

**Session 3.1 Presentation 1: Coordinating mentoring across the EU to support the development of science shops/CBR centres.** Henk Mulder, Science & Society Group, University of Groningen ([h.a.j.mulder@rug.nl](mailto:h.a.j.mulder@rug.nl)).

I would like to share and discuss with you my experience in coordinating mentoring, as part of the EU projects PERARES and TRAMS. Mentoring relationships are often long-term, but even a two-day 'summer school', with e-mail follow-up, facilitated the setting up of a science shop in Portugal. During my talk, I will discuss various wishes and needs relating to mentor/mentee relationships, and highlight ways to mobilize practical knowledge on science shops and make this knowledge available through mentoring.

For me, all started with supporting the network of Science Shops in Romania to be established. With a former colleague and his contacts to both Romanian NGOs and universities, we were able to secure funding from the Dutch Ministry of Foreign Affairs. We could thus have Science Shop coordinators appointed at a number of universities, and were able to fund some student projects – including two international exchanges. Our mentoring consisted of many on-the-job trainings, in setting-up student projects, communication – with various target groups, making budgets, etc. We were able to share a lot of our own experience this way. We were also able to convince relevant policy makers of the value of science shops, because we had so many practical examples to share. We also organized national meetings, in which we could share information, and our Romanian colleagues could call on us – and each other – whenever there were practical issues.

From this, we continued in various EU projects, most notably TRAMS (Training and Mentoring of Science Shops) and currently PERARES (Public Engagement with Research and Research Engagement with Society).

In TRAMS, we set up a 'Summer School' for people that wanted to start a Science Shop. We introduced them to the origins of Science Shops, both historical as philosophical, and introduced all the practicalities of working with societal organizations, staff, students and (university) policy makers. We showed them various operational options as well. We also repeated the mentoring as we had done in Romania, though this time we did not pay for coordinators locally. Afterwards, this turned out to be a bottle-neck; there should be people locally with dedicated time to bring the new idea forward. However, we supported them, gave lectures at their institutes and trained them on the job. Some on-line learning modules were made, and we developed a web-based resource, the "Toolbox for Science Shops". Next to a list of Frequently Asked Questions, this toolbox contained examples of Intake Forms, Agreements, Budget Formats, and Decision Trees etc.

In PERARES, we continue what we started in TRAMS, though now with time available for local coordinators. The amount of money available allows for some 6 person months per institute. Again, the PERARES network has some experienced Science Shop staff available for visits, on the job trainings, lectures, etc. Student exchanges still are rare, because of language issues mostly.

In my view, the key to success in our mentoring relationship is an open mind; there is no clear cut blueprint on how to set and run up a Science Shop; the local context is always different. Together you look for the best option, combining pieces from various other Science Shops way of working and inventing new approaches. This is what keeps it interesting for the mentor as well; even though I'm doing this for 15 years, I still learn on every occasion.

The challenge for me is now to develop additional resources and tools, and an advanced version of our basic Summer School. It would be interested for me to have ideas from the session participants for this. Are there ways to advance sharing my knowledge with others?