

Living Knowledge

■ International Journal of Community Based Research

Public Engagement with Research & Research Engagement with Society



- PERARES: Public Engagement with Research and Research Engagement with Society
- Calling out for Open Access to Research
- European Highlights at CU Expo 2011, Canada
- The Social Value of Science Shops: A Cost-Benefit Analysis



Living Knowledge
The International Science Shop Network

Contents

Focus: Public Engagement with Research and Research Engagement with Society



5

PERARES – a FP7 ‘Science in Society’ Project

An overview, interview and insight into the alternative forms of agenda-setting dialogue

5

PERARES Activities

Transnational Knowledge Debates 8

Setting up Research Agendas with CSOs 8

Domestic Violence & Pregnancy: The challenge of framing a European-wide research question 10

Structuring PER in Higher Education through research with CSOs in curricular activities and partnerships with local municipalities 11

The Social Value of Science Shops: A Cost-Benefit Analysis

12

Calling out for Open Access to Research



A creative way of strengthening local communities

14

European Highlights at CU Expo 2011, Canada

Skill building workshops, round tables, storytelling and project laboratories 15

Transdisciplinary contributions for sustainable development

Discussion in the LK Forum about the inter- and transdisciplinary research in the context of sustainable development 16

Science Shop Approaches in North America:



The Community-Campus Knowledge Exchange 16

The Research Shop 17

Global Alliance on Community-Engaged Research (GACER)

18

Around the World Clippings

3

20

Editorial

Due to funding reasons the last printed issue of the Living Knowledge magazine was published more than two years ago. But just because there was no magazine it doesn't mean Science Shops haven't been active. Besides ongoing daily work and many community oriented local based



projects we also had outstanding events on the international stage. The Science Shop at Queens University in Belfast organized the 4th Living Knowledge conference with more than 200 participants from 17 countries. This conference marked the 10th anniversary of the Living Knowledge Network. Over time, this network has grown to include a diverse range of community-based researchers, practitioners, international and non-government organisations from across Europe, Canada and North America and has growing membership from the Asia-Pacific region.

The Global Alliance for Community Engaged Research (GACER) – of which the Living Knowledge Network is a founding member – provided many opportunities for visibility and discussion at the global level. The UCEC 2009 – University-Community Engagement for Sustainability – conference in November 2009 in Penang, Malaysia was organized in collaboration with GACER and included workshops and presentations from the Living Knowledge Network.

2010 brought the launch of another 4 years Science Shop project: PERARES (Public Engagement with Research and Research Engagement with Society) and also 2011 started with a couple of good omens for science and society relations. In Germany six universities have received funds for their ideas of society engagement which range from service learning to community based research. The Science Shop movement is not only sustaining its strengths, but also expands by numbers of Science Shops. New Science Shops were established in Shanghai, a new one was set up in Osaka Japan and one in the University of Zululand in South Africa, with two new Science Shops Germany on its way and there are new ones in Madison, WI, USA, and Guelph, ON and Laval, QC, Canada.

And I have never noticed so many conferences dealing with university/research-community relations as this year. The CU Expo in Waterloo, Canada in May is only a couple of days ahead. The AUCEA conference in July in Sydney, Australia, a summer school in Dublin in October and of course the next Living Knowledge conference in Bonn in May 2012 will be some of the coming opportunities to learn about the Science Shop model.

Enjoy this issue of the LK magazine and keep on contributing!
Yours sincerely, Norbert Steinhaus

Living Knowledge

International Journal of Community Based Research

No. 9 – May 2011

Published by the International Science Shop Contact Point, c/o Wissenschaftsladen Bonn e.V., Buschstr. 85, D-53113 Bonn, Germany, phone: ++228 201 610, fax: ++228 265 287, mail: livingknowledge@wilabonn.de, www.wilabonn.de, Editor: Norbert Steinhaus (norbert.steinhaus@wilabonn.de), Assistant Editor: Michaela Shields (michaela.shields@wilabonn.de), Layout: Norbert Steinhaus, Kathrin Stein, Pictures: Archive, Wissenschaftsladen Bonn, Norbert Steinhaus, Printed by: Druckerei Brandt GmbH, Bonn, May 2011, Number of Copies: 2.500



Living Knowledge – Journal of Community Based Research is part of the output of PERARES (Public Engagement with Research and Research Engagement with Society) – which has been awarded financial support by the European Commission as coordination action through the contract no. 244264 in FP7 (Area 5.1.2.1 Broader engagement on science-related questions, SIS-2009-1.2.1) Structuring public engagement in research (PER). For further information please see: www.livingknowledge.org or contact Henk Mulder at h.a.j.mulder@rug.nl.

The next printed issue of Living Knowledge – International Journal of Community Based Research will be published in April 2012. Information about coming editions and publishing cooperations can be found at the homepage of the Science Shop network (www.livingknowledge.org). The editors still welcome the contribution of reports, articles, news, press releases and clippings, letters, contribution to discussions, job offers, internships, internet links etc for the Living Knowledge newsletter and the website. Please feel free to contact the editors for your questions and any support.

The views expressed in the articles and papers are those of the authors and are not necessarily endorsed by the publisher. Whilst every care has been taken during production, the publisher does not accept any liability for errors that may have occurred.

5th Living Knowledge Conference

On 8-12 May 2012 the Living Knowledge Conference 'Re-imagining Research Relationships – Co-creating Knowledge in a Democratic Society' will be held in Bonn.

The first 1,5 days will be designated for the Summer School. The following 3 days the conference will set its focus on themes as setting shared research agendas with CSO's, the role of Higher Educational Institutes (HEI) in creating with communities,

evaluation of communities engagement, developing international partnerships and funding collaborative research relationships. The conference website is in process and should be launched at July 2011.

International Science Shop contact point:
Norbert Steinhaus
Science Shop Bonn, Germany
Buschstr. 85, 53113 Bonn
T. + 49 (0)2 28 201 6122
livingknowledge@wilabonn.de

Science in Society in Germany

New Science Shop in Germany

Two new Science Shop initiatives started in Germany. In Berlin and Potsdam non-university based initiatives of scientists and science journalists and communicators explore possibilities of setting up a pilot to show the Science Shop's advantages. Although Science Shops need a minimal infrastructure – here given by a space on the closed Berlin airport Tempelhof and the link with the Werkhaus in Potsdam – they nevertheless need a limited budget to start. The need of some financing for a continued work is in the main focus. Both initiatives are looking for contacts and exchange of experiences within the Living Knowledge network. Contact:
Berlin: Katrin Schwahlen,
schwahlen@basiswissenschaft.de
Potsdam: Anja Laabs,
Wissenschaftsladen@
habmalnefrage.de

More than teaching and research – Six German universities awarded in prize competition on societal responsibility

On 18 February 2011 Stifterverband and Foundation Mercator together with the US based Rosalynn and Jimmy Carter Foundation finished a

competition and gave funds to 6 German universities for their suggested community related activities (from social learning up to community based research). 78 universities wrote proposals (25% of German universities) and were in competition for the funds. Now the universities of Augsburg, Dortmund, Duisburg-Essen, Friedrichshafen, Kassel and München have been awarded with up to 190.000 Euro for the coming to years to be strengthened in their role as society actors. University Duisburg-Essen e.g. is on its way to install a concept for community based research. "German universities are on their way to the centre of society", commented Prof. Dr. Andreas Schlüter, secretary general of Stifterverband. The awards support this development and at the same time create attention for a diverse university landscape. Stifterverband is a private, dedicated and not-for-profit association. Through donations, membership fees and other forms of income, Stifterverband generates annual funds of well over 120 million EUR, making it the largest private institution of its kind in Germany.
www.stifterverband.de

New Staff Member



In February 2011 Michaela Shields joined the team at the Bonn Science Shop. Studying Social Geography at University of Amsterdam, she has been working in the field of sustainable development and event management in Bonn since 1998. Her major focus in the Bonn Science Shop will be on organizing the 5th Living Knowledge Conference in 2012 in Bonn and the realisation of the launch of the conference website and the relaunch of LK website. Contact:
Michaela.shields@wilabonn.de

Book 'Labo Planet'

In the new book from Sciences Citoyennes a series of dialogues on science and the future of the planet that took place in 2007 have been edited. Humanity intervenes in a disruptive manner on nature, on its evolution and consequently on the entire biosphere. These interventions call into question the role of scientific and technical research. The world of tomorrow is being created in the science laboratories of today. This book is essential reading for those who wish to know what is happening in the contemporary science and democracy movements in France and elsewhere in the planet.
<http://sciencescitoyennes.org/labo-planete-ou-comment-2030-se-prepare-sans-les-citoyens/>



Ageing Conference

International conference 'Ageing Globally – Ageing Locally', hosted by the Centre for Ageing Research and Development in Ireland (CARDI), will take place 2-3 November 2011 in Belfast. Across the world today, governments, business and civic society are searching for policies and answers in the areas of pension reform, later retirement, longer but often unhealthier lives, changing family structures etc. to get to grips with one of the most profound social transformations in history – population ageing. The event will explore a number of issues including how different countries address challenges and opportunities of population ageing and how policy makers, business and service providers can plan for changing demographics.

Further conference details:
www.cardi.ie/conference2011
 Email: conference@cardi.ie,
 Tel: +44 (0) 28 9069 0066



KICC – Workshop Space in Ottawa

Knowledge Mobilization Works – a consulting and training company, founded by former SSHRC-Community University Research Alliance program officer and long time associate of Living Knowledge, Peter Levesque – is pleased to announce the opening of the Knowledge Inspired Creativity Centre in Ottawa. This dedicated workshop (1000 sq ft/93 sq m) is a cost effective way to hold meetings, workshops, seminars, and training events in an open, flexible, friendly space. Ideally suited for groups from 10-30. You can get a glimpse here: <http://www.knowledgemobilization.net/kicc>. Mention you are a friend of LK. Contact: pnlevesque@gmail.com

Soufflelearning – Learning face-to-face

Wissenschaftsladen Bonn e.V. and netz NRW e.V. have developed a concept for the specific needs and demands of small and very small enterprises (SME) which is capable of being flexibly adapted to everyday operations and work flow and responds directly to the individual needs and demands of the staff in the business. Soufflelearning provides support and assistance as the acquired know-how is implemented. As it increases staffs' disposition to engage in further training and motivates to take an active part in the shaping of further training within the enterprise it contributes to the efficiency and expertise of the company. The participation of SMEs in advanced training and qualification is below average. One of the reasons is that a SME

usually can't afford to send the few staff they have to external seminars. On the other side training institutes usually offer trainings which are literally a bit far away from the real everyday business. Therefore a training concept for SMEs besides considering company's requests has to be tailored to the necessities of the staff that needs to be trained. By Soufflelearning the trainers or coaches will come into the company or organisation and they will partner them in developing a custom tailored training concept. Based on some experiences in Germany this transfer project is going to initiate cooperative networks of vocational training institutes, trainers and SMEs. Contact: Kristin.auer@wilabonn.de



International Comparison of Public Dialogue on Science and Technology

Public involvement in how science and technologies are developed and regulated differs markedly between different countries. There is now a wide range of approaches to supporting dialogue on science and technology issues which impact government policy. From the Danish Board of Technology, which has a significant permanent staff and reports to the parliament and pioneers the use of consensus confer-

ences; to the Beijing Institute of Technology which adopts a more technology-led approach; and the Office of Science and Technology Policy at the White House which focuses upon transparency. Please find here the link to the final report on the Sciencewise website: <http://www.sciencewise-erc.org.uk/cms/assets/Uploads/Publications/International-Comparison-of-Public-Dialogue.pdf>

Award for Achievement in Valorization

On the occasion of the 30th anniversary of the founding of the Center of Knowledge Transfer/Science Shop, the Tilburg University Executive Board has announced the establishment of the Tilburg University Valorization Award. The purpose of the award is to recognize in a given year the best initiative in the field of knowledge valorization. The inaugural prize is to be presented on Wednesday June 15th 2011 in a meeting entitled "Valorization: What's in it for me?" Scope of the Valorization Award – Valori-

zation demands extra efforts of researchers and goes farther than the traditional modes and manners of knowledge diffusion (through the provision of education). Research results need to be adapted in such a fashion that these are suitable for application and use by a broad public. A television production, a publication in a journal in the press and a presentation by a researcher in a science cafe are also forms of knowledge transfer. More information: www.tilburguniversity.edu/valorisatieprijs

Interactive CBPR Conceptual Model

University of New Mexico Center for Participatory Research, University of Washington Indigenous Wellness Research Institute, and National Congress of American Indians Policy Research Center have collaborated as investigators to better understand how Community Based Participatory Research (CBPR) works to improve health and health equity. The project's collaborative team now launched a web-based tool allowing commu-

nity and academic investigators to interact with the CBPR Conceptual Model, which is linked to CBPR instruments and measures from the literature. The Interactive Model is available as a tool allowing users to download surveys (instruments) and individual items measures (variables) with associated information useful for evaluating CBPR partnerships and assessing partnership characteristics. <http://hsc.unm.edu/SOM/fcm/cpr/cbprmodel.shtml>

National Award for CARS

The College Awareness of Road Safety (CARS) project was selected as best in the category for third level education for the Road Safety Authority National Leading Lights Awards 2010. CARS is a 'Students Learning

With Communities' (SLWC) cross-disciplinary project, started in 2008, which aims to raise awareness of road safety among young people particularly between the ages of 17-25. Contact: slwc@dit.ie

New Science Shop in University Laval

On April 4th, 2011 Accès savoirs, the new Science Shop at University Laval, Québec was opened. About 40 people and local media have joined the launch and more than a dozen of students expressed a strong interest in doing a project this summer.

More Informations: <http://accessavoirs.net>



Public Engagement with Research and Research Engagement with Society

PERARES: A project funded by the European Community's Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 244264

PERARES strengthens public engagement in research (PER) by involving researchers and Civil Society Organisations (CSOs) in the formulation of research agendas and the research process. It uses various debates (or dialogues) on Science to actively articulate research requests of civil society. These are forwarded to research institutes, and results are used in a next phase of the debate. Thus, these debates move 'upstream' into agenda setting. For this, partners link existing debate formats – such as science café's, science festivals, on-line forums – with the Science Shop network – already linking civil society and research institutes – and start a transnational web portal for debates. This is piloted on nanotechnology, and then every few months a new debate starts. These are connected to the European reflection on the 'grand societal challenges' for the future of the European Research Area. To be able to answer to research requests, it is necessary to enlarge and strengthen the network of research bodies doing research for/with CSOs. Thus, ten new Science Shop like facilities throughout Europe are started, mentored by experienced partners. Science Shop-like work is advanced by adding studies on good practices to the available knowledge base and organising workshops. Guidelines to evaluate the impact of engagement activities are developed and tested.

The partners pilot and assess alternative forms of agenda-setting dialogue between researchers and CSOs, e.g. long-term periodic meetings, and direct co-operations in two important social sciences fields: Roma/Traveller's issues and domestic violence issues.

PERARES Partners:

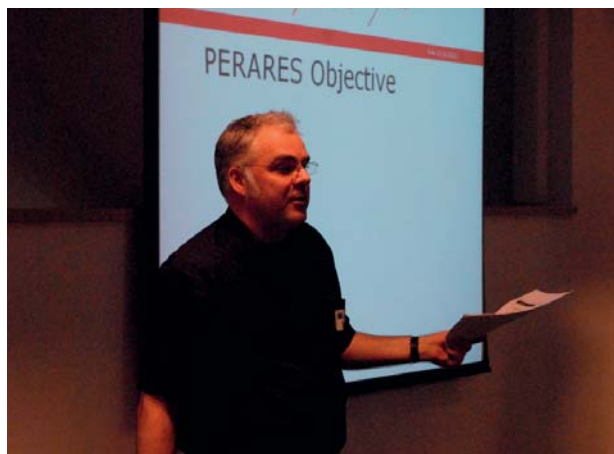
Netherlands: University of Groningen; Wageningen University (WU) and Research Centres (SDLO), **Belgium:** Free University Brussels, **Germany:** Science Shop Bonn; WTT Science Shop Zittau **UK:** Queens University Belfast; University of Cambridge; University of Newcastle, **Ireland:** University College Cork; Dublin Institute of Technology; Dublin City University, **Spain:** University Rovira I Virgili Tarragona, **France:** Foundation Citizen Science; Foundation for the Development of an Active Citizen Research ADReCA; University of Lyon, **Sweden:** Swedish Research Council, **Greece:** Technical University Crete, **Romania:** Politehnica University Bucharest, **Hungary:** ESSRG Science Shop, **Norway:** University of Stavanger, **Italy:** University of Sassari, **Cyprus:** European University, **Estonia:** Institute for Baltic Studies, **Israel:** Heschel Centre, **Denmark:** Technical University of Denmark. Total Budget 3 Million Euro; EU contribution 2.7 Million Euro. Running time: 1 May 2010 to 1 May 2014.

The partners also investigate the potential role of higher education institutes and funding councils in supporting co-operation with CSOs. PERARES discusses its activities with the wider community through two large conferences and ongoing dissemination. Thus, through increased, better structured co-operation, more researchers and CSOs engage in incorporating needs, concerns and knowledge of civil society in research agendas.

Coordinator: Dr. Henk Mulder, Science Shop, University of Groningen, Nijenborgh 4, NL-9747 AG Groningen, The Netherlands, +31 50 363 4436, h.a.j.mulder@rug.nl

PERARES advances the shift from public 'understanding' of research to public 'engagement' with research

Interview with Henk Mulder, University of Groningen, PERARES project coordinator



LK: PERARES in a term of a four years project has the objective to strengthen the interaction in formulating research agendas between researchers and Civil Society Organisation (CSO). What was the reason to submit this proposal in this form?



HM: Well, I'm also teaching science communication and one of the topics here are 'public debates' on scientific developments, ranging from science café's to nation wide citizen conferences. The latter are usually organised to get citizen's opinions on what scientific developments are acceptable and which would not be, or under which conditions, etc. Recent examples have been genetically modified organism GMO and nanotechnologies. One of the things that makes people less interested to participate in

these dialogues is that it is usually unclear what happens with the outcomes of the debate. We have seen cases in which politics had already made decisions before the end of the debate, or the debate was framed in such a way that some fundamental questions could not be addressed. What I did see was that usually in such a dialogue all participants take something home from it, which could act like a modulation on business-as-usual. You might change your opinion, attitude, just a bit. So, it is not for nothing, and science festivals and science cafés do usually allow everyone to have their say. However, to get a real impact on the source of scientific knowledge, the ‘upstream engagement’ as it is called, I felt that there should not just be a mid-stream modulation, but one should actually have citizens participating in shaping the research questions. Or CSO, as ‘representatives’ of civil society, who have some organisational form and long enough time horizon to actively participate in these dialogues. In my view, civil society’s research wishes complement the shaping of research agenda’s based on curiosity and commercial interests.

So, by combining these debates with the research capacity offered through Science Shops, I hope that we can make participation in these dialogues attractive, because now it is clear that the outcomes will lead to something: research is done on questions that are put on the agenda by the CSOs. And as institute, or even larger, as ‘science’, you can show that your dialogues are more than just an exchange of words.



The PERARES Consortium

LK: One can observe in the EU an increasing focus on ‘Science for Society’ projects. Why does the EU fund PERARES?

HM: For the EU it was important that there would be Public Engagement that would make a difference to research strategies. So, the main objective of PERARES is to strengthen interaction in formulating research agendas between researchers and CSOs. When the EU opened their call for Science-in-Society projects in 2008, they hoped that science communication could move from ‘transmission’ to ‘interaction’, and that the focus would shift from public ‘understanding’ of research to public ‘engagement’ with research. Also, they wanted to structure the field of Public Engagement with Research, to make it more effective and stimulate mutual learning. PERARES fitted in with this really well. Also, PERARES would add to achieving all the expected outcomes of this call:

1. An improved transnational cooperation between research bodies, in the domain of public engagement in research;
2. An improved mobilisation of researchers to engage with civil society in their practices;
3. An increased participation of civil society actors in research activities and an enhanced incorporation of needs and concerns of civil society in research strategies;
4. The definition of new cooperative research agendas involving researchers and civil society actors and combining their respective knowledge and experiences.

So, after a year of negotiations and a good support from them to improve the proposal according to comments from the anonymous reviewers, they signed the contract.

LK: The expectations of the EU seem to be extensive. Do you think it will work to strengthen ‘public engagement in research’?

HM: Well, in fact Science Shops have been doing this for 35 years already, so I think it will. What we are doing now is creating another entrance to the shop; we were used to have phone, e-mail and talks in the office (or at the kitchen table) of a CSO. Now we actually challenge participants in the dialogues to come up with research questions. I have done this during an event organised by an environmental organisation in The Netherlands recently. They had commissioned three researches by the Science Shop “Knowledge Point” at Utrecht University, on the toxicity of nano particles in certain products. We have asked all participants to fill in their research questions on a form they got in their conference folder. It led to many questions, of which about twenty might be relevant for research (for three I’m sure and the other 17 would require some pre-research). Also, for one of the questions I knew that it had been investigated before, so there is a report already (from Science Shop Tilburg on producer liability for nano particles). I did note that in the parallel session that I myself participated in, I was able to help articulate the research question; in other sessions also many informative questions were put on the paper. So, a moderator can be helpful. I placed one of the research questions now with a professor in Groningen; as soon as we’ve found a student and done the work, the environmental organisation will announce it on their web site.

LK: This seems to link to the nano dialogue that you want to start. Can you say something more on the questions that came from this dialogue that you have attended?

HM: Yes, what was great to see is that the discussion was started from concerns about toxicity of nano particles. In the particular case of the session I was in, we discussed the use of Cerium oxide as an additive to diesel fuels. This nano particle reduces diesel usage by 3%, but the particles end up in the environment. Overall toxicity of the diesel exhaust did not seem to change by this, so one could say ‘OK, let producers and users decide’. But one of the participants raised the question whether it makes sense to use a scarce material in a dissipative way, so one would never be able to

reuse it. This would call for an environmental life cycle analysis, comparing the reduction in oil use and green house emissions by adding cerium oxide with depleting a scarce material. This LCA methodology is typically something students in environmental studies need to learn to apply, so it can be included in the curriculum. I find it fascinating to see how this questions gives a new direction to the discourse, from debating toxicity to debating claimed benefits. Another broadening in one of the other sessions was the question on whether producers are liable. In this case, the answer had already been given in a previous study by Science Shop Tilburg: there is a legal clause protecting producers if they don't know that something is dangerous; similar to what happened when companies used asbestos or polluted the soil before the 1970s; they were not liable. In our dialogue web site, when we will discuss nanotechnology, we will give some examples from these past projects as well, and we will add some outcomes from local dialogues. After that, everyone can enter into the dialogue (see for nanotechnology knowledge debate on page 8).

LK: What made you want to be the coordinator for this four year project with 26 partners and such a huge budget to spent within Brussels' contractual obligations?

HM: Let me say it this way: someone has to do it ;-). No, seriously, I think international co-operation is very important for connecting science and society. All intermediaries such as Science Shops can learn from each other and – maybe even more important – can get inspired by each other. Also, practically, we can forward research questions to each other, depending on the available knowledge within our home institutes. I myself have been involved in a number of EU projects since we (Living Knowledge Network 'members') applied for EU funding for the first time, back in 1999 (for the SCIPAS project). At that time, however, I was also coordinating the project to set up Science Shops in Romania, with 5 years of funding of our Ministry of Foreign Affairs. So, I did not want to be coordinator of a big EU project then. And I have always been happy with Utrecht co-ordinating the EU projects that I was in; Maaike Lürsen and later Caspar de Bok did great jobs. With Caspar leaving for another job within Utrecht University, now it simply was my turn. I agree that it is challenging and sometimes bureaucracy is killing me, but on the other hand it is so rewarding to meet and work with great people and see the objectives being achieved step by step.

LK: 26 partners of 17 different countries. How did you gather this consortium?

HK: Of course you can see a backbone of partners that have been involved in our previous EU projects, like the Science Shop at the Danish TU Lyngby, the Wissenschaftsladen Bonn, Fondation Sciences Citoyennes in Paris and the Science Shop at Queens University Belfast. We all had our networks to assemble new partners. One of the evaluation criteria was that the consortium should have the 'broadest European coverage', so we also snowballed a bit (e.g., from a previous partner in TRAMS on Crete to the Technical University there, and then even

island-hopping to Cyprus). Also, we approached partners that we had had in other EU projects, such as CIPAST. During my partner search, the Swedish Research Council was looking for partners to submit a proposal as well, so that's how we got them in the project (they joined us instead of submitting something themselves). And that is very important I think, since they can make the bridge to the world of research funders, and see if and how we can engage those in our projects.



LK: What do you hope to be achieved by the end of the PERARES project? And beyond?

I strongly hope we have set up ten new Science Shops and will have inspired and facilitated even more through our 'summer schools' and other dissemination activities. I hope that we have a living dialogue among CSOs, researchers and citizens on which questions should be researched; both locally and internationally. And I hope that we will have been able to finalise the research on the first questions that have been set in this way.

If we look beyond the end date of PERARES, I hope this web-based agenda setting knowledge debate will continue, and maybe with the growing interest and support from research councils (or charities) might grow out to be something like a European Civil Society Research Council. I think that is what we need to keep research for society going, because of the ever decreasing budget for research and higher education, throughout Europe, as a result of the financial crisis.

I hope that during the last two years of PERARES we will have time to sit down, also with new partners, and discuss follow-up proposals. I hope these discussions start at the next Living Knowledge Conference in Bonn (May 2012) already. This will keep the Living Knowledge network alive and kicking!

LK: What can be the benefit of PERARES to the Living Knowledge Network?

HM: The work within PERARES will enrich the LK Network in various areas. The visibility in the public will be strenghtend by the revised LK Website, two international LK Conferences (2012 Bonn, 2014 Copenhagen), four LK Magazines, various LK Newsletter. New partners and members will bring in new perspectives, know how and experiences which can enter into the Toolbox for Science Shops. As PERARES will initiate debates the network partners will have an additional possibility to influence the dialogues and answers to research requests.

Contact: Dr. Henk Mulder, Science Shop, University of Groningen, h.a.j.mulder@rug.nl

Transnational Knowledge Debates

by Nicola Buckley and Robert Doubleday

Nanotechnology dialogue projects and nanotechnology engagement activities as case studies for social influence on the direction of research

The PARERES network is not only setting up new Science Shops, it is also innovating new practices. The Transnational Knowledge Debates are an experiment in linking up local Science Shop interactions among researchers, policy-makers and civil society organisation to enable dialogue at a transnational level. The first topic that will be used to test the idea is nanotechnology.

Nanotechnology is the application of research to characterise and control matter at atomic and molecular scales. There is particular interest in harnessing potentially new properties that emerge at this very small scale – such as new magnetic and electronic behaviours, and more controlled biological activity.

The promises of advances through nanotechnologies have attracted large sums of public funds for research over the past decade. However, there are also significant questions about the pace and direction of innovation; our level of understanding about the consequences of adopting nanotechnologies; and the effectiveness of existing regulatory frameworks.

Starting this summer four PERARES partners will lead an online debate about nanotechnology research. These partners (Dublin City University, Technical University of Denmark, University of Cambridge and University of Groningen) will initiate dialogue between researchers and civil society organisations about nanotechnologies, which can then be summarised on the web debate platform. The starting questions will be to explore goals for nanotechnology research described by scientists at the four institutions – be they in health care, or

information technology, or energy. Civil society organisations will be invited to contribute their knowledge of the particular long term goals that nanoscientists are attempting to address, and also to raise questions or opportunities that the researchers have not thought about.

The web-platform will summarise these dialogues in accessible and stimulating ways. In the autumn of 2011 the wider public, which will include other researchers and civil society organisations, will then be invited to add their views. Other Science Shops will be able to use the website to stimulate their own local dialogues, which will in turn be uploaded to contribute to the transnational debate. It will then be the task for the four core partners to distil lessons from the exercise and help facilitate research that addresses the most pressing and promising of the questions raised. The hope is that through this mediated use of a web-platform Science Shops can work together in ways that will amount to more than the sum of their parts.



Setting up Research Agendas with CSOs

by Bálint Balázs

Structuring PER in Social Sciences Research and Forgotten Citizens of Europe: Local Human Rights

Between 10 and 12 million Roma people live in the EU, making it one of its largest minority populations. They are historically oppressed and excluded from mainstream politics and society. Recently, increasing numbers of Roma CSOs, communities, and activists participate in local, regional or national political and civic life. Although much research has been conducted in the

field of Roma rights, and many policy documents have been designed, no real changes can be detected in practice. Other minority ethnic travelling communities have also experienced oppression and exclusion, including the Irish Traveller community. Ireland does not recognise the Travellers community as an ethnic group. The Irish Travellers Movement currently demands ethnic minority rights and full equality in the frame of the broader struggle for human rights across the world. Similar problems can already now be seen or foreseen as issues arising for

other groups, not least migrants who are under severe pressure especially in the context of the economic crisis. These pressures mean as well an increasing danger when it comes to human rights in the different national contexts.

In PERARES, a Hungarian-Spanish-Irish team will focus on exploring ongoing, and initiating new processes of involving CSOs in many steps of local human rights research, so that research matches the needs of these ethnic groups. This in turn will ensure that the most pressing R&D concerns are addressed and that the research being carried out will have significant policy relevance concerning human rights both in a local and a European context. Follow-up research requests from CSOs will be described and put forward to the research and research funding communities. Results will be shared with DG Employment's unit on Discrimination and the European Roma Rights Centre, to help to combat social exclusion at the European level. As groundwork, the team delivered a brief report on how partner CSOs currently use research results in their daily practice. For this, they interviewed a range of social workers, CSO representatives, and state agencies, to find out more about the general situation of Roma/Travellers (what issues most affect them, their living conditions, capabilities, etc.), general situation of people living in Roma or Traveller communities, and their self-organisation.

In Hungary and Spain the next planned phase in May 2011 will be a deliberative forum where all local human rights issues (housing, right to a healthy environment, public spaces, right to a warm room; employment; education; security, right to information; right to equal treatment) coming up in the interviews will be discussed. So these workshops serve to validate the results in a transdisciplinary community and evaluate the feasibility of future work plans. It also helps to facilitate cooperation with CSOs and policy-makers, providing evidence for better conceived policy initiatives and debates.

The reports will become public in January 2012, and the results will also help shape our joint research agenda. So far, as a main conclusion we recognise the importance of a dialogue on the social inclusion of Romani citizens in Europe with the help of

eminent and recognised academics, researchers. We will use our results as the starting point for an open transnational debate through the forthcoming website, so we can have information for different publics, discuss how we can better show local human rights issues, and involve many concerned groups in researching policy options. Please follow the postings of announcements on the LK discussion list for further results and reports.

Editorial board:

- UCAM: Nicola Buckley, Cambridge
- UiS: Leiv Gunnar Lie; Stavanger
- RUG: Henk Mulder & Riepko Buikema; Groningen

Partners for 'Nanodialogue':

- UCAM: Rob Doubleday, Cambridge
- RUG: Lotte Krabbenborg; Groningen
- DCU: Pdraig Murphy, Dublin
- DTU: Michael Jørgenson & Mercy Kamara, Lyngby

Partners for 'Forgotten Citizens of Europe':

- ESSRG Ltd: Bálint Balázs, Gödöllő
- UCC: Peter Herrmann, Cork
- URV: Aitor Gómez-González, Tarragona

Contact:

- Nicola Buckley, University of Cambridge, njb1010@cam.ac.uk,
- Robert Doubleday, University of Cambridge, rvld2@cam.ac.uk,
- Bálint Balázs, ESSRG Ltd., balazs.balint@essrg.hu



Domestic Violence & Pregnancy: The challenge of framing a European-wide research question

by Prof. Caroline Andries, Nicola Buckley, Ils De Bal*, dr. Kristien Roelens, Prof. Ingunn Studsrød, Prof. Marleen Temmerman, An-Sofie Van Parys, Halliki Voolma, Prof. Elisabeth Willumsen

This article will focus on the topic of domestic violence and pregnancy, and the process of framing a comparative research question between three countries: UK, Norway and Belgium.

Did you know that worldwide 2 to 8% of pregnant women are victim of domestic violence (Taillieu et al., 2010; Gazmararian et al., 1996)? Moreover, it is well known that violence around the time of pregnancy can have a negative impact on physical and mental well-being of both mother and child. Possible negative consequences include a late entry in prenatal care, miscarriage, infections, depression, post traumatic stress disorder, low birth weight, premature delivery, or even development disorders among newborns.¹ Research of the last 20 years made it clear that violence is a significant factor in maternal and prenatal morbidity. It is obvious that pregnant women need special attention. Luckily there are some organizations throughout the world helping these women but still too many future-mothers are not detected, do not know where to go to, are not helped.



In the UK, Norway and Belgium; three CSOs (Civil Society Organizations) – each in its own way – battle against violence in general, and more specifically violence against pregnant women. To be able to help these women in a better way, they need to have more knowledge about the phenomenon and about possible ways

to deal with it. Scientific knowledge, available from international literature, is mostly Anglo-Saxon and needs to be adapted to the European context. An example of this European context is that Europe hosts the largest number of immigrants with 64 million people in 2005.² Therefore, it is essential to take all these different ethnic backgrounds into account because they could have an impact on domestic violence during pregnancy.

Within PERARES, we have the opportunity to help these CSOs through Science Shops-initiatives. Our primary goal is to frame a mutual research question. The first step in this process is to map the different needs of three CSOs and key partners: Stavanger Shelter (NO), Cambridge Women's Aid (UK), Beweging tegen Geweld (B). The second step is to frame one research question that will lead to a comparative study, performed in the 3 partner-countries.

In the preparation stage, the Science Shops³ together with their partner-CSOs assembled information, exchanged experiences and discussed the needs on the topic of domestic violence during pregnancy. This resulted in a draft framework of existing needs. During this gathering process it became visible that there were some clear distinguishing features which could be tracked back to the work of the CSOs. As two CSOs are shelters, needs were directly derived from victims and social workers' experiences whereas the other CSO is not a shelter and is focused on intermediaries.

To frame a mutual research question, a transnational workshop with CSOs, experts and Science Shops was organized in February 2011 in Brussels. During this workshop, the topic was reframed into "domestic violence AND pregnancy" instead of "domestic violence during pregnancy" as violence often occurs before pregnancy at times when the pregnancy is being anticipated, and often lasts even when the mother has given birth.

Throughout the discussion, it became obvious that other key topics needed to be clarified and defined, such as: What is violence? What is partner-violence? Who is included in the population of immigrants? Who are relevant caretakers and healthcare providers for women who may be affected by domestic violence?

Working in different countries implies unavoidably different habits and regulations as we encountered barriers to frame a mutual question. Whereas in the UK and Norway, student researchers are ethically allowed to work directly with victims, in Belgium this poses more ethical issues. In the UK and Norway, it is common

* Corresponding author: Ils De Bal, Vrije Universiteit Brussel – R&D, Coördinator Cel Wetenschapscommunicatie, Pleinlaan 2 – M401A, 1050 Brussel, Idebal@vub.ac.be, www.vub.ac.be/wetenschapswinkel

¹ Bailey et al., 2010; Taillieu et al., 2010; Zlotnick et al., 2010; ; Macy et al., 2007; Sanchez et al., 2007; Silverman et al., 2006; Boy & Salihu, 2004; Tilley & Brackley, 2004; Jasinski, 2004; Janssen et al., 2003; Espinosa & Osborne, 2002; McFarlane, et al., 2000

² Latest figures known are from 2005 and reported in the 4th World Migration Report. United Nations, Department of Economic and Social Affairs; Population Division. "Report: Trends in total migrant Stock: the 2005 Revision", p. 2.

that pregnant women go to the midwife for their prenatal care and. In Belgium, women are mostly cared for by gynaecologists. These international differences challenges even more the framing of one mutual research question.

By means of sharing experiences, including the most urgent needs, and agreeing upon barriers and definitions, we managed to formulate a common goal and research question:

“To explore how to overcome the barriers that health care providers face in identifying and responding to the needs of pregnant women experiencing domestic violence, with a secondary focus on immigrant women within that group.”

The formulation of the question was a very intense process which led to mutual understanding of the topic and the cultural/legislation differences of the partner countries and organizations.

This process was led by an experienced Science Shop and supported by two starting Science Shops. The double goal is to end the process with three Science Shops established at the three universities (University of Cambridge, University of Stavanger, Vrije Universiteit Brussel) and a maximum application of the recommendations formulated in the study of Domestic Violence and Pregnancy.

PERARES Partners in this workpackage:

- **Science Shops:**
 - Nicola Buckley, University of Cambridge
 - Elisabeth Willumsen, University of Stavanger
 - Ingunn Studsrod, University of Stavanger
 - Jozefien De Marrée, Vrije Universiteit Brussel
 - Ils De Bal, Vrije Universiteit Brussel
- **Civil Society Organizations:**
 - Monica Monsen, Stavanger Shelter
 - Angie Stewart, Cambridge Women’s Aid
 - Koen Dedoncker, Beweging tegen Geweld – ZIJN vzw
- **Other related organizations/experts:**
 - Bente Jensen, University of Stavanger
 - An-Sofie Van Parys, Int. Center for Reproductive Health
 - Caroline Andries, Vrije Universiteit Brussel
 - Halliki Voolma, University of Cambridge:

* The work leading to these results has received funding from the European Community’s Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 244264 (the PERARES project)

Structuring PER in Higher Education through research with CSOs in curricular activities and partnerships with local municipalities

Emma Mc Kenna and Eileen Martin, Queen’s University Belfast

The overall aim of this work package is to strengthen the position of Science Shops and similar community engaged research initiatives in Higher Education Institutions (HEIs). The big issues for many people involved in Science Shop are ensuring this type of work becomes a core function of the HEI, and securing funding to ensure the long term success of the projects. Many of us spend much of our time making funding applications, and in some cases having to refocus organisational goals in order to ensure that funding is secured. And over the years many initiatives have failed due, at least in part, to lack of funding and a failure to embed the practice in the core work of the HEI.

This workpackage is interested in looking at how Science Shops have managed to become embedded in HEIs. It asks how policy has supported (or indeed hindered) Science Shop initiatives in order to make recommendations for how new and emerging Science Shops go about developing the policy context for their own work. This includes policy within higher education institutions as well as policy at local, regional and international levels which underpins the context within which the HEI works.

This has been approached in a number of different ways. Firstly information is being collected on how policies relating to Science Shops are embedded within different countries and different HEIs. Some background information was initially gathered via a questionnaire (and many thanks to all those who responded to it) and qualitative information will be gathered via a further qualitative research phase. Science Shop type initiatives are being asked to complete a short template detailing where they believe there is policy support for the type of work they do, and indeed whether they have managed to influence policy in their favour. We have

suggested that in order to complete the template, Science Shop staff may wish to have discussions with policymakers and senior staff members within their HEI, thus offering an opportunity to engage in some indirect lobbying. If you would like to offer your Science Shop as a case study please contact QUB Science Shop: science.shop@qub.ac.uk

Another element of this workpackage is examining where Science Shop type activities are linked into the core teaching requirements of HEIs. This part of the work is examining where learning with CSOs is being built into the academic curriculum in different countries. There is a particular interest in how this happens at a postgraduate level. The next stage will be to pilot curriculum interventions from one country in another country to see whether what works in one context is likely to be replicable in other contexts.

A further element of the work is in examining how Science Shops reward student participation via offering a prize for the best project carried out. The goal of this element of the work is to see whether it would be possible to create an international Science Shop prize for the best project carried out.

Final deliverables will include a handbook examining the ways in which Science Shops have become strategically embedded within HEIs and Four short policy reports aimed at local and national policy levels with a view to impacting on HE policy agenda in these regions,

If you would like more information or would like to be involved with this work, please contact Eileen Martin or Emma McKenna at The Science Shop, Queen’s University Belfast. science.shop@qub.ac.uk

The Social Value of Science Shops: A Cost-Benefit Analysis

by Esther Boere and Wim Heijman¹

This essay evaluates the economical efficiency of Science Shops by the means of a cost-benefit-analysis

Introduction

Over the past decades Science Shops have been set up, closed, rebuilt and developed, not only in Europe, but also in Canada, the USA, Africa and Asia (CW, 2009). The main aim of these Science Shops is to provide access to (academic) knowledge to private persons, civil society organizations (CSO) and/or small and medium enterprises (SME). These individuals or organizations lack the financial means to turn to professional consultancy bureaus (Straver, 2008). It is said that the increasing involvement of civil society organizations leads to an increasing amount of research questions posed by clients and a need to extend the number and capacity of Science Shops (PERARES, 2010). We will evaluate this argument by analyzing Science Shops with the help of a cost-benefit analysis (CBA). The central question of this research is therefore whether or not Science Shops are economically efficient.

The concept of Science Shops is spread around the world. As a consequence, Science Shops developed in a large variety of ways; depending on the region, area of expertise, focus from policy-makers and institute to which the Science shop is connected (CW, 2009). Because of the different origins and transitions of Science Shops, there is a large variety in structure and way of functioning. In order to answer our research question, we will give an economic evaluation of Science Shops that differ in size, region, target groups and area of expertise; however, we will limit our research to Science Shops that are linked to a university or research institute. This led us to evaluate three different Science Shops; that of Wageningen (NL), Brussels (B) and Eindhoven (NL). In order to overcome variation in costs or revenues between years, we tried to use a five year period for our analysis to measure the costs and benefits of research hours conducted for each Science Shop.

Methodology

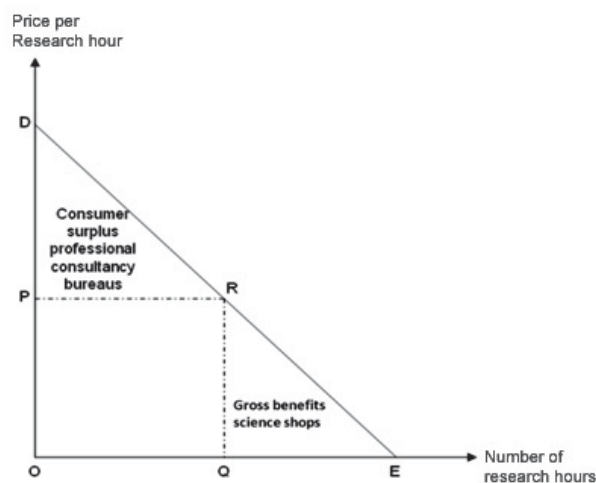
In general, a CBA aims at answering whether a project or program should be carried out and if funds are limited, which elements should be selected. In doing this, the specific project is compared to its next-best alternative (Mishan, Quah; 2007). Boardman et al. (2006, p. 2) formulate it as follows: "CBA is a policy assessment method that quantifies in monetary terms the value of all consequences of a policy to all members of society".

With this economic evaluation we try to assess the social desirability of Science Shops relative to its next best alternative; i.e. where clients of Science Shops would turn to if Science Shops would not exist.

Because of the financial restrictions of Science Shop clients, they would not engage in the market segment of professional consultancy bureaus if there would not be a Science Shop. Therefore, clients of consultancy companies effectively engage in another segment of the market than clients from Science Shops. The different segments of the market are graphically represented in Figure 1, where area ODRQ represents the segment of professional consultancy bureaus and area QRE the segment of research

conducted by students, under which Science Shop research falls. If point O till point Q represents the number of Professional Research Hours (PRH) against price P, then clients of a Science Shop will demand research hours from point Q till point E. As a value of one PRH produced, we used 147 (point P). The maximum valuation for Science Shop research is, as represented in Figure 1 below, part of the triangle QRE and part of this maximum valuation is composed of the total costs paid by Science Shops. Therefore, the triangle can be best referred to as 'gross benefits of Science Shop research'. We will value the price of the research produced by the Science Shop as the average of the triangle QRE, which is halfway on the straight line RE. We assumed the average of this price to be half of price P, which makes the average willingness to pay for an hour of student research 73.50.

Figure 1: social benefits of Science Shop research



There are two lines of thinking in deciding upon the next best alternative for Science Shop clients. On the one hand, there are the critics of Science Shops who say that without Science Shops, clients and student researchers would have found each other just by demand and supply of the market. If this is true, the next best alternative would be student research without Science Shops acting as an intermediary. On the other hand, there are the proponents of Science Shops, who argue that without the interference of Science Shops to regulate demand and supply, the clients would not get their questions answered. In this latter case, the next best alternative would be where civil society organizations would turn to if they would have the financial means to do so; hence, professional consultancy bureaus.

In our analysis we performed a sensitivity analyses from these two viewpoints. Firstly, we analyzed the benefits or losses that the Science Shop made with the help of a benchmark for the rate of efficiency between a PRH and a SRH; we set this benchmark at one PRH representing three SRH. The second viewpoint is based on the assump-

¹ Both authors are affiliated with the Agricultural Economics and Rural Policy Group, Wageningen University, Hollandseweg 1, 6706 KN. E-mail: esther.boere@wur.nl, wim.heijman@wur.nl

tion that if Science Shops did not exist, student and clients would meet each other via the market. Based on discussions with Science Shop leaders we decided to use a benchmark that without Science Shops, only 50% of Science Shop clients would get their research question answered. This led us to the following four scenarios:

Table 1: Different scenarios for sensitivity analyses on Science Shops

Scenario	1	2	3	4
SRH-PRH ratio	1 PRH:1 SRH	1 PRH:3 SRH	1 PRH:1 SRH	1 PRH:3 SRH
Without Science Shop	0	0	50%	50%

Results

In the comparison between Science Shop research and that of professional consultancy bureaus, we estimated the number of SRH that can compose one PRH up till the point where the Science Shop breaks even, which can be seen in figure 2 below. We analysed that the break even ratio of 1 PRH represents between 5 and 6, 19 and 20 and 9 and 10 SRH for respectively Science Shop Wageningen, Brussels and Eindhoven.

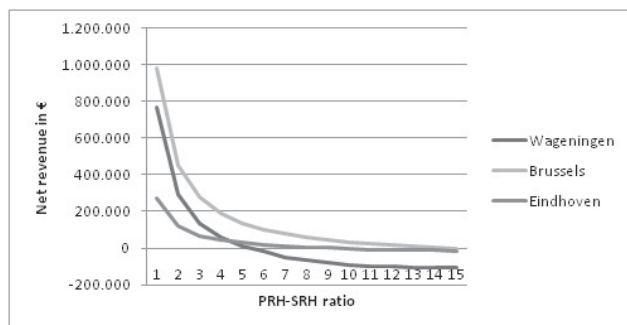


Figure 2: Comparison of Science Shop revenues with changing SRH/PRH ratio

Table 2 below shows the CBA results for the three Science Shops under the four different sensitivity analyses. All Science Shops ended up with negative results under the scenario that one PRH equals 3 SRH and 50% of the SRH would also occur without the help of the Science Shop. This is probably quite a strict calculation

Table 2: Comparison of CBA results and sensitivity analyses between Science Shops

Scenario	1	2	3	4
SRH-PRH ratio	1 PRH:1 SRH	1 PRH:3 SRH	1 PRH:1 SRH	1 PRH:3 SRH
Without Science Shop	0	0	50%	50%
WAGENINGEN				
With Science Shop (€)	765.972	136.812	765.972	136.812
Without Science Shop (€)	0	0	471.87	471.87
With – Without (€)	765.972	136.812	294.102	-335.058
BRUSSELS				
With Science Shop (€)	980.456	277.992	982.016	277.992
Without Science Shop (€)	0	0	526.848	526.848
With – Without (€)	980.456	277.992	455.168	-248.856
EINDHOVEN				
With Science Shop (€)	269.755	68.132	269756	68.132
Without Science Shop (€)	0	0	151217	151.217
With – Without (€)	269.755	68.132	118539	-83.085

tion in the cost-benefit analysis. We can therefore conclude that the best-guess of for the economic efficiency of the analyzed Science Shops would be half way between the most positive scenario (Scenario 1) and the most negative scenario (Scenario 4).

Table 3: Best guess of economic efficiency of Science Shops

Science Shop	Annual Net benefits (€)
Wageningen	215.457
Brussels	365.800
Eindhoven	93.335

From this, we can conclude that both large and small Science Shops can be economically efficient.

Conclusion

The analysis provided in this study gave some useful insights in the costs, benefits and efficiency of Science Shops. There are however a number of other important aspects to keep in mind when evaluating the social desirability of Science Shops. The CBA analysis only took the direct costs and benefits into account. It can easily be assumed that the projects conducted by Science Shops have not only led to direct costs and benefits, but also to indirect ones. These indirect costs and benefits are however very difficult to measure in monetary terms. Moreover, Science Shops themselves do not only focus on answering research questions for clients, but do also bring a valuable contribution to the education of students by offering practical topics for, amongst others, master theses. The fact that Science Shops are generally linked to universities makes them the ideal bridge between science and society and allows them to often bring new, innovative approaches to answer research questions. This analysis aims to be a substantive addition to the evaluation methods and models available for the evaluation of Science Shops and is intended to generate further discussion within the PERARES network and the wider area of community based research.

The work leading to these results has received funding from the European Community's Seventh Framework Programme (FP7/2007 2013) under grant agreement n° 244264 (the PERARES project)

Bibliography

- CW (Commissie Wetenschapscommunicatie), (2009) "Dossier Wetenschapswinkel. Voor de Commissie Wetenschapscommunicatie." Science Shop Brussels.
- Straver, G. (2008b) "De student in de Wetenschapswinkel. Jaarverslag 2007-2008 en vooruitblik 2008-2009." Wetenschapswinkel Wageningen UR, Wageningen, the Netherlands.
- PERARES, (2010) "Annex I – Description of Work". Seventh Framework Programme. Groningen, the Netherlands.
- Mishan, Quah, (2007) "Cost Benefit Analysis." Fifth edition. Routledge, New York, America.
- Boardman A.E., D.H. Greenberg, A. R. Vining and D.L. Weimer, (2006, 3rd ed.). "Cost-Benefit Analysis: Concepts and Practice". Pearson / Prentice Hall, Upper Saddle River (NJ).

Calling out for Open Access to Research

by K. Jane Burpee, *Research Enterprise and Scholarly by Communication, University of Guelph*

“If I have seen a little further, it is by standing on the shoulders of Giants.” – I. Newton

Access to knowledge is fundamental to the investigative process. Access to knowledge is also fundamental to the improvement of the societies across the globe. Researchers want to share the results of their original work with peers so their ideas and findings can become the foundation of new work. They also want the public to have access to and benefit from their discoveries. The traditional scholarly publishing system used by academics does not allow either.

Scholars are at a disadvantage by the traditional peer reviewed publishing process. Under the subscription-based system used by academics for decades, commercial publishers enjoy a monopoly over the distribution of scientific research. They charge authors for publication of their works and they rake in subscription rates and online access fees. In addition, publishers often retain the copyrights of the articles they publish. With the pressure of tenure and promotion on their minds, university researchers naturally circulate their findings in expensive, peer-reviewed publications because these are the journals that carry recognition in their field, and impact factors that have been developed over time. The universities (often publicly funded) then buy back limited viewing rights to those publications and lock the works away, allowing only their own faculty, students, and staff the privilege of access.

Citizens, too, are at a disadvantage by the traditional peer reviewed publishing process. Public tax dollars, channelled through government funding agencies, fund and support a large portion of the research being conducted by university scholars, yet individuals and community groups, unless they have affiliations with a university or agency, do not have free access to scholarly research regardless of whether it was publicly funded or not. The publishers reap the vast majority of the benefits of the traditional model.

Growing support for a new publishing model – Open Access

Open Access (OA) is online published scholarly work that is available for free throughout the world for anyone to read, download, copy, distribute, and use (with attribution). No permission is required.

Increasingly, Open Access is touted as a necessary solution for a costly broken system, affording radically increased access, and thus impact, by providing a wider reach for the dissemination of information.

Advocates of Open Access proclaim that it will result in significant local and global societal benefits. Many institutions, such as Canada's Concordia University, and larger bodies, like the European Commission, are endorsing OA publication of scientific findings. Such endorsements are not without contention and challenges for researchers, their home bodies, and publishers: researchers worry about tenure; publishers fret about profit loss.

Regardless, scholarly peer reviewed journals are making various OA and hybrid OA appearances. According to the Directory of Open Access Journals (DOAJ), there are currently over 6000 works available and many of the traditional publishers now are offering OA options. Worldwide, those who understand that the Open Access movement will benefit researchers, institutions,

communities, and society at large are creating compelling arguments for opening up scientific literature to everyone. In terms of Science Shops and others invested in community-university engagement and partnerships, using the OA option to publish research results makes sense.

CU Expo 2011 is taking place May 10-14, 2011. This event is designed to showcase Community-University partnerships worldwide, and introduce creative ways of strengthening our local communities. On Friday, May 13th, between 9:30am and 11:00am, attendees of CU Expo have the opportunity to join a roundtable discussion with Henk Mulder and myself.

With input from the attendees, we will discuss the power OA can



have to enhance the lives of practitioners, community members and, ultimately, anyone and everyone, regardless of who they are or where they are located. Together, we will identify priorities and strategies for follow-up proposals based on the following questions:

- How can we create a more active awareness of open access to scholarly research?
- What role can community members play in advocating for greater public access to scientific literature?
- Once scientific publications are freely available, how can civil society organisations work with them?
- Is it enough that OA publications are (passively) available, resting in repositories and accessible through web portals?
- Would community benefit from training on accessing scholarly resources?
- Would civil society organisations benefit if popular abstracts were published alongside scientific publications?

If you are attending CU Expo, please join the discussion with Henk Mulder and myself. Contact: K. Jane Burpee, jburpee@uoguelph.ca

References:

DOAJ – Directory of Open Access Journals, available online at: <http://www.doaj.org/> (accessed 04/12/11)

ROARMAP: Registry of Open Access Repository Material Archiving Policies, available at <http://roarmap.eprints.org/> (accessed 04/12/11)

SHERPA. SHERPA/ROMEO, Publisher copyright policies & self-archiving, available online at: <http://www.sherpa.ac.uk/romeo> (accessed 04/12/11)

SHERPA. SHERPA/JULIET, Publisher copyright policies & self-archiving, available online at: <http://www.sherpa.ac.uk/juliet> (accessed 04/12/11)

European Highlights at CU Expo 2011, Canada

CU Expo 2011 is a Canadian-led Conference designed to showcase the exemplars in Community-University partnerships worldwide, and together to introduce creative ways of strengthening our local communities. Complex social issues require global perspectives to inform local action. Community-University partnerships can be an effective way to stimulate innovative solutions for the pressing concerns within our communities. Colleagues of the PERARES team will be represented in various parts of the CU Expo 2011 conference. Three workshops on Science Shop methodologies will be offered. “Science Shops – Basics” is an introduction to the basics of running a Science Shop, or Community Knowledge Exchange at an university or research institute. “Science Shops – Advanced – Reflection on Challenges of Changing Environments” offers a market place for mutual learning. Its goal is to foster the transfer of existing know-how and allow for adaptation into one’s own context and culture. The third skill-building workshop with the title “Building Equality of Participation in Research Partnerships” enables participants to explore the benefits and challenges associated with including the community voice in research partnerships, focusing on the practicalities of the research process. During poster sessions the Bonn Science Shop presents its work in the fields of ‘Renewable Energies’, ‘Sustainable land use management’ and ‘Soufflearning, an innovative learning and teaching methodology’. In a joined panel session about Community University partnership in scientific education Catherine Bates (Dublin Institute of Technology) will present the new module “Foundation in Community-Based-Research”. Jane Burpee (Associate Librarian Research Enterprise & Scholarly Communications at University of Guelph Library), and Henk Mulder (PERARES project coordinator, Science Shop Groningen) will perform a round table “Calling for Open Access to Research” to engage attendees in a discussion about the impact Open Access can have on enhancing the lives of practitioners, community members and ultimately anyone and everyone regardless of who they are or where they are located.

At the Round table “Science Shops: Demand-driven versus need-driven?” Ils de Bal (Coordinator science communication, Science Shop Brussels) seeks methods to detect needs in society which covers the particular demands of a wider group of civil society organizations. An aim is, to learn from other CU-partnerships how they detect societal needs and what methodology they use. During the storytelling presentation “Including Community Voices: Accessibility for mentally disabled people” Science Shop Brussels will focus on the challenges of defining the new concept of mental accessibility and on the methodology of incorporating mentally disabled people as participants in the research. Motive was a request of the Flemish Platform for Accessibility to evaluate the access of mentally disabled people to society in general and to public spaces in particular. A large part of less-abled persons and particularly mentally disabled people experience many difficulties which aren’t considered as accessibility-issues. Henk Mulder of the Groningen Science Shop will tell stories about how he has been trying to remain independent in doing Community Based Research, despite all the power play by various stakeholders. He will use examples from his more than twenty years as Science Shop coordinator and project supervisor

Gerard Straver, the coordinator of the Science Shop Wageningen (the Netherlands) will present the subject “Science Shop research

– the challenge of reflexivity in action-research”. This input describes the dilemmas of a simultaneous quest for truth and performance in action research and discusses the limits and possibilities of reflexivity. It will be argued that Science Shops projects provide a fruitful environment to cope with the dilemma’s of knowledge production and truth finding.

Contact: www.cuexpo2011.ca, h.a.j.mulder@rug.nl; jburpee@uoguelph.ca; idebal@vub.ac.be, catherine.bates@dit.ie, wetenschapswinkel@wur.nl

Project Laboratories at the Technische Universität, Berlin

Project Laboratories give students the opportunity to self dependently work on practical and innovative projects. The general orientation for the projects is a socially useful, environment-friendly science and technology. The projects receive consulting service from professors and central University institutions (e.g. kubus – the Science Shop at TU Berlin). Studying without professors or academic assistants, only looked after by tutors; choosing the topics yourself and having the option to get the Project Laboratory credited to one’s student account. All this is possible at TU Berlin – within the so-called „Project Laboratories for socially and ecologically useful thinking und acting”. Any students who can find enough interested other students can realize these Laboratories, only having to fulfil one of the three conditions:

- The projects should allude a topic that is not covered by regular studies at TU Berlin.
- In didactic terms, the project should offer an alternative to regular teaching methods at TU Berlin.
- The Project Laboratory should be ecologically and socially usable.

Due to student initiative, the Project Laboratories were founded in 1985 within the „Tutor program for professional and didactical innovation”. By decision of the academic senate of TU Berlin, they have become a permanent institution. In what has been more than 25 years, over 100 Project Laboratories have been successful of which many have been awarded prizes. In the future, the integration of the innovative aspects of the Laboratories, e.g. Explorative Learning and Community-based Teaching, with the module-based teaching, will become more and more important.

The students can file applications at any time. The applications need to contain specific goals for all four semester and will be examined by the Commission for Teaching and Study (LSK), who then submits it to the responsible member of the TUB chair. In addition to that, a progress and a final report need to be submitted after the Project Laboratory has been finished.

The Project Laboratories are supported by TUB-funded student assistants. Upon application, the TUB chair will agree to two tutor jobs, each 40 hours a month for two years to look after and take care of the Laboratory. Material support is provided in terms of available rooms, telephone and computers. This kind of broad support has often led to highly innovative results. If needed, the Laboratories can obtain additional support (tangible means), which again needs to be agreed on by the TU.

Contact: gisela.prystav@tu-berlin.de; http://www.zewk.tu-berlin.de/v-menue/kooperation_wissenschaftsgesellschaft/kubus/projektwerkstaetten/

Transdisciplinary contributions for sustainable development

by Gisela Prystav, Science Shop kubus, Technische Universität Berlin

Latest catastrophes, like the earthquake in Japan and its impacts, political change in North Africa and some Arabian countries and the international finance crises alarm many people all over the world. The need to change our behavior comprehensive becomes abundantly clear.

- How can we start the energy transition in short term to abandon nuclear power?
- How can we manage to reduce our energy and resource consumption in the necessary dramatically amount? How to reach the goals of climate protection?
- How to create social conditions to achieve a decent life of mankind?
- What can economics of sustainability look like and how can it be achieved?
- How can we make our lifestyles compliant with future needs?

These questions are catapulted back from the floor of academic discussion of future scenarios to the level of daily necessary action. The underlying question is how we shape the world in terms of sustainable development and how we can we step forward in this direction with sufficient speed. Such a complex transformation requires the participation of all societal actors.

Our thesis is that interdisciplinary and transdisciplinary research are the order of the day, to understand the complex interaction of factors influencing sustainable development and to induce societal processes towards this direction. Actor participation is relevant from the beginning throughout the whole research process to achieve “true” results and not just a factor during project implementation.

- Interdisciplinary research, so here is the collaboration of different

disciplines and insights meant as the development of joint new research methods, not just the addition of the disciplines.

- Transdisciplinary research, so here is the early and full involvement of societal actors in the design of the research process and the evaluation of the results, thus participation as a research subject meant non-object.

This finding is not new, it is also the basis of the Science Shop work of the last 25 years, but it has gained new relevance and popularity to some extent. Action Research, community participation, Community Services experience a renaissance. On the other hand, in science and in social life still an extension of specialization takes place in various fields and it is widely expected that the promotion of scientific clusters of excellence, etc. leads to an increase of knowledge.

Are these contradictions? Or are they both aspects that belong together such as space exploration and the Teflon pan. Science Shops can help to integrate science in society and further more promote interaction between societal actors. Though they contribute to a science with responsibility towards society. We intend to discuss in the LK-forum the relevance of inter-and transdisciplinary research in the context of sustainable development. What are the experiences with various forms of involvement of public stakeholders in the research? What methods are helpful to design a collaborative research process? What are the potential contributions of Science Shops to the necessary changes described above? We expect a fruitful discussion based on the expertise of LK members in the science-society dialogue.

Contact: gisela.prystav@tu-berlin.de

The Community-Campus Knowledge Exchange

by Elisabeth Tryon

In the U.S., some in higher education are learning about how to integrate scholarly research with community engagement that serves the community well. We have started to mobilize resources of the University of Wisconsin-Madison to unleash the potential of community capacity, while creating new opportunities for students to participate with faculty mentors.

Campus and community partners in Madison, have been doing community-based research for five years on developing more authentic, reciprocal partnerships, which precipitated publication of “The Unheard Voices: Community Organizations and Service Learning” by Elisabeth Tryon and co-editor Randy Stoecker (Temple University Press, 2009).

In follow-up CBR, the Science Shop concept was introduced to Elisabeth Tryon, Assistant Director at the Morgridge Center for Public Service at UW-Madison by her mentor Professor Stoecker, who entreated her to co-present on their findings at the LK3 in Paris, 2007. There she learned Science Shop basics from experienced European directors including Henk Mulder, Norbert Steinhaus, and Casper De Bok, as well as Phil Nyden of CURL in Chicago, who has been a gracious consultant in the last 2 years. This philosophy of democratizing knowledge resonated with us here in Madison as a way to mitigate the balance of power

issues perceived by community partners in our local research, and increase porosity of the college campus. Interested faculty, academic staff and graduate students are now doing a pilot of the model to explore whether a formal infrastructure will be feasible. Community organizations identified priorities for potential projects; a streamlined brokering function rose organically through the proposal process. Interdisciplinary teams including GIS certificate students, Consumer Behavior, Biology, and a designated “Special Topics” course in Interdisciplinary Studies came together in a coordinated place-based project to tackle community-identified priorities of a historically under-resourced neighborhood in South Madison.

The priorities that were listed by the So. Madison community include economic revitalization, healthy food access, and a feeling of stigma attached to the area that the residents feel is no longer appropriate. The pilot will finish in June, and we will release an evaluation of the project to assess our successes and address our challenges moving forward. We hope to use the evaluation to request funding to expand the infrastructure so that we can accept other research requests from the community.

Contact: [Elisabeth Tryon, etryon@wisc.edu](mailto:Elisabeth_Tryon@wisc.edu)

The Research Shop

by Linda Hawkins

The Research Shop at the University of Guelph was created in 2009 through a series of activities with community and university actors. Our goal was to be more responsive in addressing community research needs, rather than beginning with the research interests of faculty or experiential learning needs of students – although clearly these are important outcomes entwined in our work. Governed by a group of executive directors of regional NGOs along with university representatives, the Research Shop has a vision “to support a community of engaged citizens who create and use research knowledge and experience to achieve positive social change”. The Research Shop is located in the College of Social and Applied Human Sciences, with research strengths in community and families, environment, food and health among others. While the Research Shop focuses on local projects, it is managed within the Institute for Community Engaged Scholarship (ICES), which works more broadly addressing capacity building, institutional tensions around engagement, curricular responses, and research on faculty rewards and development. As complex social issues are not bound by single disciplines or methods, we work with others on our campus to provide a more integrated and effective response.

The Intern program began in September 2009 and is the primary driver of all of the work of the Research Shop. Graduate students apply for a varying number of positions each semester, commit to 2 semesters (or more) of work. Interns meet every 2-3 weeks in a peer learning setting, reviewing project plans and new opportunities to link across projects and methods. Interns are mentored by staff and senior PhD students who act as project managers for team projects. Complex projects have a principal investigator as well as student team. Students learn a variety of professional skills (project management, grant writing, negotiation/communication) depending on projects underway, and contribute their own expertise to interdisciplinary problem solving. Students are organized into three groups of complementary content. Interns might:

- conduct community based research in teams on 2 semester long projects,
- sit as participants on existing community collaborations, representing the Research Shop and identifying new research questions,
- do “rapid response” research for community partners keen on a quick turnaround to research questions (2-6 weeks),
- work to link research expertise on campus (faculty interests; other graduate students) through knowledge mobilization activities,
- work on faculty research projects that are community engaged.

Approach

Science Shops differ substantially in how they approach their work, how they do intake and mediation or negotiation of research questions, which partnerships and interactions they support and more. Some work with civil society groups that have no financial resources for research, whereas others may work with policy groups that have resources to contribute to the process. In one sense these are decisions of how to allocate scarce resources – but they are also

the kinds of actions which reflect deeper values and determine structure, processes and outcomes.

Below are some of our intentional ways of working that have shaped the work to date:

1. Emphasize serving collaborations not organizations

The city of Guelph and surrounding areas are rich in collaborations composed of individuals, civil society organizations, policy makers and funders who come together to address an identified problem as an issue for our community. These groups, such as poverty task forces, children’s services networks or food security collaborations have dedicated time and energy towards exploring complex issues, have built in critiques from multiple perspectives, have identified ways of working together, but often lack research support for their purposes. For the Research Shop then, a certain ripeness of issues (having already been identified by multiple stakeholders as critical to community and important enough for their participation) leads to grounded research needs, and the potential for many small projects as well as larger research projects that will be of greater use. These collaborative networks are already key disseminators, increasing the potential for impact of research.

2. Choose transformative over transactional

While much meeting of community purpose and experiential learning impact can be had by matching students or faculty research skills one by one with community needs, the Research Shop frequently makes decisions based on whether projects will contribute to longer term outcomes. This might mean turning down a project that will be a one off though lucrative venture, or not working with a course as the scope of projects they are able to undertake are not adequate. Decisions which affect our ability to change systems are privileged – i.e. demonstrating flexibility, changing how the university interacts with community organizations, and contributing where possible tools that use research as engagement for a community need, such as community research training or other forms of CBPR. Our structure remains quite flexible and responsive to address where systems do not fit together. A concrete example: we have made great efforts to fill in the “dead zone” of waiting time in community-university partnership when a proposal for activities has not yet received funding. We do this by supporting small projects with partners, doing “pre” grant research or other useful engagement activities.

3. Do Knowledge Mobilization (KMb)

We are explicitly interested more broadly in knowledge mobilization, knowledge translation and transfer activities. We use KMb activities to share academic expertise, amplify partner voices and opportunities for exchange, and generally use research results, summaries and events to maintain our partnerships. We will always host a meeting to bring together people interested in exploring a new or thorny issue with academic experts, or bring community experts to educate faculty and students on community issues. While this orientation may provide for the successful.

Contact: lhawkins@uoguelph.ca, www.theresearchshop.ca

Global Alliance on Community-Engaged Research (GACER)

The Global Alliance on Community-Engaged Research was created by representatives of universities, networks and civil society organizations at the May 2008 Community University Expo Conference in Victoria, BC, Canada, hosted by the University of Victoria. The GACER Declaration is now a focus for global organizing to support and strengthen Community-Engaged Research as a fundamental means of mobilizing and creating knowledge to contribute to human betterment, by:

- sharing effective practices in strengthening engagement of communities
- supporting communities and groups to create healthier societies and environment
- developing new generations of community engaged scholars and community based researchers
- measuring collectively the impact of our work in our community and world
- advocating for enhanced policy and resource support

View an English Spanish or French version of the Declaration at <http://www.scienceshops.org>

The main objective of the Alliance is to facilitate the sharing of knowledge and information across continents and countries to enable interaction and collaboration to further the application and impact of community-based research for a sustainable just future for the people of the world. Organizations involved in community-based research from around the world are invited to participate in an open and democratic Alliance that adds value to existing networking and collaborative endeavours.

<http://communityresearchcanada.ca/?action=alliance>

UNESCO World Conference on Higher Education Policy Brief

The Global Alliance through its Executive members developed a policy brief and presented it to a session on policies needed to strengthen higher education's role in community engaged research at the UNESCO World Conference on Higher Education (Paris, July 2009). You will find the policy paper "Higher Education, Community Engagement and The World We Want" under: <http://web.uvic.ca/~ccharlie/Higher%20Education,%20Community%20Engagement%20and%20the%20World%20We%20Want.pdf>. Canadian partners in the Global Alliance have also secured funding from the International Opportunities Fund of the Social Science and Humanities Research Council, and the International Development Research Center, to support research and development of the Alliance and its work.

Global Dialogue on Enhanced Community University North-South Collaboration in Community University Engagement

On September 23rd, 2010, GACER gathered eight international networks supporting community university engagement across the world to participate in the first Global Video Dialogue on Enhancing North-South Cooperation in Community-University Engagement. Representing several thousand universities, both university-led and community-led professional bodies and civil society organizations, the participants included: Centro Boliviano de Estudios Multidisciplinarios, Commonwealth Universities Extension and Engagement Network, GACER, Global Universities Network for Innovation, PASCAL International Observatory, Participation Research in Asia and The Talloires network.



GACER founding group at the CU Expo 08 in Victoria, BC, Canada

The “Call to Action” is available in several languages at <http://www.scienceshops.org/new%20web-content/content/documents/GlobalCommunique.pdf>. The “Call to Action” ends with the following statement: “We believe that the transformative potential of our community sector organisations and our higher education institutions is enhanced when we combine our collective knowledge, global connections, skills and resources to address the myriad of social, economic, cultural, health and environmental challenges in our places and our regions.”

Knowledge, Democracy and Action: Study and Book on the Potential of Community-University Partnerships in Global Perspectives:

A GACER-led study looking at community-university research partnerships around the world relating to their potential to contribute to poverty reduction and sustainability is making excellent progress. A series of 15 case studies have come in. Some policy analysis, institutional analysis and mapping of global structures are also coming together. The goal is to produce a set of policy recommendations, a full report and a book to be published in collaboration with PASCAL by Manchester University Press.

For more information, please contact Nirmala Lall, Research Officer, nirmala@uvic.ca

Executive members of the Global Alliance Steering Committee:

- Rajesh Tandon, Chair of GACER and President of Participatory Research Institute Asia (PRIA), India, rajeshtandon@pria.org
- Chan Lean Heng, Independent Trainer and Organizer working with Women’s groups and social movements throughout Asia. Working out of Bangkok, leanlotus@hotmail.com
- Norbert Steinhaus, Associate Chair of GACER, International contact for Living Knowledge Network, Bonn, Germany, norbert.steinhaus@wilabonn.de
- Peter Taylor, International Development Research Centre, Ottawa, Ontario, Canada, ptaylor@idrc.ca
- Budd Hall, Secretary of GACER, University of Victoria, Canada, bhall@uvic.ca
- <http://communityresearchcanada.ca>

Declaration of the Global Alliance on Community-Engaged Research (GACER)

We acknowledge the significant progress that humanity has made since the Universal Declaration of Human Rights by the United Nations in 1948, and all other subsequent enactments. This Declaration sets forth the universality of certain fundamental human rights; The rights to education, freedom of association and speech, and the right to participate in the life of the community are inherent to the rights of life with dignity.

We declare, therefore, that the right to learn, the right to know, the right to produce knowledge, and the right to access knowledge are inalienable rights for all.

We acknowledge the significance of science, research and knowledge being produced in a community-engaged manner, such that the fruits of such knowledge are available, usable and beneficial to those communities and their civil society organizations and movements. We are particularly mindful of families and communities that are excluded or marginalized in our societies.

We underscore the vast treasures of indigenous knowledge in all societies, and the associated processes of their transmission orally across generations. We recognize that knowledge has been stored in books, digitally and through cultures of dance, music, arts and dialogues.

We respect the knowledge-creation work of scientists, educators, activists, intellectuals, students, civil society organizations, and mother-tongue scholars.

We believe that now is the time to mobilize ourselves globally. Together, we are all part of building a global alliance.

Our purpose is to add value to actions across disciplines and community aspirations worldwide by:

- sharing effective practices in strengthening engagement of communities
- creating and mobilizing knowledge for human betterment
- supporting communities and groups to create healthier societies and environment
- developing new generations of community engaged scholars and community based researchers
- measuring collectively the impact of our work in our community and world
- advocating for enhanced policy and resource support

We value inclusion, integrity, commitment and freedom, and recognize that all peoples in the world are enjoined in the creation of knowledge.

We call you to action – Share the dream!

2011 Global Forum: 'Leveling the International Playing Field'

May 25-27, 2011 Vancouver

The theme for the 2011 Global Forum, 'Leveling the International Playing Field', will delve into a variety of critical topics that are transforming borderless higher education. These include:

- Global Regionalism – the emerge of regional higher education network
- Private Partnerships – trends and development in private partnerships in tertiary education
- Student Mobility – factors influencing where students study
- Open & Distance Learning – global applications of open and distance learning systems, examples of best practice
- International Quality Assurance – quality assurance, assessment models for ensuring quality
- The Transnational Student Experience – successful models for providing these services to transnational higher education students.

Organizer is the Observatory, a global strategic services organization which primary purpose is to provide strategic information to enable institutional leaders and policy makers to make informed decisions relevant to their existing and/or future transnational higher education initiatives.

http://www.obhe.ac.uk/the_2011_global_forum_canada/overview

3rd Asia-Pacific regional Conference

June 9-11, 2011 Hong Kong

In accordance with the increasing awareness of Service-Learning, the Office of Service-Learning (OSL) of Lingnan University, Lingnan Foundation, and the United Board for Christian Higher Education in Asia have joined together to further expand Service-Learning programs throughout the Asia-Pacific Region. The 3rd Asia-Pacific Regional Conference, titled "Make A Difference: Impacts of Service-Learning" will be held 9-11 June 2011 in Lingnan, Hong Kong. The conference aims at gathering educators, students, government officials and service providers around the world to exchange ideas on the development and the role of Service-Learning in making a difference in the society.

www.ln.edu.hk/osl/conference2011

AUCEA Next Steps: Building a New Engagement Agenda

July 11-13, 2011 Sydney

Australian Universities Community Engagement Alliance (AUCEA) is an alliance of universities and affiliations committed to university-community engagement across Australia and Asia Pacific. The 8th annual AUCEA international conference to be held in Sydney, Australia, 11-13 July 2011, has the sub-themes: Leadership, Research, Learning, and Partnerships.

PERARES partners will perform two joined Workshops and one oral presentation together with the Australian colleagues, Lisa Andersen and Pauline O'Loughlin, from UTS. Shopfront at the University of Technology, Sydney (UTS) The workshops will focus on the Australian context, and will be enriched by the experiences of UTS Shopfront. The presentation of Henk Mulder and Norbert Steinhaus will include an overview of science shop developments in Europe and beyond and the roles of the International Living Knowledge Network and the Global Alliance for Community-Engaged research (GAC-ER) in advancing community-based research globally.

www.aucea.org.au.

Community Development International Conference

July 6-8, 2011 Lisbon

The Sociedade Portuguesa de Psicologia Comunitária hosts the 2011 IACD Conference in Lisbon. In an increasingly globalised world Community Development plays a central role in promoting understanding of the local and global interdependence of our communities. This implies a strong commitment to goals and strategies of community leadership, and the transformational capacity of citizens to act as agents for change. Transformational leadership of this kind creates pathways for civil society and community groups to become empowered, through more active participation in community decision making processes to engage with, and influence public and corporate policies at the local, regional, national and international levels.

<http://www.cdconference.com>

What is a Science Shop?

A „Science Shop“ provides independent, participatory research support in response to concerns experienced by civil society. Science Shops use the term „science“ in its broadest sense, incorporating the social and human sciences, as well as natural, physical, engineering and technological sciences.

There is not one dominant organisational structure defining a Science Shop. How Science Shops are organised and operate is highly dependent on their context. Organisations that meet the definition of a Science Shop and do provide civil society with knowledge and skills through research and education on an affordable basis will be taken into account.

There are forums for all parties interested and involved in Science Shops and other forms for community based research. They can give input to but also get information from the Living Knowledge discussion list, the bimonthly newsletter or this magazine, which provide users with resources and tools related to community-based research.

Living Knowledge Website:

www.scienceshops.org

International Science Shop Office

livingknowledge@wilabonn.de

If you want subscribe or unsubscribe to the magazine or the newsletter please send a message to C.F.M.deBok@uu.nl or visit our website at <http://www.livingknowledge.org> and select 'Discussion list and Newsletter'

EC Services

The EC printed a flyer on Science Shops. This flyer focuses on different target groups, universities, students, citizens groups and local authorities. The flyer can be downloaded from the Living Knowledge website.

Printed copies can be ordered for free at the European Commission from liz.versterlund@cec.eu.int.

The new Science and Society portal of the European Commission replaces the previous Science and Society website. The portal is open to all news and organisations related to Science and Society.

http://ec.europa.eu/research/science-society/home_en.cfm.

Still available at the old EU website are specific pages with general information about Science Shops as well as the minutes and single contributions of two Science Shop workshops organised by the European Commission

http://europa.eu.int/comm/research/science-society/scientific-awareness/shops_en.html