme of ethics and values.
- We organize conferences, ethics colloquia, publish books (Handbook of codes of ethics), ethics web, training programmes in schools, hospitals, prepare methodological tools.
- Topics: values in education, ethics of different professionals, data protection

Values programme: societal issues

- To encourage the discussion and formation of a shared understanding about the values the examination and application of which could enable us to address the burning issues in the Estonian society. Some examples of these problems are weak social cohesion, low civic participation, the onslaught of individualistic and consumerist mentality and hedonistic lifestyle but also the lack of patriotism, low respect towards human life, negative population growth and the spread of violence.
- To close the gap between the rhetorical declarations about values and the actual choices in the sphere of values so that our wishes concerning the development of society could become true. Simply making a list of important values is not sufficient, as the ability to recognize these values in the situations of daily life and the habit to take them into account when making decisions in practice are also necessary.

Values education on all levels of education and in wider society

- To support the values education of children and adolescents in preschools and schools, so that each of them could develop in the educational environment that supports integral personal development, formation of a clear understanding of one's values and of the ability to cooperate successfully in society. It is important to give everyone the ability to reflect continuously upon one's values in the context of daily life and to examine one's actions and their basis.
- To encourage the society as a whole to support preschools and schools so that all parties in the society would recognise and help to realise the possibilities for addressing societal issues that education can offer. As these issues concern the entire society, it is necessary to involve the public and private sectors and NGOs in the formal educational system.

The partners and activities of values development

- We involve academia, all schools and preschools, different ministries, the President of Estonia, Estonian Parliament, Chancellor of Justice, NGPOs (Open Estonian Society, Child Protection Society, Societies of Teachers', Schoolheads, Doctors, etc), and partners from the private sector.
- We have helped to develop new curricula for primary school and high school,
- A project "Good school", "Good kindergarten", now we are helping to work out good practice guidelines for the university (Good Teaching, Good Leadership, Code of Conduct for Research Integrity).

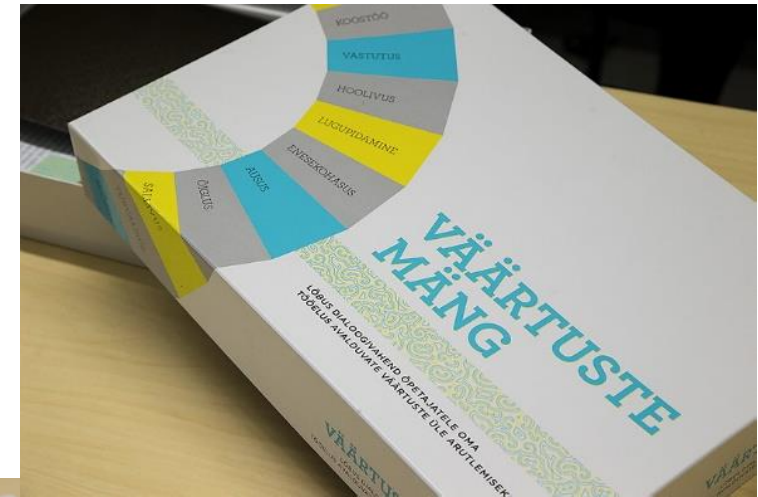
Values Game as an educational tool

- Cases with moral dilemmas help to show that the principles of bioethics and professional values expressed in the codes of conduct for doctors can be interpreted differently.
- Even if one knows the principles, one has to apply them in certain context
- Values may conflict and one still has to decide how to prioritize them
- Values Games are educational tools to promote reflection, moral deliberation, and learn consensus-building

Values Games developed by the Centre for Ethics, UT

- The Centre for Ethics at Tartu University has so far produced 3 values games:
 - for teachers, for students and for medical doctors.
- We have used the dilemma method also in training professional ethics of various other professional groups: politicians, defence forces, librarians, public administrators, researchers, etc.
- We have used the dilemma method in helping the Estonian Parliament and Ukrainian Parliament in writing of the Code of Good Practice of MPs.

The Values Game is modelled on a typical board game



The aim of the Values Games

- The Values Game helps the professionals to understand that values are not abstract entities but rather entities on which their everyday activities and decisions are based.
- The general aim of the Values Game is to support and enhance the process of moral deliberation, consensus-building and decision making in everyday practice.
- With the help of the Values Game one becomes aware of one's personal values, motives and reasons of actions and learns how to make decisions on the basis of values, how to explain them to others and solve value conflicts.
- Since individual, professional and organizational values may come into

Methodological background

- The Values Game presumes that we live in a **pluralistic society**, that values may come into conflict and can be ranked or rated differently in particular contexts. Thus the game relies on a set of predefined values but how their prioritization is **context-dependent**. The Values Game helps the professionals to learn the valuing process, and to practice rating and ranking of different values in various contexts.
- Reflection on practical examples encourages the professionals to consider whether there is a gap between their values and their behaviour, either on an individual or organizational level. The Values Game thereby provides the professionals an opportunity to start living according to their real values and also become better persons/professionals.

Thank you for your attention!

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